



BUNTS SANGHA'S
S M SHETTY INTERNATIONAL SCHOOL & JUNIOR COLLEGE
AN IB WORLD SCHOOL
CAMBRIDGE INTERNATIONAL CENTRE - IN686
(ISO 21001:2018 Certified)

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IB School Code 051370

ASSESSMENT POLICY

(Last reviewed on April 2025)

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The IBO Mission statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programs of international education and rigorous assessment.

SMSISJC MISSION

Through quality teaching in a learner centric environment SMSISJ aims to :

- Relate classroom learning to real life experiences.
- Inculcate innovative thinking through challenging situations.
- Provide multiple platforms to exhibit intrinsic talent.
- Offer international exposure through collaborative projects.
- Inculcate the values of personal and collective wellbeing.
- Foster a sense of curiosity among our students.
- Encourage students to respect diversity and peaceful co-existence.

SMSISJC VISION

Inspiring learners to become confident, knowledgeable, open minded and responsible global citizens

IB Learner Profile

As IB learners we strive to be:

INQUIRERS	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
KNOWLEDGEABLE	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
THINKERS	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
COMMUNICATORS	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.
PRINCIPLED	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
OPEN- MINDED	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
CARING	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
RISK-TAKERS	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
BALANCED	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
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Philosophy of Assessment

Assessment is an integral part of a student's educational experience. The primary goal of assessment is to improve student learning. Therefore, educators need to have the knowledge and skills necessary to create, administer, and interpret assessments. Any one assessment is a limited source of information and must be used in conjunction with all other available information about a student.

In order to increase student achievement and create an environment that supports life-long learning, educators must form a partnership with students and parents by involving them in the assessment and evaluation process. When assessments are used and interpreted properly, the results provide information that is valuable in designing educational opportunities that promote student achievement and meet the needs of all learners.

Purpose of Assessment

The Assessment policy is created to ensure that the school follows the assessment practices in alignment to the IB philosophy and assessment guidelines. This policy is shared with all the interested stakeholders so that the policy is implemented as per the IB standards and practices.

The criteria and expectations that are to be used during assessment are communicated to students beforehand to maintain clarity and transparency. Students are assisted in the interpretation of assessment purpose, standards of success and grading descriptions. Self-assessment and reflection opportunities are invited to make students own up their learning and grow assessment literate.

Principles of assessment

Assessment sets the basis for planning a written curriculum in the school.

Assessment at SMSISJC is guided by the principles of validity, reliability, fairness, transparency, Inclusivity and authenticity. Assessments are modelled in such a way that they determine what students have learnt, understood as well as can do with regard to declared learning outcomes.

The reliability is guaranteed by constant marking and clear criteria. The fairness is ensured through equal opportunities to prove learning and inclusivity is ensured so that the assessment practices can meet the learning needs of diverse students.

The task of assessment is explicit, clear in purpose and criteria, and as much as feasible authentic in nature, enabling students to make application of their learning to meaningful and real-world situations. Assessment practices are shared with all the stakeholders. (governing body, pedagogical leadership team, teachers, students and the parents)

Formative assessments monitor the on-going learning of the students and provide feedback to the teachers to improve their teaching and the students to improve their learning. Summative assessment is the culmination of the student learning at the end of each unit or term. Assessment provides opportunities for students to reflect on their learning and the teachers to reflect on their teaching as well. All the stakeholders have to abide by the Academic Honesty policy of the school.

ASSESSMENT

'Assessment' is something of an umbrella term, encompassing a range of methods and techniques (Biggs and Tang, 2007)

Assessment design and variety:

The assessment tasks will be in accordance with the curriculum goals and IB subject needs. The assessment strategies are balanced, i.e., written tasks, presentations, investigations, projects, practical work and examinations. Formative and summative assessments will be implemented to make sure that the students are provided with several chances to prove their success. Over-assessment is prevented by making sure that assessment is meaningful, timely and developmental.

Formative Assessment:

Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course. Formative assessments help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support.

The general goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning while it's happening. What makes an assessment "formative" is not the design of a test, technique, or self-evaluation, per se, but the way it is used—i.e., to inform in-process teaching and learning modifications.

A formative-assessment technique could be as simple as a teacher asking students to raise their hands if they feel they have understood a newly introduced concept, or it could be as sophisticated as having students complete a self-assessment of their own writing. While formative assessments help teachers identify learning needs and problems, in many cases the assessments also help students develop a stronger understanding of their own academic strengths and weaknesses. When students know what they do well and what they need to work harder on, it can help them take greater responsibility over their own learning and academic progress.

SUMMATIVE ASSESSMENT:

Summative assessments, are used to evaluate student learning progress and achievement at the conclusion of a specific instructional period—usually at the end of a project, unit, course, semester, program, or school year. The tests, assignments, or projects are used to determine whether students have learned what they were expected to learn. In other words, what makes an assessment “summative” is not the design of the test, assignment, or self-evaluation, per se, but the way it is used—i.e., to determine whether and to what degree students have learned the material they have been taught.

