



ASSESSMENT POLICY

JV Vision Statement

To create the leaders of tomorrow who are physically, psychologically, intellectually, and ethically strong, to overcome all challenges with ease in every sphere of life.

IB Mission Statement

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

Philosophy Of School Assessment

At Jain Vidyalaya, assessments play a significant role. Our objective is to discuss the IBCP requirements as they are specifically stated and outlined in the IB (International Baccalaureate) publications.

At Jain Vidyalaya, assessments are used to gather data on student learning, enhance student learning, and increase the effectiveness of the educational programs. The process of collecting data for and about learning is called assessment. The learners and all other stakeholders will be recognized and provided with timely feedback based on this proof. Best practices that assist educators and learners in advancing student learning will be reflected in the assessment.

As an international-minded school, Jain Vidyalaya gives its pupils a global perspective while also reinforcing their relationships with their local communities. We provide a wealth of possibilities for families and communities that support our children's education. Our educational philosophy is centred on the whole kid, which will support each child's intellectual, emotional, and social requirements. We respect and acknowledge each child's talents. By offering creative instruction founded on sound teaching principles, our teachers are dedicated to optimizing each student's academic progress.

We also support the mission and IB Learner Profile of the International Baccalaureate (IB) Organization as an IB World School.

The IB mission statement can be viewed at: <http://www.ibo.org/mission/>

The IB learner profile can be viewed at: <http://www.ibo.org/programmes/profile/>

Objectives of Assessment

The purpose of assessment is to give teachers and students a constructive and encouraging tool that enhances learning and increases program effectiveness. In addition, it gives parents, administrators, and other stakeholders information about the learning of the students.

Beginning with the unit plan, the assessment is organized and shows how all of the planner's elements—the central idea, lines of inquiry, and important concepts—as well as the teacher and student questions, learning activities, and alignment with the National Curriculum Framework, all clearly connect to the assessment tasks.

Proficient evaluation of students encompasses the following areas:

- The learner profile and the five fundamental components (knowledge, concepts, skills, attitudes, and action). Through introspection and understanding demonstration, students participate actively in the learning process.
- The ways in which students exhibit their strengths and show their proficiency.
- Examining, comprehending, and identifying areas for improvement in students' learning.
- Students participating in the creation of some evaluation instruments and activities (such as rubrics).
- When given a challenge, the students must rise to the occasion and be accountable learners.

Effective teacher assessment covers the following topics:

- Teachers must comprehend and create acceptable assessment criteria, as well as be knowledgeable of the school's assessment policy.
- Various methods and instruments, including formative and summative assessments, and pre- and post-assessment assignments, are used to find out what knowledge and comprehension pupils possess.
- When applicable, provide both peer and self-evaluation.
- The necessity for differentiation.
- A child's growth and learning while meeting their educational demands.

The IBO's standards are addressed in an effective assessment for stakeholders.

- Cross-checking instructional goals with learning results.
- Using assessment as a gauge to gauge how well the curriculum is being delivered.
- Creating a community of educators and students who share a commitment to excellence.

Academic Dishonesty

As per the school's "Academic Honesty Policy," academic dishonesty is defined under the assessment policy as follows:

- Plagiarism, collusion, duplication, misconduct, copying, and paraphrasing: If a student's assignment or assessment work is discovered to contain plagiarism, they must resubmit it or redo it. The instructor will notify the parents, and the misconduct will be documented in the student's file.
- Second example
The student's work will not be approved for evaluation. The coordinator/HOS notifies the parents, and the incident is included in the student's academic record.
- Persistent misconduct: It will be suggested that the student be dismissed from the institution.

Ref: Academic honesty in the IB educational context (August 2014, updated November 2016)

Assessment Practices

The effectiveness of teaching increases when teachers are aware of what their students know and are capable of. Assessment can therefore occur at the beginning of a unit (pre-assessment), continue during the unit (formative assessment), and conclude at the conclusion (summative assessment).

As they meet their personal goals, students should be encouraged to learn more by being involved in their own assessments and being given the freedom to set them. Thus, curriculum-integrated assessment—which gives students a platform to perform to the best of their abilities—becomes more important to teachers than end-of-course exams alone.

