



ASSESSMENT POLICY

2023- 2024

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Section I: Mission Statements

I.1 School Mission Statement (Skill Stork International School)

At Skill Stork International School we aim to provide holistic education which encourages our learners to become inquirers for life. Our independent and wise learners work together challenging themselves with rigorous academics and assessments, to create and sustain a world that is caring, open- minded, balanced and peace-loving by thinking globally and acting locally.

I.2 School Values (Skill Stork International School)

At Skill Stork International School, our learners are LEADERS:

L - Learners for life

E - Efficient

A - Affectionate

D - Determined

E - Efficacious

R - Resilient

S - Self-assured

Section II: Assessment Policies

II.1 General Assessment Policy

Objective of the Assessment Policy

The school understands that teaching, learning, and assessment are intrinsically interrelated. We are guided by the following principles:

II.1.1 Learner Diversity

- Learners are differently abled and have different learning styles.

II.1.2 Active Role in Assessment

- Learners should play an active role in peer and self-assessment.

II.1.3 Cultural Influence

- They perform differently, and the cultural experiences also influence their learning.

II.1.4 Characteristics of Effective Assessment

- It should be relevant, challenging, significant, frequent, and ongoing.

II.2 Purpose of Assessment

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

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

II.2.1 For Learners

- Learners become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning, and engages them in making decisions about what they need to do to achieve these goals.

II.2.2 For Teachers

- Teachers become more effective when they continually learn about what learners know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific, and well-considered feedback to better support learning.

II.2.3 For Parents/Guardians

- Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

II.3 Characteristics of Effective Assessment

Characteristics of Effective Assessment include the following (Adapted from Clarke 2012):

II.3.1 Authentic Assessment

- Authentic: It supports making connections to the real world to promote student engagement.

II.3.2 Clear and Specific Assessment

- Clear and specific: This includes desired learning goals; success criteria and the process students use to learn.

II.3.3 Varied Assessment

- Varied: It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.

II.3.4 Developmental Assessment

- Developmental: It focuses on an individual student's progress rather than their performance in relation to others.

II.3.5 Collaborative Assessment

- Collaborative: It engages both teachers and students in the assessment development and evaluation process.

II.3.6 Interactive Assessment

- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.

II.3.7 Feedback to Feedforward Assessment

- 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.

Section III: IB Assessment

III.A IB Primary Years Programme

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

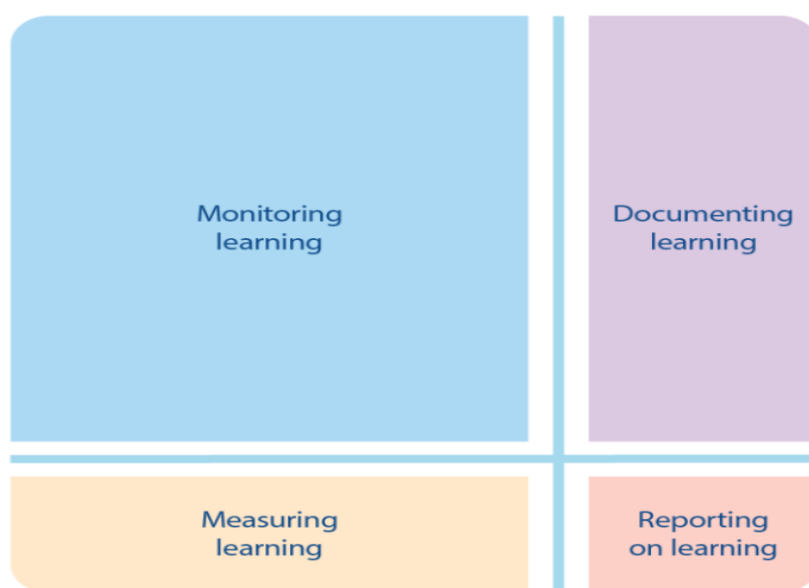
Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

- Learners become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.

- Teachers become more effective when they continually learn about what learners know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

- Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning.

In the past (before the PYP enhancement), there were three parts of assessment component – assessing, recording and reporting. Now, based on the latest PYP: from Principles into Practice document, assessment in the PYP is divided into 4 dimensions – monitoring, documenting, measuring and reporting.



PYP: from Principles into Practice – Learning and Teaching – Assessment – How to Assess pg. 74

III.1 Monitoring Learning

- To check the progress of learning against personal learning goals and success criteria.

III.1.1 Strategies for Monitoring Learning

- Strategies include observations, questioning, and reflection, discussing learning with peers and teachers, and giving feedback.

III.1.2 Tools for Monitoring Learning

- The tools that can be used are open-ended tasks, written or oral assessment, and a learning portfolio.

III.2 Documenting Learning

- To compile the evidence of learning using various media forms that could be physical or digital.

III.2.1 Tools for Documenting Learning

- Learners and teachers can document through learning goals, questions, reflections, and evidence of learning using a variety of formats like journals, stories, and portfolios. The tools that can be used are exemplars, checklists, rubrics, anecdotal records, and portfolios.

III.3 Measuring Learning

- To capture what a student has learned at a particular point in time and analyze the data to inform learning and teaching.

III.3.1 Types of Measuring Learning

- Not all learning can be or needs to be measured. Teachers explicitly use a vivid range of assessment tools and strategies which compile the most comprehensive picture of learner progress and achievement over time.

III.4.1 Reporting: to describe the progress and achievement of the learners learning. The following ways will be used for reporting:

- Parent – Teachers Meeting at end of second, fourth and sixth unit for PYP.
- Student-led conferences (Grade 4 and 5)
- Unit Report – Sent at the end of second, fourth and sixth unit through toddler.

Early years teachers observe how learners monitor and adjust their own behaviour, especially at play. It helps them to get a picture of learners

- Interest
- thinking
- Their reflection towards the learning environment

The teachers are expected to document what the learners say and do by being keen observers and good listeners. They later share this with the parent community and colleagues during collaboration. While doing so in group they analyse the effectiveness of the teaching practices and accordingly alter them.

Role of Teachers:

We aim for every teacher at Skill Stork International School to be an assessment capable practitioner. In light of this, all teachers are actively encouraged to continuously upskill by pursuing professional development opportunities within or outside school. All the assessments are discussed and shared with the PYP Coordinator and her inputs are considered.

Role of Learners:

The learners are trained to be assessment capable learner and demonstrate their assessment capability by:

- partnering with teachers to design their assessments.
- developing the skills to reflect on their learning, self-assessing and discussing their progress
- selecting evidence, such as samples of their learning that best demonstrate the intended learning goals. This is used extensively during portfolio activities.
- giving fair and constructive feedback to peers during peer assessments or group discussions.

Role of Parents/Guardians:

- The School will explain the assessment policy during orientation and will seek their cooperation in engaging learners towards open communication and principled citizens.

