



Assessment Policy (2016 – 2017)

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The Assessment Policy of Calcutta International School was drafted and adopted in the year 2012. It was reviewed in 2014-15 and 2016-17 academic years and the next review is due in the academic year of 2018-19.

CIS being an IB World School encourages all stakeholders to hold the IB Learner Profile as a compass to direct their academic (and extra curricular) activities.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

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.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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CIS Vision - By 2025 CIS will be recognised as a school that sets the benchmark in India for its learner-centric, individualised and holistic education. This will enable our students to be lifelong learners, with an inclusive and socially responsible world view, who can lead themselves and others in a fast changing world.

The **Mission of CIS** is to impart comprehensive, student-centred education compatible with international standards. The school shall provide a welcoming, respectful and multi-cultural environment, enabling superior academic accomplishment.

Section: 1 Statement of Philosophy and Principles:

Calcutta International School aims to provide primary and secondary education to children of foreign nationals, non resident Indians and Indian nationals. Education is provided in a welcoming, respectful and multicultural environment.

The school follows the CIE Primary and Secondary-1 curriculum from upper nursery till Grade 8 in English, Mathematics and Science. The curricula for all other subjects are designed by the school with an aim to equip the students with the skill sets and knowledge they would require to meet the requirements of the CIE, Edexcel and IB programmes in the higher classes.

The assessment policy has been aligned to the organizational philosophy and character of the school. The school's assessment philosophy is guided by the following principles –

- CIS welcomes students with differing learning styles and abilities
- Student performance evaluation is based on their differing learning styles and abilities
- For students of Senior School, after an admission test is conducted and corrected, if the result is favorable, an interactive session is conducted with the school psychological counsellor to judge the social and emotional skills of candidates along with their behavioral patterns. In case a special need is identified through the above procedure then the case is forwarded to the special educator who does a detailed testing to judge whether the school resources are adequate to support the child and the student is admitted thereafter.

However, admission possibility is limited for applicants with appreciable demonstrated learning difficulties where:

a student requires intensive remediation- requiring specialized programmes and or materials (students requiring individual educational learning plans) and where a student requires intensive physical therapies which demand additional resources and specific facilities for their safety.

- The school believes that it is essential that the students know their progress and achievements.
- Students should receive feedback that is timely and meaningful for their learning and development.

To meet the requirements of the above stated principles, the school:

- Is transparent and communicates its philosophy to the school community.
- Informs the community of how the school conducts its assessment throughout the learning period.
- Has instituted a well structured feedback system whereby students and parents are provided with feedback to improve the learning process.

SECTION 2 – Assessment Practices

In Calcutta International School, students are assessed both internally and externally.

The school sets its own internal deadlines for submission of assignments. Submissions after deadlines are not accepted. Beyond deadlines the students are not permitted to modify their assignments.

A calendar indicating the deadlines for all submissions is given to the IBDP students.

Formative and summative assessments are not rescheduled in case of absence.

Students may be exempted from formative and summative internal assessments on medical grounds.

The school follows a no detention policy. The school ensures enough assistance is provided to the non performing students so that they are ready for the next level.

Students are admitted throughout the year. Till the Secondary-1 level, those students who join in the middle of the term are evaluated only on the portion they are able to cover.

External assessments:

An external examination in English, Mathematics and Science is conducted by CIE through the Primary Checkpoint at the end of Grade 5 and the Secondary-1 Checkpoint at the end of Grade 8.

The IGCSE is held at the end of the Grade 10 by Cambridge International Examinations and Edexcel International Examinations.

GCE AS Level Examinations are held at the end of Grade 11 conducted by Cambridge International Examinations and Edexcel Examinations.

GCE A Level Examinations are held at the end of Grade 12 conducted by Cambridge International Examinations and Edexcel Examinations.

IBDP Examinations are held at the end of IBDP Yr-2 conducted by IBDP Examinations

The assessment reports generated for Grade 9 to 12, at the end of Term 1 and Term 2 become part of the student's transcript for colleges.