The IB learner profile is clear in the classroom and reflected in the school's overall vocabulary. While students can receive feedback from teachers through informal observation, actual assessment is limited to student self-reporting. At the conclusion of each term, students ought to evaluate their progress in specific or focused areas related to the profile. Depending on the age groups and linguistic proficiency of the participants, this reflection will change.

Required learning outcomes are stated at the start of each chapter in every International Baccalaureate course. According to the learning outcomes, students have reached a certain milestone in their knowledge and comprehension of a certain subject as well as in their academic, personal, and cognitive domains.

Pre-Assessment

All educators will appropriately evaluate their students' past knowledge and experiences before starting a new learning project.

Formative Assessment

In order to keep teachers and students informed about how learning is progressing, continuous and frequent assessments will be done in a variety of ways during the teaching and learning process. Rather than precisely determining each student's level of accomplishment, the main objective of formative assessment is to give teachers and students comprehensive feedback about the knowledge, skills, and understanding that students should acquire. Students' abilities can be developed and success can be facilitated with the use of formative assessment data. As a result, the emphasis is shifting from gauging the student's present level of success to what information and skills they should acquire. Continuous formative assessment is conducted and incorporated into regular classroom instruction. Formative assessments can take many forms, such as continuing class projects, verbal evaluations, pre-tests, interviews or conversations conducted informally or formally, student reflections, ongoing observations, and short answer tests. Formative assessments ought to be appropriately challenging and modified in response to the student's growth. To help instructors, students, and parents assess student learning and make any required modifications, evidence of learning is either entered into distinct files or on the mark centre. Students are given the chance to assess both themselves and their peers and are encouraged to take a proactive approach to formative assessment of their own learning. Instructors continuously give students detailed feedback with the intention of helping them realize both their strengths and places for development. Grade levels are not typically determined by formative evaluations.

Summative Assessment

Summative evaluation takes place at the conclusion of a lesson or learning process and is scheduled ahead of time. Students are expected to demonstrate their learning in four real-world scenarios and apply it in novel ways, according to the design of the assessment. Summative evaluation serves a variety of functions. These could involve certifying students, tracking student progress, and serving as a catalyst for curriculum reform. At the conclusion of a lesson or idea, summative assessments are given to determine how well the students have mastered the material and abilities. It is a way to measure student learning in relation to the predetermined criteria that were shared with students before the assessment, at that specific moment. As part of the grading process, summative evaluations are provided on a regular basis to ascertain at a specific point in time. Exams and tests taken during the semester, completed research papers and essays, and practical lab reports are a few examples of summative assessments. A range of formats, such as tests, exams, lab reports, essays, presentations, projects, and so on, can be used for summative evaluations.

Types of Assessment

A large range of formative and summative assessment techniques are used by JAIN VIDYALAYA. In all of its forms, assessment serves a multitude of functions and is an essential part of the educational process. An assessment's format and style will be greatly influenced by its goal. Continuous evaluation is incorporated into the teaching process.

Types of assessment that are used include, but are not limited to:

1. Class discussions and/or Socratic Seminars
2. Essays
3. Experimental investigations
4. Fieldwork
5. Group and individual oral presentations
6. Oral commentaries
7. Multimedia presentations
8. Multiple choice style questions and quizzes
9. Online discussion forums
10. Journals
11. Studio Work
12. Class Debates
13. Tests and Examinations
14. Exhibitions
15. Student lecture /Learning
16. Interdisciplinary Learning

Assessment for the IBCP Programme

The IBO rules and practices serve as tight guidelines for assessment in the IBCP Program. Early in the academic year, the school will release an assessment program outlining the assignments that will be completed.

A range of evaluation instruments, such as a moderated formal exam, project work, group exercises, presentations, quizzes, and classroom participation, will be used to evaluate the performance of the students.

The internal evaluation will be moderated using the established rubrics related to the different subjects' assessment objectives. Based on the input provided to students on these assessments, the Career-related Programme aims to support curriculum goals and promote suitable student learning and teaching approaches through assessment. Being a CP candidate institution, Jain Vidyalaya is dedicated to developing assessment policies and procedures that meet program standards.