III.B Middle School Assessment

Assessment serves as an essential component of the teaching and learning process at Skill Stork International School, and it is pivotal for ensuring the quality of the students' educational journey. To align with our educational goals and the global community standards, we have outlined several key objectives for our assessment practices:

1. **Provide Quality Feedback to Students:** Our foremost goal is to provide constructive feedback to our students, fostering their growth and development in the learning process. This feedback ensures that they can identify areas of improvement and build upon their strengths.
2. **Prepare Students for MYP Assessment:** We are committed to preparing our students adequately for the assessment requirements of the Middle Years Programme (MYP), which is a critical part of their educational journey.
3. **Feedback for Teachers:** Assessment is not just about the students; it also involves providing valuable feedback to our teachers. This feedback informs them about each student's progress, the level of knowledge acquired, and the development of essential skills.
4. **Engage Parents:** We believe in maintaining a strong partnership with parents by offering them insights into their child's academic progress through grade reports. This transparency ensures that parents are well-informed and involved in their child's education.
5. **Criterion-Related Assessment:** We emphasize that assessment should be criterion-related rather than norm-referenced, focusing on how well students meet specific criteria and objectives, rather than how they perform in relation to their peers.
6. **Alignment with School Objectives:** Our assessment processes are thoughtfully aligned with the school's broader educational objectives, ensuring that they support the school's mission and values.
7. **Reliability and Trustworthiness:** We are dedicated to maintaining the reliability and trustworthiness of our assessment practices, which is crucial for producing valid and consistent results.
8. **Continuous Assessment:** We strongly believe in the value of continuous assessment as an indicator of effective assessment practices. Students receive ongoing feedback and evaluation through various assessments, such as group projects and individual activities.

Now, let's delve into the specifics of the assessment structure at Skill Stork International School:

Types of Assessments:

Students at our school participate in three main types of assessments:

Formative Assessment: These assessments occur during the course of a unit and are designed to gauge students' understanding and progress. They can take various formats, including written assignments, performance evaluations, reflections, oral presentations, and quizzes. The specific details of formative assessments are not disclosed to students or parents in advance.

Summative Assessment: Summative assessments are conducted at the end of each unit and serve as indicators of a student's achievement in that particular unit. Teachers provide information about these assessments at least one week in advance, including content coverage and assessment objectives.

Term Assessment: To prepare students for final e-assessments, we hold term assessments twice a year

(Term 1 in October and Term 2 in March). These assessments cover specific syllabus content and help calculate suggestive grades.

Assessment Cycle:

Our academic year is divided into two terms, each with its assessment cycle:

Term 1:

- Formative assessment
- Unit summative assessment
- Term 1 exam

Term 2:

- Formative assessment
- Unit summative assessment
- Term 2 exam

Weightage System:

To calculate a student's overall grade, we use a weightage system based on the following formula:

- Suggestive grade after Term 1 exams = Achievement level of Unit summative assessments + Achievement level of Term summative assessment
- End of the Year final grade = Achievement level of Unit summative assessments of all units + Achievement level of Term 2 summative assessment (Term 1 assessment/examination is not considered)

Marking and Grade Boundaries:

We follow the MYP assessment criteria across subject groups, each with its set of criteria and corresponding descriptors. The score a student achieves on these criteria is converted into a final grade using a scale from 1 to 7, as outlined in the table.

Standardization of Assessment:

We standardize the assessment process to ensure consistency and fairness. All teachers involved in a subject collaborate in a moderation process, and professional judgment is applied collectively to determine a student's final grade.

Promotion Decisions:

Decisions regarding the promotion of students to the subsequent grade are made by the Head of School (HOS) or the Coordinator in consultation with mentor teachers and subject teachers.

Exceptional Circumstances:

In cases where students require additional support or have experienced exceptional circumstances, we provide access arrangements to ensure they have a fair assessment opportunity. Such arrangements consider the student's past performance and may involve psychologist reports.

Absenteeism:

If a student misses an examination due to circumstances like family events, travel, or illness, their overall performance throughout the year, including feedback, formative assessments, and summative assessments, is considered when making promotion decisions.

Guidelines for Malpractice:

Malpractice during assessments, including term examinations, is strictly prohibited. This includes various actions such as cheating, improper behaviour, or possession of unauthorized materials. Instances of malpractice are dealt with seriously and involve a series of steps for addressing and resolving the issue.

At Skill Stork International School, our assessment practices are designed to be fair, reliable, and aligned with our mission of nurturing well-rounded, knowledgeable, and ethical learners. We prioritize the growth and development of our students, working closely with parents and guardians to ensure their success. Our commitment to excellence is mirrored in our approach to assessment, as we strive to provide an outstanding educational experience.

Middle School Grade Descriptor:

Final Grade	Grade Boundary Guidelines	Descriptors
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

III.C Secondary School Assessment

Assessment is an integral part of the teaching and learning process at Skill Stork International School. We believe that effective assessment is crucial to ensuring the quality of our students' educational experience. Our assessment approach encompasses various techniques, including formative, summative, and continuous assessments, with the primary objectives being:

1. **Quality Feedback to Students:** To facilitate student growth and enhance their learning experience.
2. **Preparation for Future Assessments:** To equip students for success in IBDP (International Baccalaureate Diploma Programme) and future university assessments.
3. **Quality Feedback to Teachers:** To help teachers understand each student's learning stage, knowledge acquisition, and skill development.
4. **Feedback to Parents:** To provide parents with insight into their child's progress through different grade levels.
5. **Criterion-Related Assessment:** Emphasizing assessment criteria over norm-referenced assessment.
6. **Alignment with IBDP Assessment Objectives:** Ensuring that our assessment processes align with the IBDP objectives.
7. **Reliability and Trustworthiness:** Maintaining the reliability and trustworthiness of our assessment processes.

Nature of Assessment

At Skill Stork International School, we employ various assessment types to support the holistic development of our students:

- **Formative Assessment:** Formative assessment is an integral part of daily teaching practices. It provides continuous feedback to teachers about student progress and encourages the use of this feedback for improvement. Formative assessments may include class discussions, group and individual presentations, investigations, multimedia presentations, quizzes, and more. The primary purpose is to support learning and growth, and students may have the opportunity to revise and improve their formative assessments. The school also keeps one dedicated week for formative assessment along with the flexible timing as per teachers discretion. The data collected from the tests conducted during the formative assessment week helps in understanding the classroom progress and also plays a key role in standardizing exam types during summative assessment.
- **Progression Test:** Unlike formative assessment where tests are conducted based on a units or subtopics understanding. Whereas in progression tests the exams are conducted with multiple units put together with different assessment tools in use. The progression test sets up the students for the upcoming summative assessment which is rigorous and more detailed in nature with high marks quotients. The progression test is the bridge between formative and summative assessment.
- **Summative Assessment:** Summative assessments are essential for preparing students for the final examinations in the IBDP. These assessments are based on the entire syllabus and are allocated specific weightage, aligning with IB guidelines. The weightage is intended to give students exposure to the final examination experience.

- **Continuous Assessment:** Continuous assessment plays a vital role in measuring students' knowledge, understanding, and skills over an extended period. Our DP (Diploma Programme) faculty uses various internal assessment components to evaluate students' progress continuously. This may include lab reports, research projects, written commentaries, and more. Regular feedback is provided to students to help them focus on areas of improvement and strengthen their strengths.

Homework for IBDP Students

At Skill Stork International School, we consider homework as an essential component of the teaching process, contributing to improved assessment results. Teachers are expected to adhere to the following guidelines when assigning homework:

- Assign homework in every subject to facilitate overall development.
- Provide quality homework that adds value to the learning experience.
- Implement practices that yield positive outcomes.
- Differentiate homework based on individual student readiness, interests, learning styles, and organizational skills.

To ensure timely submissions, teachers are encouraged to discuss homework assignments, enforce time management skills in class, establish discontinuous due dates for longer projects, and provide specific guidelines for challenging tasks. It is essential to communicate assessment expectations, standards, and practices to students from the beginning of each session.

