



THE INDIAN PUBLIC SCHOOL

ASSESSMENT POLICY

INTRODUCTION

Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. It identifies what students know, understand, can do and feel at different stages in the learning process. (IBO January 2001)

The Indian Public School's assessment policy is aligned with the principles of the IB assessment philosophy. Teaching, learning and assessment of that learning are fundamentally interdependent. At TIPS, we believe assessment should be integrated into all aspects of the learning cycle. It should be continuous and fair so as to provide information about student performance in terms of both strengths and challenges. Assessment should also provide information on the efficacy of the program.

In TIPS, Assessment policy is prepared with the collaborative effort of all the stakeholders (Pedagogical leadership, Faculty, Students and Parents) and is based on the IB guidelines for the same. Inputs from all were gathered to define the philosophy.

THE ASSESSMENT PHILOSOPHY:

Assessment for learning is the process of identifying what the learner has or has not achieved in order to plan the next steps in the teaching and learning. It provides students with a rich learning resource and information about their progress so far and henceforth. We lead our students through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of all IB learner profile attributes and the decision to take responsible action. We motivate our students to participate responsibly, successfully and with integrity in the local and global community.

Assessments should be holistic and analytical. As each learning style is different a range of assessment strategies should be adopted. Evaluation should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements.

The staff of The Indian Public School, Coimbatore is committed to ensure that the students are continually assessed for their learning. Parents are informed of their progress in all curriculum areas and that learning is a partnership between students, parents and teachers.

Through commitment, and determination The Indian Public School, Coimbatore aims to:

- Bring about the emergence of out-of-the-box thinkers, improved performances, and demonstrations.
- Develop independent, effective learners who enjoy school.
- Create cohesive school community in which there is mutual understanding, trust and respect.
- Empower staff, governors and children by raising confidence, self-esteem and self-belief
- Bring about optimum achievement in every child.

ASSESSMENT PRINCIPLE

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community [teachers, parents, and Students].
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

PURPOSE OF ASSESSMENT

Assessment is a complex, multi-faceted system, but has the primary purpose of motivating, directing and enhancing student learning. Assessment also serves other purposes including:

- Helping to ensure that educational standards for internal and external requirements, are appropriate and maintained
- Determining whether course objectives have been achieved
- Ensuring that the program requirements have been completed
- Grades given to students are consistent, clear and completely understood. It provides feedback to the instructors that can be used to improve their teaching.
- Identifying high achievers against pre-set standards
- Identifying students in need of additional support
- To build up confidence, motivation, and learning potential that resides within every student
- To leave no child behind and support learning
- To inform the school community of the success of the program
- To report on the intended learning outcomes.

HOW TO ASSESS

The Indian Public School assess students' learning in a continuous process which includes the four dimensions of assessment:

- Monitoring Learning
- Documenting Learning
- Measuring Learning
- Reporting on Learning

I) MONITORING LEARNING

Monitoring helps to check the progress of learning against personal learning goals and success criteria. Assessment is conducted in three forms.

TYPES OF ASSESSMENTS

Prior Knowledge assessment

The aim of the prior knowledge assessment is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Assessing students' prior knowledge allows the facilitator to focus and adapt their teaching plan. For students, it helps them to construct connections between old and new knowledge.

Formative assessment

Formative assessment is woven into daily learning processes in order to guide the next stage of learning. It is based on the learning outcome. These outcomes are shared with class/group at the beginning of each inquiry. This type of assessment provides regular and frequent feedback to the teacher and the student. It also gives students an opportunity to improve their understanding and to cultivate enthusiasm for learning. Teachers use various assessment tools to keep a record of student progress. In addition, for DP progressive development of IA /EE ensures smooth completion of the students' research area.

Summative Assessment

The main purpose of Summative assessment is to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period. This is carried out at intervals throughout the year. An important aspect of assessment for learning is the use of summative data.

II) DOCUMENTING LEARNING

Documenting is the process to compile the evidence of learning,

- The documenting process of the assessment is continuous
- Documentation will identify a successful link between planning and learning outcomes.
- Individual records are developed through entries made in the individual assessment records (MSEXCEL), teacher's personal mark books (Anecdotes) and assessment folders (Student Portfolio, Reflections) as per the program requirement
- Teachers assessment folders will include relevant formatted documents.
- Samples of individual child's work that represent comprehension and are maintained as portfolios throughout the learning process if required by the program.
- Students reflect their learning through self-assessment which is included in the report card/portfolio.

