



ASSESSMENT POLICY



Academic Integrity Policy (IB World School – Gujarat) : Udgam School for Children

1. Purpose of the Policy

This assessment policy outlines the principles, practices, and procedures that guide assessment in the International Baccalaureate Career-related Programme (IBCP) at Udgam School for Children.

The policy applies to all students enrolled in Grades 11 and 12 in the IBCP and is informed by the philosophy and requirements of the International Baccalaureate (IB) as well as the educational vision of Udgam School for Children. It represents statements of intent and action describing principles, practices, and procedures for achieving and reporting assessment objectives within the Career-related Programme.

2. Assessment Philosophy

Assessment at Udgam School is grounded in the philosophy of the International Baccalaureate, where assessment is integral to learning. It is designed not only to measure achievement, but to support the development of conceptual understanding, critical thinking, and lifelong learning, in alignment with the IB Learner Profile.

Assessment is intended to:

- support learning rather than merely measure it
- encourage student agency and responsibility
- provide opportunities for reflection and improvement
- recognise diverse ways of demonstrating understanding
- align with the IB learner profile and approaches to teaching and learning

Assessment at Udgam School for Children is understood as assessment for learning, assessment of learning, and assessment as learning.

Assessment practices are continuously reflected upon to ensure that they remain aligned with the aims of the Career-related Programme and responsive to the needs of learners.

The assessment framework at Udgam reflects the IB belief that students should be active participants in their learning, engaging in self-assessment, reflection, and goal-setting to develop autonomy and metacognitive awareness.

3. Overview of Assessment

In order for staff to make informed decisions, they must have access to assessment data on a regular basis. Assessment data is used to inform teaching and support individual student progress, focusing on growth, conceptual understanding, and skill development rather than comparison or ranking.

Early identification of students' strengths and limitations, as well as their current and long-term learning needs, is an important aspect of the assessment process. Assessment also supports the evaluation of the effectiveness of the Career-related Programme in enhancing student achievement.

Communication between parents and the school is maintained so that parents are informed and given opportunities to engage with the learning process.

4. Assessment Design

Assessment tasks are designed to be inquiry-based, requiring students to explore, analyse, and respond to complex questions. Students are encouraged to make connections across disciplines and apply their learning in authentic, real-world contexts. Design of assessments includes, but is not limited to, projects, tests, presentations, papers, quizzes, and a range of multimedia approaches towards determining skill level and comprehension. Assessments are designed using both formative and summative approaches.

IBCP assessments emphasize inquiry into real-world contexts, requiring students to apply knowledge and skills to authentic situations, thereby fostering transfer of learning beyond the classroom. IBCP assessments implements a variety of measurement techniques.

Where possible, assessment tasks are designed to integrate academic learning with career-related contexts, enabling students to make meaningful connections between theory and practice.

Our pedagogy is guided by the four C's: communication, collaboration, creativity, and critical thinking. These components are at the forefront of our varied assessments and are directly linked to the senior capstone presentation.

Students with Individual Education Plans (IEPs) are given modifications and accommodations that are appropriate to their individual learning needs. These adjustments are implemented in order to differentiate instruction, create equitable learning opportunities for all students, and support each student in progressing along a continuum of understanding.

5. ATL Skills

Assessment practices explicitly support the development of Approaches to Learning (ATL) skills, including:

- Thinking skills: analysis, evaluation, and synthesis
- Communication skills: articulation of ideas across modes
- Research skills: inquiry, information literacy, and ethical use of sources
- Self-management skills: organization, reflection, and time management

These skills are embedded within assessment design and are reflected in task expectations and feedback.

6. Communication and Feedback

Students are expected to demonstrate the ability to communicate their ideas and findings effectively to an audience. They are encouraged to be aware of audience and purpose, to use appropriate styles of presentation, to demonstrate effective verbal and non-verbal communication, and to integrate creativity in design and expression.

Student presentation is considered an important component of overall assessment performance, as reflected in subject-specific rubrics.

Teachers review student work and provide feedback. Through digital platforms such as MS Teams, a record of drafts and revisions is maintained to support the development process. Feedback is intended to foster reflective learning and improvement.

Students are expected to develop a clear understanding of assessment expectations, learning goals, and success criteria.

7. Collaboration

Teachers review student work collaboratively in subject and course teams, using rubrics developed in alignment with IB CP requirements.