Assessment Practices: Expectations from Teachers

Teachers at Skill Stork International School are expected to play a pivotal role in ensuring students' academic progress through various assessment strategies. While summative assessments are significant, formative and continuous assessments remain crucial for overall student growth. Specifically, teachers are encouraged to include the following practices in their formative assessments:

- Use detailed assessment descriptors such as rubrics and matrices.
- Facilitate teacher-guided self-assessment.
- Promote peer evaluation through blogs or other ICT resources.
- Utilize various formative assessments, including class discussions, presentations, investigations, and more.

We also emphasize teamwork and prefer having two teachers for the same subject, fostering collaboration. The school provides slots in the DP timetable for collaborative planning, where teachers teaching the same subject can share ideas.

Assessment Period, Weightage, and Cycle

To ensure a structured assessment approach, each academic year is divided into two examination periods: For assessment weightage, Skill Stork International School aligns with IB guidelines, customizing the weightage as needed while ensuring it does not exceed the maximum weightage for internal assessment as prescribed by IB for each subject. The summative assessment consists of end-of-semester examinations, while continuous assessment involves internal components as per IB guidelines.

The main purpose of continuous assessment is to develop various skills, such as teamwork and research skills, helping students understand that learning extends beyond the classroom.

Tentative Examination Schedule for DP1 and DP2:

Exam schedule		Starting	Ending
Formative Assessment - I	(DP1)	08-07-2024	17-07-2024
Progression Test - I	(DP1)	19-08-2024	26-08-2024
Summative Assessment - I	(DP1)	23-09-2024	05-10-2024
Formative Assessment - II	(DP1)	29-11-2024	05-12-2024
Progression Test - II	(DP1)	03-01-2025	10-01-2025
Summative Assessment – II	(DP1)	05-03-2025	18-03-2025
Formative Assessment – III	(DP2)	30-06-2025	05-07-2025
Progression Test – III	(DP2)	18-08-2025	25-08-2025
Summative Assessment – III	(DP2)	06-10-2025	15-10-2024
Mock Test - I	(DP2)	03-12-2025	12-12-2025
Mock Test - II	(DP2)	05-01-2026	15-01-2026
CAS, EE submissions	(DP2)	26-01-2026	30-01-2026
Mock Test – III	(DP2)	18-02-2026	26-02-2026

How to Mark Internal Assessment

Teachers at Skill Stork International School are expected to mark internal assessments based on internal assessment criteria provided in the respective IB subject guides. While teachers have the flexibility to use their judgment to select applicable criteria, they must consult with the coordinator.

Grade Descriptors

Skill Stork International School believes in a transparent and fair assessment system. Grade descriptors for individual subjects are provided to students in advance to ensure clarity. The grade boundaries align with the IB pattern, ranging from a maximum of Grade 7 to a minimum of Grade 1. However, teachers can customize grade boundaries and descriptors based on the difficulty level of the question paper and syllabus coverage up to the assessment date.

Grade	Description
Grade 7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.
Grade 6	A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The students generally demonstrate originality and insight.
Grade 5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The students generally show evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrate originality and insight.
Grade 4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
Grade 3	Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with full support.
Grade 2	Very limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
Grade 1	Minimal achievements in terms of the objectives.

Source: <https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

IBDP Core Components

At Skill Stork International School, the International Baccalaureate Diploma Programme (IBDP) integrates core components to enhance the educational journey, foster critical thinking, and broaden students' understanding of knowledge and its practical applications.

Extended Essay (EE)

The Extended Essay (EE) stands as a significant undertaking, urging students to embark on independent research. It involves a deep exploration of a question related to one of the DP subjects they are studying. The EE process begins in the second semester of year 1, with the selection of an EE supervisor and subject. A structured timeline of meetings and draft submissions guides students, culminating in the final submission by the end of the first semester of year 2. Throughout this research endeavor, students develop crucial skills, including:

- Crafting a well-defined research question.
- Immersing themselves in a personal exploration of the chosen topic.
- Effectively communicating ideas and constructing a compelling argument.

All Extended Essays undergo external assessment by examiners appointed by the IB and are graded on a scale from 0 to 34, corresponding to the following bands:

- A: Work of an excellent standard.
- B: Work of a good standard.
- C: Work of a satisfactory standard.
- D: Work of a mediocre standard.
- E: Work of an elementary standard.

Theory of Knowledge (TOK)

The Theory of Knowledge (TOK) course centers on critical thinking, encouraging students to delve into the nature of knowledge to deepen their understanding of knowledge as a human construct. The TOK assessment consists of two components:

- Exhibition: To be completed during year 1, students create an exhibition featuring three objects that explore how TOK manifests in the world around us.
- Essay: To be completed in year 2, students address a conceptual issue in TOK, such as the relationship between methodologies and the intended use of knowledge.

Creativity-Activity-Service (CAS)

Creativity-Activity-Service (CAS) is an integral element of the IBDP that complements the rigorous academic curriculum in a holistic manner. CAS offers opportunities for self-discovery, collaboration, accomplishment, and enjoyment, allowing students to learn through real-life experiences. This 18-month compulsory component spans both years 1 and 2 of the program, and while it is not formally assessed, students actively

engage with their CAS experiences. They reflect on their CAS journey through the Managbac platform, providing evidence of achieving the seven CAS learning outcomes:

1. Identifying personal strengths and fostering personal growth.
2. Undertaking challenges to develop new skills.
3. Initiating and planning CAS experiences.
4. Demonstrating commitment and perseverance in CAS activities.
5. Collaborating effectively and recognizing the benefits of teamwork.
6. Engaging with global issues of significance.
7. Reflecting on ethical choices and actions within the context of CAS activities.

These core components of the IBDP are woven into the fabric of Skill Stork International School's commitment to delivering a well-rounded and enriching educational experience that nurtures both personal and intellectual growth.

Assessments and Approaches to Learning Skills (ATLs)

At Skill Stork International School, we recognize the profound importance of Assessments and Approaches to Learning Skills (ATLs) in cultivating competencies that empower students to become adept at "learning how to learn." ATL skills extend beyond specific subjects, providing a foundation for effective learning, both independently and collaboratively. These skills are not fixed traits but can be learned, developed, and perfected over time, progressively enhancing students' learning experiences.

The International Baccalaureate programmes have identified five overarching ATL skill categories, each further segmented into developmentally appropriate skill clusters. These categories and their associated skill clusters address fundamental questions, guiding students toward holistic development and effective learning strategies.

The following table provides a clear summary of these ATL skill categories:

ATL Skill Category	ATL Skill Clusters	Main Questions Addressed
Communication Skills	Communication skills	- How can you read, write, and use language to gather information?
		- How can you effectively exchange thoughts, messages, and information through interaction?
Social Skills	Collaboration Skills	- How can you work with others effectively?
Self-Management Skills	Organization Skills	- How can you effectively manage time and tasks?
	Affective Skills	- How can you manage your state of mind?
	Reflection Skills	- How can you (re)consider the process of learning?
Research Skills	Information Literacy Skills	- How can you find, interpret, judge, and create information?
	Media Literacy Skills	- How can you interact with media to use and create ideas and information?
Thinking Skills	Critical Thinking Skills	- How can you analyze and evaluate issues and ideas?
	Creative Thinking Skills	- How can you generate novel ideas and consider new perspectives?
	Transfer Skills	- How can you use skills and knowledge in multiple contexts?