III) MEASURING LEARNING

Measuring is the process to capture what the student has learned at a particular "point in time" and analyze the data to inform learning and teaching.

- A range of assessment tools and strategies are used which comply the most comprehensive picture of student progress and achievement over time.
- Students' learning is measured based on success criteria and learning outcome.
- Data is used to analyze and inform teaching and learning.
- Student action and learner attributes cannot be measured. Rather they are monitored and documented.
- Constructive feedback is provided to students for their overall development.

RECORDING OF ASSESSMENT ASSESSMENT STRATEGIES

a) Observations

Teachers engage in continuous observation of the class, of specific groups of students and individual students. Observation can take place at any time and in any setting. It provides information on students' strengths and weaknesses, learning styles, interests, and attitudes. The observation may be focused on a specific area, such as a skill, or it can be a more general

observation of, for example, the ability to function and cooperate in a group and can be done by both teachers and students.

b) Selected response (Tests, Quizzes, Examinations)

Selected response can be used as a method for formative assessments where knowledge is briefly assessed to gain insight into the progress of a unit or subject. They can be used at the end of a topic within the unit/subject. The most familiar examples of this form of assessment are tests and quizzes. Quizzes, tests, or examinations can be adapted for exceptional students and for re-teaching tasks and retesting students to help them progress.

c) Open-ended tasks

This task could take many forms, such as a presentation, an essay, a diagram or a solution to a problem.

d) Performance-based Assessment/Presentations

Teacher-designed, student-led, authentic performances of understanding may take the form of a play, conducting a demonstration, creating a composition, a research report, making a presentation or proposing a solution. A classroom presentation is an assessment strategy that requires students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.

ASSESSMENT TOOLS PYP/ DP

PYP

a) Portfolio

Throughout the PYP, portfolios are used as a reflection tool at the end of each term. Students use the portfolios to visualize and reflect on their own learning and development. Portfolios are also used as a collection of evidence displaying students' learning throughout their school experience.

b) Rubrics

Assessment rubrics are developed and applied to all assessment tasks. A well-constructed rubric should guide the student's learning by providing clear expectations and offer opportunities for reflection. It should also provide clear, measurable evidence of learning.

c) Checklists

Lists of information, data, attributes of the Learner Profile, key concepts, attitudes and other elements that should be present in a particular type of work.

d) Anecdotal Records

Learning stories that can be used by students as opportunity for reflection and assessing their own work.

IBDP

a) Rubrics & Marking scheme

Assessment rubrics & Marking scheme are provided to the students which are similar to IB expectations.

b) Portfolio

For Visual arts and film studies portfolio is maintained and submitted as a progressive learning tool.

IV) REPORTING ON LEARNING

Reporting is a process to describe the progress and achievement of the student's learning.

- The semester report card informs parents of their child's progress in all areas, indicates whether children are working at, above or below the standards and contains targets for improvement.
- Parents are given the opportunity to discuss these reports with the teacher.
- The Report Card also exhibits the development of trans-disciplinary skills and the IB learner profiles during the academic year.
- Student Led Conferences (SLC) are held thrice a year to inform teaching and learning.
- Teachers and parent assess the student's progress using a set of assessment tool.
- Students' portfolios show the development of 5 elements of learning in the units of inquiry in the form of images and evidence of students in the process of constructing meaning.
- Parents are given the opportunity to discuss about the students' progress during Parent Teacher Meeting (PTM) which happens thrice a year for PYP and for the entire DP course, PTM is held seven times (4 semesters and 3 mocks) .
- The Exhibition is the platform where final year PYP students report to their parents their learning from the PYP journey and celebrate the culmination of PYP.
- Parent requests for meetings - Parents are invited to request a meeting with their child's teacher to provide further clarification on an issue or if they have concerns about their child's progress. The request may be made either directly through email or a phone call.

Special Education Needs (SEN) should we name as inclusion policy

Student falling into the Special Education Needs will have an individualized education Plan for which, in certain cases, will result in a modified curriculum. In these cases the SEN department will report on student progress as per the reporting requirements.

