



**Reviewed May 2022**

## **ASSESSMENT POLICY**

### **ASSESSMENT PHILOSOPHY**

The ongoing, backward and forward-looking assessment process of gathering, analyzing, reflecting and acting on evidence of student learning at Modern is based on the premise of informing and supporting every learner, the learning and teaching community. It supports the students through the facilitation of subject specific knowledge and skills acquisition, the understanding of concepts and the development of approaches to learning in addition to assisting the school's decision-making, policy development and implementation processes. There is equal emphasis on both the learning goal and the learning process.

At Modern teachers, students and parents collaborate to monitor, document, measure, report and adjust learning with the aim of developing assessment capability among all members of the school community. Students engage in active assessment and reflection of their own learning, act on feedback from peers and teachers to feed forward to next steps by developing and working towards their SMART goals.

### **The Learner Profile**

The Learner Profile describes learner characteristics that are considered necessary for a learner to become a competent learner and internationally minded. The school develops the learner profile attributes in a variety of unique contexts in collaborative planning, written curriculum, teaching and learning and assessments. The assessment of these characteristics is mainly achieved in all subjects and elements of the program through self-reflection and goal setting to become aware and demonstrate the development of the attributes.

- Student self-reflections of the learner profile will be recorded in their portfolios, assessments, classroom and hallway displays and other student materials.
- All units of inquiry/ unit plans have identified Learner Profile attributes that are promoted and developed through the engagements



- The core components of the three IB programs formalizes the students' documentation of the development of the learner profile attributes by involving allowing them to reflect on attributes of their choice implicitly or explicitly. For example, students in Grade 5 will reflect on their personal growth and journey through demonstration in the exhibition. Students in MYP will reflect on development of different aspects of the learner profile in service as action and in the MYP projects. Students in DP engage in extended essay and Creativity, activity, service (CAS) reflections that allow them to demonstrate the progression of the learner profile development.

## **PRIMARY YEAR'S PROGRAMME**

### **TYPES OF ASSESSMENT:**

#### **Continuous evaluation**

For KG1 to Grade 4 there is only continuous assessment throughout the academic year.

In KG continuous assessment is through observation.

In Primary, **Formative assessments** in the form of QUIZZES, QUESTIONS, ACTIVITY, PERFORMANCE TEST, WORKSHEET, EXIT SLIP, IDENTIFIED PIECE OF WRITING etc. are conducted in the class regularly. The assessments are spontaneous in nature and prior notification is not given to students. This encourages students to pay undivided attention during the course of the lesson. The assessment data inform the progress the child is making in the class. For students with SEN and working on an IEP, teacher observations and feedback become important markers of student learning and informs their learning plans accordingly.

**Summative assessments** in the form of Assessment of Learning are taken at the end of a unit or a topic. This covers what is being taught during that period. The assessments are spontaneous in nature and prior notification is not always given to students. Assessments are modified according to the recommendations of the Inclusion team, where required.

**Grade 5:**

- Announced 10 marks Assessments of Learning are conducted at the end of a topic or unit.
- One Summative Assessment is conducted each term and is reflected in the end of term report card.
- In addition, 10 marks are allotted for student work in notebooks and submissions. For students with SEN the notebook marks may be replaced with other markers or adjusted with other assessments.

**Collecting evidence of student learning**

The purpose of the assessments is to identify what students know, understand and can do and involves:

- Measuring student performance against targeted learning outcomes, standard grade level markers, or students' individualized education plans.
- Providing learners with criteria of success prior to the teaching and learning
- Designing assessments tools and tasks that will provide the best evidence of the learning taking into account diverse learning styles and needs.
- Supporting learners to make connections to the real world in order to promote engagement
- providing students with feedback that informs and improves learning
- informing students, parents and other stakeholders of student progress

**Grading and Reporting System in PYP**

The PYP curriculum's Program of Inquiry (POI) is developed within themes that are the basis of inquiry during the academic year. Students explore these themes within Units of Inquiry (UOI) and in greater depth and complexity as they move through each successive grade. Parents will receive information about each unit of inquiry before and during the unit of inquiry. Each unit will include both formative and summative assessment and will be planned to be consistent. Assessment criteria includes knowledge and conceptual understanding (how concepts are understood and applied) and ATLs or Approaches to Learning



(how they are progressing in Transdisciplinary skills.) and monitors student connections across disciplines.

