

DPSI ASSESSMENT POLICY

School Vision

A compassionate, future-focused community nurturing critical thinkers, who are ethical and responsible global citizens.

School Mission

- Cultivate future-ready competencies through authentic, inquiry-driven learning experiences.
- Inspire lifelong learning by nurturing curiosity, reflection, and agency.
- Foster well-being and belonging in a safe, inclusive, and values-driven community.
- Support ethical leadership and sustainability through local and global action.
- Encourage partnerships for impact by connecting learners, educators, and communities across boundaries.

School Motto

Service Before Self

School Values

Fairness, Integrity, Resilience, Empathy

IB Standard and Practices (2020)

Culture 5. The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.

- 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- 5.2: The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)
- 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Requirements that complement the policy

Approaches to teaching 5.3: Teachers use IB-mandated policies to support students. (0403-05-0300)

Purpose 1.2: The school develops a mission, philosophy and/or strategy that includes a holistic approach to education that goes beyond academic development and encourages awareness beyond the individual and the immediate community. (0101-01-0200)

Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Lifelong learners 1.2: The school implements and reviews processes that actively engage students in their own learning. (0402-01-0200)

Lifelong learners 6.2: Students take opportunities to ask questions and pursue personal inquiries and actions. (0402-06-0200)

Introduction

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Assessment Philosophy

At DPSI, we believe assessment is integral to teaching and learning, as it nurtures learner profile attributes, critical thinking skills, and future-ready competencies required to thrive in unfamiliar and ever-changing contexts. Assessment is an ongoing, inclusive process of gathering, analysing, and reflecting on evidence to make informed and consistent judgments that support student growth and improvement.

Assessment focuses on students' knowledge, understanding, skills, and attitudes at different stages of the learning cycle, with the aim of maximising each learner's potential while promoting agency, reflection, and ethical learning practices. It is a positive and supportive process that enhances learning, well-being, and

reflective thinking, and informs teaching practices. Partnerships among students, teachers, and parents play an important role in supporting meaningful assessment and holistic student development.

Principles of Assessment

DPSI recognises that teaching, learning and assessment are fundamentally interdependent. We are guided by the following principles:

- Assessment is thoughtfully designed to truly measure what students are expected to know and be able to do, with clear criteria, collaborative standardisation, and inclusive practices that ensure the assessments are fair, consistent and manageable for everyone.
- Assessment is integrated as assessment for, of and as learning, using feedback and feedforward that helps teachers refine their instruction and supports students in deepening their understanding.
- A variety of assessment approaches, including performances, projects, reflections and peer feedback, allows students with different strengths and learning styles to demonstrate their personal level of achievement with confidence.
- Assessment is connected across all programmes, helping students make links between subjects and experience learning as a coherent and continuous journey.
- Through inquiry-driven and reflective tasks, assessment nurtures the development of learner profile attributes, encouraging students to think critically, communicate effectively and grow as internationally minded individuals.

Purpose of Assessment

The prime objective of assessment is to provide feedback and feedforward on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Assessment of learning focuses on evaluating student achievement at the conclusion of a term in order to determine the extent to which learning outcomes and success criteria have been met. It provides a summary of student learning and is used to make informed judgments about progress, attainment, and readiness to move forward. Evidence gathered through summative assessments enables teachers to report accurately on student achievement, ensure accountability, and reflect on the effectiveness of curriculum design and instructional practices. While assessment of learning primarily serves a reporting and evaluative function, it also contributes to future planning by identifying strengths, gaps, and patterns in learning, thereby informing subsequent teaching and learning decisions.

Assessment for learning is as important as assessment of learning. Formative assessment allows teachers to evaluate the effectiveness of instructional strategies. It is woven into instructional strategies and potentially engages students in self-assessment that can be recorded at logical intervals in the flow of teaching and learning. Summative assessment which comes at the end of a unit or concept is development oriented and measures mastery of knowledge and skills.

Assessment as learning is embedded within teaching and learning and supports the development of IB learner profile attributes and approaches to learning (ATL) skills. Through structured self-assessment, peer feedback, reflection, and goal setting, students become aware of their learning processes and progress against assessment criteria. This empowers learners to take ownership of their learning, develop metacognitive skills, and make informed decisions about next steps, with teachers facilitating reflection and providing guidance throughout the learning cycle.

Purpose of the Assessment Policy

The Assessment Policy is a working document developed by the DPSI Pedagogical Leadership Team and shared with the teaching faculty to include their inputs. Consistent with the standards and practices of the International Baccalaureate Primary Years Programme (PYP), Middle Years Programme (MYP), Diploma Programme (DP) and Career-related Programme, (CP) this document provides an overview of DPSI beliefs and practices regarding the purpose and use of assessment in the school.

Communicating the Assessment Policy

The School Assessment Policy, alongside the school's Admission, Academic Integrity, Inclusion and Language policies, are communicated to all stakeholders. School policies are shared with staff during Induction and Insets. Overview of the assessment policy is shared through student diaries and on the school website for parents and community access. School leadership and staff share necessary aspects of each policy, as appropriate, with parents and students through orientations and school information events and publications like the student diary in PYP and student handbooks in MYP, DP and CP which have relevant extracts of the assessment policy.

