

# **Academic Assessment Policy**

## **10X International School Mysuru**

Last Review: April 2026  
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## 10X Vision and Mission Statement

### Vision-

To empower a student to create their own future through agency, purpose, and innovation,

### Mission-

Academic Excellence X Human Values X Innovation

## 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.



## 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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# 1. Assessment Policy Statement

At 10X International School, Mysuru, we believe assessment should be integrated into all aspects of the learning cycle. Assessment should be continuous and fair to provide information about student performance in the areas of strengths and challenges. Assessment should also provide information on the efficacy of the program.

Assessment will focus on what students know, and understand their abilities, and feelings at different stages of the learning cycle; assessment aims to maximize the potential of each student. At 10X, we believe that Assessment is both for assessing skills **for** learning as well as for learning. It is a positive and supportive mechanism that enhances student learning, teacher methodologies, and parent support in the overall development of student achievement. Assessment should be holistic and analytical (diagnosis of strengths and areas of improvement). As each learning style is different, a range of assessment strategies should be adopted. Assessment should be varied (self, peer, facilitator). The assessment process should be transparent to allow students to build confidence in their abilities and take ownership of their learning achievements. While assessing a student, we believe that both effort and performance must be given equal importance. Assessment should help students to build ATL skills and IB learner profile attributes.

## 2. Understanding Assessment Policy

### 2.1. In this respect the assessment should:

- a. It is viewed as being integral to planning, teaching, and learning.
- b. Assess the level of current knowledge and experience before embarking on new learning (assess prior knowledge).
- c. Utilize a balanced range of strategies that are reviewed regularly.
- d. Involve the students in both formative (peer and self) and summative assessments where appropriate/possible.
- e. Address the six essential elements (concepts, skills, knowledge, attitudes, relevance, and action) and the Learner Profile. (Applicable in MYP and DP)
- f. Provide prompt feedback for the students with regular opportunities for reflection on their learning.
- g. To ascertain that the learning outcome is in alignment with the curriculum objectives and goals.
- h. To act as a feedback mechanism for curriculum development.
- i. To reflect the intercultural dimensions of the program.
- j. To meet the needs of the students at various ages and stages of development.
- k. Ensure the storage and easy access to student work, showing progress over time.
- l. Follow for the analysis of assessment data to inform the evaluation and modification of the program and teaching and learning strategies.

## **2.2. Aims of this Assessment Policy**

## **2.3. Common to both the Programs:**

- a. A common calendar will be maintained to ensure regularity in the assessment.
- b. Assessment tasks and reporting should be developed, implemented, and assessed collaboratively by teachers concerning the guidelines laid down by the IB for the MYP & DP Programme.
- c. To ensure a transparent approach to assessment.
- d. To seek and ensure continuous improvement.
- e. To ensure that adequate assessment takes place to facilitate authentic evaluation and reporting.
- f. To provide guidelines for assessment.

## **2.4. Specific to MYP:**

- a. The nature and number of assessment tasks will be defined at the faculty level.
- b. Support & encourage student learning by providing specific, regular feedback on the learning process, citing areas of improvement. Anecdotal feedback and rubric-based assessments will be shared with students and parents via Toddle.
- c. Develop a deeper understanding of the subject through inquiries set in the real world using global contexts.
- d. Development of higher-order thinking skills; critical thinking by providing challenging final objectives prescribed by IBO that promote these skills.
- e. Reflect the international mindedness of the MYP by allowing assessments to be set in a variety of cultural contexts.
- f. To promote reflection & self-assessment skills, a series of STEAM-H and research tasks will be provided.