### Recording the learning

There is an emphasis on monitoring and documenting learning in order to support learners to move forward based on meaningful feedback on what went well and how they could improve.

A variety of tools and strategies are used to measure and record learning.

Strategies to measure	Tools to measure and record
<ul style="list-style-type: none"> <li>• Observation</li> <li>• Questioning</li> <li>• Reflection</li> <li>• Feedback in terms of WWW(What went well) and EBI(Even Better If)</li> </ul>	<ul style="list-style-type: none"> <li>• Rubrics - criteria and range</li> <li>• Checklists - criteria</li> <li>• Anecdotal records</li> <li>• Standardized Benchmark Tests</li> <li>• Quizzes</li> <li>• Continuums</li> <li>• Reflections</li> </ul>

### Reporting on the learning:

There are various ways in which reporting will take place:

- Student-led conferences/Gallery Walks where students showcase their learning to parents reflecting out their experiences, growth, successes and challenges.
- PTMs/3-way conferences (once a term): Parent - teacher meetings provide an opportunity for parents to meet the teachers in person and review student goals. This may also take the form of a 3-way conference, involving student, teacher and parent.
- One goal is for the teacher to learn about the student from the parent to guide instruction.
- Another goal is for the teacher to share evidence of student learning growth (compared to themselves and grade level expectations or standards) with the parents.



- Portfolios: Students will maintain a collection of their learning over time taking age-appropriate ownership of their learning journey. Teachers provide opportunities to advise and assist students in how to authentically select items that demonstrate key learning, the learning process, and conceptual understandings. These will be maintained digitally or as a hard copy.
- Classroom performance is an important aspect in evaluating transfer of skills, for students with SEN, working on IEPs and other learning support plans.

### **Report cards**

The report card will provide details of each unit of inquiry completed during the term and subject areas such as English, Mathematics, Standalone Science and Social Studies along with Languages and Arabic. Wherever possible, assessments of these subjects will also take place within the Units of Inquiry.

Anecdotal comments will include reference to conceptual understandings, attitudes and actions arising from what students have learned as well as evidence related to the acquisition of the characteristics of the learner profile.

Feedback methods may be in one or any combination of the following: numerical or letter score, proficiency scale, diagnostic comments, verbal report/ conference. A description of the marking criteria will accompany report cards.

### **Reflections**

Student generated reflections will take place within and at the end of each unit. Reflections may be any of the following:

- A general reflection on the unit of inquiry, including knowledge and understanding gained about the central idea and possible future investigations.
- A response to a piece of work from the unit of inquiry.



- Each student will maintain self-reflections taken from each unit IN THEIR PORFOLIOS so students/parents will have cumulative student generated assessment from their PYP experience.

**Self and peer evaluation:**

Besides Teacher evaluation, there is a practice of Peer Evaluation and Self Evaluation. Students are given a probing questionnaire which makes them introspect and assess themselves. This is done in each term. Learners are encouraged to apply scoring tools for self and peer evaluation as this enables learners to internalize the elements of quality embedded in the scoring criteria. Peer evaluation not only helps the person receiving the feedback, but also moves the learning of the assessing student to a higher level.

**Assessments in the MYP**

MYP in GMA follows the IB criterion-related model of assessment. Students are continuously evaluated through a wide range of formative and summative assessments. Thus, the level of achievement awarded at each reporting period are based upon a range of evidence, including, but not limited to, students' performance assignments, assessments, investigations, tests etc.

These grades are not based on a single 'test' or assessment, rather they are based on a range of formative and summative assessments. As a result, the grades reported to parents will reflect students' performance as a whole and support teachers, students and parents to respond to student learning needs in order to ensure all students achieve their full potential.

Formative assessments are used to help students develop the required ATL skills, subject specific skills, application, knowledge and understanding needed for the summative assessments. Summative assessments are based on the objectives outlined at the beginning of the unit and closely linked to the assessment criteria and relate to the statement of inquiry. Teachers plan assessments such that all strands of all four objectives are assessed at least twice in each year of the MYP.