General Assessment Practices

- Assessments are reported in English, which is the medium of instruction at school.
- A wide range of tools of assessment are used and shared among teachers and students. A shared understanding of the purpose and accuracy of assessment tools nurtures a constructive climate for assessment and the reporting of that assessment.
- Assessment criteria are explained to and understood by students prior to learning. This enables learners to reflect upon and assess themselves based on agreed criteria and thus empowers them as learners. It also enables learners to communicate with teachers and peers, to reflect on their own learning, from achievements to analysis of strengths and weaknesses, and to understand and evaluate trajectories for learning.
- A comprehensive set of records of assessment for each student is maintained for the benefit of all stakeholders, students, teachers, parents and the school. Toddle app is used as the platform for recording and reporting assessments in primary school. For secondary school, ManageBac (Learning Management System) is used for record-keeping and reporting of assessment data.
- Assessments are also used to review acquired knowledge, skills and understanding before advancing to the next unit of inquiry or level of learning. The school ensures that assessment is for learning and not the other way round.
- All teachers, including single subject teachers are involved in the assessment planning process.
- At times students are involved in planning assessments to demonstrate their understanding.
- Teachers and students work collaboratively in designing learning goals and success criteria for success (rubrics & checklists).

Rights and Responsibilities of:

Senior Management Team (SMT) and Pedagogical Leadership Team (PLT)

SMT and PLT have the right to:

- access comprehensive assessment data to support informed academic, curricular, and strategic decision-making.
- review and evaluate assessment practices to ensure alignment with IB requirements.
- initiate changes to assessment policies and systems based on evidence, feedback, and evolving educational needs.
- exercise professional judgment in determining final grades, apply best fit as per grade descriptors when required, or eligibility for assessments, in accordance with school policies, programme regulations, and documented evidence.
- withhold, defer, or restrict a student's participation in internal school assessments, where permitted by school policy, or take appropriate action regarding IB assessments in accordance with IB regulations.
- intervene to ensure fairness, academic integrity, and consistency, including cases involving malpractice, prolonged absence, or non-compliance with assessment requirements.

SMT and PLT have the responsibility to:

- share term-end assessment dates, MYP 5 eAssessment timelines, and DP/CP Year 1 and Year 2 assessment schedules through official communication channels, including emails and orientation sessions.
- provide and maintain assessment and reporting platforms for students, teachers, and parents through AssessPrep and ManageBac. In the DP/CP, reporting for traditional pen-and-paper examinations is managed through ManageBac, along with additional certifications provided by the Career-related Programme skill provider (WACP – World Academy of Career Programme).
- invest in library and digital resources to support teachers in curriculum planning, assessment design, and effective evaluation of student learning.
- establish and oversee assessment policies and practices to ensure alignment with the school's vision, mission, curriculum frameworks, and accreditation requirements.
- ensure the reliability, validity, and fairness of assessment by monitoring assessment design, implementation, and reporting for consistency and accuracy across grades and subjects.
- review and analyse assessment data to inform curriculum planning, instructional improvement, and targeted student support.
- facilitate moderation and standardisation processes by supporting collaborative planning, professional dialogue, and shared expectations among teachers.
- guide and support professional development related to assessment by identifying training needs and strengthening assessment literacy and effective practices.
- ensure transparency and accountability in assessment and reporting through ManageBac to provide timely, accurate, and meaningful communication to students and parents.
- support inclusive and ethical assessment practices by ensuring accommodations for diverse learning needs, promoting student well-being, and upholding academic integrity.
- review and refine assessment practices on an ongoing basis using feedback from students, parents, and teachers to continuously improve assessment systems.

Teachers:

Teachers have the right to:

- access IB programme documentation and professional resources through the Programme Resource Centre on My IB, to inform curriculum planning and assessment design.
- design assessments aligned with IB criteria, command terms, and programme requirements, using professional judgment.
- expect students to adhere to academic integrity standards and follow assessment instructions.
- seek support and guidance from Programme Coordinators, Dy Programme Coordinators and the School Leadership Team in matters related to assessment, moderation, or academic misconduct.

Teachers have the responsibility to:

- ensure that they are registered on the Programme Resource Centre to refer to IB documents and be a part of the wider IB community/networks.
- issue and communicate regular schedules for formative and summative assessments on ManageBac.
- create assessments around skill development, global context, concepts, and criteria, keeping command terms in mind.
- develop students' understanding of assessment criteria in PYP/MYP / DP / CP.
- ensure no unfair means are used during assessments and report to the Programme Coordinator / Dy Programme Coordinators if any instance of academic misconduct is found leading to consequences mentioned in the academic integrity policy.
- follow the standardisation process for assessment.
- create MYP assessment on AssessPrep and report assessment results on ManageBac for MYP/DP/CP students and parents.
- support DP students in transition to digital examination (starting with English A: Language and literature, French B and Spanish B)
- provide timely feedback on assessments and analyse assessment data with the Pedagogical Leadership Team (PLT) to prepare criteria-wise strategies. This process also helps in identifying individual students' needs for further support.

Students

Students have the right to:

- receive clear information about the objectives, aims, task requirements, and assessment criteria for each assessment component.
- receive timely and constructive feedback that supports improvement and reflection.
- be assessed fairly, consistently, and in accordance with IB programme regulations and school policies.

Students have the responsibility to:

- understand the objective, aim and assessment criteria of each assessment component in all subjects.
- understand the task specifications of each subject.
- be open to feedback provided by teachers on assessments/submissions.
- maintain academic integrity during assessments and use AI tools only where permitted, transparently and

in accordance with the school's AI and Academic Integrity policies.

- submit their assessment within the given duration.
- report for assessments in time.

Parents

Parents have the right to:

- receive clear information about the objectives, aims, task requirements, and assessment criteria for each assessment component.
- receive timely and constructive feedback that supports improvement and reflection.
- know that their ward is being assessed fairly, consistently, and in accordance with IB programme regulations and school policies.

Parents have the responsibility to:

- provide adult supervision to secondary students during virtual assessments from home, if the school requests.
- not let students indulge in any unfair means during the assessments.
- encourage students to meet all deadlines.
- attend all parent-teacher meetings for feedback, orientation / induction sessions conducted by the school.
- read along with the ward all important documents / handbooks shared by the school.