Assessment during PYP Exhibition:

The Primary Years Programme (PYP) exhibition represents a significant event in the life of a PYP school and student, synthesizing the essential elements of the PYP and sharing them with the whole school community. As a culminating experience it is an opportunity for students to exhibit the attributes of the IB learner profile that have been developed throughout their engagement with the PYP. The PYP Exhibition process will be assessed by teacher and mentor assessment, self-assessment and peer assessment through different strategies. The assessment of the PYP exhibition involved on-going, formative assessment and, a summative assessment. Students undertake self-assessment on how they use IB learner profile attributes. The assessment criteria used for assessment and the final exhibition, is explained to the students.

Academic Honesty

At TIPS, students are expected to produce work based on their own ideas and exhibit honesty in using sources. Both teachers and students have important roles to play in ensuring all work in school is done with integrity and honesty.

Reporting Frequency

| Type | Grade | Frequency | Report about |
|-------------|--------------|------------------|------------------------------|
| Report Card | Grade I to V | Twice a Year | Essential elements of PYP |
| Portfolios | Grade I to V | Six times a year | Teaching & Learning Progress |

| | | | |
|----------------|--------------|---------------|-----------------------------------|
| SLC | Grade I to V | Thrice a year | Essential elements of PYP |
| PTM | Grade I to V | Thrice a year | All around development of Student |
| The Exhibition | Grade I to V | Once a year | PYP Learning |

GRADING

Performance Indications/Academic Achievement:

- 4-Surpassing: Work demonstrates a high level of achievement of curriculum expectations, strong understanding of required knowledge and skills
- 3-Meeting Expectations: Work demonstrates an acceptable level of achievement of curriculum expectations, acceptable to good understanding of required knowledge and skills
- 2-Satisfactory: Student is working towards meeting grade level expectations and is beginning to use the skills, concepts and knowledge. Considerable teacher support is still required at this stage.
- 1-Needs Improvement: Achievement of curriculum expectations tends to be limited or below what is typically demonstrated by students at this age/grade level, additional instructional support and improvement needed to meet required knowledge and skills.
- N/A: Not Applicable as the unit of study is not being assessed at this time.

RIGHTS AND RESPONSIBILITIES OF THE ASSESSMENT LEADER

The Head of School/ Coordinator is responsible for:

- Monitors communication on assessments
- Supports teachers through collaborative planning and reflection on developing consistent assessment practices
- Updating the Assessment Policy collaboratively with all stakeholders
- Development and implementation of the Assessment Plan
- Informs parents about the various methods and platforms for feedback
- Liaison with grade/ subject teachers which may include moderating meetings
- Development of portfolios, organization of assessment calendar, maintenance of resource banks to support assessment as per the program requirement

RIGHTS AND RESPONSIBILITIES OF TEACHERS

- Co-plan success criteria with the students
- Give effective feedback (including strategies to improve) and communicate learning progress
- Assess the effectiveness of the learning environment on the student's learning
- Evaluate students' needs prior to the assessment
- Guide students on appropriate assessment practices and behaviours
- Plan multiple opportunities for success and use differentiated assessments (portfolio, performance, written, oral etc.)
- Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student
- Communicate assessment inclusive access arrangements early, thoroughly and clearly
- Communicate about whether the feedback is formal or informal and reflection for further

action

- Standardize grade level communication on assessments
- Recording and Reporting of the assessment

RIGHTS AND RESPONSIBILITIES OF STUDENTS

- Partner with teachers to design their learning goals and success criteria
- Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
- Prepare and behave appropriately in assessment situations
- Demonstrate academic integrity
- Are assessed with a consideration to their individual learning profile, cultural and linguistic background

RIGHTS AND RESPONSIBILITIES OF PARENT

- Ensure they are informed about the nature of assessment
- Know when and how students are to expect the assessment
- Provide opportunities to support and celebrate student learning. Know the method of effective feedback.
- Receive evidence of student learning and development.
- Develop an understanding of students' progress.

TIPS IBPYP ASSESSMENT PRACTICES AND PROCEDURES:

GENERAL FEATURES:

All the Assessment in the PYP relates to the formative and criterion based assessment, where the student is assessed on the basis of the criterion and not on the basis of content. The formative assessments play a major role and each teacher uses variety of strategies for the assessment purpose at different timeline. Prior knowledge assessment, formative assessments and summative tasks ensure the learning outcomes for each unit.