1. Formative & Summative assessment:

Formative assessment is carried out at all levels to monitor students learning and progress to meet the standards required by the respective Boards. Students are systematically and regularly given feedback of the formative assessments so that there is definite progression in learning.

Summative assessments measure achievement at the end of a course or unit. At CIS the summative assessments includes end of term examinations held internally by the school and the final Board examinations.

A wide range of formative and summative assessments are followed in the school. These include short answer tests, data response, debates, projects, group and individual oral presentations, power point presentations, recitation, group discussions, comprehension, use of graphic organizers, essay writing, oral and aural tests, quiz, poetry and passage analysis, sketches, drama performances, studio work, field work, experiments and laboratory work.

Subject teachers pay special attention to differentiations where student's needs are looked into. There are regular class discussions and one to one discussions to encourage learning progression. Students are made conscious regarding the demand and requirements of curriculum.

Both formative and summative assessments need to be completed in order to enable students to move to the next academic level.

In Grade 9 and AS Level, after the students opt for a subject, within a month if they fail to comply with the expected standards they are counselled and advised to either opt for an alternative course or to reduce the workload.

In IB Yr-1 after the students opt for a subject, within 1 month if they fail to comply with the expected standards they are counselled and advised to opt for a more suitable subject combination. In case a student is able to cope with the curriculum with ease, he/she is also encouraged and advised to move from SL to HL level.

2. Grading and marking

The Grading and marking of summative assessments follow marking schemes in the different subject areas. The mark schemes are created by the respective subject teachers after discussion with the head of the department. The assessment criteria in the in-house mark schemes are in line with the mark schemes of the different boards offered at CIS.

The students are informed of the general grading criteria well in advance, at the beginning of the academic year and subsequently in the course of the year through the general guidelines in the hand book, orientation programmes and class room practices.

Standardization and moderation –

The process of **standardization** is enabled through the practice of bringing about parity in the corrections. The procedure is as follows:

Different teachers teaching the same subject at the same level correct the assignments/ answer scripts. After the process of correction the teachers interchange sample scripts of three students of different abilities. This is followed by discussion of marking scheme and grading pattern, based on which the marks and grades are awarded.

Respective Heads of Departments moderate the assessed papers before showing the corrected work to the students. As a part of **Moderation** process of IB assessments, they determine the grade boundaries based on the difficulty level of the papers.

3. Recording and Reporting

The school endeavours to inform students and parents about the progress that students are making towards meeting the goals of the school curriculum and the assessment objectives. Teachers record marks in their own mark registers and central mark registers. Students are given feedback by oral communication and teacher assessed scripts that evaluate achievement

and provide suggestion and guidance. The performance in the various extracurricular activities is also integrated in the progress report cards.

Computer generated progress reports on class tests and summative tests are provided twice a year at the end of each academic term.

Parent- Teacher meetings are held once every term to give feedback to parents regarding the progress of the child.

The school homework diary is also used to inform the parents on a regular basis about the progress of the child. Subject teachers also keep the parent informed about the child's progress through emails. In addition to the two Parent-Teacher meetings, as and when necessary, parents and teachers meet to diagnose needs and assist the student's learning.

4. Homework

CIS believes that homework is an extension of the learning that takes place in the classroom. It is encouraged at all levels as long as it serves one or several of the following functions: to give students the opportunity to reinforce or review skills and concepts; to encourage or require independent creativity such as writing, projects, research etc., to promote independent reading and learning.

The homework schedule is as follows:

Primary school	Pre Nursery to Nursery	10-20 minutes per day weekend Home work may be of a little longer duration
Junior school	Class 1 to 5	Grade 1 & 2: 30-60 minutes per day Grade 3 : 40 minutes per day Grade 4 & 5 : 45 minutes to 1 hour per day
Middle school	Classes 6 to 8	1-2 hours per day
Senior school	Class 9 to 12	Around 3 hours per day

Regular review of homework promotes positive results in assessments (both formative and summative). Peer assessments and class discussions are constructive instruments in homework review.