Assessment in Primary School

- Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
- The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates assessment for, of, and as learning to support effective learning and teaching. Students and teachers are actively engaged in assessing progress as part of the development of critical thinking and reflection skills.
- PYP assessment informs the learner, learning and teaching, and the learning community through the monitoring, documenting and measuring of learning.
- The assessment component in the school's curriculum can itself be subdivided into two closely related areas.
- What to assess –to discover what the students know, to monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.
- How to assess –helps to gather how we choose to collect and analyse data.

Assessing:

- Student learning is enhanced through systematic assessment of students' prior knowledge and through regular formative and summative assessments of ongoing learning.
- DPS International follows the dimensions of PYP assessment: monitoring, documenting and reporting on learning.

Monitoring learning:

It aims to check the progress of learning against personal learning goals and success criteria.

Some of the strategies used are:

- Observations
- Teacher's and student's questions
- Reflections
- Discussions
- Feedback

Documenting learning:

It is a compilation of the evidence of learning. Evidence of learning is visible in:

- Process journal: It displays students' learning, learning goals, questions and reflections.
- Portfolio: It is a collection of students' work in the form of videos, audio clips, photographs and graphic representations.
- Exhibition journal: In Exhibition, learning is documented through journals, reflections, research logs, and photos to capture students' inquiry, thinking, and collaboration.
- Documentation tools like rubrics, checklists, exemplars, continuums and anecdotal records.

Reporting learning:

Reporting on assessment includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners. It is honest, comprehensive and understandable to all parties.

Reporting to parents, students and teachers:

- Written reports - Performance of students in each subject is reported on the school's learning platform (Toddle) at the end of each term for parents.
- Parent-teacher meetings- are organized twice in an academic year.
- Additionally, parents and teachers also discuss the progress of the students through email, phone calls or arranged meetings with prior appointments (on campus or online).
- Recording and reporting of all the formative and summative assessments are done on Toddle for primary school. Whenever a teacher uploads the result of the assessment, a notification is sent to parents. They can refer to the assessment tool to understand the performance of the student.
- Student-led conferences are held in term 2.

Student-Led Conferences (SLC)

- The importance of the SLC is mentioned at the 'Meet the Teacher' day as part of the reporting process.
- SLC date is published in the school calendar.
- Notices informing parents are distributed at least 2 weeks before the conference takes place.
- Classroom teachers and specialists meet together to plan what is to be shared.
- All year levels are encouraged to be consistent in their approach to the SLC.
- Students choose the learning engagements that they wish to share with parents thereby exercising agency.

The Student Led Conference (SLC) portfolio

A portfolio:

- Empowers students to be active participants in their own learning.
- Provides opportunities to show growth in different subject areas over time.

- Develops a sense of pride in each student's work and builds self-esteem.
- Provides evidence and celebration of achievement during the student-led conference.
- Provides a tool for students' self-assessment and reflection.
- Enables students to see learning as a continuous process.
- Experience a sense of self-worth and self-identity vital for socio-emotional wellbeing.

Expectations:

- Selection of work samples should be ongoing by providing regular opportunities to add samples.
- Portfolios should be managed mainly by students with guidance from the teacher.
- Portfolios should include work from all subject areas, including specialist subjects.

The Exhibition

Students in the final year of the PYP carry out a research based collaborative inquiry – the PYP Exhibition. This takes place towards the end of Grade 5. One of the purposes of the PYP Exhibition is to provide a forum for student-driven reporting.

Other key purposes of exhibition include the following:

- Students to engage and report on an in-depth, collaborative inquiry.
- To provide students with an opportunity to demonstrate independence and responsibility for their own learning.
- To provide students with an opportunity to experience research about a particular topic over an extended period of time as a precursor to more advanced research later.
- To provide students with an opportunity to explore multiple perspectives to develop international mindedness in their choice, voice and action.
- For students to synthesize and apply their learning from previous years, and to reflect on their journey through the PYP.
- To provide an authentic process of assessing student understanding.
- To demonstrate how students can take action as a result of their learning.
- To unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.
- To celebrate the transition of learners from primary to middle school.

Forms of assessment and timeline

Kind of assessment	Outline of the assessment	Timeline
Placement assessment - new admission students	For admission in the primary, the Principal interacts with the child and notes specific observations about behavioral, academic and cocurricular strengths and areas of need. If required, additional members of staff including the Special Educators are consulted. (Refer to the admission policy)	At the time of admission
Benchmarking	For PYP, students attempt benchmarking assessments for Math, English, Hindi, French, and Spanish (Grades 1-5) at the beginning of the academic year. This helps teachers to align student learning needs to teaching and learning practices. (Refer to Language Policy)	Starting of the academic session

Prior Knowledge Assessment – on roll students	Teachers assess the prior knowledge of students through various visible thinking routines and strategies.	Ongoing
Formative Assessment	Formative assessments are a part of all units and happen frequently to monitor the progress of the students. Self-assessment strategies, peer assessment tasks, group strategies, observations, checklists, visible thinking routines, quizzes, open ended tasks, performance tasks are some of the strategies that teachers employ to gather data of students' performance.	Ongoing
Summative Assessment	Summative assessments are conducted as a culmination of learning for each concept. Summative assessments are based on more than one criterion.	End of the conceptual learning

Academic Integrity in PYP Students: *(refer to the Academic Integrity policy)*

For PYP, focus is on promoting good academic practice and a school culture that actively encourages academic integrity.