Grading System For The Career-Related Study :

The career-related study consists of 720 hours of guided learning hours. Each separate module consists of individual assessment criteria (that are assessed both internally by the school as well as externally by WACP (World Academy of Career Programmes), an accredited CRS service provider) as well as a capstone project.

Assessment of the Career Related Study modules is bifurcated into two subsections 1. Continuous internal assessment 2. External assessment
The Career-Related Studies is offered at JAIN VIDYALAYA: AI

The school administers the career-related studies assessment, which is overseen by the CRS provider (WACP). Biannually, the CRS tests are conducted right before the DP exams. Depending on the year of study, WACP awards students with either an advanced diploma or a diploma after evaluating the annual CRS tests.

Assessment for IBCP Core:

In order to successfully fulfil these standards, JAIN VIDYALAYA is dedicated to educating its staff about the four CP key components and the requirements stated in them. Language and Cultural Studies, community engagement, and personal and professional skills courses are areas in which JAIN VIDYALAYA is dedicated to supporting educators in adhering to the assessment criteria established by WACP.

●Personal & Professional Skills :

IBCP core consists of ninety hours of personal and professional skills. Transferable skills, both personal and professional, are taught to students to get them ready for future career paths. All PPS courses, including but not limited to research, self-management, social and communication skills, and thinking skills, are specially designed for JAIN VIDYALAYA and implemented by the school within the local environment. Pupils must always demonstrate these abilities in all of their activities. This is assessed in relation to the entire career-related IB program as a whole. PPS teachers can test students' understanding of this subject and pinpoint areas of difficulty by using interactive methods. When evaluating a person's professional and personal qualities, formative evaluation methods are recommended. PPS learning objectives may be shown repeatedly in a range of contexts, with more examples given from time to time; nonetheless, each outcome requires some sort of supporting evidence. Establishing the broader standards for students' success in terms of their personal and professional skills is the responsibility of the PPS coordinator in collaboration with the LD faculty. Through the school learning platform and PTM, parents and kids will be updated on their progress each semester. When the CP is almost over, PPS will report to the IB via IBIS on whether or not every student has successfully finished the course. Students/Parents will be informed at times about their progress during internal discussions in school individually/as a group, through PTMs and through Entrar. Ref: Personal and professional skills guide (For use from August 2016)

● Language And Cultural Studies:

IBCP core is 50 hours, of which Language and Cultural Studies is one. The school chooses how to assess Language and Cultural Studies and options include written testing, essay writing, storytelling, and group activities including role plays, dances, and music. Students should be studying the language that supports the language of their DP courses, according to CP coordinators and the Language and Cultural Studies teacher/supervisor. In order to satisfy the school, students must document and create their own language portfolios that are comprehensive, updated, relevant, and reflective. Additionally, JAIN VIDYALAYA is committed to ensuring that students are aware of the requirements for Language and Cultural Studies and that they submit an IBIS report at the end of CP detailing their progress toward meeting all of the requirements for Language and Cultural Studies. Although the IB does not evaluate this, a sample review may be conducted as part of the CP evaluation process.

Language and Cultural Studies progress is measured using the language portfolio or with the help of internet tools like Duolingo that keep track of your progress automatically. Each of the five components of personal and professional skills is

relevant to Language and Cultural Studies, which will be specifically developed as a result of PPS faculty.

Ref : Language and Cultural Studies guide (For use from August 2016)

● **Community engagement:**

Community engagement constitutes 50 hours of a student's core dedicated to authentic real-life community engagement projects. JAIN VIDYALAYA ensures that students follow the process of community engagement when done well, and engages students in inquiry. Students:

- **investigate** an interest that often raises questions and curiosity and typically reveals an authentic need
- **prepare** by learning more to deepen your understanding
- take **action** based on the verified need
- **reflect** on what they have done along the way
- **demonstrate** their understanding and accomplishments to an audience

At JAIN VIDYALAYA, we make sure that students acquire experience with a dependable but adaptable framework that they may confidently apply to various scenarios in the future throughout their lives. In the subsequent phases, students must finish and record these hours. They should also record their experiences in the community engagement portfolio. The five main components of a community engagement experience are preparation, action, reflection, and demonstration.