Summative assessments are given at the conclusion of a specific instructional period, and therefore they are generally evaluative, rather than diagnostic—i.e., they are more appropriately used to determine learning progress and achievement, evaluate the effectiveness of educational programs, measure progress toward improvement goals, or make course-placement decisions, among other possible applications.

Summative-assessment results are often recorded as scores or grades that are then factored into a student’s permanent academic record, whether they end up as letter grades on a report card or test scores used in the college-admissions process. While summative assessments are typically a major component of the grading process in most districts, schools, and courses, not all assessments considered to be summative are graded.

“When the chef tastes the sauce it is **formative assessment**; when the customer tastes, it is **summative**” (Anon)

Plan for Assessment Pattern for Academic Year I & II

Year-I

IBDP Y1	
TERM 1 ASSESSMENT	<p>Each subject will have 2 summative assessments and one Term assessment. A formative assessment is conducted every term as an alternative to the IA in each subject.</p> <p>The question papers are designed according to the Assessment objectives stated in the subject guide and mentioned on the cover page. Based on the above assessments accumulative grade is calculated out of 7 for each subject at the end of the term. A report card is generated at the end of each term through ManageBac.</p> <p>Comments on progress of the core components are shared with the parents.</p>
Term 2 ASSESSMENT	<p>Each subject will have 2 summative assessments and one End of Year assessment. A formative assessment is conducted every term as an alternative to the IA in each subject.</p> <p>The question papers are designed according to the Assessment objectives stated in the subject guide and mentioned on the cover page. Based on the above assessments accumulative grade is calculated out of 7 for each subject at the end of the term. A report card is generated at the end of each term through ManageBac.</p> <p>Comments on progress of the core components are shared with the parents.</p>

IBDP Y2	
TERM 1 ASSESSMENT	<p>Each subject will have 2 summative assessments and one Term 1 assessment. A formative assessment is conducted every term as an alternative to the IA</p> <p>The question papers are designed according to the Assessment objectives stated in the subject guide and mentioned on the cover page. Based on the above assessments accumulative grade is calculated out of 7 for each subject at the end of the term. A report card is generated at the end of each term through ManageBac.</p> <p>Comments on progress of the core components are shared with the parents.</p>
TERM ASSESSMENT	<p>Each subject will have one Term assessment which is based on the final IBDP assessments. The duration, maximum marks and the weightage will be as per the final IBDP assessments for each subject. A formative assessment is conducted every term as an alternative to the IA component in each subject.</p> <p>Comments on progress of the core components are shared with the parents.</p>
MOCK ASSESSMENT	<p>Each subject will have one Mock assessment which is based on the final IBDP assessments. The duration, maximum marks and the weightage will be as per the final IBDP assessments for each subject. The marks for IA component will be based on the submission of the final IA draft.</p> <p>Comments on progress of the core components are shared with the parents.</p>

Inclusive Assessment Practices:

The school believes in inclusive procedures of assessment that enable every student to express him or herself in a learning manner. IB guidelines are used to offer reasonable adjustments and access arrangements in an effort of supporting students with different learning needs.

The design of the assessment considers the diverse learning styles and prevent unintended bias as such, all learners have equal chances to utilize assessment opportunities.

Missed Assessments

The school uses a just and clear practice whenever the students miss assessments because of legitimate and unavoidable reasons. Students must report to the school as soon as possible and proper documentation can be sought.

In case of formative assessments, other chances can be offered as a means of learning. In the case of summative assessment, the assessment can be re-examined, or substituted with another similar task, or prior valid evidence can be taken into account, according to the IB guidelines.

Absences of evaluation without justifiable reasons would lead to granting no grades. Decisions are recorded and communicated effectively in order to promote consistency, fairness and academic integrity.

Reporting of Assessments

The school uses ManageBac application for Reporting the assessments.

Written Reports

The school provides a cumulative report at the end of each term to the students and the parents.

This report includes grades for each subject (1 to 7) along with the subject teacher's feedback and strategies to improve.

The report also shares the feedback on the completion status of the core components.

Parent Teacher Meeting

There is a face to face interaction by the teachers with the students and the parents every assessment. Teachers share Constructive feedback with students and parents.

The students and parents reflect on the feedback provided.

Effective strategies are discussed to enhance the academic progress of the student.