- Students should submit original work. Creative ideas are always appreciated only if they are not copied.
- Students will experience the world of technology. They will also be guided on the responsible use of medium within and outside school.
- Students are encouraged to use the internet for research to enhance knowledge and develop new ideas. It is not used as a tool to copy and paste information.
- Work submitted by any student which is not original and authentic will be returned and the student may be asked to submit the work again.
- Students must use their own language, creativity, ideas and expressions to complete their work. If they copy someone else's ideas, it should be acknowledged in the document.
- Copying work of art, music, dance without proper acknowledgement would be considered an offence.

Assessment in Middle School

Principles of assessment in MYP

- Assessment is integral to all teaching and learning and is based on MYP subject-specific objectives and criteria.
- MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme.
- In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. The standardization process is followed, where more than one teacher is teaching a subject in a particular grade.
- Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels

against established assessment criteria. MYP internal (school-based) assessment uses a ‘best-fit’ approach in which teachers work together to establish common standards against which they evaluate each student’s achievement holistically.

Assessment in the MYP aims to:

- Support and encourage consistency in students’ learning by providing feedback on the learning process.
- Inform, enhance and improve the teaching process through transparency.
- Provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments.
- Promote positive student attitudes towards learning.
- Promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Promote the development of critical and creative thinking skills.
- Reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Assessment - Best Practices in MYP at DPSI

- Assessment practices at DPSI are aligned with IB MYP philosophy and are designed to be meaningful, fair, reliable, and valid, supporting the development of self-regulated and reflective learners.
- Assessments are multimodal. The digital platform AssessPrep, aligned with the MYP 5 eAssessment format, is used to familiarise students with on-screen assessments and to support structured responses using appropriate MYP command terms.
- From MYP 1 onwards, students use AssessPrep for subjects assessed on screen, including Language and Literature, Mathematics, Integrated Sciences, Individuals and Societies, Language Acquisition, and Interdisciplinary learning. Early and consistent exposure supports confidence and preparedness for MYP 5 eAssessments.
- All MYP assessments are criterion-related, in accordance with IB guidelines. Each subject uses four equally weighted assessment criteria, and all strands of all criteria are assessed at least twice per academic year, ensuring comprehensive and valid assessment of learning.
- Assessment criteria for MYP 1, 3, and 5 are used across the programme. MYP 3 criteria are introduced in MYP 2, and MYP 5 criteria in MYP 4, to support developmental progression and readiness for future assessment expectations.
- Assessment tasks and criteria explicitly support students’ understanding and application of subject-specific command terms, strengthening consistency and clarity in assessment expectations.
- Formative and summative assessment dates are communicated through ManageBac, while Term-End Assessment schedules are shared via official communication from the MYP Coordinator.
- Assessment tasks are varied and inclusive, providing multiple opportunities for students to demonstrate learning, apply critical and creative thinking skills, and show depth of conceptual understanding.
- Assessment criteria and task expectations are shared with students before and during formal assessments, and exemplars are provided to promote transparency and student understanding.
- Assessment practices are clearly communicated to students through MYP 1 induction sessions, the Student Handbook, School Diary (MYP 1–5), welcome email from Form Tutors, orientation sessions for new students and parents, and Meet the Teachers’ Day presentations.
- Assessment practices and expectations are communicated to staff through regular communication by the

MYP Coordinator, Deputy MYP Coordinator and Heads of Departments, during regular weekly meetings, collaboration meeting.

Inclusive access accommodations such as short breaks, extra time, prompters and typing assistants are provided to students wherever it is applicable as per IB guidelines. *(refer to school's inclusion policy)*

Assessment format follows the nature of the subjects as written assessments and ePortfolio subjects as stated in the subject guides of each subject group:

- Language and Literature, Mathematics, Sciences, Individuals and societies and Language Acquisition follow onscreen assessment. Each unit gives an opportunity for at least two formative assessments and one summative assessment.
- Regular formative feedback is an integral part of teaching and learning.
- Self and peer assessment strategies are implemented as they provide students with instant feedback and multiple perspectives, which provide scope for further improvement.
- Unit end reflection by students before the summative task helps teachers identify the learning gaps in advance to prepare students better for the summative assessment.
- Interdisciplinary unit assessments help students develop transfer skills.
- ePortfolio subjects are task and performance-based, where students demonstrate their journey through a process journal and creation of a product or performance. Students indulge in various tasks and formative assessments before they reach their final product and documentation. Teachers provide feedback formatively for improvement.
- Subjects where more than one teacher teaches follow the standardisation process. Standardisation flow is available in [this document](#).
- All teachers in IB are language teachers. Teachers of all subjects are responsible for supporting literacy and addressing spelling, punctuation and grammatical issues in an appropriate manner. However, it is assessed only where it is applicable and left with feedback where it is not assessed.

Academic Integrity *(refer to the academic integrity policy)*

Academic integrity during assessments is maintained through:

- live invigilation facility provided during the assessment on AssessPrep.
- using Turnitin as a plagiarism checker application wherever the performance shows dramatic escalation or a case of collusion is found.
- conducting a viva voce (during virtual school in contingency closure), where conclusive evidence of plagiarism or collusion is not found.
- arranging a second device for online invigilation if a student is taking the assessment from home due to adverse circumstances.

Common practices to determine the achievement levels include:

- Use of command terms to communicate the expectations of each question or task, and preparation of common assessment blueprints where assessments are administered across multiple sections.
- Standardisation process to come to a common understanding of the expected quality of the answer.
- Referring to task-specific rubrics shared in subject guides, moving from the highest range to the lowest

range.