An essential component of the assessment and self-evaluation process is student voice. The school notifies the IB of each student's successful completion of community engagement.

ref: Community engagement guide (For use from August 2016)

● **Reflective Project:**

The Reflective Project requires 50 hours of core IBCP. All of the school's Reflective Projects will be standardized, internally assessed, and aligned according to the IB's criterion A through E by the Reflective Project Coordinator, PPS teacher, and respective CRS instructor. The school will use IBIS to transmit a sample of the reflective project to the IB for moderation in order to validate the school's grades and marks for the project.

JAIN VIDYALAYA understands that students who receive an E on their reflective project will not be eligible to receive the International Baccalaureate Certificate of the Career-related Program.

JAIN VIDYALAYA has pledged to give students orientation regarding the criteria-based assessment methodology and rubric that the IB has offered for evaluating the Reflective project.

Students are required to turn in a 3000-word essay or a mix of a 1500–2000-word essay and another format, such as a play, video, oral presentation, interview, or display, at the conclusion of the reflection project. The following other formats are accepted:

A 700-word screenplay for a movie or a 7-minute short film

A spoken speech (a 7-minute audio-visual recording) or a 700-word written

screenplay for a movie

A 700-word written film script; a 7-minute audio-visual recording of an interview

A 700-word written cinema script or a 7-minute audio-visual play

A showcase (a seven hundred-word storyboard or photo essay with up to fifteen annotated photos).

Two components of the project will be evaluated for the students: the method they employ to finish the reflective project and the final product that results from that method.

Five assessment criteria that promote individual learning and student initiative are used to evaluate the reflective project.

ref: reflective project guide, IB resource centre, 2016

DP Course Component of IBCP:

JAIN VIDYALAYA will register students for at least 2/3 DP subjects that provide links with their Career Related Studies pathway. The students will have the choice of selecting any combination of SL and HL subjects

The students will be completing the requirements of the DP subjects as outlined in the DP subject guides, except the DP core.

More than one course can be chosen from the same group in any combination of HL or SL. JAIN VIDYALAYA will opt for the following DP subject under the CRS course:

1. **Language acquisition:** Language B
2. **Sciences:** Physics, Chemistry.
3. **Mathematics:** Analysis and approaches

DP course Component "Restrictions" for the IBCP:

- 1) Registering the same subject for SL & HL
- 2) Registering the same language for group 1 and group 2 subjects
- 3) Registering for any 2 subjects from Group 5
- 4) Registering for any pilot subject
- 5) Registering for any core component of the DP course

Formal IB Assessment

Internal Assessments:

It is required to conduct internal exams in the last year of the IB Diploma program. The classroom teacher grades these assessments based on the IB's specified standards. In order to guarantee consistency across all internal assessment scores globally, the internal assessment scores are sent to the IB for moderation. Oral presentations, science lab reports, math portfolios, and other large projects are a few instances of this kind of evaluation. Internal assessments can be used as assignments for the classroom that go toward the students' marks in the classroom or as points toward the students' IB scores in that subject.

External Assessments:

The external IB exams are required to be taken in the last year of the diploma program, and they are not graded by the instructor in the classroom. Essays that are delivered straight to IB examiners for review and tests that are given during the May testing session make up these evaluations. The fact that students must take the IB exams on the designated test day cannot be overstated. The Diploma program's Handbook of Procedures is followed in the conduct of all external examinations.

Awarding of the IBCP Core

Assessment schemes for the IBCP Core Instructors are urged to create their own evaluation standards for every essential element—aside from the reflective project—based on the assessment's context, the student, and the course.

Students must be able to submit their final evidence in the form of guided homework in various forms in accordance with the IBCP core requirements.

Teachers must make sure that students understand clearly what is expected of them and that the methods used to measure their accomplishments are legitimate, dependable, consistent, authentic, and fair. Assessment methods should also be varied.

JAIN VIDYALAYA grading system for CP Core (PPS, LCS, CE)

At JAIN VIDYALAYA, we follow the below grading criteria for three CP core subjects.

