



ASSESSMENT POLICY

Sanskar School aims to:

- *equip its pupils with a **critical and global outlook** which will make them committed citizens of the world.*
- ***recognize and channelize the potential** of the pupil and develop thinking, communication, social, scientific and interpersonal skills.*
- *foster **cognitive, affective and psychomotor development** and enable the pupil to make connections with the acquired knowledge in his/her everyday life.*

Assessment is an integral part of the teaching learning process at Sanskar School. It allows achievements to be recognized and helps both teachers and learners to reflect on and review their performance and progress. It is the process that focuses on holistic development.

Assessment is a tool used by the teachers to continuously monitor students' progress in a non-threatening, friendly and supportive environment. It involves regular descriptive feedback, a chance for the students to reflect on their performance, take advice and improve.

In addition to this, assessment is totally stress free and enjoyable for the students at Sanskar School, and also develops in them the spirit of competitiveness and self- assessment.

The objectives of assessment at Sanskar School are:

- to support and enhance student learning.
- to be diagnostic, evaluative and remedial.
- to focus on all key areas of student learning and development i.e., Scholastic and Co-scholastic as it helps to ascertain strengths and weaknesses of the learner.
- to have a variety of assessment tools catering to varying needs of a learner.
- to make assessments continuous as well as comprehensive.
- to help develop cognitive, psychomotor and affective skills.

- to use evaluation for the improvement of students' achievement and teaching- learning strategies on the basis of regular diagnosis followed by remedial instructions.
- to give importance to each learner's way of responding and learning and time it takes to do so.
- to report on a continuous basis and be sensitive to each learner's response.
- to provide feedback that will lead to positive action and help the learner to do better.

Assessment focuses on the learner's ability to:

- learn and acquire desired skills related to different subject areas.
- acquire a level of achievement in different subject areas in the requisite measure.
- develop individual skills, interest, attitude and motivation.
- respond to different situations and opportunities both in and out of school.
- apply what is learnt in a varied of environment, circumstances and situations.
- manifest academic honesty in all their internal and external assessment.
- work independently, collaboratively and harmoniously.
- reflect, analyze and evaluate and taking action.

Evaluation System:

The system of evaluation followed at Sanskar School is a Continuous and Comprehensive Evaluation system which refers to a system of school based on the evaluation of a student that covers all aspects of a student development in a continuous process rather than in an event. It is built into the total teaching-learning process and spread over the entire span of the academic session.

Examination Pattern and Grading (Assessment Criterion Being Used): For PYP – Pre Primary to Grade V.

Evaluation System:

The system of evaluation followed at Sanskar School is Continuous and Comprehensive Evaluation system which refers to a system of school based evaluation of a student that covers all aspects of a student development in a continuous process rather than an event, it is built into the total teaching-learning process and spread over the entire span of academic session.

Assessments are designed in order to assess the essential elements of PYP (knowledge, concepts, ATL, attributes and action) and promote the acquisition of IB Learner profiles for evolution of international mindedness.

Pre-Assessment occurs before the beginning of new learning to uncover prior knowledge and experiences.

Formative Assessment is a tool used by the teachers to continuously monitor student progress in a nonthreatening, supportive environment.

Formative Assessment is carried out during a course of instruction for providing continuous feedback to both the teachers and the learners. It is also carried out for taking decisions regarding appropriate modifications in the transactional procedures and learning activities.

Summative Assessment is carried out at the end of the course of learning. It measures or 'sums-up' how much student has learned from the course. Summative assessment is assessment of conceptual understanding within the central idea.

Term-1 and Term-2 Assessment tools and strategies:

The assessment of the development and learning of young students is an essential component of the curriculum. Students are observed in the variety of situations and a range of assessment strategies are implemented. Tools such as rubrics, exemplars, checklist and anecdotal records and strategies such as observations, performance assessments, selective responses and open-ended tasks are selected in order to provide a balanced view of the students.

Reporting Criteria (PYP)

A four-point grading scale is followed with the description as follows:

Excelling (point -4): Has achieved expected requirements and consistently provide evidence of learning that is high in quality. Analyses situations and applies knowledge, skills and understanding.

Achieving (point-3): Has met the expected requirements and provide quality work evidence most of the time. Demonstrates and applies knowledge, skills and understanding.

Developing (point-2): Has partially achieved the requirements and provides some work evidence. Needs help to apply knowledge, skills and understanding.