These skill categories provide students with a structured framework for developing essential competencies, nurturing a comprehensive approach to learning, and preparing them for meaningful assessments.

Award of the IB Diploma:

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

PREDICTED GRADES

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates.
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- The predicted grade of the student will be based on the Internal Assessments and Mock Exam.

Recording and Reporting

To maintain transparency and alignment with IB principles, Skill Stork International School focuses on criterion-related assessment, which evaluates students' work in relation to identified levels of attainment rather than in comparison to other students' work. We use toddle for recording and reporting students' performance.

Performance is reported to parents through Parent-Teacher Conferences held three times a year, offering parents an opportunity to engage with teachers and discuss their child's academic progress.

The school will follow the International Baccalaureate 1 (low) – 7 (high) grade scales. The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitments.

Achievement Grades (1 - 7)	Effort Grades (A - E)
7: Excellent	A: Excellent
6: Very good	B: Good
5: Good	C: Satisfactory
4: Satisfactory	D: Not adequate
3: Just below satisfactory	E: Little or none
2: Not adequate	
1: No achievement	

Matrix for the TOK/EE point

Retake Examination & Modification in Report Card

In exceptional circumstances where a student is unable to appear for an examination, Skill Stork International School has specific procedures in place for retake examinations. Additionally, if any errors are identified in the report card, the necessary modifications are made as per the school's policies and the IB guidelines.

Exceptional Circumstances

Skill Stork International School understands that students may face unexpected and valid reasons for absenteeism during examinations. In such cases, the school has clear guidelines for handling absenteeism

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

and providing opportunities for students to make up missed assessments. Students and parents are required to provide evidence supporting the exceptional circumstances.

Instructions for Students during Internal and External Examinations

To maintain the integrity of the assessment process, Skill Stork International School provides clear instructions for student conduct during internal and external examinations. These instructions are designed to ensure fairness, security, and adherence to IB regulations.

Malpractice during Examinations

The school acknowledges that, despite best efforts, instances of malpractice may occur during examinations. The assessment policy outlines various scenarios of malpractice, along with the corresponding consequences. It is essential for students to be aware of these consequences, and teachers are vigilant in monitoring and reporting any suspicious behaviour.

Assessing and Reporting of Core Components (CAS, TOK, EE)

The assessment of Core Components, including Creativity, Activity, Service (CAS), Theory of Knowledge (TOK), and Extended Essay (EE), is an integral part of the assessment process at Skill Stork International School. Specific procedures for assessing and reporting on these components are detailed to ensure students' overall development and success in the IBDP.

Review of Assessment Policy: Roles and Responsibilities

A review of the assessment policy at Skill Stork International School is conducted periodically to ensure its continued relevance and effectiveness. The responsibilities for reviewing the policy, making necessary revisions, and ensuring alignment with the IB guidelines are outlined.

Internal Calendar for Meeting DP Deadlines

Skill Stork International School emphasizes the importance of adhering to internal deadlines to ensure a smooth assessment process. Our internal calendar highlights key dates and deadlines to guide students and teachers effectively.

Training of New Teachers

Guidelines for the training of new teachers at Skill Stork International School are provided to ensure that all faculty members are well-versed in our assessment policies and practices. We are committed to providing the necessary support and professional development opportunities for teachers to excel in their roles.

Section IV: Assessment Policy for CAIE (Cambridge Assessment International Education)

At Skill Stork International School, we uphold a commitment to providing a comprehensive and structured assessment framework in alignment with the principles and requirements of Cambridge Assessment International Education (CAIE). Our CAIE assessment policy, divided into two terms, encompasses three distinct evaluations: Formative Assessment, Progression Test, and Term Test, each with specified weightage. Additionally, this policy includes co-scholastic assessments for Music, Drama, and Dance.

IV.1 Assessment Cycles and Components

IV.1.1 Term Division

The academic year at Skill Stork International School is divided into two terms. Each term features assessments designed to gauge students' knowledge, understanding, and co-scholastic abilities.

IV.1.2 Components of Assessment

Our CAIE assessment framework consists of three key components:

1. **Formative Assessment (Weightage: 20%)**

- Formative assessment at our school comprises multiple test components that vary depending on the subject. Common components include:
 - Formative Tests (Class Tests)**
 - Notebook Correction**
 - Class Etiquette Evaluation**

2. **Progression Test (Weightage: 30%)**

- The progression test evaluates students' knowledge and understanding of the curriculum. It is designed to assess their progress throughout the term.

3. **Term Test (Weightage: 50%)**

- The term test is a comprehensive assessment tool comprising two papers for each subject, with different mark allocations. The combined marks from both papers account for the 50% weightage.

4. **Co-Scholastic Assessment (Weightage: 50%)**

- Music, Drama, and Dance assessments are conducted out of a total of 50 marks once every term. These assessments evaluate students' co-scholastic skills in these areas.

IV.2 Conduct of Assessments

IV.2.1 Formative Assessment

The Formative Assessment, a continuous process during the term, includes the following components:

Formative Tests (Class Tests): Subject-specific tests held regularly to assess students' understanding of the ongoing curriculum. They contribute to the Formative Assessment.

Notebook Correction: This component focuses on the organization, neatness, and completeness of students' notebooks, promoting effective learning practices.

Class Etiquette Evaluation: An evaluation of students' behaviour, participation, and engagement in the classroom, fostering a respectful and interactive learning environment.

IV.2.2 Progression Test

The Progression Test is conducted at a specified time during the term to assess students' progress and understanding of the curriculum. It evaluates their ability to apply knowledge to various situations and their overall grasp of the subject.

IV.2.3 Term Test

The Term Test is a pivotal assessment component evaluating students' overall performance. It consists of two papers for each subject, each with specified marks. The combined marks from both papers contribute to the 50% weightage allocated to the Term Test.

IV.2.4 Co-Scholastic Assessment

The Co-Scholastic Assessment for Music, Drama, and Dance is a vital part of our CAIE assessment framework. It assesses students' co-scholastic skills and contributions to these creative disciplines.

IV.3 Evaluation Criteria and Grading

IV.3.1 Grading System

At Skill Stork International School, we employ the CAIE grading system to evaluate and report students' performance, ranging from A* to G. A* represents the highest level of achievement, while G indicates the minimum attainment.

IV.3.2 Weighted Average Calculation

To calculate students' overall grades for each subject, a weighted average is computed based on the allocated weightage for Formative Assessment, Progression Test, and Term Test, using the following formula:

Weighted Average = (Formative Assessment * 20%) + (Progression Test * 30%) + (Term Test * 50%)

IV.4 Assessment Cycle

The assessments within CAIE at Skill Stork International School follow a structured cycle:

Term 1 Assessment Cycle:

- Formative Assessment
- Progression Test
- Term Test (with two papers)
- Co-Scholastic Assessment (Music, Drama, Dance)

Term 2 Assessment Cycle:

- Formative Assessment
- Progression Test
- Term Test (with two papers)
- Co-Scholastic Assessment (Music, Drama, Dance)

IV.5 Term Paper components and marks distribution subject wise.