Some forms of prior-knowledge assessments are:

- Brainstorming
- Concept mapping
- Knowledge Maps
- Mind Maps
- KWLH Charts
- Think Pair Share
- Rocket Writing
- People Bingo and others as per the need of the lines of Inquiry
- Graphic Organizers
- Provocation Table
- Picture Priority

Some forms of the Formative Assessments are:

- Power Point presentations
- Written report
- Lab reports
- Oral presentations
- Project work
- Venn diagram
- Posters
- Model making
- Booklets
- Class quiz

Some forms of the Inquiry Summative Assessments are:

- Puppet shows
- Models
- Booklets
- Concept maps
- Crossword puzzles
- DE Bono's 6 thinking hats
- PMI
- Advertising campaigns
- Exhibition
- Letter writing
- Time Capsules and others as per the need of the Central idea

EVIDENCE OF ASSESSMENT:

In TIPS, we use different array of activities, and strategies demonstrating a strong grasp of the evidence required to assess student growth of knowledge, understanding and skills. The various forms of recording like observation, presentation, etc. are used as assessment tools based on the success criteria and the learning outcomes. Rubrics were widely used in our school for all assessment purposes. Portfolios were used as an evidence.

TIPS MIDDLE SCHOOL ASSESSMENTS PRACTICES AND PROCEDURES

GENERAL FEATURES:

All assessment in Middle Year is based on bridging the gap between PYP and DP models. The school follows IGCSE curriculum in the middle years and assessment is designed to cater to the need of the program and create a balance between Trans-disciplinary to Disciplinary approach to learning in the PYP and DP respectively. The School uses Interdisciplinary approach to learning and provides opportunities to learn the same way in day to day routines directly relating to the criteria and skills required for final assessment. Middle Years has criteria based Formative and Summative Assessment practices. Recording and reporting of the practice happens on the Assess 360 pattern to ensure overall growth and learning process. Formative Assessments are conducted throughout the year for a continuous assessment of student progress. Various ways for student assessment for the same is followed at TIPS Coimbatore. The FAs can be content and criterion

based.

FA/SA Types:

- Objective type-written task
- Quiz
- Oral presentation
- Assignment
- Case study
- Project
- PPT presentation
- Reviews(fieldtrips/expert talk)
- On-line tests, simulation
- Visual presentation
- Journal
- Model
- Panel discussion
- Booklets
- Research

Unit or Chapter assessments:

At the end of each chapter or Unit students are assessed for the content through a structured content based written task. Records of the assessment scores are constantly updated in assess 360,a parent portal, to access student performance and progress. Records of both FAs and UAs are maintained for an aggregate to account for semester report cards. At the end of each unit assessment students' academic progress is reflected through a color coding descriptor evident for students and parents ,during PTMs.

Semester Exam:

At the end of each semester a written assessment is conducted to assess the concepts covered during that semester. An aggregate of the continuous Formative assessments and the semester scores accounts for the report card grades. The report card also reflects the continuous assessment marks through various criterion.

Assess 360:

Assess 360 is a grade qualification plan unique to TIPS. As per this plan, it is mandatory for the students to achieve a certain overall level to qualify for promotion to the next higher grade. The following are the components / criteria of Assess 360 plan.

Components & Weightage:

1. Character-20 Points
2. Attendance/Punctuality -10 Points
3. Formative Project- 15 Points
4. SLC Teacher Assessment- 10 Points
5. SLC Parent Assessment -05 Points
6. Formative Assessment- 20 Points
7. Term Assessment -20 Points

The Child has to secure 75 points to be eligible for next grade. In case of child not securing the

required points, various extra opportunities would be provided for gaining extra points. For example: Extra Home work in each/ any subject, Community involvement and /or help, Retest only one chance.