Beginning (point-1): Is beginning to develop knowledge, skills and understanding. Is unable to discuss independently, his /her learning in meaningful ways with others

Reporting:

Regular reporting is done on a one to one basis to the parents during Open House Sessions which are organised on a regular basis throughout the session.

Through two and three way of conference students share their learning process with the parents and teachers.

Written reporting of the student's progress is done twice a year, once at the end of each semester/term. Parents collect their ward's written report and feedback and remedial measures are shared with the parents.

The performance of a student is graded, based on a 4-point scale with descriptive indicators given at the end of the Performance Profile.

For classes VI to VIII (CBSE)

- i. Introduction of Periodic Test Evaluation in classes VI to VIII is spread in an academic year. Each term has two Unit Test for the evaluation of Scholastic areas.
- ii. The assessment structure and examination for classes VI to VIII is as follows: -

Subjects	TERM-1 (100 marks) (1 st half of the session) 20 marks Periodic Assessment+80 marks for Half Yearly Exam		TERM-2 (100 marks) (2 nd half of the session) 20 marks Periodic Assessment + 80 marks for Yearly Exam	
	PA 20 marks	Half Yearly Exam	PA 20 marks	Yearly Exam
English Hindi Sanskrit/French Mathematics Science Social Science Computer Science	<ul style="list-style-type: none"> Periodic Test 10 marks with syllabus covered till announcement of test dates by school. Note Book Submission 5 marks at term end. Sub Enrichment 5 marks at term end. 	<ul style="list-style-type: none"> Written exam for 80 marks with syllabus covered till announcement of Half Yearly exam dates by school. 	<ul style="list-style-type: none"> Periodic Test 10 marks with syllabus covered till announcement of test dates by school Note Book submission 5 marks at term end Sub Enrichment 5 marks at term end 	<p>Written exam for 80 marks with syllabus coverage as below:</p> <p>Class VI: 10% of 1st term covering significant topics + entire syllabus of 2nd term</p> <p>Class VII: 20% of 1st term covering significant topics + entire syllabus of 2nd term</p> <p>Class VIII: 30% of 1st term covering significant topics + entire syllabus of 2nd term</p>

Co-Scholastic Activities (Classes VI-VIII): For the holistic development of the student, co-curricular activities in the following areas be carried out in CBSE affiliated schools by the teachers and will be graded term-wise on a 3-point grading scale (A= Very Good, B=Good and C= Fair). The aspect of regularity, sincere participation, output and teamwork be the generic criteria for grading in the following co-scholastic activities:

- Work Education-** Work Education refers to skill-based activities resulting in goods or services useful to the community
- Art Education** (Visual & Performing Art)
- Health and Physical Education** (Sports/Martial Arts/Yoga/NCC etc.)

Scholastic grade points in VI to X:

Marks Range	Grade
91-100	A1
81-90	A2
71-80	B1
61-70	B2
51-60	C1
41-50	C2
33-40	D
32 & Below	E

Discipline (Classes VI-VIII): The students will be assessed for the discipline which will be based on the factors like attendance, sincerity, behavior, values and tidiness, respectfulness for rules and regulations, attitude towards society, nation and others. Grading on Discipline will be done term-wise on a 3-point grading scale (A= Outstanding, B= Very Good and C= Fair)

Assessment for Classes IX – X (CBSE)

The assessment structure and examination for classes IX and X is as follows: -

	Classes IX- X
Maximum marks per subject :	100
Types of assessment	<ul style="list-style-type: none">▪ Internal Assessment▪ Year End/Board Examination▪ School Based Assessment of Co- scholastic Areas (Art Education, Health and Physical Education including Work Experience , Discipline)
Marks distribution	Internal Assessment : Year End/Board Examination IT: 50:50 All the other subjects: 20:80

Internal Assessment		
Periodic Assessment		
Components of Internal Assessment	Pen Paper Test (Pre Mid Term+ Mid Term + Post Mid Term Examinations)	5 marks
	Multiple Assessment strategies to be used. (Quizzes, oral test, concept map, exit cards, visual expression etc.)	5 marks
	Portfolio (Classwork plus peer assessment, self -assessment, achievements of student in the subject, reflections, narrations, journals etc.)	5 marks
	Subject enrichment <ul style="list-style-type: none"> • Social Science Project Work • Maths and Science practical work • ASL for English. • Subject enrichment work for English and Hindi • No changes in other subjects 	5 marks

Assessment for Classes XI – XII (CBSE)

Internal assessment conducted through 4 Unit Tests and 2 Examinations (Mid Term and Final Exam)

The assessment structure and examination for classes XI and XII is as follows: -

	Classes XI- XII
Maximum marks per subject:	100 marks
Types of assessment	<ul style="list-style-type: none"> ▪ Internal Assessment/ Practical ▪ Board Examination/Year End ▪ Assessment of Co-scholastic areas (Health and Physical Education including Work Education, General Studies) ▪ Two Pre-Board examinations.