Students and teachers are involved in the assessment process throughout the duration of the course. Collaborative planning between subject teachers and grade-level teams supports the development of assessment models that effectively demonstrate student understanding and mastery of criteria.

8. Critical Thinking

The IB and Udgam School for Children share a common goal of developing global thinkers. Assessment tasks are designed to encourage students to consider perspectives beyond local contexts and to engage with ideas and issues from a global viewpoint. Evidence of critical thinking is identified and assessed using subject-specific rubrics.

9. Creativity

Creativity is reflected through multiple aspects of student work, including design, multimedia approaches, clarity of voice and message, and coherence of ideas. Creativity also includes originality of approach and the quality of the learning process.

Conventions of standard written English, including punctuation, grammar, spelling, and audience awareness, are also considered where appropriate.

10. Formative and Summative Assessment

Many of the assessment instruments described are used in formative assessment, which is conducted on a regular and continuous basis to guide learning through teacher, self, and peer assessment. The results of formative assessments are used to adjust educational strategies to meet students' needs.

Formative assessment includes:

- diagnostic assessments at the start of units
- self and peer assessment
- quizzes and short tests
- projects
- classroom questioning and discussions
- homework and worksheets
- practical or experimental work
- teacher observations

Summative assessment is conducted at key points in the learning process to evaluate students' achievement of learning objectives. It is used for reporting, tracking progress, and evaluating programme effectiveness.

Summative assessment includes:

- examinations

- internal assessments and coursework
- major projects and performance tasks

11. Subject-Specific Assessment Approaches

Languages

There is a strong emphasis on the development of reading, writing, speaking, and listening skills.

Assessment includes:

- written tasks such as essays, grammar and vocabulary exercises, and creative writing
- oral activities including speeches, debates, and discussions
- tests and examinations
- group discussions, projects, peer editing, dictation, book reviews, and presentations
- listening comprehension tasks
- performance-based assessments

Other Subjects

Assessment includes:

- examinations and topic tests
- presentations and project work
- practical assessments, simulations, and investigations
- graphs, models, and data analysis

12. Record Keeping

Aims

Teachers are required to maintain accurate and detailed records to ensure transparency in grading. These records provide evidence of how grades are awarded and support accountability in assessment practices.

Practice

For each year group and reporting session, departments maintain documentation outlining grading procedures. Records are used to track student development throughout the academic year and across grade levels.

Teacher Records

- Grades and remarks are recorded in school systems.
- Records are available for review by Heads of Department, Heads of School, and programme coordinators.
- Regular review of records supports consistency and accountability.

13. Marking and Feedback

The aims of marking are to:

- provide clear and constructive feedback
- support understanding of student progress
- enhance communication with students and parents

Teachers use marking schemes and rubrics shared with students before assessments. Feedback is constructive and forward-looking, highlighting strengths and areas for improvement.

14. Standardisation, Moderation, and Consistency of Assessment

Udgam School for Children recognises the importance of ensuring that assessment practices are consistent, fair, and aligned with IB standards. To support this, the school implements processes of standardisation and moderation within and across subject groups.

Teachers collaborate within departments and course teams to:

- develop shared understanding of assessment criteria and markbands,

- review student work using common rubrics and exemplars,
- discuss interpretations of IB criteria, and
- align marking practices across classes and teachers.

Where appropriate, samples of student work are reviewed collectively to support consistency in judgement. These processes enable teachers to reflect on assessment practices and strengthen the reliability of grading.

Teachers engage in professional dialogue about assessment decisions, recognising that shared understanding of standards is essential to ensuring fairness and consistency.

Assessment outcomes are analysed to identify patterns in student performance and to inform curriculum planning, teaching strategies, and targeted support for students.

Insights gained from assessment data are used not only to evaluate student performance but also to refine teaching approaches and programme design.

15. Assessment Structure of the IBCP

Udgam School for Children is an IB World School authorized to offer the International Baccalaureate Career-related Programme (IBCP).

The IBCP at Udgam School for Children integrates academic study with career-related learning. Students undertake:

- at least two IB Diploma Programme (DP) courses,
- the IBCP core components (personal and professional skills, language development, and community engagement), and
- a career-related study (CRS).

Assessment in the IBCP reflects the distinctive nature of the programme by combining academic rigour with authentic, real-world learning experiences. Students are assessed through a variety of methods that allow them to demonstrate subject knowledge, transferable skills, and professional competencies.