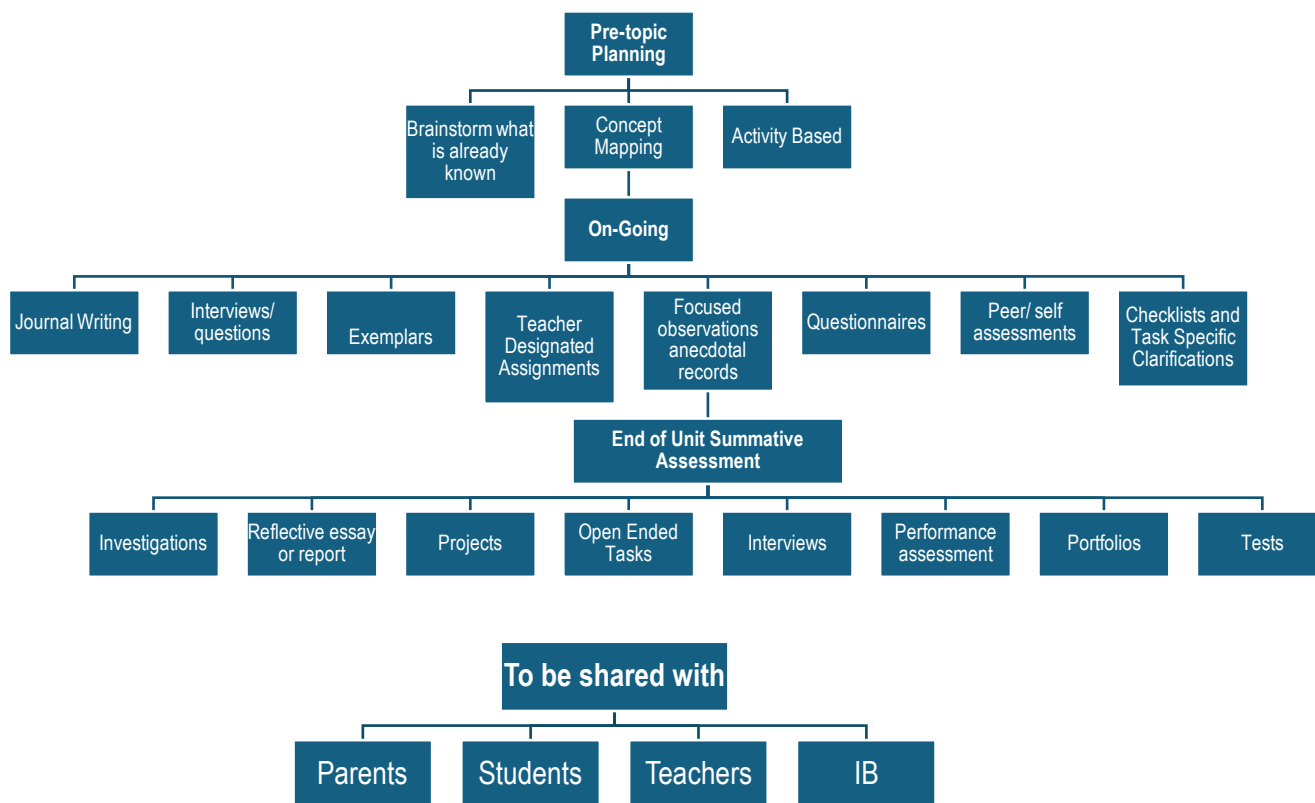
## **2.5. Specific to DP:**

Diploma Program assessment procedures measure the extent to which students can analyze and present information by evaluating and constructing arguments. These assessments also measure the extent to which students can solve problems creatively and can retain knowledge and understand key concepts. Assessment tasks are therefore designed to encourage and support good classroom teaching and learning.

# **3. Roles and Responsibilities**

All teachers are responsible for the assessment, evaluation, and report generation of the students under their instruction.

### 3.1. When And How Will We Assess?



### 3.2. What will we assess?

In both Programs, Assessment is integral to all teaching and learning.

#### 3.2.1. Specific to the MYP:

Assessments need to focus on both the processes of learning and the products of learning. The learning outcome is crucial & this can be analyzed with the objectives of the specific subject in mind. Assessments are not confined to the final part of a learning period. Assessments for learning (AFL) continually inform us about learning needs to improve the teaching-learning process; relevant action plans are developed based on the analysis of the AFL.