Marks distribution	<p>Internal Assessment / Practical: Board Exam/ Year end Exam</p> <ul style="list-style-type: none"> ▪ 20:80 (Applied Mathematics, Languages, Political Science, and Legal Studies) ▪ 20:80 (Humanities(Political Science, History, Economics) / Commerce Based Subjects(Accounts, Economics and BST) and some other subjects) ▪ 30:70 (Science based subjects and some other subjects such as Physics, Chemistry, Biology, Mathematics, IP, PE, EP, Geography and Psychology) ▪ 70:30 (Fine Arts and some other subjects) ▪ 50:50 Yoga
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Assessment Criteria of Classes VI-X (IGCSE)

The assessment policy for Cambridge Lower and Upper Secondary comprises both Formative and Summative assessment. The Formative assessment policy includes oral questions, quizzes, projects, listening and speaking skills. The Summative test includes written test/examinations. There are four-unit test, Mid-Term and Final Assessment.

LOWER SECONDARY ASSESSMENT: Grade 6 to 8 (Stage 7 to 9 of Cambridge) are assessed in English as a first Language, French as a Foreign Language, Hindi, Science, Mathematics, Social Science (History & Geography), ICT and Visual Art.

CHECKPOINT EXAMINATION:

Students of Grade 8 (Stage 9) will appear for the Checkpoint Examination (May Series), conducted by CAMBRIDGE INTERNATIONAL.UK in English as a Second Language Mathematics and Science. The performance in the Checkpoint enables schools to obtain an international benchmark of learner performance to identify and address learning needs.

UPPER SECONDARY ASSESSMENT: Students of Grade 9 & 10 (IGCSE YEAR 1 & 2) are assessed in 7 subjects as required to qualify for **INTERNATIONAL CAMBRIDGE EXAMINATION (ICE)**.

It is compulsory for all the students to appear in following **four** subjects:

1. English as a first Language.
2. Extended Mathematics
3. Sciences: Bio/Chem/Physics/EVM
4. Information & Communication Technology.

The students have a choice to appear for the remaining three subjects:

5. Global Perspectives/Economics
6. Visual Arts/Business Studies
7. Hindi/French
8. Biology/ Business Studies
9. Physics/EVM
10. Chemistry/Art and Design

GRADING SYSTEM:

Lower Cambridge Students from grade 6 to 8 are awarded both marks and grade as per Cambridge International, UK. Grade Descriptors are as follows:

GRADE DISCRIPTOR	MARKS RANGE
A*	91-100
A	81-90
B	71-80
C	61-70
D	51-60
E	41-50
F	31-40
U	30 & BELOW

Classes XI – XII (IBDP)

Grading Criteria (IBDP)

All IB courses, High Level and Standard Level, are graded on the IB 7-point scale.

7-Excellent Performance: Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrates originality, evidence of analysis, synthesis, and evaluation where appropriate and produces work of high quality.

6-Very Good Performance: Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrates evidence of analysis, synthesis, and evaluation where appropriate.

5-Good Performance: A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis, and evaluation and occasionally demonstrates originality and insight.

4-Satisfactory Performance: A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skill analysis, synthesis, and evaluation.

3-Mediocre Performance: Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support.

2-Poor Performance: Very limited achievements of all the objectives. The student has difficulty in understanding of the concept, knowledge and skills and is unable to apply them fully in normal situations even with support.

1-Very poor: Minimal achievement in terms of objectives.