IV.5.1 LOWER SECONDARY PAPER COMPONENTS SUBJECTWISE (Grade 6 to Grade 8):

Subject	No. of paper component	Marks
English	Paper 1: Fiction (1hr 30 min)	50
	Paper 2: Non – Fiction ((1hr 30 min)	50
Hindi	Paper 1: Reading and Writing (1hr 30 min)	60
	Paper 2: Listening (1hr 15 min)	40
(German/French)	Paper 1: Reading and Writing (1hr 30 min)	60
	Paper 2: Listening (1hr 15 min)	40
Science	Paper 1 (Phy-25M, Chem-25M,Bio- 25M) (2hr)	75
	Paper 2 Practicals (Phy-25M, Chem-25M,Bio- 25M) (2hr each)	75
Mathematics	Paper 1 (1 hr 30 min)	50
	Paper 2 (1 hr 30 min)	50
History	Paper 1 (1 hr 30 min)	50
	Paper 2 (1 hr 30 min)	50
ICT	Paper 1 (practical) (1 hr 30 min)	50
	Paper 2 (Theory) (1 hr 30 min)	50
Geography	Paper 1 (structured questions) (1 hr 45 min)	70
	Paper 2 (Coursework)(submission by students)	30
Business Studies	Paper 1 (Theory) (1 hr 45 min)	70
	Paper 2 (Case Study) (1 hr 15 min)	30
Economics	Paper 1 (Theory) (1 hr 30 min)	50
	Paper 2 (MCQ) (1hr 30 min)	50

IV.5.2 UPPER SECONDARY PAPER COMPONENTS SUBJECTWISE (IGCSE 1 & 2):

Subject	No. of paper component	Marks	Weightage
Business Studies	Paper 1 (Theory) (1 hr 30 min)	80	50
	Paper 2(Case Study) (1 hr 30 min)	80	50
Economics	Paper 1 (MCQ) (45 min)	30	30
	Paper 2 (Written Test) (2 hr)	90	70
Chemistry	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20
Biology	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1 hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20
Physics	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1 hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20

Subject	No. of paper component	Marks	Weightage
Mathematics	Paper 1 (1 hr 30 min)	70	35
	Paper 2 (2 hr)	130	65
ICT	Paper 1 (Theory) (1 hr 30 min)	80	60
	Paper 2 (Practical) (1hr 30 min)	70	40
	Paper 3 (Practical) (1 hr 30 min) (Only IG2)		
Hindi	Paper 1 (Reading and Writing) (1hr 15 min)	60	67
	Paper 2 (Listening) (1 hr)	30	33
English	Paper 1 – Reading (1 hr 30 min)	80	50
	Paper 2 – Directed Writing and Composition (1 hr 30 min)	80	50
History	Paper 1 (Written paper) (1hr 15 min)	60	40
	Paper 2 (Written paper) (1hr)	50	33
	Paper 3 (coursework/alternative coursework) (45 min)	40	27
Geography	Paper 1 (Written paper) (1hr 15 min)	75	45
	Paper 2 (Geographic Skills) (1hr)	60	27.5
	Paper 3 (Coursework/alternative coursework) (50 min)	60	27.5
French	Paper 1 (Listening) (45 min)	40	25
	Paper 2 (Reading) (50 min)	45	25
	Paper 3 (speaking) (50 min)	40	25
	Paper 4 (Writing) (50 min)	45	25

IV.5.3 AS PAPER COMPONENTS SUBJECTWISE :

Subject	No. of paper component	Marks	Weightage
Business Studies	Paper 1 (Theory) (1hr 30 min)	80	50
	Paper 2(Case Study) (1hr 30 min)	80	50
Economics	Paper 1 (MCQ) (45 min)	30	30
	Paper 2 (Written Test) (1hr 15 min)	70	70
Chemistry	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1 hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20
Biology	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1 hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20
Physics	Paper 1 (MCQ) (45 min)	40	30
	Paper 2 (Theory) (1 hr 30 min)	80	50
	Paper 3 (Practical) (1hr 30 min)	40	20
Mathematics	Paper 1 (1hr 15 min)	50	50
	Paper 2 (1hr 15 min)	50	50
Computer Science	Paper 1 (Theory) (1hr 50 min)	100	60
	Paper 2 (Practical) (2 hr)	70	40
English	Paper 1 – Reading (1hr 15 min)	50	50
	Paper 2 – Writing (1hr 15 min)	50	50

IV.6 Communication of Results

After each assessment, students and parents receive detailed reports featuring students' performance, grades, and feedback on strengths and areas for improvement. This transparent communication ensures that parents are well-informed about their child's progress.

IV.7 Academic Support and Feedback

We are committed to providing academic support to students. Teachers offer feedback to help students understand their strengths and areas for growth, and extra support is available to those who require it.

IV.8 Review and Improvement

The assessment policy for CAIE at Skill Stork International School is subject to periodic review to ensure its effectiveness and alignment with CAIE guidelines. We remain dedicated to providing a structured and supportive assessment framework that promotes student growth and excellence.

IV.9 Individualized Learning Plans (ILP) for Reporting Student Progress and Identifying Strengths and Weaknesses

At Skill Stork International School, we recognize the critical role of Individualized Learning Plans (ILP) in enhancing education and student success. These personalized plans are instrumental in reporting student progress, identifying strengths, and addressing areas of weakness. ILPs offer a tailored approach to education, ensuring that each student's unique needs are met. Here's a detailed note on the use of ILPs:

IV.9.I Purpose of ILPs

ILPs serve as dynamic and evolving documents that provide a comprehensive overview of a student's academic journey, focusing on the following key purposes:

- 1. Personalized Learning:** ILPs enable a personalized and student-centered approach to education. They take into account a student's unique learning style, pace, and abilities.
- 2. Progress Monitoring:** ILPs offer a systematic way to monitor and report on a student's academic progress. This includes tracking their performance across various assessments, including Formative Assessment, Progression Test, Term Test, and Co-Scholastic Assessment.
- 3. Strengths and Weaknesses Identification:** ILPs facilitate the identification of students' strengths and areas where they may need additional support. By evaluating their performance across different subjects and components, ILPs help educators pinpoint specific areas of growth.
- 4. Goal Setting:** ILPs are instrumental in setting clear, achievable goals for each student. These goals align with the student's abilities, and the ILP acts as a roadmap for reaching them.
- 5. Parental Involvement:** ILPs are shared with parents, promoting their active involvement in their child's education. Parents gain insight into their child's academic journey and can provide valuable support.

IV.9.II. Components of ILPs

ILPs at Skill Stork International School are comprehensive and encompass several essential components:

- 1. Student Profile:** ILPs begin with a student profile, which includes information such as the student's name, grade, and contact details.

2. Academic Progress: This section provides a detailed overview of the student's performance in various assessments. It includes data from Formative Assessments, Progression Tests, Term Tests, and Co-Scholastic Assessments. Results are presented in a clear and structured manner.

3. Strengths and Weaknesses Analysis: ILPs include a comprehensive analysis of the student's strengths and areas of improvement. These analyses are subject-specific and address performance in individual components such as Formative Tests, Progression Tests, and the Term Test.

4. Goals and Objectives: ILPs outline specific academic goals tailored to the student's needs. These goals are designed to challenge the student while being achievable and measurable.

5. Action Plan: The ILP incorporates an action plan that details the steps to achieve the set goals. This includes resources, strategies, and timelines for improvement.

6. Parental Feedback and Commitment: ILPs encourage parents to provide feedback and make commitments to support their child's educational journey. This promotes a collaborative approach to student success.

IV.9.III. Implementation of ILPs

At Skill Stork International School, the implementation of ILPs involves several key steps:

1. Initial Meeting: ILPs are developed in collaboration with teachers, students, and parents during an initial meeting. This meeting sets the foundation for creating a customized plan.