The school recognises that assessment in the IBCP must value both academic achievement and the development of transferable skills that prepare students for further education, training, and employment.

Students are expected to meet published deadlines and submit work that reflects their best effort. In specific cases where meaningful improvement is possible, opportunities for resubmission may be provided at the discretion of the teacher, in line with IB guidelines and school procedures.

Performance in DP courses is graded on a scale from 1 (lowest) to 7 (highest), in accordance with IB regulations. The reflective project is externally assessed by the IB and graded from A (highest) to E (lowest). The core components are internally assessed by the school and reported to the IB through IBIS.

16. Grading System for Diploma Programme Courses

Achievement Grade Descriptors

Grade	Descriptor
7	Demonstrates excellent understanding of concepts and principles; applies knowledge effectively in familiar and unfamiliar situations; shows originality in problem-solving; responses are insightful and well-structured; communicates clearly with accurate use of terminology.
6	Displays strong understanding of key concepts; applies knowledge well in most contexts; demonstrates clear analysis and relevant insights; work is generally well-organized with appropriate use of terminology; occasional lapses in depth or precision.
5	Shows good understanding of most concepts; applies knowledge confidently in familiar situations; responses are generally logical but may lack depth; terminology use is appropriate but may need refinement; work is organized but may lack clarity in places.
4	Demonstrates basic understanding of key concepts; able to apply knowledge in familiar, routine contexts; responses are organized but may lack depth or precision; use of terminology is limited; struggles with complex or unfamiliar problems.
3	Displays a developing understanding of basic concepts; applies knowledge in simple, familiar tasks; responses lack depth and structure; terminology use is inconsistent; struggles with complex problems or unfamiliar contexts.
2	Shows an incomplete understanding of key concepts; struggles to apply knowledge in routine situations; responses are often disorganized and lack depth; use of terminology is minimal; significant support needed for improvement.
1	Demonstrates minimal understanding of the subject; responses are incomplete or inaccurate; use of terminology is absent or incorrect; requires substantial support.
N/A	Not yet assessed.

17. Grading System for Career-related Studies and Core Components

Grade	Descriptor
O	Outstanding
A+	Excellent
A	Very Good
B+	Good
B	Satisfactory
C	Poor
D	Very Poor
AB	Absent

18. Academic Integrity and Responsible Assessment Practice

Udgam School for Children is committed to fostering a culture of academic integrity in all assessment practices. Students are supported in developing ethical approaches to learning, research, and assessment.

The school ensures that students understand the principles of academic honesty, including proper acknowledgment of sources, responsible collaboration, and the submission of authentic work. Teachers provide guidance on academic integrity within subject contexts and reinforce expectations through classroom practice.

Students are encouraged to view academic integrity as an essential aspect of their personal and professional development, rather than solely as a set of rules to be followed.

Teachers and coordinators ensure that all assessments are conducted in accordance with IB regulations and school procedures. Any suspected cases of malpractice or maladministration are investigated in line with IB requirements and school protocols.

Examples of maladministration include unauthorized rescheduling of examinations, breaches of examination security, providing undue assistance, inadequate supervision, or unauthorized disclosure of assessment materials.

The school views academic integrity not only as a regulatory requirement but also as an essential component of student learning and character development.

19. Roles and Responsibilities

IBCP Coordinator

Responsible for ensuring compliance with IB assessment requirements, coordinating assessment schedules, and supporting staff in implementation.

Teaching Staff

Responsible for designing assessments aligned with IB criteria, applying marking schemes consistently, maintaining records, and participating in standardisation processes.

Students

Expected to meet deadlines, submit authentic work, and engage responsibly in the assessment process.

Parents

Encouraged to provide supportive learning environments while respecting the authenticity of student work.

20. Review and Evaluation of the Assessment Policy

This assessment policy is reviewed on a regular basis to ensure ongoing alignment with IB requirements and the evolving needs of the school community.

The review process involves the IBCP Coordinator, academic leadership, and teaching staff. Evidence used in the review includes:

- student performance data,
- feedback from teachers and students,
- outcomes of internal standardisation and moderation discussions,
- IB documentation and updates, and
- reflections on programme implementation.

Findings from the review process inform adjustments to assessment practices and procedures. The policy is updated as required to ensure that assessment remains purposeful, coherent, and supportive of student learning.

The school recognises that ongoing evaluation of assessment practices is essential to sustaining the quality and relevance of the Career-related Programme.

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