Assessment is an ongoing process of gathering, analyzing, reflecting and acting on evidence of student learning to inform teaching. It involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Highly effective assessment shares some key characteristics:

- Authentic – it supports making connections to the real world to promote student engagement.
- Clear and specific – this includes desired learning goals, success criteria and the process students use to learn.
- Varied – it uses a wide range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- Developmental – it focuses on an individual student’s progress rather than their performance in relation to others.
- Collaborative – it engages both teachers and students in the assessment development and evaluation process.
- Interactive – assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward – it provides feedback on current learning to inform what is needed to support future learning and raises students’ motivation.

Effective assessment strategies provide teachers and students with a way to explore individual student strengths, challenges and preferences that can inform meaningful differentiation of learning.

Assessment strategies can include:

- Observing
- Questioning
- Discussing
- Informal tests and quizzes
- Peer- and self-evaluation
- Open-ended tasks
- Performances
- Process journals

Teachers set tasks that provide learners with the opportunity to demonstrate what they have learned by applying their knowledge, skill and understanding within an authentic context. Effective assessment tasks ensure that students are supported, challenged and able to achieve more than they ever thought possible.

Assessment tasks are broadly represented by the following:



- Compositions – musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations/tests
- Questionnaires
- Investigations
- Research
- Performances
- Presentations
- Portfolios
- Exhibitions

The MYP assessment criteria for each subject group are:

Subject group	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance





<b>Design</b>	Inquiring analyzing	and Developing ideas	Creating the solution	Evaluating
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	
<b>Community Project</b>	Investigating	Planning	Taking action	Reflection
<b>Personal Project</b>	Planning	Applying skills	Reflecting	

The IB published assessment criteria for years 1,3 and 5 provided in MYP subject-group guide is used for all assessments. Objectives and criteria for MYP years 3 and 5 are used in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting, and interpreting them in ways that are developmentally appropriate. The table below summarizes the use of the IB published criteria in the 5 years of the MYP.

IB published objectives and criteria	Grade
Year 1	6
Year 3	7 and 8
Year 5	9 and 10

### Attainment Grades

In the MYP students' complete units of work that evaluate one or more of four assessment criteria for that subject. Each of these four assessment criteria is graded from 1-8.

Teachers judge where students are performing, measured against the descriptors for each assessment criteria, based on what standard the student has been working at.

A guide to what each grade means in terms of a student's performance is:



Assessment Criteria Grade	
Level	Achievement is
1-2	Limited
3-4	Moderate
5-6	Substantial
7-8	Excellent

To arrive at a criterion level total for each student, teachers add together the student's final achievement levels in the 4 criteria (A, B, C and D) of the subject and get a total score (criterion levels total) out of 32.

The table below provides a means of converting the criterion levels total into a grade based on a scale of 1–7. The table also provides a generic descriptor of the overall quality of work and development of skills that corresponds to the various grades.

### Reporting

1. The school regularly reports student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The level attained in each criteria as well as the final grade is communicated in the report card based on the information provided in the 'Attainment grade' section of this document.

The following table describes the MYP termly reporting cycle adapted by the school:

Term	Assessment details	Parents reporting
1	<ul style="list-style-type: none"> <li>Ongoing formative and summative assessments.</li> </ul>	<ul style="list-style-type: none"> <li>Report card published end of June.</li> <li>Criteria A-D for English, Sciences, Maths, LA, I&amp;S, at least 2 criteria reported for Design, Arts and PHE.</li> <li>ATL skills and effort reported for all subjects.</li> </ul>



<b>2</b>	<ul style="list-style-type: none"> <li>• Ongoing formative and summative assessments.</li> <li>• Mid-year exams in Maths, Sciences, I&amp;S, English and language acquisition concepts assessed by one or more criteria.</li> <li>• November during zero period</li> </ul>	<ul style="list-style-type: none"> <li>• Report card published end of November</li> <li>• Criteria A-D for all subjects.</li> <li>• ATL skills and effort reported for all subjects</li> </ul>
<b>3</b>	<ul style="list-style-type: none"> <li>• Ongoing formative and summative assessments.</li> <li>• End of year exams in Maths, Sciences, I&amp;S, English and language acquisition concepts assessed by one or more criteria.</li> <li>• March during zero period</li> </ul>	<ul style="list-style-type: none"> <li>• Report card published end of June.</li> <li>• Criteria A-D for all subjects.</li> <li>• ATL skills and effort reported for all subjects.</li> </ul>

## 2. Reporting on Approaches to Learning (ATL) skills

Reporting of ATL skills allows parents to understand more about their children's learning. Since these skills apply across curriculum requirements, they provide a common language for teachers and students to use when reflecting and building on the process of learning.