IB Diploma Requirements

Diploma Requirements at SMSISJ	Criteria
DP Subjects	3 HL subject + 3 SL subjects
Theory of Knowledge	Prescribed Title Essay & Exhibition
Extended Essay	4000 word essay
Creative, Activity & Service	18 months of documented activity

A student will receive an IB Diploma only if the following conditions are satisfied:

- CAS requirements should be completed.
- Candidate should achieve minimum 24 points in total.
- Candidate should achieve at least a grade “D” in the theory of knowledge and extended essay.
- The Candidate should achieve the minimum grade greater than 1 in each subject irrespective of the level of the subject.
- Candidate should not achieve a grade “N” in any of the written components or coursework. (“N” is awarded for non-submission of the coursework).
- Candidate should achieve at least a total 12 points in the HL subjects.
- Candidate should achieve at least a total 9 points in the SL subjects.
- Candidate should abide by the Academic Integrity policy through all the assessments.
- Candidate should not achieve a score of 2 three or more times (HL or SL).
- Candidate should not achieve a score of 3 or lower, four or more times (HL or SL).

The Extended Essay and Theory of Knowledge are jointly graded with a maximum of 3 points (see points matrix below), plus CAS completion.

		Theory of knowledge					
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
E x t e n d e d e s s a y	Excellent A	3	3	2	2	Failing condition*	N
	Good B	3	2	1	1	Failing condition*	N
	Satisfactory C	2	1	1	0	Failing condition*	N
	Mediocre D	2	1	0	0	Failing condition*	N
	Elementary E	Failing condition*	Failing condition*	Failing condition*	Failing condition*	Failing condition*	N
	Not submitted	N	N	N	N	N	N

Diploma candidates add their points from the six subjects together with any additional points obtained from the Extended Essay and Theory of Knowledge. A score of 30 or above is considered to be good. Scores of 35 or higher are excellent. A perfect diploma score is 45 points. All IB diploma subjects are graded according to the scale pictured below.

The IB band descriptors and diploma point's matrix:

Diploma Grade	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

Grading & Academic Reports:

For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific levels of achievement in the particular subject together with an appropriate range of marks that conform to the stipulations laid down by the IBO.

The grades and marks awarded by teachers for assessed work and reports will only be based on the standards of performance outlined in the subject specific percentage grade boundaries or mark boundaries for the component being assessed.

The student's performance is assessed at the end of the reporting period, based on work completed during the reporting period.

Possible Grades are as follows:

An assessment grade is provided from 1 to 7 corresponding to the following IB Diploma grading system:

7 - Excellent performance - Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis and evaluation where appropriate and produces work of high quality.

6 - Very good performance - Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis and evaluation where appropriate.

5- Good performance - A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.

4 - Satisfactory performance - A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

3 - Weak performance - Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support.

2 - Poor performance - Very limited achievement of all the objectives. The student has difficulty in understanding the concept, knowledge and skills, and is unable to apply them fully in normal situations, even with support.

1 - Very poor performance - Minimal achievement in terms of the objectives.

Predicted Grades

The school provides predicted grades as an informed professional judgement of the level of achievement that a student is expected to have at the end of the course. Subject teachers give predicted grades based on a variety of evidence, such as formative and summative assessments, coursework, internal assessment (where appropriate), performance and academic progress of the classes over time.

Predicted grading is done based on agreed departmental and school wide guidelines, in order to achieve fairness, consistency and accuracy in the process. Official records of academic purposes like external reporting and references are based on predicted grades and are periodically reviewed. They are suggestive and not reflective or determinant of end examination.

Academic integrity in Assessments

The assessment practices at SMSISJC are focused on academic integrity. Design and Evaluations are based on the promotion of originality and an ethical approach to academic conduct. The students are guided about referencing, to note down the source and the correct use of information.

The school takes a preventive and educative stance on academic honesty, in which the students are aware of the expectations before submitting assessment. More information, our school's academic integrity policy can be referred.

Core components:

CAS assessment

Students as well as parents will receive regular feedback from the CAS portal (Managebac) on which the student will upload evidence of his/ her achievements, tasks accomplished, learning outcomes, own reflections etc from time to time. It is on the basis of this and upon verification of the claims of the work done, will a student receive the grade.

The Extended Essay and TOK

It will be assessed externally by the IB for all IB Diploma students. The school does not award grades for internal purposes for these core requirements. Comments will be provided for the Extended Essay, TOK and CAS, indicating whether students are meeting course requirements at that time for these core components (academic and social) of the curriculum.

Assessment Policy Review and Communication Process

The assessment practices are regularly reviewed to make sure that they are in line with IB standards, programme requirements, and other emerging educational best practices. The effectiveness of assessment strategies are evaluated by using feedback of teachers, students and data on academic performance.

The policy regarding assessment is reviewed every 2 years or when there are changes in the IB policy/stipulations or as and when required. The school's leadership team along with the examination committee reviews and revises the assessment policy.

The revised policy is then shared with the school community.

Reference

The following documents were consulted while writing this assessment policy:

1. Principles of IB Assessment
2. SMSISJC Academic Integrity Policy
3. Programme Standards and Practices 2020
4. Diploma programme: assessments and procedures 2024
5. The Glossary of education reform
6. Guidelines for developing a school assessment policy in the Diploma Programme
7. Assessment principles and practices – Quality assessments in a digital age.