Assessment Criteria:

- Student performance is evaluated based on the objectives of each program. Assessment may be internal or external. Internal assessment will usually contribute between 20% to 30% of the total marks. However, in some Arts courses it may account for almost 50% of the total marks.
- Internal assessment is collaboratively created and distributed amongst students at the start of DP-I. The same to be spread over a period of two years to avoid overburdening of the student. Parents to receive a copy of the same in order to involve them in the development of their child and to enable them to understand IB better.
- Internal assessment will address those aspects of student's development and training which are not evaluated in the Final IB DP evaluation. It would focus on abilities that are not a part of the academic content.
- There will be at least two assessments conducted every month out of 20 marks that may include either or both Formative and Summative assessments. The marks obtained by students in four assessments conducted over two months will be recorded and converted into grades.
- Students will be evaluated on their punctuality to class and school, their attendance record, and completion of work on time with an appropriate standard. In all courses, students must complete mandatory coursework assignments; typically this coursework amounts to 25% of the final grade for each course, although, in some cases it may be higher or lower. The key to doing this work to an acceptable standard is organization.
- There is a maximum of 7 points available for each of the six required elective courses; in addition, there are 3 points available for a combination of TOK and the Extended Essay. This makes a maximum total of 45 points. A minimum of three subjects must be at the Higher Level.
- Numeric grades have been awarded in all six subjects registered for the IB Diploma.
- All CAS requirements have been met.
- Grades A (highest) to E (lowest) have been awarded for both Theory of Knowledge and the Extended Essay, with grade D in at least one of them.
- The minimum grade for any SL subject should be 3.
- The minimum grade for any HL subject should be 4.

- At least total 12 points have been gained on higher level subjects and students must score a minimum of total 9 points at standard level.

To participate as a diploma candidate, the IB student must fulfill the following requirements starting in the 11th grade:

- Enroll in six IB subjects over 2 years. (Subjects are divided into "Groups" and students must take an exam in each of the subject groups).
- Write an original essay (called the Extended Essay) of approximately 4000 words.
- Take the Theory of Knowledge class for two years.
- Participate in C.A.S. (Creativity, Activity, and Service) and complete a portfolio that shows Learning Outcomes have been met.

Internal and External Assessment

Internal Assessment Timeline is collaboratively designed and circulated in the beginning of Grade II to reduce the burden of work and the Internal Assessments are spread over 18 months. Assessment is mostly formative (projects, presentations, quizzes, etc.) and summative where ever necessary. All assessments are marked according to the grade descriptors and grade boundaries published by the IB.

School Examinations

Any attempts to collude, cheat and carry unauthorized material will result in no grade being awarded. The students give two examinations every year, at the end of each semester of the school year and the results of these examinations are recorded and shared with students and parents. The examinations are conducted like mock IB Diploma exams following the same pattern and mark schemes.

Academic Honesty

At the beginning of the session students are made aware of the school's Academic Honesty Policy. If a student is found guilty of academic misconduct, he/she will not be awarded grade.

The student will be penalized in case of any plagiarism, collusion or duplication in all internal and external assessments.

Assessment will include a wide variety of tasks such as:

- A written test, oral tests, group discussions and / Socratic seminars, Data and / or document-based questions, Essays, Experiments, Original research Group and individual oral presentations, reflection of team work in assignments.
- Original research in Group 4 and 3 subjects, oral comments arising in Languages, Projects involving investigation, Multimedia presentations, MCQs, Case Studies, Portfolios, Problem solving teams.
- Projects related to Group 3 subjects, Reflection log, Response journals, Film and Visual Arts work and projects, Documentaries, Art files.
- Activities related to Languages such as Drama, Role plays, etc.

Marking schemes in each unit of DP for every DP subject have been framed by the subject facilitators as per the objectives and learner profile attributes identified for each formative assessment.

Each component of the marking scheme is assessed by awarding grades/marks on different skills developed during the teaching-learning process. The components are as follows:

- **Observations:** All students are regularly monitored, individually and as a group, throughout the program regarding attentiveness in class, regularity, commitment, the ability to learn from one's mistakes and assessment by peers.
- **International mindedness:** World issues including racism, economic depression, gender bias, cultural diversity, pollution, population, etc. are researched and discussed with and amongst students and form an essential part of their assignments in CAS and TOK.
- **Examples of student's work or performances:** These include performance in formative and summative examinations, class activities, essays, reports and articles.
- **Inter-disciplinary skills:** The students are evaluated on their original research work, ability to think and reason logically, communicative skills, time and self- management.
- **Learner Profile Attributes:** Students are assessed on the learner profile attributes.
 - **Open-Ended questions:** Students are encouraged to produce original ideas for class

discussions.