The ATL grade is quantitative and follows a four-levelled scale as shown in the table below:

### ATL Grade Key

Grade	Descriptor
EE	Exceeding Expectations: The student's progress against the ATL descriptor is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL descriptor is meeting expectations
AE	Approaching Expectations: The student's progress against the ATL descriptor is approaching expectations.



BE	Below Expectations: The student's progress against the ATL descriptor is below expectations.
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Teachers report on the ATL skills that are of greatest relevance to the unit/s of study in that term. The table below shows a brief descriptor of each of the ATL clusters and the ATL grades that could possibly be awarded.

ATL clusters

ATL Skills Clusters	Descriptor	ATL Grade
1. Communication skills (through interaction and language)	The student communicates and interacts with peers and the teacher in an effective and appropriate manner.	EE, ME, AE, BE
2. Collaboration skills (group dynamics)	The student actively participates in learning by working effectively with others.	EE, ME, AE, BE
3. Organization (managing time and tasks)	The student arrives to class prepared for learning and is able to complete class and homework as directed and in an organized manner.	EE, ME, AE, BE
4. Affective skills	The student is able to maintain consistent focus and overcome distractions. The student is able to manage emotions and deal with disappointment and change positively.	EE, ME, AE, BE
5. Reflection skills	The student is able to self-assess their own learning and develop new skills and strategies.	EE, ME, AE, BE
6. Information Literacy (finding and interpreting)	The student is able to synthesize information and access tools for learning. The student is proactive in seeking assistance when required.	EE, ME, AE, BE
7. Media Literacy (Interacting with media to use and create ideas and information)	The student demonstrates an awareness of a variety of media sources and their impact.	EE, ME, AE, BE
8. Critical thinking (analyzing and evaluating issues and ideas)	The student thoughtfully contributes to class discussion and activities in a constructive and reflective manner.	EE, ME, AE, BE
9. Creative thinking	The student is able to use a variety of methods to find creative and new solutions to problems.	EE, ME, AE, BE
10. Transfer skills	The student is able to use skills and knowledge in multiple contexts.	EE, ME, AE, BE

#### A. Other reporting:



## MIDDLE AND SENIOR SCHOOL (ICSE)

Modern uses a balance of formative and summative assessments to help identify students' depth of understanding of concepts and support in progression of skills. Teachers continue to use Assessment for Learning using various assessment tools including EdTech tools depending on the learning outcomes and Assessment of Learning at the end of a topic or unit to identify student strength and weakness and work on remediation/ next steps.

Assessment as Learning is where much of the student agency can be seen and encouraged through self-assessment, peer assessment, reflection and goal setting. The student will monitor their progress, question their understanding and reflect upon their next steps and goals for themselves. They rely on quality feedback from a variety of sources to add to the effectiveness of this assessment and use the assessment process as a learning experience.

The academic year is divided into three terms with an examination at the end of each term. They help teachers evaluate and monitor the achievement levels of the students periodically. For promotion to the next grade the attainment of all the three examinations are considered. The weightage given for Term 1 and Term 2 is 25% whereas it is 50% for Term 3 examinations.

### **Records and Record Keeping:**

Marks are entered electronically for the IT Department to maintain the data in student records and to evaluate and analyze the results. Students' attainment for the last three years is available to track their progress. Their individual scores are also compared with the class average

### **End of term report:**



A consolidated written report for each child is sent to parents at the end of the Third Term which shows marks and grades for all three terms. This is also sent online to parents. These reports outline the child's progress within all areas of the curriculum, including their strengths and talents.

**Skill Based Pupil Tracker:** Student progress is effectively tracked through a Skill Based Tracker. Teachers regularly make objective observations of children through regular assessments for learning (AfLs). Teachers use this to inform further planning for each child. The student progress tracker maintained by teachers indicate the following levels:

<b>Emerging (w1)</b>	Basic concepts not clear, needs ongoing direct support. Evidence of some progress in learning.
<b>Developing (w2)</b>	Has basic concepts but needs guided support. Evidence of progress towards relevant learning outcome but is not consistent.
<b>Achieved (m)</b>	Is able to apply the concepts as relevant, minimal support needed. Visible evidence that learning outcome is met most of the time
<b>Extending (e1)</b>	Works independently to reach to the correct solution by recognizing existing connections in learning. Consistent evidence that learning outcome is met.
<b>Excelling (e2)</b>	Independently applies the concept to complex situations and connects ideas in novel ways. Consistent evidence of advanced understanding of learning observed.