2. Ongoing Monitoring: ILPs are not static documents. They are regularly updated to reflect the student's progress. Teachers continuously monitor student performance and make adjustments to the ILP as necessary.

3. Communication: ILPs are shared with parents to ensure they are informed about their child's progress and can actively participate in their education.

4. Support and Resources: The ILP's action plan outlines the support and resources necessary for the student to achieve their goals. This includes additional tutoring, materials, or technology.

5. Review and Evaluation: ILPs are reviewed periodically to assess their effectiveness in enhancing student progress. Adjustments are made as needed to ensure continuous improvement.

Section V: Assessment Policy for CBSE

V.1 Approach to Assessment

The Central Board of Secondary Education (CBSE) had introduced a new assessment policy for the academic year 2021-2022 in light of the disruptions caused by the COVID-19 pandemic. However, please note that education policies can change over time, so it is essential to verify the latest information directly from the official CBSE website or relevant authorities.

The assessment policy implemented for the academic year 2021-2022 had the following key features:

1. **Term-Wise Assessment:** The academic shall be divided into two terms. Each term had a different syllabus coverage.
2. **Internal Assessment (IA):** For both terms, schools should conduct periodic assessments and assignments to evaluate students' learning progress. This internal assessment carries a certain weightage in the final evaluation.
3. **Year-End Exams:** At the end of each term, CBSE conducted board exams covering the reduced syllabus for that term. These exams were conducted in a shorter format.
4. **Result Compilation:** The final result should be calculated by considering the performance in both term-end exams and internal assessments. The weightage of each component varies for different subjects.
5. **Optional Board Exams:** CBSE offers students the option to appear for improvement exams in subjects they were not satisfied with or for those subjects they were unable to appear in during the main exams. It's essential to keep in mind that CBSE or any educational board may update their policies in response to changing circumstances. Therefore, for the most up-to-date information on CBSE's assessment policy, it is best to refer directly to the official CBSE website or reach out to the respective schools or educational authorities.

V.2 Purpose of assessment

1. **Measuring Progress:** Assessments help learners understand how well they have grasped the subjects and concepts, providing a clear picture of their academic progress.
2. **Feedback and Improvement:** Assessment results offer feedback on strengths and areas needing improvement, empowering learners to focus on specific skills or topics to enhance their understanding.
3. **Motivation:** Assessments motivate learners to actively engage with the curriculum, study effectively, and strive for better performance.
4. **Self-Awareness:** Assessment outcomes encourage self-reflection, helping learners become aware of their learning styles, study habits, and areas where they can grow.
5. **Preparation for Future Challenges:** Assessments prepare learners for future academic challenges, such as board exams, by instilling good study habits, time management, and test-taking skills.

Purpose for Teachers:

1. **Instructional Adaptation:** Assessment data guides teachers in adjusting their teaching methods to cater to diverse learning needs, ensuring effective and engaging instruction.
2. **Individualized Support:** Assessment results help identify struggling students, enabling teachers to provide targeted interventions and support.

3. Curriculum Enhancement: Teachers use assessment outcomes to evaluate the effectiveness of the curriculum, identifying areas that need improvement or modification.
4. Feedback Delivery: Assessments facilitate personalized feedback delivery, enabling teachers to communicate strengths and areas needing improvement to students and parents.
5. Monitoring Progress: Teachers can track individual and class-wide progress through assessments, identifying trends and adjusting teaching strategies accordingly.

V.3 Purpose for Parents:

1. Insight into Child's Progress: Assessment results provide parents with a clear understanding of their child's academic strengths and areas that may require additional attention.
2. Communication with Teachers: Assessment outcomes foster effective communication between parents and teachers, enabling discussions about a child's performance and potential support strategies.
3. Supportive Role: Parents can use assessment feedback to offer targeted help and resources to their children, reinforcing learning at home.
4. Long-Term Planning: Assessment data assists parents in making informed decisions about their child's educational path and future academic pursuits.
5. Celebrating Achievements: Assessment results allow parents to celebrate their child's accomplishments and milestones, boosting motivation and self-confidence.

Remember, the purposes of assessment can vary based on individual contexts and perspectives, but these categories provide a general overview of how assessment serves learners, teachers, and parents within the CBSE framework.

V.4 Continuous and Comprehensive Evaluation (CCE) for Primary Children:

1. Assessment Frequency: CCE involves continuous assessment throughout the academic year rather than relying solely on a single final exam.
2. Formative Assessment: Formative assessments are conducted during regular teaching and learning activities. These assessments are designed to provide ongoing feedback to both students and teachers, helping to monitor learning progress and identify areas for improvement.
3. Summative Assessment: Summative assessments are conducted at the end of a specific period, such as a term or academic year. These assessments evaluate students' overall understanding of the covered material.
4. Holistic Evaluation: CCE aims to evaluate students' cognitive, affective, and psychomotor development. It considers not only academic achievement but also life skills, values, and attitudes.
5. Assessment Tools: Various assessment tools are used, including quizzes, assignments, projects, presentations, group discussions, and more. These tools assess different aspects of learning, such as knowledge, understanding, application, and creativity.
6. Grade System: CCE typically uses a grading system instead of traditional marks for assessing students. This promotes a more holistic and comprehensive evaluation.
7. Reduced Stress: The CCE system aims to reduce stress on students by distributing the assessment load more evenly throughout the year.

8. **Parent-Teacher Interaction:** CCE encourages regular communication between parents and teachers to discuss students' progress, strengths, and areas for improvement.

9. **Holistic Development:** The primary focus of CCE is on fostering holistic development, including academic, social, emotional, and physical growth.

It's important to note that education systems and policies can evolve over time, and CBSE may have introduced changes or updates to its assessment and evaluation policies since my last update. For the most accurate and up-to-date information on CBSE's evaluation policy for primary children, I recommend visiting the official CBSE website or contacting the relevant education authorities.

V.5 Digital Assessment Policy for Presentations and Exercises

1. **Objective:** The primary objective of this policy is to ensure a standardized and transparent approach to evaluating digital presentations and exercises that require the use of tools such as the senses board, while adhering to CBSE guidelines for assessment.
2. **Scope:** This policy applies to all students, teachers, and staff involved in conducting and evaluating digital assessments for presentations and exercises in accordance with CBSE curriculum and guidelines.
3. **Assessment Types:** Digital assessments for presentations and exercises will be categorized as follows:
 - **Digital Presentations:** Students will be evaluated based on their ability to effectively communicate information, ideas, and concepts using digital platforms. The assessment will consider content, organization, creativity, communication skills, and use of technology.
 - **Digital Exercise with Senses Board:** Students will be assessed on their utilization of the senses board and their ability to integrate digital elements into their exercises. The assessment will include technical proficiency, creativity, accuracy, and understanding of the subject matter.
4. **Guidelines for Conducting Assessments:**
 - a. **Preparation:** Teachers should provide clear instructions and expectations for the digital presentations and exercises. Students should be informed about the evaluation criteria, submission deadlines, and any technical requirements.
 - b. **Technical Requirements:** Ensure that all students have access to the necessary digital tools and platforms for creating and submitting their presentations and exercises. Address any technical issues or challenges that students may face.
 - c. **Originality and Plagiarism:** Emphasize the importance of original work and proper citations when using external sources. Plagiarism detection tools may be used to ensure academic integrity.
 - d. **Assessment Criteria:** Develop a rubric that outlines the specific criteria for evaluating digital presentations and exercises. The rubric should align with CBSE guidelines and focus on relevant aspects such as content, organization, creativity, technical proficiency, and subject understanding.
5. **Assessment Process:**
 - a. **Submission:** Students will submit their digital presentations and exercises through the designated digital platform or method established by the school.
 - b. **Evaluation:** Teachers will assess the submissions based on the established rubric and provide constructive feedback to help students improve their skills.

c. **Review and Moderation:** Periodic review and moderation of assessments will be conducted to ensure consistency and fairness in evaluation.