Section 3 - Integration of CIS Assessment Policy with other policies:

Each of the different policies of the school is well-integrated with the Assessment policy. These documents have been made in collaboration with all concerned.

Academic honesty is encouraged at all levels. Evidence of malpractice is discussed with the student and the parents and results in no credit being awarded for the assignment. The school uses the online Turn-it-in service to verify authenticity of work submitted.

Admission policy – CIS as a school is committed to give individual care to each of our students to ensure that no child is left behind. However we do not accept applicants who do not match our academic standards.

Applicants are assessed and are considered for admission only if they meet its requirements. Applicants are considered for admission only if their social-emotional-cognitive development is as per their age.

New students joining the Primary-Nursery and Upper Nursery, Junior, Middle and Senior school appear for an admission test followed by review and meetings of the school authorities with the new students and their parents. Student-Parent orientations are conducted at the beginning of the academic session where detailed discussions of the many policies of the school are held. Soft copies of the guidelines are mailed to the parents for notification.

SEN Policy- Exam provisions:

- Monitoring, evaluation and assessment through formative, summative formal and informal methods followed by generation of individualized feedback.
- Special accommodation provisions –

Accommodations are provided as per the specifications of the Boards conducting external examinations (CIE, EDEXCEL, IB)

The nature of the accommodations to be provided is based on the requirement specified in the diagnostic reports of individual students.

The accommodations provided are:

- Use of learning support rooms
 - Additional time
 - Rest periods
 - Readers
 - Prompts
 - Scribe
 - Modification of question papers
- IEP (Individual Educational Plans) are designed based on the need of the students. CIS follows a three language policy. However, a student may be exempted from a language if the diagnostic report recommends. A student diagnosed with difficulties with numbers may be allowed to pursue her studies at CIS without Mathematics which is otherwise a compulsory subject for all.

Language Policy - In CIS teachers maintain a system of continuous assessment through the year. Students are evaluated through formative and summative assessments.

Section 4 -Teacher training

Teachers joining CIS have prior training. It is the policy of the school to encourage professional development amongst its teachers. For this purpose, the school has a professional development fund that allows teachers to attend subject- related workshops and conferences – on-line and face- to-face. Professional development of the teachers is also organized in-house. The school policy on training for Primary, Secondary-1, IGCSE, A-Levels and IBDP is that existing faculty members undergo all levels of training required by the respective Boards. To facilitate further development of all IBDP teachers, teachers are given individual usernames and passwords to the OCC, which would enable them to do further research in their subject area.

The IBDP teachers at CIS use OCC forums regularly to enable them share resources, best practices and interact with colleagues globally.

It is the policy of the school that the IB teachers meet the DP coordinator, HODs, other subject teachers and senior management regularly for collaborative planning.

ASSESSMENT PRACTICES

Expectations & Practices

Primary (Pre Nursery, Nursery and Upper Nursery):

Assessment is according to the following criterion, which addresses the macro as well as micro aspect of a child's development:

Macro:

- Personal & social development
- Work Habits
- Indications of special interests

Micro:

This is followed by detailed assessment of learning skills:

1. Reading skills
2. Writing skills
3. Number skills

No formal examinations or summative tests are held.