- In MYP 1-4, high-stakes assessments such as summative assessments and term-end assessments influence in providing the criterion-wise achievement levels towards the end of the term. where teachers use the 'best fit' methodology using their professional judgement based on MYP subject-specific assessment criteria. Criterion-wise grades are used to determine the final grade for the subject in each term as per the IB grade boundaries.
- In MYP 5, high-stakes assessments such as summative assessments and term-end assessments influence in providing the criterion-wise achievement levels towards the end of term 1. Criterion-wise grades are used to determine the final grade for the subject in term 1. In term 2, all students are registered for MYP Certificate or MYP coursework and accordingly take external IB exams or internal school assessments for achievement levels to be awarded.
- In MYP 5, all students are registered for the Personal Project and submit their work as per the internal timeline.
- Parents of MYP 5 can request the MYP Coordinator to apply for Enquiry upon results (EUR) after consulting the Coordinator after the MYP 5 result.
- ePortfolio assessments from MYP 1-5 are task-based. They require research, critical thinking and creative thinking skills.

Forms of assessment and timeline

Placement Test	This is for students seeking admission in DPSI in the Middle Year programme. Prospective students are given admission in DPSI on the basis of their performance in the English and Mathematics placement tests. This gives an insight into the prior knowledge a student is coming with to join the middle year programme. Academic assistance is provided to students if their performance in the placement test indicates so. <i>(Refer to the admission policy)</i>	At the time of admission
Benchmarking	Language Acquisition at the beginning of MYP 1- to check the prior knowledge of the students moving from PYP to MYP in term 1. All students are placed in phase 1. The data of Term-end 1 is used to assign levels to them in term 2. In MYP 2-4 teachers identify the phase level of all the students at the beginning of the school year. The phase awarded to students in MYP 4 continues to be the same in MYP 5. <i>(Refer to Language Policy)</i>	July/August

Assessment/ Prior Knowledge Assessment	Mathematics in the beginning of MYP 1-3- teachers check the prior knowledge of the students through a benchmarking assessment and provide them with academic assistance wherever applicable. In MYP 4 teachers determine the placement of students in standard/ extended level according to their choice, guided by their performance in the benchmarking assessment. This placement continues in MYP 5 unless the student wants to change, as they are either not able to cope or they want to challenge themselves more. In Language Acquisition, teachers take a benchmarking assessment at the beginning of the session of all students to gauge their prior knowledge and place them in a progressive phase if they show promise in their performance. In all the other subjects, Teachers apply various strategies such as class discussion, mind maps, reflection, Q&A, presentations, collaborative tasks, and more to assess the prior knowledge of the students in the beginning of every unit in all subjects.	
Formative Assessment	Formative assessments are a part of all units and happen frequently to monitor the progress of the students and inform the teachers about the teaching and learning process. Self-assessment strategies, peer assessment tasks, group strategies, observations, checklists, visual thinking routines, quizzes, open-ended tasks, research-based tasks, and performance tasks are some of the strategies that teachers employ to gather data on students' performance.	August- November & January to April
Summative Assessment	Summative assessments are conducted towards the end of each unit to culminate the unit. Summative assessments are based on more than one criterion, which have equal weightage in the secondary school. Summative assessments are of longer duration and give an opportunity to students to showcase their understanding of the concepts. Summative assessments are considered high-stakes assessments.	August to November & January to April
Term End Assessment	Students take assessments at the end of each term. MYP 1-3 follows the syllabus of individual terms in each Term End Assessment in the months of December and May. MYP 4 includes the entire syllabus of Term 1 in the Term End Assessment 1 and approximately 20% of Term 1 and 100% syllabus of Term 2 in the Term End Assessment 2. MYP 5 take their Term End Assessments in December and January based on the entire eAssessment syllabus.	December and May December and January for MYP 5

Retest	Retests are scheduled for students who do not meet the expected standards in the Term End Assessment. Retests are conducted at the beginning of the subsequent academic session. This provision provides students with an opportunity to demonstrate improved understanding and enhance their performance.	July
Mid-Term Summative Assessment	MYP 5 students take the Mid-Term Summative Assessment in the month of August to review their readiness for the eAssessment. Students are then counselled through subject-specific feedback to further strengthen their learning.	August
Mock Assessments	MYP 5 students take the Mock Assessment in March to review their readiness for the eAssessment.	March
eAssessment	MYP 5 follows the syllabus of eAssessment for Term End Assessment in Term 1, for Internal Term End Assessment in January, for the mock assessment in March, and to prepare for the external IB eAssessment in Term 2. For ePortfolio subjects and personal project, the timeline stated by IB in Assessment procedures is followed.	January and May

Informing, recording and reporting students' achievement

Recording of all formative assessments, which are achievement level-based and summative assessments, is done on ManageBac, which is a student Learning Management System (LMS) used by DPSI. Whenever a teacher uploads achievement levels based on grade descriptors for any assessment and shares the same with students, a notification is sent to parents as well. Parents and students can refer to grade descriptors to understand the description of the achievement level of the child.

- Assessment dates and topics are reported to students and parents through ManageBac for them to plan their preparation well in advance.
- Not more than two formative assessments or formative and summative assessments take place in a day and not more than three summative assessments take place in a week.
- Report cards are generated twice in an Academic year at the end of each term:
 - First Term: July to December, reports are generated in December
 - Second Term: January to May, reports are generated in May
 - Results of MYP5 eAssessment are declared on August 1 by the IB
- Parents and students are able to view the specific task's level of achievement and the final grade at the end of the academic year.
- Parent-teacher meetings are organised twice in an academic year to provide feedback on students' performance through the assessment data.

- Additionally, parents and teachers also discuss the progress of the students through email, phone calls or arranged meetings with prior appointments.