6. Grading and Feedback: Grades will be awarded based on the assessment criteria outlined in the rubric. Feedback will be provided to each student, highlighting strengths and areas for improvement.

7. Accessibility and Inclusivity: Efforts will be made to ensure that digital assessments are accessible to all students, taking into consideration individual needs and potential challenges.

8. Continuous Improvement: Regular reviews of the digital assessment process will be conducted to identify areas for improvement and make necessary adjustments to enhance the effectiveness of the evaluation process.

Communication: All stakeholders, including students, teachers, and parents, will be informed about the digital assessment policy and any updates or changes through official communication channels. By developing and implementing a clear and comprehensive digital assessment policy, you can ensure that the evaluation of presentations and exercises involving digital tools aligns with CBSE guidelines while providing a fair and enriching learning experience for students. Remember to involve relevant stakeholders.

V.6 UNBIASED GRADING SYSTEM

The Central Board of Secondary Education (CBSE) strives to provide an unbiased grading system by implementing several measures that ensure fairness, consistency, and transparency in the evaluation of students' performance. While specific practices may have evolved since my last knowledge update in September 2021, here are some key principles and practices that CBSE typically employs to achieve an unbiased grading system:

1. Standardized Assessment Criteria: CBSE designs detailed and well-defined assessment criteria for each subject and grade level. These criteria outline the specific knowledge, skills, and competencies that students are expected to demonstrate. By following standardized criteria, the evaluation process becomes more objective and consistent.

2. Use of Rubrics: CBSE often uses rubrics for various assessments, including projects, assignments, and internal assessments. Rubrics provide clear guidelines to teachers for evaluating different aspects of student work, making the grading process more transparent and reducing the potential for bias.

3. Adherence to Guidelines: CBSE examiners and teachers are expected to strictly adhere to the guidelines provided for evaluation. This includes marking schemes, sample answers, and specific instructions for awarding marks. Deviations from these guidelines are discouraged to maintain objectivity.

4. Teacher Training: CBSE provides training and workshops for teachers to enhance their understanding of the assessment criteria and ensure consistent and unbiased evaluation practices.

5. Appeal Mechanisms: CBSE typically has provisions for students to request re-evaluation or review of their exam papers if they believe there has been an error in grading. This process adds an additional layer of accountability and fairness.

V.7 MODERATION PROCESS FOR ASSESSMENTS

The CBSE (Central Board of Secondary Education) moderation process refers to a system that aims to ensure consistency and fairness in the evaluation of answer scripts across different schools. The moderation process involves a review and adjustment of marks to align the assessment standards of various schools, thereby addressing any potential variations in grading practices.

Please note that CBSE's processes and policies may have evolved since then, and it's recommended to check the official CBSE website or contact CBSE directly for the most current and accurate information. However, based on my last update, here's a general overview of the CBSE moderation process:

1. **Selection of Samples:** CBSE selects a representative sample of answer scripts from various schools for moderation. These answer scripts typically include a range of performance levels, from high to low.
2. **Formation of Moderation Committees:** CBSE forms moderation committees consisting of experienced subject experts and teachers. These committees are responsible for reviewing the selected answer scripts and making necessary adjustments.
3. **Review of Marking Schemes:** The moderation committee reviews the marking scheme provided to examiners. The marking scheme outlines the correct answers and the allocation of marks for each question. The committee ensures that the marking scheme is clear, accurate, and reflective of the curriculum objectives.
4. **Review of Evaluation:** The moderation committee examines the evaluated answer scripts to ensure that the awarded marks are in line with the marking scheme and the standards set by CBSE.
5. **Standardization of Marks:** If the moderation committee identifies any discrepancies or variations in grading, they may recommend adjustments to bring the marks in line with the expected standards. These adjustments aim to ensure uniformity in evaluation practices across different schools.
6. **Finalization of Results:** Once the moderation process is complete, the adjusted marks are incorporated into the final assessment results. The moderation ensures that students' performances are fairly and consistently evaluated, regardless of the school they belong to.

It's important to understand that the moderation process is not meant to arbitrarily inflate or deflate marks. Instead, its purpose is to ensure that the evaluation process maintains a certain level of standardization and fairness, considering the diversity of schools and teachers across the CBSE-affiliated institutions.

V.8 Individualized education plan and Mother tongue support

The Central Board of Secondary Education (CBSE) does not typically provide an official "Individualized Education Plan" (IEP) in the same way that it is often structured in special education systems. However, CBSE does emphasize the importance of providing support and accommodations for students, especially in the context of languages and mother tongue learning.

Here are some ways in which CBSE promotes mother tongue support and individualized language learning:

1. **Inclusion of Mother Tongue:** CBSE recognizes the significance of preserving and promoting students' mother tongue and regional languages. It encourages schools to offer a choice of languages, including the mother tongue, as part of the curriculum.
2. **Language Options:** CBSE schools often provide students with the option to study languages at different proficiency levels. Students may choose a language as a First Language, Second Language, or Third Language based on their comfort and proficiency.
3. **Flexible Language Learning:** CBSE encourages flexibility in language learning by allowing students to choose languages that are relevant to their linguistic and cultural background. This helps students connect with their heritage and express themselves effectively.
4. **Alternative Language Options:** In cases where students face challenges in learning a particular language due to reasons such as learning disabilities, schools may offer alternative language options or accommodations. This may include providing additional support, extra time, or modified assessments.
5. **Accommodations and Support:** CBSE schools are encouraged to provide appropriate accommodations and support for students who may require adjustments in language learning due to disabilities, learning differences, or other factors. This may include extra time, scribes, readers, or other accommodations based on individual needs.
6. **Teacher Training:** CBSE emphasizes the importance of teacher training in providing differentiated instruction and support for diverse learners, including those who may benefit from mother tongue support or modified language learning.
7. **Inclusive Curriculum:** CBSE promotes the development of an inclusive curriculum that respects the linguistic diversity of students. This can involve incorporating cultural elements, literature, and activities related to regional languages and mother tongues.

It's important to note that CBSE's approach to mother tongue support and individualized language learning may vary based on the specific school and region. Schools affiliated with CBSE may have their own practices and policies to ensure that students receive appropriate language education that respects their linguistic backgrounds and needs.

Mother tongue support and individualized language learning are relevant to assessments in CBSE in several ways, particularly in ensuring a fair and effective evaluation process for students. Here's how these concepts intersect with assessments within the CBSE framework:

1. **Accommodations in Assessments:**
 - CBSE recognizes that some students may face challenges in language assessments due to factors such as learning disabilities or linguistic differences.
 - Accommodations, such as extra time, use of a scribe, or modified assessments, can be provided to ensure that students with diverse needs can demonstrate their knowledge and skills effectively.