### Common reporting in Middle and Senior (ICSE) and MYP

#### Feedback:

On a continuous basis constructive feedback is provided to parents through notebook correction, continuous evaluation of assessments and 'PULSE' communications. If children are underperforming, teachers inform parents either by phone or through mail or a note in the diary. If a child is consistently underperforming, the Supervisor calls the parents for a discussion and follow up action. In certain cases children may be advised to see the School Counselor for assistance.



**Mid Term Review:** A comprehensive academic review of each pupil is conducted and shared with parents and pupils towards the middle of each academic term.

The review includes feedback on students CAT4 performance, PASS data and performance in ASSET benchmarking tests.

**Open House:** In addition to the Midterm reviews, parents attend formal Parent/Teacher meetings at the end of each term where they meet each subject teacher and discuss the child's progress and achievement. In addition, for students with SEN, Special Coffee mornings and Open Houses are arranged for teachers to have a more detailed discussion with the parents.

**New Students (MYP and ICSE):**

School follows the social model which means admission is not incumbent on a medical or formal psychological diagnosis. By and large all students even those who have special needs are admitted if the school could support their special educational needs. All new students who are admitted from grade (3-12) may attempt CAT4 assessment at the time of admission. The inclusion team may meet with the student/parents if the child scores less than mean stanine 90, to carry out any informal assessment so an effective home plan/program and strategy for classroom support may be planned even before the student begins formal schooling. The same is applied for the student's seeking admission in KG-grade 2.

Information from the previous school, if any, is sought if the special educator needs clarity on some matters related to the student's learning support plan.

**Follow-up Action:**

Students who are found to be in need of extra support are required to go for remedial classes which are conducted in the afternoon and also in the morning before the first period begins. Here the teachers are able to give individual attention to the students and their progress is monitored closely. Letters are sent to parents informing them of the extra classes their children need to attend.

Assessment, recording and reporting procedures are reviewed annually to ensure that they evolve and incorporate the best practices.



## ASSESSMENT POLICY IB DIPLOMA PROGRAMME

### **Rationale:**

Assessment is a judgment about how well a student has met the aims and objectives of a course. It is an integral part of the curriculum; it is derived from the course aims and assessment objectives. Assessment should account for a variety of learning styles. It should be differentiated to account for the diverse backgrounds of our learners. It should inform our teaching and enable us to guide our students in reference to their set targets.

### **Aims:**

In our school the assessments that we set should:

- challenge all students
- encourage students to discuss and review their progress with their teacher
- involve parents in their children's learning
- lead to more focused teaching and learning and inform the planning process;
- enable us to provide meaningful feedback to students
- help us to make judgements about how well our school is doing when compared to all schools and to similar schools.

**Assessment is a quality assurance measure that enables the school to ask some key questions about its performance. These are:**

- How well are we doing in relation to our targets?
- How much added value do we make to the progress of students at each key stage?
- Can we identify trends in student attainment over time?
- What is the next phase in our development?
- What action should we take and how do we review progress?





Assessment should be both formative (to assist students in building understanding, skills, and knowledge) and summative (to assess students' acquired understanding, skills and knowledge). Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer, and self-assessment) as part of their learning experience.

Assessment criteria should be clear to students, so they understand how to make and demonstrate progress. Assessment should measure what students understand, what they can do and what they know. Assessment should be on-going and reflective which allows students to evaluate their progress and set targets for improvement.

### **Protocol for Internally Assessed IB course components (IAs)**

#### **Submission of Internal Assessments**

All draft and final copies of internal assessments are to be submitted by students via the drop box in ManageBac. Each individual IA should be calendared as an assignment by the subject teacher within the respective virtual "class".

It is imperative that the teacher selects the "Enable Turnitin" option to ensure all submissions are screened for academic honesty purposes.