In the MYP, assessments are criteria-related and are designed to evaluate student performance against subject-specific criteria (A, B, C, D), ensuring alignment with IB



objectives and conceptual understanding. The subject-specific criteria list can be found in the IB MYP subject guides.

Formative Assessments are designed to extend student learning & understanding, developing the needed attitudes & skills. Detailed, timely feedback further enhances the learning process. Feedback on assessments will be provided within 1 week of the assessment task being submitted. Through formative assessments, information is gathered from a variety of perspectives using a range of tasks that are placed in context.

The formative assessments conducted in the school include STEAM-H tasks, Self-Directed Learning Tests, Written Tasks (20 marks), and Written Tasks (5 marks). These tasks are aligned with MYP criteria and support the development of ATL skills and inquiry-based learning. The weightage of these assessments is specified in Section 4.1.1 of this policy.

Summative Assessments are designed to support learning by providing information on a student's achievement relative to specific objectives. They are the culminating assessments set at the end of a unit or term.

### 3.2.2. Specific to the DP:

Assessment is continuous and ongoing through Formative and Summative assessments. In each term, every subject will conduct a minimum of 6 formative assessment tasks– 4 assignments and 2 assessments. Formative assessments test skills **for** learning. They provide detailed feedback on student strengths and weaknesses and help to identify knowledge and skills that students should develop. Summative assessments test the skills **of** learning. They document actual student achievement and reinforce the teaching of curricular goals. The nature and number of assessment tasks, both formative and summative, will be defined by the DP Coordinator. Within these parameters, the teachers have the flexibility to design tasks based on the criteria requirements of each subject laid down by the IB. Assessment is continuous and ongoing. **Formative Assessments** are short tests designed to test both knowledge and skills in smaller units of learning and will include a variety of assessment components that reflect the range of expected outcomes for a given course. **Assignments** test skills and are varied in nature. These include research assignments on internal assessment skills in respective subjects, homework tasks, quizzes, oral presentations, etc. Students will be guided in all Internal Assessments, ToK Essays, and Extended Essays by their respective teachers/supervisors as per the IB guidelines.

## 4. Recording Assessment

Assessment recording is how we collect and analyze data. All teachers must maintain student assessment records in their Teacher Files. Recording of assessment can be in any of the following formats:

- a. Anecdotal comments
- b. Checklists
- c. Rubrics
- d. Continuums
- e. Exemplars

**Note:** Teachers copy the assessment records in the Subject folders on the shared OneDrive folder. The assessment data will then be evaluated and reported at specified intervals, as laid down in the school Calendar as follows.

#### **4.1. In the MYP:**

**a.** The minimum number of assessment tasks for a term will be defined by the MYP Coordinator. The nature of assessment tasks will be defined at the faculty level. All assessment tasks in the MYP are criteria-related and aligned with subject-specific objectives, assessed using four criteria (A, B, C, D) as prescribed by the IB.

**b.** Rubrics, Task-specific descriptors, anecdotal reports, exemplars, checklists, and portfolios will be used to record students' responses and performances as a means of authentic assessment. These tools are aligned with MYP criteria, descriptors, and task-specific clarifications to ensure the consistency and validity of the assessment.

**c.** Authentic assessment will be used in conjunction with other forms of assessments, like standardized tests, to assess student performance and basic skill levels. All forms of assessment will be mapped against relevant MYP criteria strands to ensure conceptual and skills-based evaluation.

**d.** All teachers will maintain student assessment records in their Teacher Files and upload the soft copy to the Toddle software. Assessment records will include criterion-wise achievement levels (A–D) for each task, supported by evidence from multiple assessment opportunities.

**e.** Internal Marks will be calculated based on the following covered during the teaching-learning process:

**aa.** Participation in Class

**ab.** Work Submission

**ac.** Quality of Homework, which comprises AFL, Prior learning materials, research work, reading, and practice questions, will be aligned with MYP assessment criteria and will contribute to the overall understanding of student performance; final achievement levels are determined using a best-fit approach across criteria.