Criteria	Percentage	Grades
Excellent	90-100	A
Very good	75-89	B
Good	55-74	C
Satisfactory	40-54	D
Not adequate	Below 40	U

Grading System for Reflective Project:

The following are the criteria for the assessment of the reflective project

Criterion	Aspect of reflective project assessed	Marks available
A. Focus and method	<ul style="list-style-type: none">❖ Ethical dilemma and issue❖ Research question❖ Methodology	6 marks
B. Knowledge and understanding in context	<ul style="list-style-type: none">❖ Context❖ Local or global example	9 marks

C. Critical thinking	❖ Research ❖ Analysis ❖ Discussion and evaluation	12 marks
D. Communication	❖ Structure ❖ Layout	3 marks
E. Engagement and reflection	❖ Process ❖ Engagement ❖ Research focus	6 marks
Total marks		36

Accumulative reporting process of student performance:

For DP subjects the school follows 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 commitment.

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: Need assistance

Final (reported) grade descriptions are as follows: Grade 7: (Excellent)

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: (Very good)

A consistent and 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: (Good)

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: (Satisfactory)

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: (Mediocre)

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(Poor)

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(Very poor)

Minimal achievements in terms of the objectives.

How is the IB program assessed?

The main goals of both the general and subject-specific IB diploma programs are affective and cognitive abilities. Analogously, evaluation protocols are crafted to prioritize both methodology and subject matter, ensuring a fair appraisal of a pupil's abilities. The evaluation methods place a strong emphasis on knowledge application and comprehension rather than merely test taker performance. A range of evaluation techniques are utilized, taking into account the many learning styles and cultural backgrounds of students, to give pupils the chance to showcase their skills. Every topic is externally inspected, meaning that students' work is assessed by a global grading staff that the IBO has contracted. The majority of subjects also need **internal evaluation**, which entails an outside moderating process to guarantee that global standards are upheld consistently.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

- **Personal research work** -In DP/CP core topics, all students are required to demonstrate their capacity for autonomous study through guided assignments. The instructor who "guided" the student grades this work internally, and the IBO moderates it externally.
- **Oral examinations** -conducted face-to-face with teachers, or by means of a recorder in the case of self-taught languages or CP Core subjects (LCS/CE/RP). Sample recordings are externally moderated in the Reflective Project
- **Internal Assessment** - for the individuals. This could be in the form of lab work, fieldwork, projects, or guided coursework. External moderation is applied to all internal assessments.
- **Final written examinations** - held in May of the following year. A range of evaluation methods, including essays, short answers, and a small number of multiple-choice exams, are used in these exams. The examining panels in charge of each subject prepare and grade them; they are also referred to as the worldwide grading team.

Meeting of deadlines

We at JAIN VIDYALAYA value morality and balance in our pupils. Promoting deadline compliance is a crucial component of this. Additionally, it gets students ready for post-IBCP schooling.

Each semester, an Assessment Outline outlining the forthcoming summative exams for every topic area is given to parents and students. The curriculum coordinator will supply you with an IB Diploma Calendar that lists the deadlines for all tasks that need to be turned in. Teachers collaborate to make sure that due dates are handled in a way that promotes student achievement at the start of every academic year. Entrar is used to convey the deadlines.

Assignment submission extensions are contingent upon specific conditions and are to be negotiated with the instructor well in advance of the due date. Assignments that are sent in beyond the deadline without permission will have 10% taken off of the final grade for each day they are late. A zero will be given to the student for the task in question if it is more than five days late. Any late submissions are reported to the parents.

Frequency of Assessment and Homework

When creating the assessment schedule, teachers collaborate to make sure that summative exams for all courses are spaced out equally over the course of the semester. Students receive an assessment outline at the start of each semester that includes information on deadlines, assessments, and weighting. The IB Diploma is a demanding academic program, and students may be assigned extra assignments to assist their study in addition to summative tests. This could involve reading assigned literature, taking part in online forums, conducting research, and responding to predetermined questions, among other things.

Conduct of Examinations

The examinations will be administered in compliance with IBO rules. The academic honesty policy states that there will be serious consequences for any misconduct during an examination.

The coordinator of the IBCP makes sure that the invigilators are fully aware of their duties regarding the efficient and seamless administration of subject exams. When conducting subject examinations, the following procedures must be properly followed.