Detailed observations of the development of the child are recorded and reported under the following categories:

- Neatness & Cleanliness
- Responsible behaviour, respect for others (to teachers, peers, belongings)
- Collaboration & sharing
- Active listening
- Imagination
- Observation of work habits
- Effort
- Time Management
- Participation & Engagement
- Presentation of work
- Observation
- Areas of special interest such as drama, music & movement (motor skills), art & craft, visual & sensorial

Micro

Assessment and reporting are on the following areas:

READING:

Can read :

- CVC, sight, rhyming words
- Clapping Syllables
- Simple sentences

- Can choose to read from various resources
- Shared reading
- Listen attentively to stories
- Can retell in sequence from memory

Practices

Writing:

- Forming letters and numbers
- Spelling
- Drawing basic pictures
- Attempting to spell new words and write short sentences with enthusiasm

Number skills:

- Can sequence, associate, sort and group numbers
- Represents numbers on charts
- Engages in activities based place value

Junior (Grades 1-5)

Grade 1 and 2

Expectations & Practices

Assessment is according to the following criterion, which addresses the macro as well as micro aspect of a child's development:

Macro

- Initiative and perseverance
- Time Management
- Work Habits
- Participation and Group Work

Micro:

Detailed assessment in the following areas:

1. Language - English skills
2. Indian Languages – Hindi/Bengali
3. Mathematical skills
4. Scientific enquiry
5. Environmental awareness
6. Games
7. Art & Craft
8. Music
9. Information and Communication technology
 - Ergonomic issues
 - Application
 - Analysis
 - Collect and collate data

Grades 3, 4 & 5

Macro

- Initiative and perseverance
- Time Management
- Work Habits
- Participation and Group Work
- Extra Curricular Activities

Micro

- English Language/ESL, English Literature
- Mathematics
- Science
- Social Science
- Indian and Foreign languages
- Art & Craft

- Games
- Music
- Elocution
- General Knowledge

Practices

English Language

- Grammar, comprehension and creative writing
- English Literature, reading, handwriting, spelling and oral fluency have their individual assessment criterion. ESS is also assessed separately

Mathematics

- Math is assessed under:
- Recapitulation of concepts
- Enquiries into mathematical ideas
- Application of reasoning in problem solving
- Computing, calculating and interpreting answers

Science

Science is assessed under:

- Understanding of concepts
- Labwork
- Planning, Observation and Inferences

Social Sciences

- To be assessed under the following heading:
- Understanding of concepts
- Recording and presentation of information
- Development of research skill

Other Languages

Assessed under:

- Listening
- Reading
- Speaking

Information and Communication technology

- Ergonomic issues
- Application
- Analysis
- Collect and collate data

The CIE Primary curriculum Stage 2 is implemented in Class 1 to develop learner skills and understanding in English, Mathematics and Science. The curriculum is for age group 5 to 11 and it provides a natural progression through the years of Junior School and culminates into the Cambridge Primary Checkpoint assessment in Class 5 – Stage 6.

Assessment pattern: Regular assessments based on class work, Class tests, Class interactions, Projects. Regular class test begin from Class 3.

CIE Primary curriculum Progression papers of the 3 core subjects – English, Mathematics and Science is administered in class as Practice papers at the end of the second term when the syllabus is complete.

Middle School (Grades 6 -8)

At the Middle school, both formative and summative assessments are carried out throughout the year. The students are motivated to take initiatives and carry out their work with perseverance. Proper training in time management and the ability to carry out group work are given by the teachers throughout the year. These are then assessed and the feedback is recorded and provided to the students and parents.

At the micro level the skills attained by individual student in every subject are assessed based on certain criteria.

1. English Language and Literature– Listening, speaking, reading and writing.

- Grammar/structure
- Comprehension (referentially and inferentially)
- Creative writing
- Communication (Oral fluency)
- Reading
- Analysis, evaluation and expression (in the written answers)

2. Mathematical skills

- Inquiry of mathematical ideas
- Reasoning and problem solving
- Interpretation of information
- Computational skills

3. Science (Physics, Chemistry and Biology)

- Interest and involvement
- Understanding
- Analysis and application
- Research and Scientific enquiry

4. History and Geography

- Interest
- Observation
- Understanding of concepts
- Mapping skills
- Recording of information
- Research