Final Reporting of the grades in each subject is also done through ManageBac:

- **End of first Term (December):** Includes the performance in the End-of-Term Assessments. The first Term End Report is based on the student's performance in each criterion in each subject group and includes narrative comments. A term grade in each subject for Term 1 is also awarded.
- **End of Term 2 (May):** Includes students' performance in the assessments throughout the second term, reported through criterion-wise grades as well as a final Term 2 grade for each subject. In addition, an overall term grade is awarded for each subject for Term 2.
- MYP 5 term 1 result is released in the month of January after their Term End Assessments. Students predicted grades are finalized and submitted to IB in the month of April.
- MYP 5 eAssessment result is released on August 1, every year as per IB date of release of result. MYP Coordinator applies for EUR (Enquiry Upon Result) or retest as per the requests by parents.

Assessment in DP and CP

Assessment is an essential element in evaluating the degree of success of the teaching and learning process. All stakeholders work in partnership to make the students of the Diploma Programme / Career-related Programme lifelong learners. Assessment evaluates the attainment of goals, objectives and standards set for each learner through rubrics, benchmarks and subject specific grade descriptors. Assessment provides evidence of learners' achievement and informs the ongoing review and improvement of teaching and learning. For the CP, the DP section on assessment is relevant as students select 3 or 4 DP subjects.

Assessment in DP aims to:

- Indicate the level of learning of students and the quality of teaching in the classroom.
- Support and encourage teaching and learning by providing feedback.
- Promote positive attitude in students regarding learning.
- Develop tools for effective teaching.
- Exhibit analytical skills of students in the subject specific internal and external assessments and also in the core elements of DP.
- Equip students with varied experiences that give them an opportunity to relate to issues of global relevance.
- Make students reflective and internationally minded in varied cultural and linguistic settings.
- Make the learners thinkers and inquirers ready for a journey of exploration.
- Ensure that all students with learning support requirements have the right to explore their skills and experience a sense of accomplishment in their specially designed assessment tasks.

Assessment in CP aims to:

- develop a broad range of work-related competencies in students while deepening their knowledge in specific areas through their Diploma Programme courses.
- cultivate flexible strategies in students for acquiring and enhancing knowledge across diverse contexts.
- prepare students for active engagement in the evolving job market and make them competent to be future ready.
- foster in students an attitude and mindset in students that promote lifelong learning and openness to new perspectives.
- engage students in learning experiences that empower them to make a positive impact.

Assessment - Best Practices in DP / CP:

- The DP / CP assessments are criterion based (students' work is measured against predefined standards or descriptors) as against norm referenced (students' performance is ranked or judged in comparison to the performance of other students) and this information is explained to students and their parents.
- In DP subjects, teachers determine student achievement using the assessment criteria, mark schemes and grade descriptors specified in current IB subject guides. Teachers use a range of assessment evidence and professional judgment to determine achievement and predicted grades, supported by internal standardisation and analysis of student performance.
- Command terms are used in all DP subjects, CP core and the career related studies by all instructors and they are expected to explain the significance of these terms to the students.
- Each DP subject including core, career related studies and Reflective Project has its grade descriptors distinct from the overall grade descriptors which are discussed with the students.
- All formative and summative assessments are designed so as to make the activities interesting yet focus on the purpose of assessment which is to make a clear link between the 'taught' and the 'learnt'. (based on learner variability and multimodality).
- All dates / schedules for formative and unit end summative assessments are posted on ManageBac for parents and students well in advance. For the term end assessments (TEA) a mail is sent from the Coordinator's desk along with the date sheet and test specifications.
- Since assessments are meaningful when coupled with feedback, teachers are expected to share their opinion within a week of the submission of tasks.
- To make the assessment in the Diploma Programme / Career-related Programme effective, at times peer assessment and self- assessment are conducted for the students.
- All DP teachers and Career-related studies (CRS) facilitator are considered to be Language Teachers therefore they are expected to lay emphasis on punctuations, spellings, grammar as well as the subject content in the regular formative assessments and in summative assessments too to an extent that is permissible (refer to the Language Policy).
- Apart from the regular formative assessments in every DP subject and the CRS there are unit end summative assessments during the two years of the Diploma Programme / Career-related Programme, and also four Term End Assessments at the end of each term in all subject areas -TEA 1, 2, 3 and TEA 4 which is considered the mock examination).
- Teachers provide only one feedback on the first draft of the internal assessment in all DP subjects, the Extended Essay as well as on the TOK exhibition commentary and essay/ CP reflective project in accordance with the guidelines mentioned in the subject guides.

- In DP subjects including the core and the Career-related Study (CRS), where more than one teacher is involved, teachers collaboratively standardise assessment by reviewing assessment tasks and applying the relevant IB assessment criteria, mark schemes and grade descriptors to samples of student work. For internally assessed components, teachers use current IB subject guides, assessment criteria, mark schemes and available exemplars to ensure that internally awarded marks reflect the standards defined by the IB. Where appropriate, samples of student work are moderated by teachers and any discrepancies are discussed and resolved before marks are finalised and submitted to the IB.

Accommodations for inclusive assessment:

Students who are registered for accommodation under the inclusive assessment requirements are entitled to accommodations like scribe, short breaks, extra time, prompter and typing assistants. These are preapproved by IB wherever it is applicable as per IB guidelines (refer to the school's inclusive access policy). The students are given these accommodations during the internal assessments/examinations also. Students who require intervention are also provided with differentiated learning resources and materials to scaffold their learning.

Virtual assessments during contingency:

At DPSI during contingency closure of school assessments are invigilated on the Microsoft Teams platform especially when the physical presence of the learners at the time of the assessment is not possible. A responsible adult is requested to supervise and be the scribe (if required) of the learner at home; in addition, the student is expected to be on video mode with mic on mute and an additional camera on another device for a full view of the laptop screen.