- The IBCP coordinator guarantees that all question papers and supporting materials have been received by the deadline and that no tampering has occurred.
- The coordinator also makes sure that the test papers have been maintained in a secure location with restricted access.
- A cover sheet must be filled out for every exam, and the seal is only unsealed in the examination room when the students and invigilators are present.
- The subject teachers bear the obligation of verifying that all papers have been printed accurately and that the necessary supporting materials are accessible.
- Any misconduct will be contested, looked into, and dealt with harshly.
- All examiners are provided with a copy of the IB conduct for examinations, which they bring into the examination hall. Anything that looks like it might be used to cheat will be taken out right away, and any malpractice will be dealt with right away.

Absenteeism during Exams

After consulting with the head of the school, the appropriate coordinator may, at their discretion, administer a new exam if a student misses a term exam due to a significant sickness or medical condition, provided that the ailment is confirmed. The Board's policies will be followed with regard to IB board exams.

• Candidates with adverse circumstances

Events outside the candidate's control that could negatively impact their performance are referred to as unanticipated or adverse circumstances. A few examples of these could be an unexpected illness or accident, extreme stress, very challenging family situations, grief, or any other situation that might jeopardize the candidate's health or safety.

Things like natural disasters or civil disturbances that could have an impact on the entire school community are also taken into account.

A "candidate with adverse circumstance" form must be submitted to the IB assessment centre in the case that such a condition relates to an adverse circumstance. The form may need to be accompanied, and when necessary, supported, by medical proof, depending on the situation. While the form can be sent in at any time during the study program, it must reach the IB Assessment Centre no later than ten days following the candidate's last exam.

For students unable to climb stairs, a ground-floor room will be designated as their examination space to ensure accessibility and comfort during exams.

i) A candidate is temporarily too unwell to take the examination(s)

The coordinator may ask for an emergency rescheduling to the next day if a candidate is too ill to take the exam on the scheduled date. The candidate's exam score will be invalidated if any emergency rescheduling policies are broken; these policies must be followed.

ii) A candidate is unwell or injured and is in hospital/at home

A candidate may be given an examination in a different setting, such as their home or a hospital if the coordinator deems it acceptable given the circumstances.

Every exam-related rule must be followed, and the school must choose an invigilator. It is not permitted for parents, guardians, or family members to serve as invigilators.

If a candidate has sustained a physical injury that prevents them from writing their answers in the usual way, the coordinator can allow:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB. If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

iii) A candidate has been injured or is unwell, but is able to attempt the examination:

The coordinator may decide to grant a candidate a rest break if they are able to take the exam. It is also possible to conduct the exam in a different room. Inform the IB of the situation. In the case that a candidate's physical condition makes it impossible for them to write their responses in the customary manner, the coordinator may:

- the use of a word processor or
- 25% additional time, depending on the circumstances or
- the candidate to work with a scribe with 25% additional time.

Any such arrangements must be reported to the IB. If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

iv) A candidate is absent from an examination

If a candidate is absent from an examination, send the individual coversheet (marked as absent) to the scanning centre as usual. Report the absence to the IB.

v) There is a power failure at the school

If there is not enough light to complete the inspection in the event of a power outage, it should be stopped. In the event that the failure is anticipated to be temporary, candidates should stay in their seats under observation and without speaking until the test can start again. The exam should be given the entire allotted time. Exam suspension is warranted if the failure is likely to be longer-term or of unknown duration. Once the exam has started (i.e., candidates have seen the paper's content) and they are unable to continue, gather the candidates' scripts and turn them in for evaluation as normal. As soon as you can follow that, send the IB an email with the complete report. Should the test not have started (i.e., candidates have not yet viewed the paper's content) and they are unable to come back to finish it, reschedule the test for the earliest available time. The coordinator is responsible for making every effort to maintain the examination's security and for promptly providing the IB with a comprehensive report.

In this instance, reschedule the examination to the earliest possible opportunity. The coordinator must make every effort to ensure the security of the examination is maintained and submit a full report to the IB as soon as possible. ref: Career-related Programme Assessment procedures, IB resource centre, 2022

Predicted Grades

The Predicted Grade (PG) represents the teacher's estimation of the grade the candidate should receive in the topic, taking into account all of the work evidence and the teacher's familiarity with the IB criteria.