2. Choice of Language for Assessment:

- CBSE allows students to choose languages based on their linguistic background and proficiency level. This choice extends to language assessments, where students can opt to take assessments in a language they are most comfortable with.
- Offering assessments in the mother tongue or preferred language helps students express themselves more confidently and accurately.

3. Inclusive Evaluation:

- By accommodating students' language preferences and providing mother tongue support, CBSE ensures that assessments are inclusive and considerate of diverse linguistic backgrounds.
- This inclusivity contributes to a more accurate representation of students' abilities and prevents language barriers from hindering their performance.

4. Promotion of Cultural Identity:

- Allowing students to take assessments in their mother tongue or a language of their choice helps promote and preserve their cultural and linguistic identity.
- When students can demonstrate their understanding and skills in a language that resonates with their heritage, it enhances their engagement and motivation.

5. Reducing Bias in Assessment:

- Providing accommodations and language options helps reduce bias in assessments, ensuring that language barriers do not disproportionately affect certain groups of students.
- It promotes fairness by evaluating students' content knowledge and skills rather than their language proficiency.

6. Differentiated Instruction and Evaluation:

- Mother tongue support and individualized language learning tie into the concept of differentiated instruction and assessment.
- Teachers can tailor assessments to meet the specific needs of students, ensuring that they have a meaningful and equitable assessment experience.

7. Holistic Learning Assessment:

- CBSE's emphasis on language choice and mother tongue support contributes to a more holistic assessment of students' overall learning journey.
- It takes into account not only academic achievements but also the cultural and linguistic aspects of their education.

V.9 ASSESSMENT FEEDBACK

The Central Board of Secondary Education (CBSE) places significant emphasis on providing constructive and meaningful feedback to students as part of the assessment process.

Feedback plays a crucial role in helping students understand their strengths and areas for improvement, enabling them to take ownership of their learning and make necessary adjustments.

1. Specific and Actionable Feedback:

- Feedback should be specific and focused on the content, skills, or concepts that were assessed.
- Highlight what the student did well and offer suggestions for improvement. Use examples from their work to illustrate your points.

2. Timely Feedback:

- Provide feedback promptly after the assessment to ensure its relevance and impact.
- Timely feedback helps students connect the feedback to their learning experience and apply it to future assignments.

3. Clear Explanation:

- Explain the rationale behind the feedback, helping students understand why certain aspects were successful or need improvement.
- Provide guidance on how the feedback relates to the learning objectives and expectations.

4. Encourage Reflection:

- Encourage students to reflect on their performance. Ask questions that prompt them to think about what they learned, challenges they faced, and strategies they could use to do better next time.

5. Goal Setting:

- Collaborate with students to set achievable goals based on the feedback received. Goals can be related to specific skills, areas of improvement, or overall learning objectives.

6. Positive Reinforcement:

- Highlight and celebrate students' achievements and progress, reinforcing their efforts and motivating them to continue learning and improving.

7. Use of Rubrics:

- When applicable, use rubrics to provide transparent and consistent feedback. Rubrics help students understand how they were evaluated in various criteria.

8. Two-Way Communication:

- Encourage students to ask questions and seek clarification on the feedback provided. Create an environment where students feel comfortable discussing their performance and seeking guidance.

9. Feedback on Process:

- Provide feedback not only on the final outcome but also on the process the student followed to complete the assessment. This helps them develop effective study habits and learning strategies.

10. Digital Tools:

- Utilize digital platforms and tools to provide feedback, especially for online assessments or assignments. Digital tools can facilitate detailed annotations and comments on student work.

11. Parent-Teacher-Student Conferences:

- Engage in periodic meetings with students and their parents to discuss assessment results and progress. These conferences can provide an opportunity for a comprehensive discussion on feedback and learning goals. It's important to note that while these practices are generally recommended, the specific feedback approach may vary based on the subject, grade level, and the nature of the assessment.

Section VI: Academic Honesty, Plagiarism, and Assessment Regulations for Digital Work

In an increasingly digital learning environment, ensuring academic honesty in assessments is paramount. This section provides a comprehensive framework for promoting academic integrity, handling plagiarism, and defining tools, regulations, and penalties for maintaining the authenticity of digital work.

VI.1 Academic Honesty

VI.1.1 Definition of Academic Honesty

Academic honesty is a core ethical principle that mandates the honest and truthful representation of one's work, knowledge, and ideas. It encompasses acknowledging the intellectual property of others, adhering to proper citation and referencing, and refraining from all forms of cheating, plagiarism, or academic dishonesty.

VI.1.2 Promoting Academic Honesty

At Skill Stork International School, we are dedicated to instilling a culture of academic honesty among our students. We provide educational programs that emphasize the importance of original work, proper citation, and respecting the work of others.

VI.2 Plagiarism Detection

VI.2.1 Plagiarism Detection Software

To prevent and detect plagiarism in digital assessments, the school employs advanced plagiarism detection software. This software scans submitted digital work for similarities with existing sources, including content within the school's database and across the internet.

VI.2.2 Guidelines for Proper Referencing

Students are educated on the correct methods of referencing and citation to prevent plagiarism. It is mandatory for students to provide clear and accurate references for any external sources utilized in their digital work. Proper referencing styles, such as APA, MLA, or Chicago, must be adhered to as per the assessment guidelines.

VI.2.3 Penalties for Plagiarism

The school has established strict penalties for plagiarism in digital work assessments. Penalties may include:

VI.2.3.1 Grade Deductions

Students found guilty of plagiarism may face significant grade deductions based on the severity of the offense. These deductions reflect a portion of the final grade awarded for the assessment.

VI.2.3.2 Resubmission Requirements

In cases of minor plagiarism, students may be required to resubmit the assignment, but the maximum grade attainable may be limited.

VI.2.3.3 Educational Workshops

Students who commit plagiarism may be required to attend educational workshops or seminars on academic honesty and proper citation practices.

VI.2.3.4 Academic Probation

Repeat offenders may face academic probation, which includes closer monitoring of subsequent submissions and mandatory attendance at academic honesty seminars.

VI.2.3.5 Disciplinary Action

Severe cases of plagiarism may warrant disciplinary action, as per the school's code of conduct. Consequences may include suspension or expulsion.

VI.3 Secure Assessment Platforms

VI.3.1 Secure Assessment Platforms

Skill Stork International School deploys secure online assessment platforms designed to maintain the integrity of digital assessments. These platforms offer controlled access to assessment materials and discourage unauthorized sharing of content.

VI.3.2 Monitoring and Proctoring

Digital assessments may incorporate monitoring and proctoring tools to deter academic dishonesty. These tools can include webcam monitoring, screen recording, and activity tracking to ensure the assessment environment's integrity.

VI.4 Reporting and Consequences

VI.4.1 Reporting

Instances of academic dishonesty, including plagiarism, are reported to the relevant authorities, including parents, guardians, and school administrators. Detailed records are maintained for each reported case.

VI.4.2 Academic Record

Penalties for academic dishonesty are recorded on a student's academic record, providing transparency to future academic institutions and employers.

VI.5 Support and Education

VI.5.1 Support Services

The school offers support services to help students understand and uphold principles of academic honesty. These services include workshops, resources for academic writing, and proper citation techniques.

VI.5.2 Ongoing Education

Skill Stork International School remains committed to educating students on the importance of academic honesty throughout their academic journey. We aim to instill a culture of integrity, promoting originality and fair representation in digital assessments.

For more detailed descriptions and regulations please look into the Academic Integrity and Honesty Policy.

Section VII - Bibliography:

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