Academic Integrity (*refer to the academic integrity policy*)

Complete academic integrity is maintained during assessments and submissions at DPSI as we believe in zero plagiarism.

- DPSI subscribes to Turnitin for plagiarism checks. All assessment components that are submitted to IB and other regular assessments during the school year are passed through Turnitin wherever the performance shows dramatic escalation or in a case of collusion.
- There is integration of proper citation and referencing in MLA 9 format in the e-coursework submissions as well as the internal school submissions.
- A viva voce is also conducted after the assessment during virtual school especially in times of contingency closure where conclusive evidence of the slightest of plagiarism or collusion is found.
- During the virtual assessments adult supervision is strongly recommended or the use of an alternate device that is placed in a manner in which the student's main device and workstation are clearly visible.

Forms of Assessment in DP / CP:

At DPS International a variety of assessments are put in use for an accurate and holistic measure of students' learning, progress and achievement. These assessment categories are as follows:

- **Placement Assessment:** This is for students seeking admission to DPSI in the Diploma Programme / Career-related Programme in year 1 or year 2. Prospective students are given admission in DPSI on the basis of their performance in the placement tests for:
 - English and Mathematics in DP
 - English (mandatory) and Mathematics (optional) placement tests in CP.

This gives an insight into the subject combination that is in the best interest of the student. The subjects and their levels are also decided based on the students' interest, capability and the career choice (linked

to the DPSI Admission Policy). During the interaction with DP students, the Secondary School Principal not only asks a range of questions but also poses conceptual questions in the pure science subjects to evaluate students' understanding. In DP, benchmark assessment is done especially for those students who wish to opt for German B SL and are planning to pursue higher studies in Germany. Students who seek admission mid-term of DP year 1 or 2 or at the start of DP year 2 are assessed on all subjects.

- **Formative Assessments:** These are conducted on a regular basis at DPSI to measure the student's knowledge, development of skill and level of learner profile attributes:

- for DP students: in all the DP subjects as well as the core;
- for CP students: in all chosen DP subjects, CRS and the core.

These assessments help teachers in taking the lesson / unit forward as it gives a clear insight into the level of knowledge and helps in maximising the learning of each student. A variety of assessment tools are employed, from verbal to written, to monitor the learning of the student. Formative assessment results are shared with students and parents and other subject teachers (result analysis during collaboration / department meetings) so that the outcome of teaching and learning can be reviewed and modified as per the diverse needs of each student. Formative assessments reinforce the work covered in all subjects and help develop self-discipline, organisational skills and self-reliance in students. The performance of all students is shared with all concerned through ManageBac.

- **Summative Assessments:**

- **Unit End Summative Assessments:** At DPSI the unit end summative assessment in the Diploma Programme / Career-related Programme is conducted at the end of every unit in all subjects. Summative assessments are designed to support and encourage appropriate student learning which results in the term end assessments and in the final examinations. Summative assessments are carefully planned in collaboration with career related studies (CRS) provider which is World Academy of Career Programmes (WACP).
- For the year 1 students the first set of unit end summative assessments in all subjects, are recorded in the category of summative assessments on ManageBac. They happen one month after the start of the programme, to gauge the students' aptitude as well as understanding in the subjects they have selected. This is like a benchmark assessment that determines their final subject combination.
- A similar unit end summative assessment (UESA) is held after one month into the start of year 2. This is called Mid Term Assessment (MTA) that encompasses FAs, the internal assessment (IA) accomplished during the summer break and one unit end summative assessment (UESA). Since the predicted grades need to be representative of the hard work and toil from the last assessments at the end of year 1 in the month of May until the start of the early decisions for college applications in September/October in year 2, this MTA gives the students the opportunity to prepare better to enhance their grades.
- For CP students DPSI facilitators plan their formative assessments in the career related studies in collaboration with career related studies (CRS) provider which is World Academy of Career Programmes (WACP).

The following list illustrates some practices that may be used:

- Student self-evaluation assisted by the teacher.
- Appropriate use of detailed assessment criteria (rubrics, matrices).
- Peer evaluation supervised by the teacher (either face-to-face or using an ICT resource such as a blog).
- The varied IB assessment components based on assessment criteria in all subjects are adapted for formative assessment.

- Other forms of assessments like worksheets, presentations, quizzes, debate, role play, etc.
- Viva voce conducted after the formative or summative assessments in case the results are not indicative of the calibre of the learner.
- Oral assessment in science subjects during interaction with Secondary School Principal at the time of admission, for students aspiring to pursue the core sciences.

Term End Assessments: At DPSI the Term End Assessments (TEA) are conducted twice a year.

In DP/CP Year 1 the TEA 1 is conducted in the month of December and TEA 2 is conducted in the month of May;

- in Year 2 of the Diploma Programme / Career-related Programme TEA 3 is conducted in the December followed by TEA 4 (more commonly termed as Mock 1) in the month of March.
- two months prior to the final IB May examination. Term End Assessments are designed to support and encourage appropriate student learning which results in the final examinations.

Reporting Assessment results in the Diploma Programme / Career-related Programme:

During the course of one school year DPSI aims to formally report to all parents on various occasions. In addition to the one parent-teacher meeting every term, parents are free to meet the respective coordinators, Secondary School Principal and the subject teachers with their wards to discuss their academic progress. Parents are also approached by subject teachers or coordinators mid-session whenever the need arises for intervention.

For both DP and CP students, the performance reports in DP subjects after TEA 1, 2 and 3 are available on ManageBac that contains the following information:

- An examination grade in all DP subjects
- A term grade weighted at 60% on exam grade (TEA) and 40% on other formative and unit end summative assessments to date.
- Approaches to learning that are adopted by the students.
- Teachers' comments on the level of understanding of the students and forward strategies that include targets for improvement and the way these can be achieved.