TIPS IB DIPLOMA ASSESSMENT PRACTICES AND PRODEDURES

GENERAL FEATURES

- All assessment in Diploma Programme subjects relates directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques are used that reflect the international breadth of the IBO. The same assessment methodology applies to related subjects but any substantial difference in the nature of higher level and standard level in a subject is mirrored in their respective assessment models.
- Diploma Programme assessment and grading procedures ensure parity of treatment for all candidates irrespective of school, subject, response language or examination session. All grading and assessment judgements are based on evidence and are not subject to any form of bias.
- Students in need of inclusive education are supported as per TIPS inclusion policy and guidelines provided by IB in Diploma programme Assessment procedures.
- All courses normally have either three or four separate assessment components.
- Where appropriate, these components will include internal (school based) assessment as well as external assessment. The balance between internal and external assessment is such as to ensure that all the objectives of the course are adequately and appropriately assessed.
- The marking of teachers and examiners is moderated by the DPC. Moderation will be based on assessment criteria identical to the original marking. Internal assessment primarily addresses those skills and areas of understanding that are mostly addressed in external examination papers.
- Internal assessment is not used as a tool for monitoring syllabus coverage, but is focused on assessing student learning of particular skills. Where necessary, breadth of syllabus coverage is assessed within external examinations. Internal assessment tasks do not duplicate the kind of work that is carried out for extended essays in the same subject.
- Wherever possible, internal assessment tasks become an integral part of normal classroom teaching for that subject. They are not “add on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience.
- Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (for example portfolio of work in group 6) allowance is made for student improvement over this period. Thus the final internal assessment mark reflects a student’s best level of performance during the course and not merely an average of performance over the whole course.
- The quantity of internally assessed work specified for a course is no more than the minimum needed to satisfy its aims. Defined word limits are given where possible for internally assessed tasks. The maximum word limit is no more than what is necessary to complete the task.
- In addition to the IB specific internal and the external assessments, there will be regular formative (ongoing) assessments carried out throughout the DP programme.
- These assessments form a basis for obtaining periodic detailed feedback. to be used by the

teachers and their students, to know about the strengths and weaknesses of the students and to develop their capabilities. For this purpose, the level of challenge of formative assessments are set as appropriate to the current learning of the students and may be subject to adjustments as the students progress in the course.(International Baccalaureate Organization – Diploma Programme assessment).

THE VARIOUS TYPES OF FORMATIVE ASSESSMENTS ARE AS FOLLOWS:

- Oral presentations
- PowerPoint presentations
- Written report
- Lab reports
- Project work*
- Group discussion
- Portfolios*
- Chart making
- Class quiz

*Specifically for group 6.

TIPS IB DIPLOMA ASSESSMENT SCHEMATICS

SCHOOL BASED ASSESSMENTS:

These assessments are regular assessment opportunities to build the skill required by the respective subject area. Also the school based assessment, both formative and summative , would be subject- specific criteria based assessment to cover practice for the same in IAs and External IB Exams.

| | |
|--------------------|---|
| | scale of A to E shall be awarded based on the activities conducted during the semester |
| CAS | At the end of each semester, a descriptive remark shall be made by the CAS coordinator regarding the involvement of the student in the CAS activities. |
| Periodic reporting | On completion of each of the formative assessments and the periodic exams, the grade/marks achieved will be communicated by e-mail. In addition, there will be pre-scheduled meetings of parents with the teachers (at least twice in a semester) to provide feedback to the parents about the students' learning experiences and discuss remedial actions. |

First semester to third semester recording and reporting for Parents:
Mock exams in the final semester

There shall be two mock exams from the month of August.

IB ASSESSMENTS

Internal Assessments

Apart from the school based assessments, the students shall be engaged in internal assessment tasks as a part of the mandatory requirements of the DP programme as per a school-internal schedule. These assessments shall be assessed internally by the subject teachers and externally moderated by the examiners.

External assessments

- a) Some components of external assessment such as English HL essay, TOK essay and Extended essay shall be completed during the course and sent to IBO external examiners for evaluation.
- b) The final exams are held in November each year and are assessed by the external examiners.

RECORDING AND ANALYSIS OF ASSESSMENT DATA

- The results of all forms of assessments shall be uploaded by the subject teachers within two weeks from the day of the assessment on the school data management software.
- The software automatically analyses the data and generates the following reports about the assessment
- List of students absent/missed the assessment
- Statistical information such as mean marks, highest/lowest marks, distribution of marks, standard deviation, etc.
- Student wise / subject wise performance trend over a semester/academic year.
- Within each subject specific-question item analysis.
- The result of the analysis shall be passed to the academic team (Head of school, IBDP coordinator, subject teachers) who shall discuss the same at the results discussion meetings. The outcome of these meetings shall form the basis for future planning of teaching and learning process.

PREDICTED GRADES

- The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidences of the candidate's work and teacher's knowledge of the IB standards. Teachers are required to submit predicted grades to the IB Diploma program coordinator as per the school's internal DP calendar. These predicted grades are used by the students for university/college applications.
- The mock exam performance of the students in the month of September each year shall form the basis for the award of the predicted grades. However, the predicted grades are not simply a duplication of the mock exam grades but rather a systematic forecast of the

student's performance in the final exam. The predicted grades of the IB students shall remain confidential unless demanded by students for the purpose of college application. If shared with the students, the students shall sign an undertaking ensuring ethical and appropriate use of the predicted grade.