#### **Marking and Moderating**

Marking criteria for internally assessed IB course components should be discussed and standardised by subject teachers with the Head of Department in the first instance, prior to internal marking. Once the internally assessed work has been marked, a process of moderation with the Head of Department should take place. Moderation should take place at a minimum of 2 weeks prior to any submissions being made to the specified examination board (via IBIS or post). It is the responsibility of the Head of Department to ensure that appropriate and meaningful moderation takes place in reference to internally assessed DP course components. These discussions and moderation sessions should be recorded in the departmental meetings.



## **Recording results**

Marks and feedback for internal assessments should be entered in the respective “assignment” within ManageBac.

It is imperative that all internally assessed course components are kept on file by subject teachers both as a photocopy and as a soft copy. At the time of forwarding internally assessed samples to the examining board, members of staff should forward copies of the internally assessed material to the IB Coordinator. The DP coordinator must ensure all IA scores are uploaded to the IBIS website prior to deadlines given by the IB.

If a member of staff leaves the school, hard and soft copies of the internally assessed work should be forwarded to the member of staff’s line manager prior to the member of staff leaving Modern.

It is the responsibility of the Head of Department to ensure that there is a centralised record of the scores, or grades awarded for internally assessed materials.

## **Roles and Responsibilities**

**It is the responsibility of the school management team, heads of department, Diploma Programme coordinator and assistant coordinator:**

- To communicate with students and parents the expectations of the Diploma Programme.
- To be keep abreast with current course content, guides, and any notable changes.
- To provide supporting information about the nature of all forms of subject assessments to parents, staff, and students.
- To calendar major internal assessment dates and the examination schedule in ManageBac.
- To monitor teacher-designed instruction, pacing and assessment to ensure it is in line with Diploma Programme curriculum outcomes.



- Collect data from each teacher as to how students are progressing and assist teachers in interpreting that data (where necessary) to inform instruction/intervention/planning.

**It is the responsibility of the teacher to provide students, at the beginning of each course, with a course syllabus which contains the following:**

- The course content as dictated by the Diploma Programme
- The nature of the summative assessments required by the exam board.
- The relative weight of these assessments for the student's achievement of the aims of the course.
- A breakdown of the skills and a direction of the sequence of instruction required to be successful on the course.
- The nature of the formative assessment tasks that will provide skill growth.
- The assessment criteria by which all formative and summative assessments are judged by the examination board and by the teacher.
- Teacher expectations as to deadlines, due dates, content, assignment format, assignment turn in procedures, academic honesty and treatment of late work.

**Teachers will also be expected to collect, report, and utilise data in the following manner:**

- Report to students and parents on student progress.
- Post grades in a timely manner within ManageBac.
- Reflect on the effectiveness of instruction and on assessment instruments.
- Reflect on progress of individuals and whole groups of learners, taking action and making early interventions where appropriate.
- Once a student submits a piece of work to a member of staff, whether completed or not, it is the member of staff's responsibility to safeguard that piece of work.

**It is the responsibility of the student to:**

- Observe all regulations and criteria in the production of assessments or the taking of examinations.
- Participate in the formative assessments to continuously develop conceptual understandings, skills, and knowledge.
- Reflect on progress for further improvement.
- Meet all internal deadlines as prescribed by the teacher, the examination board and the school.
- Provide a medical certificate or seek leave in advance given an emergency circumstance that may preclude completion of an assessment or examination
- Seek help when the student does not understand a concept, skill or background knowledge.
- Attend class regularly to receive the benefit of instruction and practice.
- Be organised with materials and assignments ready for class.
- Bring into the classroom a willingness to exhibit and personally develop each of the Learner Profile characteristics

**Timelines and Deadlines for Coursework Submissions :**

Timely submissions are a crucial factor in student progress and attainment. The timeline document is a two-year calendar having all the submission dates of all the six IA ( Internal assessments), Extended Essay, TOK, and CAS.

- The teachers plan the coursework timeline in consultation with the DPC.
- The timelines are staggered to avoid overlapping of submission dates for different subjects.
- Teachers and students discuss the deadlines. Students are expected to make a careful notes to set their personal deadlines.



- Students co-create the personalized timeline calendar with their parents, which is parked on ManageBac.
- Students are expected to follow the timeline strictly.

What happens when students miss the deadline:

1. For the first – discussion between Teachers and students.
2. For the second time – Teachers and student's meet the DPC
3. Third time – meeting with DPC and Parents