- **Quizzes:** May be used to assess learning and acquired knowledge of specific data by each student.
- **Portfolio:** Students need to maintain a folder containing copies of all work done by them during DP-1 and DP-2 with reflections on how they have grown as individuals and what they have achieved.

Assessment Details:

The assessment pattern entails two Summative (Terminal examinations), one in October and the other in March. The Summative will be supplemented by class tests; class activities, project works and oral assignments in languages. However, in standard 12, apart from the formative and Summative test 1, there are two Pre-Board Examinations/Mock Drills in order to prepare the students for the formal Board Examination. The Mock Drill is organized and scheduled in such a way that students get the complete feel of the actual IB exams and are well aware of the rules and regulations to be followed.

Reporting:

At the end of each semester exam, report cards are issued to the parents. The mock/pre board of IBDP Year-2 students are also assessed and reported to the parents. Each component is evaluated strictly in adherence with the assessment criteria provided by the IB. The students are given comprehensive feedback about their level of achievement as per each grade description.

Home Work:

Students are given homework tasks every day and a sufficient amount of time to complete it. A student is required to put in two hours of work at home regularly. On weekends projects are given which should be submitted on the following Monday. Students who fail to complete their homework are given 3 warnings after which they are detained in school and their parents are informed about their irregularity and inconsistency in work. Teachers ensure that all work/project is the original work of the students and not copied from any source.

Predicted Grade Policy

The teacher awards predicted grades on the basis of Summative and Formative Assessments such as class participation, presentation, discussion, and class test and semester exams.

The teachers are asked to award predicted grades thrice so that they are able to assess the students and also obtain accuracy in the process. The teachers award predicted grades for each student, before the final semester exam of Year 1 (March), then after the first term exams of Year 2 (September) and finally in March of Year 2.

Non-submission of Internally and Externally assessed components

Prior to the approach of internal deadlines, in the event a student is lagging behind, the subject teachers warn him of severe consequences of non-submission.

In case the student still does not submit and the deadline is approaching, the DP Coordinator and the parents are informed.

The school community reviews and amends the assessment policy at the beginning of every session. The assessment policy review meeting is attended by the Head of School, IBDP Coordinator, IBPYP Coordinator, Librarian, Subject teachers and representatives, parents and student community.

Steering Committee

Sanskar School Assessment Policy steering committee comprises of –

- Head of School
- Vice Principal
- DP Coordinator
- PYP Coordinator
- IGCSE Coordinator
- CBSE Coordinators
- Section Coordinators
- 2 Facilitators per Programme
- 2 Parent Representatives

It is the responsibility of the committee to oversee the procedures needed to develop the Assessment Policy of the School, communicate the same to all the stakeholders and ensure that the process of compilation and review is collaborative and involving all, using a range of strategies.

As with other policies and processes, this policy has been drafted with inputs from various sections of the School community and shall be reviewed and shared with all the stakeholders of the school.

Assessment Policy Review

Assessment Policy will be reviewed by the Steering Committee at the beginning of every academic year. The effectiveness of the Assessment Policy as a working document will be reviewed with the help of collaborative discussions and meetings.

Communicating the policy to various stake holders through:

1. Provision of hardcopies of the policy.
2. The official school website.
3. Electronic mails.

References:

Candidates with assessment access requirements by International Baccalaureate Organization 2009, updated September 2013.

Academic honesty by International Baccalaureate Organization 2009, updated July 2011.

Program Standards and Practices by International Baccalaureate Organization 2009, published January 2014.

Handbook of procedures for the diploma programme 2015 by International Baccalaureate Organization 2009.

Central Board of secondary Education Assessment guidelines 2017.

Approved by consensus of the faculty in March, 2015.

Revised by the school in April, 2016.

Revised by the school in April, 2017.

Revised by the school in April, 2018.

Revised by the school in April, 2019.

Revised by the school in May, 2020.

Revised by the school in September, 2021.

Revised by the school in May, 2022.

Revised by the school in June, 2023.

SANSKAR SCHOOL

ESSENTIAL AGREEMENT FOR ASSESSMENT

The faculty at Sanskar School agrees:

- to use a range of Assessment strategies and tools.
- to use assessments as feedback to improve learning.
- to record and report student progress as per the Assessment Policy.

APPENDIX

I _____, student of Sanskar School studying in Grade _____, hereby undertake to abide by the terms mentioned in the Assessment Policy.

Signature of the student

Signature of the parent

Date: