



The world is your stage

CPS GLOBAL SCHOOL

ASSESSMENT POLICY & PROCEDURES

Published: 2012
Latest Review: 2022
Next review: 2025



TH Road, SH 50, Thirumazhisai,
Chennai 600 124, Tamil Nadu, India

www.cpsglobalschool.com
E: info@cpsglobalschool.com

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.

CPS Global School Mission Statement:

To offer a dynamic educational program to students of diverse backgrounds that encourages excellence through inquiry based approach and collaboration to groom them to become lifelong learners; inculcate intercultural understanding and respect among the community; enables seamless transition from school to tertiary education anywhere in the globe; practices the ethics of love and compassion towards all and commit themselves to become socially responsible adults in creating a peaceful world.

IB Learner Profile:

INQUIRERS: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED: We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional- to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment Philosophy:

CPS Global School recognises that learning, teaching and the assessment of learning are correlated. Learning outcomes form the building block around which the whole program is developed. Thus, it is imperative to state these learning outcomes explicitly; these encompass knowledge and understanding of the subject as well as cognitive, personal and academic skills.

We believe that purpose of assessment is to:

- Monitor the progress of student learning and achievement;
- Provide coherent feedback for the student, parents, and external institutes and
- Pave the path for curriculum and assessment review.

The assessments are focused on testing cognitive skills: the ability to organise information to solve problems, conduct investigations, analyse and synthesize data, self-monitor, work in teams and learn independently. Throughout the curriculum and instructional process, the

assessment is criteria based using published agreed learning objectives mandated by IBO and made clear to the students by the teachers before the tasks begin. The assessment tools used are reliable, have clearly defined descriptors to deter bias and subjectivity. Criterion referencing lends validity to the tools that measure for and of learning. The process of learning is as important as the product; hence these constructivist approaches tend to validate individual and cultural differences and diversity.

In consonance with the IB philosophy an eclectic range of assessment tools and strategies is used and performance is recorded systematically; the students and parents are given frequent feedback and effective interventions are suggested to plug the gaps in the learning. Regular systematic and comprehensive record-keeping and frequent reporting indicate targets for future, these targets catapult the students on an upward learning trajectory.

Aims:

- To ensure that all objectives are assessed for each subject using a suitable range of strategies, innovative tools and instruments.
- To ensure that the assessment includes strategies to strengthen the students' performance and skills.
- To assess the student performance regularly as per the defined schedule.
- To ensure continuous improvement in the student performance through specific feedback and scaffolding.
- To report the student performance to all the stakeholders regularly: students, parents and the school authorities.

Assessment Strategies:

Assessments measure the efficacy of the ATL skills. It is important to develop and plan a range of assessment strategies to match all aspects of instructional goals at the beginning of the semester and to ensure that they are implemented throughout the entire instructional experience.

At CPS Global School, student achievement is evaluated by conducting a varied range of assessments on a regular basis throughout the academic year. They help to determine the extent to which students demonstrate desired learning outcomes.

Assessment tools or methodologies:

A varied range of assessment tools or methodologies used to evaluate students' achievement are tests, practical work, projects, presentations, oral work, quizzes etc., which also include peer assessments. The style and format of the assessment is defined by the purpose for which it is conducted.

Primary and Lower Secondary

Our school uses Cambridge primary and secondary testing structure to assess learner's performance and report progress to students and parents. Our assessment for primary learners aged 5-7 years consists of a series of activities during the first term of the academic year, which helps the teachers to make informed decisions about individual learners and their educational needs.

Formative assessments:

Formative assessments are a part of the learning process and the main purpose is to provide detailed feedback to the students on their strengths and areas of development which in turn develop students' capabilities. Formative assessments measure student progress but they can also assess teacher's own progress as a facilitator. The primary focus of a formative assessment is to identify areas that may need improvement. These assessments typically are ungraded. Formative assessments are in the form of class activities, reflection journals, practice labs, home assignments or any other submissions. **(PERFORMANCE ASSESSMENT)**

The formative assessments are conducted for Primary and Lower Secondary students periodically. Class tests will be conducted every month to identify and diagnose learning needs. Students who are absent during the assessments will be provided with the assessment papers and advised to self assess their learning skills. No Retest is conducted as a school policy so that students do not miss the class tests.

Teacher's Role and Responsibility:

For formative assessments, the teacher's role is of a facilitator who takes into account the appropriate level of difficulty while designing the assessment and it is the teacher's responsibility to calibrate this level as the student progresses.

Assessment as learning:

'Assessment as learning' takes place when students monitor their own progress, reflect on it and take responsibility of their own learning. This is achieved through self and peer assessments which give them opportunities to identify areas of strengths and areas of development.

*Students and teachers also work in a collaborative manner in 'co-assessment' process. For example, setting up rubrics which clearly indicate marking criteria and which can be used for marking assignments, class participation, or overall grades. This helps the students to understand the learning outcomes for that particular course of study. It is important to keep the focus of 'Assessment as learning' on the quality (not quantity) of the work - and on constructive criticism - especially for self and peer assessment. This is where it becomes very important to focus on learning goals, rather than performance goals.

Summative assessment:

Summative assessments are generally conducted at the end of a term in order to determine students' level of achievement. Teachers ensure that the assessments are valid, reliable and unbiased. These assessments are graded and they indicate whether the student has an acceptable level of knowledge and if the student is ready to proceed to the next level. Graded assessments are in the form of class tests conducted at the end of a unit, end of term examinations, project work, portfolios, etc.

Assessment Schedule:

In CPS Global School, students' progression and achievements are evaluated by conducting both graded and ungraded assessments on a regular basis, at least twice a month. This also includes formative IB Internal Assessment (IA) prototype assignments to scaffold understanding of IA criteria.

Notifications: Timely notifications regarding the assessment details (portions, component details, exam type, scheduled date, total marks), are sent to the students and the parents through an email and school management software portal, *Educloud*.

Calculation of Grades: The grades are calculated using the moderated IB grade boundaries from 2017-2019 for each subject.

Subject	GP Level	1	2	3	4	5	6	7
English A- Language & Literature	SL GRADE BOUNDARIES	0-13	14-27	28-41	42-54	55-66	67-79	80-100
	HL GRADE BOUNDARIES	0-13	14-27	28-41	42-54	55-66	67-80	81-100
Hindi B	SL GRADE BOUNDARIES	0-13	14-27	28-42	43-56	57-70	71-85	86-100
Tamil B	SL GRADE BOUNDARIES	0-13	14-23	24-40	41-56	57-69	70-84	85-100
French B	SL GRADE BOUNDARIES	0-14	15-30	31-45	46-60	61-71	72-86	87-100
French Ab Inito	SL GRADE BOUNDARIES	0-14	15-30	31-44	45-59	60-72	73-85	86-100
Spanish B	SL GRADE BOUNDARIES	0-12	13-25	26-43	44-57	58-71	72-84	85-100
Spanish Ab Initio	SL GRADE BOUNDARIES	0-13	14-28	29-43	44-57	58-71	72-84	85-100
Economics	SL GRADE BOUNDARIES	0-14	15-27	28-41	42-51	52-63	64-73	74-100
	HL GRADE BOUNDARIES	0-14	15-27	28-41	42-51	52-63	64-73	74-100
Business Management	SL GRADE BOUNDARIES	0-14	15-27	28-39	40-50	51-62	63-72	73-100
	HL GRADE BOUNDARIES	0-13	14-26	27-38	39-48	49-59	60-70	71-100
ESS	SL GRADE BOUNDARIES	0-19	20-29	30-39	40-49	50-59	60-69	70-100
	SL GRADE BOUNDARIES	0-13	14-24	25-36	37-47	48-58	59-67	68-100
Physics	HL GRADE BOUNDARIES	0-15	16-27	28-39	40-48	50-59	60-70	71-100
	SL GRADE BOUNDARIES	0-16	17-31	32-44	45-55	56-66	67-77	78-100
Chemistry	HL GRADE BOUNDARIES	0-18	19-33	34-46	47-57	58-67	68-79	80-100
	SL GRADE BOUNDARIES	0-13	14-24	25-36	37-48	46-62	63-73	74-100
Biology	HL GRADE BOUNDARIES	0-15	16-26	27-39	40-52	53-65	66-79	80-100
	SL GRADE BOUNDARIES	0 - 14	15 - 30	31 - 42	43 - 53	54 - 64	65 - 75	76 - 100
Computer Science	HL GRADE BOUNDARIES	0-14	15-30	31-42	43-53	54-64	65-75	76-100
	SL GRADE BOUNDARIES	0-15	16-31	32-44	45-56	57-68	69-80	81-100
MAA	HL GRADE BOUNDARIES	0-12	13-25	26-36	37-49	50-63	64-74	75-100
	SL GRADE BOUNDARIES	0-16	17-30	31-43	44-56	57-69	70-80	81-100
MAI	HL GRADE BOUNDARIES	0 - 12	13 - 27	28-43	44 - 55	56 - 68	69 - 80	81 - 100
	SL GRADE BOUNDARIES	0 - 13	14 - 26	27 - 41	42 - 54	55 - 70	71 - 85	86 - 100
Visual Arts	HL GRADE BOUNDARIES	0 - 12	13 - 26	27 - 41	42 - 55	56 - 71	72 - 85	86 - 100

****Pandemic specific-** the grade boundaries applicable for the non-exam route adopted in May 2020 and May 2021 sessions are strictly not considered for calculation of either in-school assessment grades or Predicted Grades.

Documentation/Recording: The results (marks statement) of all the assessments uploaded in Educloud from 2017-18 session and report cards are generated. Simultaneously the same are documented in the school server (GS Server).

****Pandemic specific-** All assessment related data are documented in the program specific Google drive folders created specifically to adapt to remote pedagogy.

Reporting the assessment: Consolidated Class wise Assessment Reports are generated for internal purpose. The Report Cards of students are shared with the parents through publication in Educloud. The performance reports do not include the final Internal Assessment marks/grades. Parent-Teacher Meetings (PTM) and need-based one-to-one interaction takes place between the teachers and the parents and detailed feedback is given regarding the in-class performance as well as in the examinations. Feedback forms are filled up by parents during the PTM for further review since CPS Global School values the suggestions and feedback from the stakeholders (parents, students) for holistic development of students.

****Pandemic specific-** Virtual PTMs (VPTM) has been designed to adapt to remote interaction. Subject-specific feedback is documented as PowerPoint presentation for each student and discussed with the parents during the VPTMs. The convenience of stakeholders has also been kept in mind while scheduling the meetings (after instructional hours and/weekends) so that neither academic hours are lost nor the work schedule of parents is disrupted.

Analysis of assessment data: At the end of every term, the students' performance and achievement in each subject is collaboratively analyzed by the teachers and further discussed for suggestion and following plan of action with the Head of School. In case a student achieves lower than Grade C (IGCSE) or GP 4 in HL and GP 3 in SL (IBDP) mandatorily re-attempt the question paper for the summative assessment and submit to the subject teacher for a qualitative feedback. This is to ensure that the learning gap is bridged.

Submission and assignment policy: The submission and assignment policy of the school demands timely submissions, following the deadlines specified for all assignments. The submission deadlines for the Internal Assessments are specified in the school calendar at the beginning of the year and are informed to the students and the parents well in advance.

Supporting Assessment: Expectations from the students

The teachers expect the students to:

1. Reach the class on time, with all material required for the lesson.
2. Share ideas and thoughts and respect the ideas and thoughts of others.
3. Submit all work as per the deadlines without any plagiarism.
4. Do the work in a neat and organized manner.

Supporting Assessment: Expectations from teachers

The students can expect the teachers to:

1. Lucidly outline the requirements for each assessment activity and familiarize students with criterion/rubrics.
2. Give sufficient time for completion of each assessment activity.
3. Provide guidance to students on where and how to access relevant material that will facilitate successful completion of the task.
4. Closely monitor the work of the students during the process of assessment.
5. Upload the homework, summative assessment schedules, worksheets and feedback on the Google group, created and maintained for the students of his/her class.
6. Assess all work in accordance with the rubrics and give adequate feedback.

Supporting Assessment: Expectations from parents

1. The parents are expected to attend the counselling session for academic **integrity** as well as assessment requirements.
2. Parents should support the child in the successful completion of their assessments but at the same time ensure that the child works independently.
3. Parents should be cognizant of the Academic integrity Policy as well as the Internal Assessment & Examination schedule of the students.
4. Parents should attend all the PTMs.

*****Pandemic Specific**

The initial online exams were conducted via exam.net portal from September 2020 till December 2020. Orientations for all programs were done for a smooth exam process.

Later we resorted to zoom as the subscription process posed some technical issues.

Detailed instructions regarding examination procedures during the online exams on the **zoom portal** are communicated before every summative examination via email to all stakeholders- students, parents and teachers' ensuring academic integrity is maintained. In case of use of any unfair means detected, strict penalties are levied. The instruction document is attached in the appendix.

*****IB- adaptations incorporated- May 2021, May 2022**

The adaptations were informed to parents via online interaction as well as intimated via mail with constant reiteration to students of

both cohorts as soon as the adaptations have been informed by IBO.

IG- subject specific allowances were offered & followed up by SAG (June 2021 series); in June 2022- portfolio of evidence is replacing SAG.

Promotion Policy:

Primary & Lower Secondary

At the end of the final term, the assessment report of each student will be discussed with the students and parents. Primary students of grades CAIE 3-5 whose performance does not meet the benchmark will be asked to rework on the final year question papers and show progress in their skill set for the next grade within a stipulated time period

Lower secondary learners whose performance does not meet the set standards of Cambridge skill sets will be asked to retake the exam for the subjects of concern. This baseline diagnostic method helps the learners as well the teachers to measure the learners' potential accurately identifying their abilities in academic skills and plan interventions to help students improve on areas of weakness. This also decides their promotion to the next grade.

Criteria for promotion from IGCSE Yr 1 to IGCSE Yr 2

- Conduct and behaviour
- Achieving a minimum of 60% in subjects taken
- Attendance above 85%

Criteria for promotion from IBDP Yr1 to IBDP Yr2

- Conduct and behaviour
- Achieving a total of 24 points with at least 4 in each of HL and 3 in each of SL subjects
- Completion of a minimum of 6 projects in CAS as specified by CAS coordinator
- Completion of adequate amount of work in – laboratory reports, commentaries, TOK and other specified assignments by the subject teacher

- Selection of Extended Essay topic and submission of methodology.
- Minimum attendance – 85%
- If the student fails to meet the above requirements, at the discretion of the Promotion Committee, the student will:
 1. Be retained in IBDP Yr1 for one more year.
 2. Allowed conditional promotion with improvement tests.
 3. Change of levels of subjects, if possible and feasible (Hours of instruction for the respective levels must satisfy the stipulated requirement)
 4. Be registered as a course candidate for the IBDP board exam

During admission as well, if a candidate is found to have some concerns regarding subjects as well as level (higher) undertaking is taken from the parents that they will support and facilitate for their ward to cope up and come at par with the program expectations. If the candidate is unable to do so in IBDP Yr1, the parents and candidate are notified during the PTM after End of Year 1 exam about the academic concern as well as informed via email that in case the candidate does not show improvement by Mid Term 1 of Year 2, the student can be shifted to Course from Diploma for better adaptation of the curriculum and assessment rigour without losing a year.

Also, if students are aspiring for medical courses in India after school level, then they are informed at the time of admission that they need not opt for the Diploma and can opt for Course, if they choose.

For IGCSE, under similar circumstances students are shifted from Extended to Core level as well as students having ICE are recommended to drop the concerned subject without affecting ICE as far as possible.

No retest is conducted under any circumstances, if a student is absent for an exam- only question paper is shared after exam for self assessment.

At the end of the semester a report summarizing the progress made by the student in each subject area along with feedback on the progress of the CORE components is sent to the parents. Teachers include remarks about the progress of Theory of Knowledge and Extended Essay carried out by the student. The comments from the CAS coordinator on the learning outcomes achieved by the student also form part of the report.

Standardised Assessment tools at CPS Global School are as follows:

The students receive goal directed tasks and assignments with established criteria to scaffold their learning and understanding. Some examples are:

- Role play/Dramatization
- Group discussion
- Individual presentations
- Oral commentaries
- Power Point presentation
- Seminar
- Assessment and reflection tasks of sample IAs/ EEs (as applicable)
- Individual/Group project
- Visual Art performance
- Oral and Aural tasks- show & tell
- ICT practical
- Lab experiments
- Written snapshots
- Debates
- Quiz
- Demonstrations

Students' individual learning and collaborative skills in subjects including TOK and EE are scaffolded through (approaches to learning):

- Class participation- communication skills
- Research skills
- Organizational skills

- Critical thinking skills
- Self – management

Testing the knowledge gained by the students from the theories and concepts in different subject areas

- Pop-quiz responses
- Standardized written responses
- Skill tests
- Investigations

*****Pandemic specific- online assessment tools incorporated successfully**

Students' skill and knowledge in terms of objectives as per IB guide for each subject are scaffolded

- Individual oral presentation (till May 2020)
- Individual oral commentaries (till May 2020)
- Individual Oral (from May 2021- till date)
- Individual Oral Assessment
- Listening skills (May 2022)
- Research methodology
- Commentaries
- Practical work
- Investigation
- Modeling
- Studio work

For each student, a portfolio is maintained with their work. The assessments are marked by criteria which are shown in the portfolio. Self and peer assessments are also included along with the teacher assessment.

IBDP Predicted Grade (PG) Policy

Evidences from the entire syllabus tested are used (Year 2 - End of Term 1 exam, Mock 1 and Mock 2 exams), Internal Assessments and/ or submissions along with the summative examinations of Year 1- Answer Scripts to be documented.

The **Predicted Grade (PG)** is calculated based on the following percentage:

Yr 1- MT 1, EOT 1, MT 2, EOT 2 - 25% of cumulative marks scored

Yr 2- MT1, EOT 1- 15%

Mock 1- 20%

Mock 2- 20%

IA/ Submissions- 20%

The evidences are uploaded in specific folders created by Academic Coordinator/IB Team Lead wherein all subject teachers upload the marked answer scripts. The PG submitted to either the Universities for admission process or to IB is not disclosed to the parents or students in the best interest of the students so that they keep striving for the best performance possible.

IGCSE Forecast Grade (FG) Policy

A forecast grade (FG) is the grade a teacher expects a student to achieve for the syllabus. It is a realistic prediction of what the student is expected to achieve in the examination. In CPS Global School, the teachers predict the FG based on students' overall, two years performance and calculate accordingly to the CAIE percentile uniform marks (Syllabus specific). In the situation of pandemic, as per the CAIE updates and communications, the FG was not calculated. Instead the School Assessed Grade (SAG) had been calculated. This was derived based on the best three pieces of evidence (collectively satisfying the entire learning objectives of the syllabus) based on the grade thresholds (average or and specific year; depends on the question paper used for the assessment). However, the details of the three evidences and their marks were informed to students and parents but not the final derived grade as per the directives of CAIE.

The **Forecast Grades** are arrived at based on the following calculation:

25% of Year 1 Cumulative Mark Secured in MT1, EOT1, MT2, EOT2

25% of Year2 - MT1 and EOT1

25% of Mock 1

25% of Mock 2

The evidence is uploaded in specific folders created by IGCSE Coordinator wherein all subject teachers upload the marked answer scripts. A rationale for every syllabus and a portfolio for individual students justifying the marks and grades awarded need to be submitted by the subject teacher. The FG submitted is not disclosed to the parents or students in the best interest of the students so that they keep striving for the best performance possible.

SEN CONNECTIONS- SPECIAL CONSIDERATIONS

Assessment Approaches:

There is a wide range of testing procedures that one can choose from when testing the learning difficulty. Generally the assessment test falls into two groups- formal and informal. Formal testing uses standardized tests while informal testing uses non standardized tests.

Informal Assessment:

Informal assessment is a non standardized test. It is done to analyze whether the child's academic issues are due to an unsystematic study plan in the early years and guidance at home or if the child is having any kind of learning difficulty.

Informal assessment is done by using the following tools.

- Alphabet sequencing- upper case and lower case
- Letter identification
- Letter sound association
- San Diego quick assessment (sight words)
- Spelling test
- Reading test
- Free writing.
- Comprehension- picture and listening
- Schonell Graded Spelling Test and Schonell Graded Reading Test.
- Revised Wepman Test of Auditory Discrimination and Visual Discrimination

Once the informal assessment is done, the Head of School/DPC/Coordinators along with the Special Educator meet the parents individually to discuss on:

- The academic issues faced by the child, both in school and at home. In such cases, the parents are counselled about the learning disability, its remedial measures and support guidelines at home. Students are provided with remedial classes to enhance the basic skills to be on par with the grade level. The classes are discontinued once the child starts performing appropriately as per the expectations of the grade.
- The parents are advised to take the child for a Formal Assessment, if required.

Formal Assessment:

A formal assessment carried out by an educational therapist/clinical psychologist is a systematic process of collecting information about the child, his/her past and current levels of performance, his/her strengths and weakness, to help them make educational decisions about their future. It shows the discrepancy between intelligence and achievement, as measured by standardized psychological assessment tools like Dyslexia Screening Test-S (DSTS), TONI 3, WIAT and Achievement Tests etc.

Most importantly, it provides a detailed suggestion for both the parent and Special Educator on ways to mediate the child.

The formal assessment is required:

- For the children who are unable to fare well, in spite of proper guidance and attention given.
- To convince the parents to understand their ward's difficulty is the major task. Hence the counselling given as a part of formal assessment helps them to understand the issue better and act accordingly.

It also provides a deep insight to the remedial teacher to understand and deal with the child's issue.

Remedial Program:

The Remedial program is offered for CAIE 1 to 5 where students are categorized into very small groups. They are provided with a highly structured learning environment with objectives being clearly specified and sequenced. The Special Educator has to be sensitive to the different learning styles and cognitive structures. Hence the school follows a multisensory systematic approach, where reading, spelling,

writing skills and cognitive skills are enhanced through various strategic methodologies. For CAIE 1 and 2, the focus lies in developing the ability to read, spell and write. Conceptual teaching through various strategies is done majorly at CAIE 3, 4 and 5.

There are different modalities of training these children, like:

- Learning through mnemonics
- Simplification of the text
- Breaking down of the word problems into simpler components
- Time management
- Cognitive Behavioural Therapy (CBT)

Teachers guide these students during the examination by reading and simplifying the questions. A modified question paper is given for the Summative assessments to boost their morale. A blue print of question paper pattern is communicated to the parent to make it transparent.

Certification:

Students with special education needs are assessed by a Clinical Psychologist through standardized assessment tools like the WIAS or DSTS and certified.

Based on it, the Head of School/DPC/coordinator requests for Special access arrangements in the board examinations like Extra time, Reader, Writer, allowing shadow or aide teacher, Relaxation from additional languages, altering the method of evaluation and many more.

Liaison with External Agencies:

Referrals are done to consultants and specialists that include Clinical Psychologist, Speech/ Language Therapist and Occupational Therapist as per the requirement of the student. It is the responsibility of the parents to carry out the process and the school will only suggest places where this can be done. Our school is only partially inclusive whereby we can assist students with mild learning difficulties.

Guidelines and Procedures during Board examination

After the identification process, the students with special needs are provided with following special arrangements, as and when needed and as permitted by IB. These accommodations have been evolved keeping in mind the national recommendations as also, the IB recommendations.

IBDP	CAIE
<p><u>Arrangements not requiring authorization:</u></p> <ul style="list-style-type: none"> • Student will be provided to take examination in a separate room to suit the needs of the student • A reader/writer may be provided as per the requirement of the student. • Rest periods may be provided so as not to tire the student. • Student may be allowed to take medications if need be. • Similar accommodations may be offered to students with unique needs not only during summative assessments as also formative ones and periodic classroom assignments and tasks. <p><u>Arrangements requiring authorization:</u></p> <ul style="list-style-type: none"> • Access to additional time • Additional time 25% may be given to a student according to the student's needs. • Use of human assistance • Scribe/ Reader during exam if needed • Word processor • Access to extensions to deadlines 	<p><u>Access arrangements:</u> Access arrangements are pre-exam arrangements made on behalf of a candidate with particular needs. Example: the use of a <i>scribe, modified papers or extra time.</i></p> <p>Types of access arrangement</p> <ul style="list-style-type: none"> • Colour naming • Coloured overlays • Computer reader • Exemptions • Extra time • Human reader • Practical assistant • Prompter • Reading aloud (candidate) • Reading pens • Scribe • Supervised rest breaks <p><i>***For each there is an application form and set of deadlines.</i></p>

The CPS Global School aims to continuously monitor the progress of students identified as children with special needs and provide them the necessary support, also providing them with the required exam related arrangements. The process of identification of special education needs is clear, transparent and consistent.

Confidentiality:

The CPS Global School treats all information about a candidate as confidential. If required, information will only be shared with appropriate personnel and members of the committee (who will be instructed to treat such information as confidential).

Communicating the policy:

The CPS Global School Assessment Policy is informed to both parents and students during orientation at the beginning of the session. The Coordinator along with the concerned teachers regularly keeps apprising the students regarding the assessment requirements.

Links to other Policies

Assessment and Academic Integrity Policy

This policy is linked to academic integrity policy in that all the internal and external assessments are to be undertaken with utmost integrity and any misconduct would have consequences mentioned in this document. IBDP students sign an undertaking and a contract at the beginning of their course that they will maintain integrity during all forms of assessments and in all spheres of academic conduct. IBDP Year 2 students also submit a declaration that all submission assignments and IAs uploaded is the final version and is their own original work.

Assessment and Inclusion

Students with identified learning difficulties are allowed access arrangements and reasonable adjustments (e.g. additional time, breaks, etc.) for all assessments in one or more subjects throughout the year, as appropriate to their needs. The procedure for identifying students' needs and granting access arrangements requiring authorization is in compliance with the IB and CAIE Access and Inclusion Policy requirements.

Assessment and Language

Assessment of language learning is an on-going process throughout the year in both formal assessments (formative and summative) and informal situations (learning experiences and research). All four skill areas (reading, writing, listening, speaking), as well as the students'

knowledge of grammatical structures and their ability to use these correctly, are assessed regularly. Whenever reading, writing, listening or speaking tasks are assigned, expectations are set according to the student's language level and the curriculum expectations. A range of formative and summative assessment measures and tools are used to ensure the efficacy of the ATTL skills.

Assessment and Admissions

For ELP 1-3, we assess admissions based on 2 years of report cards, an evaluation form and any school documents followed by coordinator interaction. For CAIE 1-8, students appear for SAT and interview with the Coordinator and Head of school. IBDP admissions are based on previous 2 year academic reports, any school documents, admission tests, and an interview. Students with ESL in IGCSE are not allowed to take English A: LAL at Higher Level because of the rigour. Students with Math 0580 need to appear for a qualifying test to choose MAA or MAI at higher level.

Assessment and IT

IT enables the new age education so much that CPS Global School has integrated its IT policies on a regular basis especially during the pandemic; online learning and assessments were conducted smoothly by enforcing IT integrity. During assessments, students are required to install 2 devices so that they can be monitored by the online invigilator. If the subject teacher suspects any unfair means used during assessment, immediately the student needs to appear for a viva for the teacher to gauge.

Sample Formative Assessment rubrics prepared by the teachers

Role Play/ Debate: Group 1 - ENGLISH HL/SL

	EXCELLENT 4	GOOD 3	SATISFACTORY 2	NEEDS IMPROVEMENT 1
Role Play or dramatization	Always willing and focused during group work and presentation; convincing communication of character's feelings, situations and motives; purpose is clearly established and effectively sustained; impressive variety of non-verbal cues used in an exemplary way; choices demonstrate insight and powerfully enhance role play	Usually willing and focused during group work and presentation; competent communication of character's feelings, situations and motives; purpose is clearly established and generally sustained; good variety of non-verbal cues used in a competent way; choices demonstrate thoughtfulness and completely enhance role play	Sometimes willing and focused during group work and presentation; adequate communication of character's feelings, situations and motives; purpose is established but may not be sustained satisfactory variety of non-verbal cues used in an acceptable way; choices demonstrate awareness and developing acceptably enhance role play	Rarely willing and focused during group work and presentation; limited communication of character's feelings, situations and motives; purpose is vaguely established. Limited variety of non-verbal cues used in a developing way; choices demonstrate little awareness and do little to enhance role play.
Debate	Always addresses topic; uses many facts that supports topic; arguments clear and convincing; used team member effectively, equal timing; electrifies audience in opening statement, closure convinces audience	Usually addresses the topic; uses some facts that support topic; arguments are sometimes clear and convincing; one member does the talking 75% of time; grabs attention and brings closure to the topic	Rarely address the topic; uses few facts that support topic; arguments are rarely clear and convincing; one member does the talking 100% of time; introduces topic and brings some closure to the debate	Did not address topic; does not use topic that support topic; arguments are never clear and convincing; no one talks; does not introduce topic no closure
Total Points	4 x ____ = ____	3 x ____ = ____	2 x ____ = ____	1 x ____ = ____

Group 2 - Combined Language Skills Assessed (for Students of Second Language). Scale: 1, 2, 3, 4, or 5

	Student individual score	Total Possible
Speaking		5
Listening		5
Writing		5
Reading		5

Rubric

1-Needs improvement	2- Satisfactory	3- Good	4- Excellent	5. Exceeds expectations
Uses/understands only few words or instructions	Could follow instructions. Barely able to make him/herself understood in the target language.	Vocabulary and grammar structures used are adequate, with frequent mistakes.	Task assigned has been completed; a few mistakes can be noticed.	Effectively communicates and understands in the target language, with minor errors that do not affect the overall interaction.

FORMATIVE ASSESSMENT -GROUP 3 - SL & HL

Presentation- RUBRICS

<p>Excellent: 4 Shows all this criteria (Mode of presentation, understands the theory, demonstrates the theory clearly, creativity, content, reachability, preparation, applicability of the theory to practical world [One example] , able to answer others doubts)</p>	<p>Good: 3 Able to demonstrate the theory is a little shy leading to lack of clarity in thought but, exceeds the above average criteria</p>	<p>Satisfactory : 2 Lack of clearness in content, application of the theory missing, desired reachability is not found.</p>	<p>Needs Improvement: 1 able to demonstrate the theory, not able to bring creativeness in presenting the theory, application and clearness of content is lacking. Reachability of the theory to audience is lacking</p>
<p>Total Points 4 x ____ = ____</p>	<p>3 x ____ = ____</p>	<p>2 x ____ = ____</p>	<p>1 x ____ = ____</p>

Seminar- RUBRIC

<p>Excellent: 4 Excels normal standards (Any mode of presenting (creative: Power point, charts), subject knowledge, clear thought, inclusion of class members, application of the theory (2 examples) with proof.</p>	<p>Good: 3 Criteria such as application is given without proof, demonstrates the theory but his/her knowledge on the theory is not clear</p>	<p>Satisfactory : 2 Able to give only one example for applicability of the theory, clear thought is lacking,</p>	<p>Needs Improvement: 1 Not able to demonstrate clearly, mode chosen to present does not serve the purpose again, applicability of the theory is not given, subject knowledge is absent.</p>
<p>Total Points 4 x ____ = ____</p>	<p>3 x ____ = ____</p>	<p>2 x ____ = ____</p>	<p>1 x ____ = ____</p>

FORMATIVE ASSESSMENT- GROUP 4- THE SCIENCES (HL/SL)
RUBRICS FOR SEMINAR PRESENTATION

Evaluate the student's research presentation employing the following range-scored criteria (best is on right)

CRITERIA ↓	Inadequate	Average	Admirable	Outstanding	Score
	1	2	3	4	
Knowledge and Content	Sequence of information is hard to follow and the information is thrown at random	Most of information presented in sequence	Information presented in logical sequence; easy to follow	Information presented as interesting story in logical, easy to follow sequence	
Organization of presentation (Background content)	Material not clearly related to topic OR background dominated seminar	Material sufficient for clear understanding but not clearly presented	Material sufficient for clear understanding AND effectively presented	Material sufficient for clear understanding AND exceptionally presented	
Methods	Methods too brief or insufficient for adequate understanding OR too detailed	Sufficient for understanding but not clearly presented	Sufficient for understanding AND effectively presented	Sufficient for understanding AND exceptionally presented	
Results (figures, graphs, tables, etc.)	Some figures hard to read Some in inappropriate format	Majority of figures clear ; Majority appropriately formatted	Most figures clear ; Most appropriately formatted	All figures clear; All appropriately formatted	
Contribution of work	Some explanations lacking Significance not mentioned or just hinted	Reasonably explained ; Significance mentioned	Well explained; Significance explained	Exceptionally explained; Significance explained exceptionally well	
Knowledge of subject	Does not have grasp of information; answered only rudimentary questions	At ease with information; answered most questions	At ease; answered all questions but failed to elaborate	Demonstrated full knowledge; answered all questions with elaboration	
Presentation Skills					
Graphics (use of Powerpoint)	Uses graphics that rarely support text and presentation	Uses graphics that relate to text and presentation	Uses graphics that explain text and presentation	Uses graphics that explain and reinforce text and presentation	
Mechanics	Presentation has more than 10 misspellings and/or grammatical errors	Presentation has no more than 5 misspellings and/or grammatical errors	Presentation has no more than 2 misspellings and/or grammatical errors	Presentation has no misspellings or grammatical errors	
Eye Contact	Reads most slides; no or just occasional eye contact	Refers to slides to make points; occasional eye contact	Refers to slides to make points; eye contact majority of time	Refers to slides to make points; engaged with audience	
Ability to speak	Mumbles and/or Incorrectly pronounces some terms	Incorrectly pronounces some terms	Incorrectly pronounces few terms	Correct, precise pronunciation of all terms.	
Audibility	Voice is low; difficult to hear	Voice fluctuates from low to clear; difficult to hear at times	Voice is clear with few fluctuations; audience can hear well most of the time	Voice is clear and steady; audience can hear well at all times	
Length and Pace	Short; less than 30 min Rushed OR dragging throughout	Short 40 min OR long >50 min Rushed OR dragging in parts	Adequate 40-45 min Most of the seminar well- paced	Appropriate (45-50 min) Well-paced throughout	

FORMATIVE ASSESSMENT -COMPUTER SCIENCE HL/SL

Rubric for Programming

Criteria	Details of Criteria	Advance- 4	Proficient- 3	Approaching Proficiency - 2	Beginning- 1	Score
Syntax	Ability to understand and follow the rules of the programming language.	Program compiles and contains no evidence of misunderstanding or misinterpreting the syntax of the language.	Program compiles and is free from major syntactic misunderstandings, but may contain non-standard usage or superfluous elements.	Program compiles, but contains errors that signal misunderstanding of syntax – such as the semi- colon in <code>if(exp);{}</code>	Program does not compile or (in a dynamic language) contains typographical errors leading to undefined names.	
Logic	Ability to specify conditions, control flow, and data structures that are appropriate for the problem domain.	Program logic is correct, with no known boundary errors, and no redundant or contradictory conditions.	Program logic is mostly correct, but may contain an occasional boundary error or redundant or contradictory condition.	Program logic is on the right track with no infinite loops, but shows no recognition of boundary conditions (such as <code>< vs. <=</code>)	Program contains some conditions that specify the opposite of what is required (less than vs. greater than), confuse Boolean AND/OR operators, or lead to infinite loops.	
Correctness	Ability to code formulae and algorithms that reliably produce correct answers or appropriate results.	Program produces correct answers or appropriate results for all inputs tested.	Program produces correct answers or appropriate results for most inputs.	Program approaches correct answers or appropriate results for most inputs, but can contain miscalculations in some cases.	Program does not produce correct answers or appropriate results for most inputs.	
Completeness	Ability to apply rigorous case analysis to the problem domain.	Program shows evidence of excellent case analysis, and all possible cases are handled appropriately.	Program shows evidence of case analysis that is mostly complete, but may have missed minor or unusual cases.	Program shows some evidence of case analysis, but may be missing significant cases or mistaken in how to handle some cases.	Program shows little recognition of how different cases must be handled differently.	
Clarity	Ability to format and document code for human consumption.	Program contains appropriate documentation for all major functions, variables, or non-trivial algorithms. Formatting, indentation, and other white space aids readability.	Program contains some documentation on major functions, variables, or non-trivial algorithms. Indentation and other formatting is appropriate.	Program contains some documentation (at least the student's name and program's purpose), but has occasionally misleading indentation.	Program contains no documentation, or grossly misleading indentation.	
Modularity	Ability to decompose a problem into coherent and reusable functions, files, classes, or objects (as appropriate for the programming language and platform).	Program is decomposed into coherent and reusable units, and unnecessary repetition has been eliminated.	Program is decomposed into coherent units, but may still contain some unnecessary repetition.	Program is decomposed into units of appropriate size, but they lack coherence or reusability. Program contains unnecessary repetition.	Program is one big function or is decomposed in ways that make little sense.	

FORMATIVE ASSESSMENT – Group 5 - MATHEMATICS AA/AI- HL/SL

Powerpoint Presentations				
	Excellent:	Good:	Satisfactory :	Needs Improvement:
	Exceeds Standards and Expectations; Demonstrates Creativity	Meets and may exceed Standards; proficient presentation	Meets Minimum Requirements and Standards; non-mastery	Significant Parts Missing or Under Standard; Demonstrates minimal effort
	4	3	2	1
PowerPoint Mathematics Content	All mathematical content clear, concise, correct	Mathematical content is correct but may be more clearly or concisely expressed	Mathematical content has a few minor errors or omissions	Mathematical content has major errors that could lead to audience misunderstanding
PowerPoint Visual Techniques	All font > 24; easy to read; animations add clarity not distraction; credits given for all non-original facts and photos	Fonts, visuals, animations all help to convey understanding; some fonts or visuals could be easier to see; some additional graphics/animations might aid understanding	Some distracting animations or difficult to read font or incomplete credits detract from overall message effectiveness; could use more visuals/graphics	Font choice makes message difficult to read; animations distract from focus of message; credit not given to sources used; lacks necessary visuals/graphics
Overall Presentation	Presentation is well rehearsed; it is clear that speaker is familiar with content and order; audio level is appropriate and variance in tone is appropriate and focuses audience attention	Presenter demonstrates knowledge in presenting but lacks polish; voice level is appropriate but lacks enthusiasm for topic	Presenter is not confident in the content presented and/or has audio level too loud or too quiet and/or speaks without emphasis or enthusiasm	Presenter becomes confused during presentation; uses inaudible level; speaks in monotone

FORMATIVE ASSESSMENT - Group 6 VISUAL ARTS - RUBRICS					
CRITERIA	Excellent	Good	Satisfactory	Needs improvement	Score
	4	3	2	1	
INTENT	Students' work shows exemplary exploration and shows prominent evidence of intent consistently throughout all the works.	Students' work shows evidence of Intent and has explored and produced multiple pieces.	Students' work tries to show evidence of Intent but not consistent and explored further	Students' work does not show relevant Intent in their art practice	
COMPOSITION EXPLORATION	Students' work shows exemplary exploration and shows prominent evidence of Composition exploration consistently throughout all the works.	Students' work shows evidence of Composition exploration and has explored and produced multiple pieces.	Students' work tries to show evidence of Composition exploration but not consistent and explored further	Students' work does not show relevant Composition exploration in their art practice	
MEDIA EXPLORATION	Students' work shows exemplary exploration and shows prominent evidence of Media Exploration consistently throughout all the works.	Students' work shows evidence of Media Exploration and has explored and produced multiple pieces.	Students' work tries to show evidence of Media Exploration but not consistent and explored further	Students' work does not show relevant Media Exploration in their art practice	
ARTISTIC INFLUENCE	Students' work shows exemplary exploration and shows prominent evidence of Artistic influence consistently throughout all the works.	Students' work shows evidence relevant to the Artistic influence and has explored and produced multiple pieces.	Students' work tries to show evidence of Artistic influence but not consistent and has not explored it further	Students' work does not show Artist influence in their art practice	
SUBMISSIONS	Students meets deadlines on time with no compromise of quality and has produced cohesive works in their art practice	Students meets deadlines on time with no compromise of quality but lacks cohesiveness in their art practice	Students meets deadlines on time compromising quality and lacks cohesiveness in their art practice	Student does not meet deadlines on time	
Total Score:					

Formative Assessment Rubric followed in CAIE – Primary

CAIE 2 - SCIENCE ACTIVITY RUBRICS

	Fair (1)	Good (2)	Proficient (3)	Advanced (4)
Observation	Consistently made observations but without reflection	Made some observation, spent little to no time in performing the activity	Made careful observations, taking time to see the activity is completed proficiently	Consistently made careful observations, taking time to see the activity is done exemplarily.
Participation	Rarely interacts in class, no active participation in online discussions	Interacts now and then with some active participation in online discussions	Regularly participates in class interactions and contributes major points and ideas during online discussions	Consistently good participation in class interactions and facilitates online discussions with confidence
Organization	Significant lapses in organization of thoughts. With some engaging activities.	Major lapses in organization of thoughts and logical sequencing but some interesting ideas of activities seen.	Clear organization of thoughts with some logical sequencing of activities and engaging ideas.	Clear organization of thoughts. Logical sequencing of activities with interesting and engaging ideas.
Integration	Demonstrates little to no understanding of the concepts and has no clear idea of integration	Demonstrates some conceptual understanding with few relevant ideas of integration	Demonstrates clear understanding of the concepts and integrates it with some relevant ideas	Demonstrates clear understanding of the concepts and skilfully integrates it with relevant ideas
Critical thinking and self-reflection	Minor evidence of critical thoughts and self-reflection	Some evidence of critical thoughts and self-reflection	Major evidence of well executed critical thoughts and self-reflection seen in the activities	Exceptionally well executed activity with thoughtful and insightful perspectives and reflections

TOTAL SCORE-_____

CAIE 5- Debate Rubrics

CATEGORY	4	3	2	1
Respect for Other Team	All statements, body language, and responses were respectful and were in appropriate language.	Statements and responses were respectful and used appropriate language, but once or twice body language was not.	Most statements and responses were respectful and in appropriate language, but there was one sarcastic remark.	Statements, responses and/or body language were consistently not respectful.
Information	All information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear, accurate and thorough.	Most information presented in the debate was clear and accurate, but was not usually thorough.	Information had several inaccuracies OR was usually not clear.
Use of Facts/Statistics	Every major point was well supported with several relevant facts, statistics and/or examples.	Every major point was adequately supported with relevant facts, statistics and/or examples.	Every major point was supported with facts, statistics and/or examples, but the relevance of some was questionable.	Every point was not supported.
Organization	All arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	Most arguments were clearly tied to an idea (premise) and organized in a tight, logical fashion.	All arguments were clearly tied to an idea (premise) but the organization was sometimes not clear or logical.	Arguments were not clearly tied to an idea (premise).
Understanding of Topic	The team clearly understood the topic in-depth and presented their information forcefully and convincingly.	The team clearly understood the topic in-depth and presented their information with ease.	The team seemed to understand the main points of the topic and presented those with ease.	The team did not show an adequate understanding of the topic.

Total Score _____

**CAIE - Lower Secondary
LANGUAGE - SKILLS RUBRICS**

Skills	1	2	3	4
Speaking	Command of spoken language is very limited. The production of language is very hesitant and hardly comprehensible. Language is often incorrect and/or very limited. Intonation interferes seriously with communication.	Command of spoken language is limited. The production of language is hesitant and not always comprehensible.	Command of spoken language is good. The production of language is mostly fluent. Language is generally correct, varied and articulate. Intonation contributes to communication.	Command of spoken language is very good. The production of language is fluent. Language is correct, varied and articulate; errors do not interfere with message. Intonation enhances communication.
Listening	demonstrates limited ability to listen to others' ideas, opinions, points of view	Moderate receptivity to others' ideas, opinions, points of view	listens attentively to others' ideas, opinions, points of view	Shows extraordinary tolerance and acceptance of a variety of views
Writing	Command of the language is generally inadequate. A very limited range of vocabulary is used, with many basic errors. Simple sentence structures are rarely clear.	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.	Command of the language is generally adequate, despite many inaccuracies. A fairly limited range of vocabulary is used, with many errors. Simple sentence structures are usually clear.	Command of the language is good and effective. A wide range of vocabulary is used accurately, with few significant errors. Some complex sentence structures are clear and effective.
Reading	Discernable Pronunciation of the words	Clear diction	Demonstrates good intonation	Shows awareness at all textual levels (paratext, paragraph, etc.)

Total Score _____

References

International Baccalaureate Organization. Diploma Programme: From principles into practice. Geneva,Switzerland. 2015.

International Baccalaureate Organization. Guidelines for developing a school Assessment Policy in the Diploma Programme. Geneva,Switzerland. 2010.

http://ib.zcedu.com.cn/NZSI/Publications_files/NZSI.Assessment.Policy.pdf

TFU Foreign Language Assessment Rubrics, from Tohoju Fukushi University, English as a Second Language Department.

<https://www.tfu.ac.jp/en/index.html>

Assessments and Rubrics, from Foreign Languages Association of Maine.

<http://www.maineforeignlanguage.org/>

Seminar Rubric- Adapted /Designed and Developed by Prof Dr.C.Karthikeyan [Copyright@Prof Dr.C.Karthikeyan]

APPENDIX 1

Sample Pages of Progress Report



CPS Global School - Thirumazhisai

TERM II

Student Name: _____ DOB: _____
Grade: _____ Attendance: _____

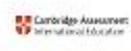
English A: Language & Literature HL			
Name of the Assessment	Marks	Aggregate Marks 100%	Grade
TERM I			
FA I - IB (10.0%)			
Mid Term I - IB (20.0%)			
Term I - IB (70.0%)			
Teacher's Comment			
TERM II			
FA II - IB (10.0%)			
Mid Term II - IB (20.0%)			
TERM II - IB (70.0%)			
Teacher's Comment			
Consolidated Marks = 50% of TERM I + 50% of TERM II			

TH Road, SH 50, Thirumazhisai, Chennai, Tamil Nadu 600174

Page No: 1



TERM II



French B SL			
Name of the Assessment	Marks	Aggregate Marks 100%	Grade
TERM I			
FA I - IB (10.0%)			
Mid Term I - IB (20.0%)			
Term I - IB (70.0%)			
Teacher's Comment			
TERM II			
FA II - IB (10.0%)			
Mid Term II - IB (20.0%)			
TERM II - IB (70.0%)			
Teacher's Comment			
Consolidated Marks = 50% of TERM I + 50% of TERM II			
Economics HL			
Name of the Assessment	Marks	Aggregate Marks 100%	Grade
TERM I			
FA I - IB (10.0%)			
Mid Term I - IB (20.0%)			
Term I - IB (70.0%)			
Teacher's Comment			
TERM II			
FA II - IB (10.0%)			
Mid Term II - IB (20.0%)			
TERM II - IB (70.0%)			
Teacher's Comment			
Consolidated Marks = 50% of TERM I + 50% of TERM II			

Sample Transcript



CPS GLOBAL SCHOOL

Session :

Grade :

Name :

DOB :

S/N	Subject Details	EOT 1	EOT 2
1	English A Language & Literature SL		
2	Hindi B SL		
3	Economics HL		
4	Physics HL		
5	Chemistry SL		
6	Mathematics Analysis and Approaches HL		

Head of School

APPENDIX 2

INSTRUCTIONS FOR ONLINE EXAM TO BE FOLLOWED BY STUDENTS FROM CAIE 1 TO IBDP YR 2

For Parents and students taking examination via the **online mode**, kindly note the following points:

1. The online examination will be conducted via the zoom portal.
2. Students will need to login by 8:45 am sharp on the days of their examination.
3. Examination instructions will start at 9:00 am. Please refer to the Time Table for the exam timing.
4. The question paper will be shared via link pasted in the zoom chat box. In case someone has an issue, it will be sent via mail.
5. If your ward can print the qp they will be given about 5 min to print the same which they will scan and upload after the exam.
6. **Students will also need to login through a 2nd device (phones, laptop) as well during exams and when the exam starts, they will need to place the 2nd device at such an angle that their laptop/desktop screen and workspace is clearly visible.**
7. **The workspace should be totally clean with only their assessment notebook, stationery and laptop and the second device for proctoring purpose.**
8. Parents are requested also to proctor your ward from time to time to ensure that they maintain the exam ethics.
9. After completion of exam, students will need to scan the answer scripts **only as PDF** and mail to the respective subject teacher and wait for acknowledgement of the same; and then only leave the meeting.
10. In case of any discrepancy regarding the responses, **the subject teacher can do a viva after the exam.**
11. Post exam requests regarding answer scripts will NOT be entertained.
12. Answer scripts will NOT be accepted after 10 min of the exam unless approved by the subject teacher.
13. As per school policy, retest will NOT be conducted in case a student is absent.
14. The MCQ coding sheet (for required subjects) have already been shared with your ward. The printouts should be ready on the day of the exam
15. **Kindly ensure that there is a stable internet throughout the examination period.**

When school reopened in the hybrid mode, students were supported via both modes- onsite and online. Question papers were also printed and handed over to parents who came to collect the same for their ward who did not want to come to school but write the exam online. The students had to normally scan and mail the answer scripts to their subject teachers as done on the online mode.