- ★ In grade award meetings, PGs can be utilized by universities to assess an applicant's suitability and serve as a foundation for the IBO to make

conditional offers based on the performance of individual candidates and the subject's grade distributions.

- ★ Used by the IBO as a foundation for reviewing student work in the event that the grade received differs noticeably from the expected grade. The internal assessment, midterm exams, and pre-boards completed during the second semester will all be used to determine the student's final grade at JAIN VIDYALAYA.
- ★ Predicted grades will be awarded to students based on their achievement in Pre-board 1 and Pre-board 2.

AIU Accreditation

The AIU Association of India has accredited the IBCP certification. In order to facilitate entry to Indian colleges, the IBO will, upon request, translate the points obtained in the IB into a percentage format.

Students with Special Needs

Making appropriate arrangements for the teaching and assessment of students who may need additional learning support is the responsibility of the HOS, IBCP coordinator, subject teachers, and school counsellors in accordance with the school's inclusion and special needs policy.

In these situations, the following procedure is followed:

1. The teacher/counsellor makes a referral for special needs after certain observations.
2. The inclusive education department conducts a series of observations to assess needs.
3. A formal report is made ready with valid recommendations. This is also shared with HOS and parents/ guardians.
4. An action plan is formulated to best help the student.
5. Frequent reviews are conducted to assess progress and/or further requirements.

JAIN VIDYALAYA is only equipped to cater to mild/ moderate cases of special needs.

Responsibilities of Key Stakeholders

All individuals involved in the Diploma Program at JAIN VIDYALAYA have specific expectations because evaluation plays such a crucial part in ensuring that students accomplish their learning objectives.

Responsibilities of the student

- To successfully complete all set assessments by the given deadline
- To produce work of a high quality that reflects the best of their ability
- To develop effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the Academic Honesty policy
- To develop and maintain a positive working relationship with the CAS and EE supervisors
- To strive to demonstrate the characteristics indicated on the IB learner profile

- To adopt a proactive approach to seeking help, monitoring their progress and reflecting on areas for improvement through assessment
- To engage in meaningful self and peer assessment

Responsibilities of the teacher

- To ensure that assessment tasks support the curricular goals of the IBDP programme
- To inform students of the assessment criteria both for their subject and for all work that is assigned
- To design formative assessment activities to help students understand what is expected and how they can progress
- To incorporate the results of formative assessment activities into their everyday planning
- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year
- To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- To follow deadlines outlined by the Internal Assessment Calendar and the Assessment Outline
- To submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. mark centres, predicted grades and Internal Assessments
- To maintain appropriate communication regarding student progress with IB Coordinator to adequately monitor student progress
- To communicate with students and parents frequently regarding student progress
- To work collaboratively with other teachers to assess instructional strategies leading to student achievement
- To use a variety of instructional and assessment strategies to differentiate instruction
- To utilize the IB Online Curriculum Centre often in order to stay current on curriculum and assessment changes

Responsibilities of parents/guardians

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB Diploma teachers when the subject curriculum is revised or changed.
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies
- Register students for IB examinations
- Set deadlines to ensure all IA assessments and sample sets arrive at the appropriate destinations on time
- Supervise IB testing and monitor testing conditions
- Cultivate a culture that prioritizes assessment for learning and assessment of learning
- Review the assessment policy with Diploma staff at the end of each academic year

Cumulative criteria for successful completion to achieve the IBCP award

To complete the International Baccalaureate Career-related Programme (IBCP) and earn the IBCP award, students must meet a series of criteria across different areas of the program. These criteria ensure that students gain both academic knowledge and practical career skills while also developing personal growth and emotional well-being. Below are the cumulative criteria required for successful completion of the IBCP:

1. Completion of Career-related Studies (CRS)

- Students must complete a career-related study aligned with their chosen career pathway. This might involve:
 - Courses related to the student's career interest, which may include certifications, diplomas, or technical training.
 - A minimum of one externally validated career-related qualification (e.g., Industry certification).