TEA 4 report only contains the examination grade (TEA 4) in all DP subjects.

ManageBac provides a report for year 2 students that contain a term grade based on the work done by the students till the date of the report card. Teachers' feedforward including the performance of the students, their future preparation strategy for the mock examinations and approaches to learning expectations are discussed during a parent teacher meeting just before the final assessments in May.

Reporting Assessment results in the Career-related Programme for the Career-Related Study:

Assessment of the Career-Related Study modules is conducted internally by the school and externally by WACP, the CRS service provider. The assessment is divided into two main sections:

- **Continuous Internal Assessment:** This includes formative assessments.
- **External Assessment:** This includes summative assessment by the accredited CRS provider.

At DPSI International, the following Career-Related Study is offered as of now:

- **Business Administration.**

The WACP International Diploma & International Advanced Diploma will be awarded subject to satisfactory completion of the following requirements by a candidate:

- Achieve at least a minimum of 41% or above in each course.
- Industry Engagement portfolio submissions (including the written tasks & reflections).
- Submission of Capstone Project.
- Students should not have received a penalty for academic misconduct.
- Completion of any other submissions/workshops/masterclass as suggested in the Course.

The American High School Diploma will be awarded subject to satisfactory completion of the following requirements by a candidate:

- Complete all CRS for Year 1 and Year 2 with at least a 'B' grade or higher.
- Complete your Reflective Project with a minimum grade of 'D'.
- Complete Personal and professional skills, Language and cultural studies, and Community engagement
- Students must adhere to academic integrity standards, with no penalties received for academic misconduct.
- Choose and pass at least two DP subjects with a minimum of 3 points each. One of these subjects should be at the Higher Level (HL).

Award of CRS certificates:

Year	Month of exam	Certificate awarded	Month
CP 1	March/April	International Diploma in Business Administration	August
CP 2	March/April	International Advanced Diploma in Business Administration	June
CP 2	NA	American High School Diploma	Option 1: For April Results (Pre-Board School-Based Assessment) Option 2: For July Results (Final IB Assessment)

For further details on assessment recording and reporting for IBCP Core Subjects view [this link](#).

IB May exams in accordance with the guidelines laid down by IB

The May session examinations are held with complete adherence to academic integrity and as per the guidelines mentioned in the conduct of examinations. Notice to candidates is shared with DP / CP students and parents in advance and a date sheet that is aligned with school timings is also shared. A strong room is in place in the administrative block for the storage of examination material. This is accessed by only the DP Exam Head or the Head of School in the DPC's absence. The academic block where the assessments are conducted is beyond reach of the other members of the school community during the examinations.

IB May result:

The final result that is released by IB on July 5 is disclosed to the DP / CP students. Thorough analysis is done of the result and is also compared with the predicted grades which clearly indicates the expectations of the teachers of their respective students based on the level of understanding and skill acquired by the student in the subject. In case the analysis reveals a possibility of revision of grades then the respective Coordinator suggests to students and parents to send in request for enquiry upon result as per the IB guidelines. Any revision of grades thereafter is also communicated to the students and their parents.

Informing and recording Assessment results in the Diploma Programme / Career-related Programme:

Teachers maintain a regular record of the progress of all students on ManageBac. All concerned stakeholders have access to these records. They are simple, clear and precise which make them self-explanatory.

Term end grades are awarded on the basis of performance of students as indicated by the IB grade boundaries adopted for each subject, which are collaboratively decided by the DP teachers. Parents and students are kept informed about these grade boundaries.

Predicted Grades for college as well as for the IB are both quantitative (as tabulated by ManageBac) as well as qualitative (aligning with the subject grade descriptors provided by IB). Therefore, they are based on a range of evidence including formative, unit end summative assessments and the TEA and also the skill developed over time in each subject. In case of the Career-related Programme the CRS provider, WACP maintains and provides the results to the school to be submitted to IB by the CP Coordinator. It is the discretion of the Diploma Programme Coordinator / Dy Programme Coordinators / Career-related Programme Coordinator, Secondary School Principal, Vice Principals and the Head of School, in discussion with the subject teacher to apply the best fit approach for a more realistic award of the predicted grade that best matches with the potential of the learner. The analysis of the results as generated by ManageBac is reviewed in detail by subject teachers, the DP Coordinator / Dy Programme Coordinators / CP Coordinator and also the Secondary School Principal and Vice Principals, during the Term End Assessment Meeting (TEAM). The outcome of this discussion is a clear strategy that needs to be adopted by both the students and teachers for improvement of students' grades.

Diploma Programme & predicted grades for Career-related Programme candidates:

As per the Principles of Assessment in the Diploma Programme outlined above in policy.

Bibliography

- PYP: Principles into Practice (March 2025)
- MYP: From Principles into Practice (August 2022)
- Middle Year Programme Assessment Procedures 2025
- DP: From Principles to Practice (April 2025)
- Diploma Programme Assessment Procedures 2025
- IB Assessment Principles and Practices—quality Assessments in a Digital Age 2019
- Diploma Programme Assessment Principles and practice International Baccalaureate 2004
- Career-related Programme: Assessment procedures 2025- Published September 2024

- Career-related Programme: From principles into practice- Published December 2015

Review

Initial Committee that drafted this policy: Head of School, PYP & MYP Principal, PYP Coordinator, MYP and DP Coordinators.

The school policies have evolved and are based on the revised IB Programme standards and practices. This policy is reviewed as part of the school's annual review cycle and feedback from the entire staff has been incorporated where relevant.

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