5. Information and Communication technology

- Ergonomic issues
- Application
- Analysis
- Collect and collate data

6. French, Hindi/Bengali/German/ Korean/Mandarin

- Understanding
- Speaking

7. Games and Physical Education

- Participation
- Cooperation
- Sportsmanship spirit
- Team work

8. Art & Craft

- Drawing
- Colouring
- Painting
- Creativity

9. Music

- Interest
- Voice control and modulation
- Participation in individual and group singing

10. Drama

- Use of voice
- Movements
- Expressions
- Communication
- Concept of space
- Versatility
- Involvement
- Team work

11. Environmental Awareness:

- Shows awareness of the environment
- Understands the needs of living things
- Shows compassion to the environment

Formative assessments:

Formative assessments are a form of feedback of the learning that takes place with the progress of the curriculum. There are formative assessments every week in every subject and homework is considered an essential component of the same. A rubric is prepared which is discussed with the students well in advance to make them aware of the requirements in any formative

assessment and supports self improvement. As a part of the evaluation both oral and written feedback is given to the student to achieve the learning target.

Progress is communicated with clear distinctions within various levels of achievement to assist the learning.

Teachers provide detailed, descriptive and timely feedback on formative assessments.

Summative Assessments:

Summative assessments are conducted twice a year in all subjects in classes 6 to 8.

At the end of the second term, once the syllabus is complete in English, Mathematics and Science, Progression Tests are conducted as a revision test based on the whole syllabus in Grades 6 to 8.

At the end of Grade 8 students take the CIE conducted Secondary-1 Checkpoints which marks culmination of the Secondary-1 curriculum.

These are essential tools to verify if the learning outcomes are being achieved.

Grading

The progress report of Middle School for the two terms reflects the following:

formative	20 %
Projects (investigation based)	10 %
Term end examination- (summative)	70 %
Total	100 %

Students are also graded for PE on attendance, participation, teamwork, fair play and dress code.

The students are also evaluated on the following in comparison to other students in the class: Academic achievement; Clarity of expression; Creativity and originality; Class participation, Disciplined work habits, maturity, motivation, leadership, initiative, self-confidence, punctuality, sense of responsibility, follows school rules, participation in school activities.

These qualities are assessed as outstanding, excellent, good, average and below average.

The students are also graded in the extra-curricular activities depending of the activity chosen.

Senior Section (Grades 9, 10 – IGCSE & AS & A Level - GCE)

At the senior school, both formative and summative assessments are carried out throughout the year.

Formative assessments:

Each subject introduces formative assessments as a form of feedback and learning with the progress of the curriculum. It is the policy of the school to have formative assessments every week in all subjects and homework is considered an essential component of the same. As a part of the evaluation both oral and written feedback is given to the student to achieve the learning target.

Progress is communicated with clear distinctions within various levels of achievement to assist the learning.

Teachers work towards providing detailed, descriptive and timely feedback on formative assessments. This, in turn, helps the student to understand that lifelong learning requires their contribution for their development.

Summative Assessments

These are conducted twice in an academic year. These are essential tools to verify if the learning outcomes are being achieved.

The progress report for Grade 9 & 10 for a particular term reflects the following:

Formative	20 %
Summative	80 %
Total	100 %
Investigatory project - Grades are awarded on the basis of the quality of their investigatory project Attendance: In percentage	

The progress report for A Level for a particular term reflects the following:

Formative	20 %
Summative	80 %
Total	100 %
Attendance: In percentage	

The students are also evaluated on the basis of their : Academic achievement; Clarity of expression; Creativity and originality; Class participation, Disciplined work habits, maturity, motivation, leadership, initiative, self-confidence, punctuality, sense of responsibility, follows school rules, participation in school activities.

Senior Section (IBDP – IB Yr & IB Yr-2)

ASSESSMENT FOR IBDP-

Both internal and external assessment components are used to assess student performance in IBDP.

The internal examinations are assessed and recorded in the lines of the external IB examinations.

For most courses, written examinations at the end of the DP form the basis of the assessment.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the [theory of knowledge \(TOK\)](#) essay and the [extended essay \(EE\)](#).