2. Successful Completion of the IB Core Components

The core of the IBCP is designed to ensure that students develop essential skills, including critical thinking, ethical reasoning, and global perspectives. The core consists of three components:

a) Personal and Professional Skills (PPS)

- The PPS course is designed to help students develop personal attributes and skills necessary for their chosen careers and future academic pursuits.
- Students must complete assignments, engage in reflection, and meet the required learning outcomes.

b) Community engagement

- Students must engage in meaningful community engagement projects that allow them to apply their skills in real-world settings while contributing to the community.
- Community engagement includes a component of reflection, ensuring that students critically engage with their experiences and their impact on the community.

c) Reflective Project

- Students must complete a reflective project, typically a research-based project focused on an ethical issue within their chosen career path or the broader community.
- This project requires students to engage in independent research, critical thinking, and reflection on an ethical dilemma, demonstrating their ability to connect theory to practice.
- The project culminates in a presentation or written report.

3. Completion of IB Diploma Programme (DP) Courses

- Students must complete a minimum of two IB Diploma Programme (DP) courses (one of which must be at a higher level (HL)).

- These courses are chosen based on students' academic interests and the specific requirements of their career-related studies. The courses should complement and support their career goals.

4. Language and Cultural Studies

- Language and Cultural Studies is an important part of the IBCP. Students must demonstrate proficiency in a second language, which can be achieved through:
 - Studying a language course at an appropriate level.
 - Completing a language-related component as part of their career-related studies.
 - Providing evidence of practical language use, such as through internships, community engagement, or community-based activities.

5. Career-related Learning Experiences

- Students must demonstrate active participation in career-related experiences, including internships, apprenticeships, or work placements.
- These experiences should provide students with real-world exposure to their field of interest, enabling them to develop skills applicable to their chosen careers.

6. Academic and Career Progression

- Students must show academic progress through the successful completion of their coursework, including assessments and final examinations.
- They should meet the specific criteria for their career-related qualifications, such as exams, practical assessments, and other formal requirements.

7. Approaches to Learning (ATL) Skills

- Throughout the program, students must develop and demonstrate the Approaches to Learning (ATL) skills as part of their academic and career-related activities:
 - Thinking Skills: Critical thinking, problem-solving, and decision-making.
 - Communication Skills: Effective communication in academic, social, and career contexts.
 - Social Skills: Collaboration, teamwork, and leadership.
 - Self-Management Skills: Time management, organization, and self-regulation.

8. Regular Reflection and Self-Assessment

- Students must demonstrate their ability to reflect on their personal and professional growth throughout the program. This includes:
 - Regular self-assessments of their strengths, weaknesses, and progress in achieving both academic and career-related goals.
 - Participation in reflection activities related to community engagement, internships, and the reflective project.

9. Meeting Minimum Assessment Criteria

- Students must achieve minimum assessment criteria for each course and component of the program, which includes:
 - Satisfactory completion of internal assessments, portfolios, presentations, and written work.
 - Meeting the required standards in the reflective project, community engagement, and PPS course.

10. Satisfactory Conduct and Behavior

- Behavioral expectations: Students must demonstrate professionalism, responsibility, and integrity in their interactions, both within the school environment and in external career-related settings (e.g., internships).
- Regular participation and engagement in all aspects of the program are essential.

Summary of Criteria for IBCP Award

To earn the IB Career-related Programme (IBCP) award, students must:

1. Complete Career-related Studies.
2. Fulfil the IB Core Components (Personal and Professional Skills, Community Engagement, Reflective Project).
3. Complete four IB DP courses.
4. Demonstrate Language and Cultural Studies.
5. Engage in career-related learning experiences (internships/work placements).
6. Meet academic assessment requirements.
7. Develop Approaches to Learning (ATL) skills.
8. Engage in reflection and self-assessment.
9. Demonstrate satisfactory conduct and commitment.

By fulfilling these criteria, students will have completed the IBCP with the skills, knowledge, and practical experience necessary for success in both academic and professional fields.

Assessment Policy Revision

To ensure that our evaluation policy remains current, this document will be updated every five years. It will be evaluated then if there are any new developments in the IBO assessment for the IBCP.

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Jain Vidyalaya is a Candidate School* for the IBCP. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high-quality, challenging, international education that Jain Vidyalaya believes is important for our students.

**Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme, or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*