DECLARATION OF FINAL IB RESULTS

Till date the results of the final exam has been declared during the first week of January each year. The hard copies of the IB transcripts, IB Diploma/Certificates, India Specific Mark list, migration certificates shall be couriered to the students on receipt of the documents from the IBO. The parents/ student may visit the school and receive the same personally, after all the formalities are over.

IB GRADING SCALE

The final IB scores for each subject are graded on a 7 point scale, as follows:

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very Poor performance

Description of each grade point is available with the report card.

IB DIPLOMA PASSING REGULATIONS (Sourced from IB documents 2014)

Performance in each of the six Diploma subjects is graded on a scale of 1-7, with 7 being the highest. A maximum of 3 bonus points is awarded for combined performance in Theory of Knowledge and in the Extended Essay. The maximum possible score is thus 45 points. To qualify for the award of the IB Diploma, a candidate is required to satisfy a set of conditions. The following conditions indicate requirements that have not been met:

Common

- Candidate's total points are less than 24.
- An N has been given for one or more subjects, theory of knowledge or the extended essay.
- A grade E has been awarded for both theory of knowledge and the extended essay.
- There is a grade 1 awarded in any subject and level.
- CAS requirements have not been completed.
- Candidate is guilty of malpractice.
- Grade 3 or below has been awarded four or more times.

For candidate who have gained overall 24 to 27 points

- There is one or more grades 2 awarded at higher level.
- Grade 2 at standard level awarded two or more times.
- Candidate has registered for three higher level subjects, and gained fewer than 12 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 9 points

on these.

- Candidate has registered for four higher level subjects, and gained fewer than 16 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 6 points on these.
- Candidate has a grade E in either the extended essay or theory of knowledge.
- Grade 2 at higher level awarded two or more times.
- Grade 2 at standard level has been awarded three times.
- Candidate has registered for three higher level subjects, and gained fewer than 11 points on these.
- Candidate has registered for three standard level subjects, and gained fewer than 8 points on these.
- Candidate has registered for four higher level subjects, and gained fewer than 14 points on these.
- Candidate has registered for two standard level subjects, and gained fewer than 5 points on these.

For candidates who have gained overall 28 points or more

GRADE TRANSCRIPTS

- On declaration of the results of the IB final exams, the IB releases the grade transcripts and the IB Diploma/Certificate. These shall be immediately dispatched to the students for their use in applying/submission to colleges/universities.
- On request from the students, the school may also arrange for India specific mark sheets (with percentage marks for each subject) for the IB final exams. These mark sheets are to be used for applying to Indian colleges/universities
- The school would also generate school specific transcripts comprising of the results of all semesters and the IB final exam. These transcripts shall be issued only on request.
- Prior to the declaration of the results of the IB final exam or before the IB final exam, the school may issue a transcript of predicted grades on request from the students for the purpose of applying to undergraduate programmes. The transcripts of predicted grades would be a confidential document and in most cases shall be sent directly to the colleges/universities. On special request from the students, these may be disclosed to the students for the purpose of filling online applications and for such cases, the student is expected to sign an undertaking assuring the ethical and appropriate use of the predicted grades.

THE POLICY AS A WORKING DOCUMENT

The TIPS Assessment Policy is a working document that is reviewed and revised every year in conjunction with the school's IB self-study review cycle, or more frequently if changes in the state or federal laws, or IB course offerings and/or sequencing dictate review and revision. The policy review committee comprising of Pedagogical leaders: The Academic Director, DPC, MSC and PYPC will be in charge for review of assessment policy. Feedback provided by the management,

academic heads, teachers, students and parents, is incorporated during the review of the policy or if there is any change in the IB assessment procedures or as and when a need were to arise.

COMMUNICATING THE ASSESSMENT POLICY TO ALL STAKEHOLDERS

The TIPS Assessment Policy is available to all stake holders as part of the comprehensive TIPS essential documents; this document serves as the “Handbook” for potential and current students. These policies are also communicated to students and parents through admission team, Class teachers, counselors, and the Coordinator at the start of each academic year as part of formal orientation. The school leadership team considers stakeholder input and revises the policy as appropriate.

References:

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- IB Standards & Practices
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- A Handbook for procedures for Diploma Program: IB Publication.
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- https://internationalbaccalaureate.force.com/ibportal/IBPortalLogin?lang=en_US
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