In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

HOW EXTERNAL DP ASSESSMENT IS SCORED:

In the DP, students receive grades ranging from 7 to 1, with 7 being highest. Students receive a grade for each DP course attempted. Additionally, TOK essay and extended essay is assessed on a 5 point grading scale.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

THE DP CORE

The theory of knowledge (TOK) and **extended essay (EE)** components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the overall Diploma score. Hence the maximum a student can score in IB diploma examination is 45.

Creativity, Activity, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

HIGHER LEVEL AND STANDARD LEVEL COURSES

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

USING EXTERNAL AND INTERNAL ASSESSMENT

The IB uses both external and internal assessment in the DP.

External assessment-

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

essays

structured problems

short-response questions

data-response questions

text-response questions

case-study questions

Multiple-choice questions – used in certain components

Internal assessment-

Teacher assessment is also used for most courses.

This includes:

oral work in languages

fieldwork in geography

laboratory work in the sciences

investigations in mathematics

Artistic performances.

The internal report for IB reflects the following:

Formative – subject wise:	20 %
Summative – subject wise:	80 %
Total of all subjects:	100 %
Grades in each subject:	1 to 7
Overall grade:	
TOK Comments:	

CAS Comments: Strands: Creativity, Activity, service

Strands Comment	Learning outcome	Coordinator'
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Creativity

Activity

Service

Attendance Percentage and Comment:**Subject wise comments:**

AWARDING OF PREDICTED GRADES FOR STUDENTS OF A LEVELS & IBDP:

Predicted Grade

In CIS we have a system where predicted grades are based on actual student performance as judged by school examinations rather than teacher's subjective judgment. This also means that students need to take their Term 1 and Mock exams seriously as far as predicted grades are concerned.

Application status	Details	Predicted grade formula
Early application (before Term 1 exams results are out)	<ul style="list-style-type: none"> It will be 'tentative' Predicted Grades for students who have indicated that they are meeting Oct 15th OR Nov 1st deadline. 	<p>IB: Term 1 and 2 of Grade 11 total grade points (Grade 11) + a maximum of 3 Additional points (based on subject specific performance and realistic grades achieved in EE and TOK and points achieved as per the TOK/EE grid)</p> <p>A Level: AS + class assessments of A2.</p>
Regular application (Dec and Jan)	<ul style="list-style-type: none"> Grade 12 Term 1 (also referred to as Mid-Year) Grades and Predicted Grades. This Predicted Grade could be equal to OR less than OR greater than the 'tentative Predicted' given to students earlier (as per our predicted grade formula) All the official transcripts to be uploaded / submitted which are required for Nov 1st / Nov 15th / Nov 30th / Dec 1st US University 'Early' deadlines <p><i>(Students who have already sent an early application, and hence for whom all of the above has been sent, we may send 'UPDATED' Predicted Grades if the university requires the updated grades)</i></p>	<p>Term 1 class XII + 1 maximum additional point and points based on subject specific performance and realistic grades achieved in EE and TOK and points achieved as per the TOK/EE grid</p> <p>A Level: AS and Term 1 Marks to be taken into consideration.</p>

Assessment policy implementation, evaluation and review:

The Assessment Policy of Calcutta International School is a working document. Regular review and update is undertaken involving all stakeholders (The faculty, DP Coordinator, Principals and Mid-Management members) to incorporate the development of new ideas and assessment and evaluation practices.

Members involved in drafting the policy:

1. All teachers of Calcutta International School
2. IBDP Coordinator, Section Heads (Senior, Middle, Junior and Primary Schools)
3. Principals (Senior School and Junior School)
4. All parents (as a member of CISS)
5. Board of Governors (CISS)

Bibliography:

- IB Guidelines for developing a school assessment policy
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- CIE Administrative Guide
- Calcutta International School Policy manual
- Calcutta International School Assessment Policy-2012
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