**f.** Midterm reports - There will be two assessment periods where assessment is interwoven with daily learning and helps the teachers and students find out what the children already know in order to plan the next stage of learning. These are Formative Assessments. There will also be Summative Assessments given at the end of the unit, which could include class tests, assignments, collaborative projects, oral presentations, etc. These are conducted over the period from August to December & January to June.

The MYP assessment criteria in each subject will be used as a guide for these assessments. Each assessment task (formative and summative) will explicitly assess one or more MYP criteria (A–D), and evidence will be collected across tasks to determine achievement levels.

**g.** Term-wise Report Card - There will be two Summative assessments (HYE) conducted in December & June. They take place at the end of the teaching and learning process and give the student opportunities to demonstrate what has been learned – Half-yearly and Final Assessments.

The MYP assessment criteria for each subject will serve as a guide for these assessments.

Final reporting will include criterion-wise achievement levels (A–D), a total score out of 32, and a converted MYP grade (1–7), based on IB-prescribed grade boundaries.

#### 4.1.1. Internal Marks Calculation and Determining Achievement Levels (MYP)

##### *Grade 9 (Per Subject Per Term)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	3	5%
Written Task	20	3	10%
STEAM	10	3	10%
SDL	10	3	5%
HYE	100	1	70%

##### *Grade 10 (Aug–Sep – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	1	5%
Written Task	20	1	15%
STEAM	10	1	10%
PP Progress	15	1	Not Reported
HYE	100	1	70%

##### *Grade 10 (Oct–Dec – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	2	5%
Written Task	20	2	15%
STEAM	10	1	10%
December Test	50	1	70%

##### *Grade 10 (Jan–Mar – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	3	5%
Written Task	20	3	25%
Mock	100	1	70%

**Notes:** Teachers to keep an accurate record of the MYP achievement levels in an Excel sheet as a soft copy and upload it regularly on the Toddle software.

#### 4.1.2. How to arrive at achievement levels for the mid-term and summative tests (grades 9 and 10)

##### **a. GRADES 9:**

- aa.** Consider achievement level out of 8 in one or more end-of-unit summative assessments that pertain to one or more subject group objectives. Use the assessment criteria specified for Year 5 in the respective subject guides. Use the best fit method to arrive at the final achievement level for each applicable objective.

- ab.** Consider the achievement level out of 8 awarded in minor assessments for specific subject group criteria. Use the assessment criteria specified for Year 5 in the respective subject guides. Use the best fit method to arrive at the final achievement level for each applicable objective.
- ac.** Consider achievement level out of 8 awarded, Half-yearly or Final Examination for specific subject group criteria. Use the assessment criteria specified for Year 5 in the respective subject guides. Use the best fit method to arrive at the final achievement level for each applicable objective.
- ad.** For HYE, the achievement level for each subject group criteria will be determined using the best-fit method of all assessments conducted through that term to allow for an award of MYP grade out of 7.
- ae.** For the final reporting cycle, the achievement level for each subject group criterion will be determined using the best-fit method of all assessments conducted throughout the year to allow for an award of MYP grade out of 7.

**b. GRADE 10:**

- ba.** Award 5 marks for Discipline, Participation in class, Academic discipline in terms of Submissions & Academic Honesty, Homework, Lab report, Class tests (all combined)
- bb.** Award 5 marks for one monthly test.
- bc.** Convert one Mid Term Examination mark to 40.
- bd.** Add all the marks obtained in the previous steps ( a total of 50 ) and enter the same in SIMS.

**Note: GRADE 10:** For the students who missed certain monthly tests due to interschool tournaments and other events outside the school:

- a.** Award 10 marks for Discipline, Participation in class, Academic discipline in terms of Submissions & Academic Honesty, Homework, Lab report, Class tests (all combined)
- b.** Convert one Mid Term Examination mark to 40.
- c.** Add all the marks obtained in the previous steps ( **a total of 50** ) and enter them in Toddle software.

## **4.2. In the DP:**

### **4.2.1. 7.2.1 Internal Assessments & Summative – DP**

*Grade 11 (Per Subject Per Term)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	3	5%
Written Task	20	3	10%
STEAM	10	3	10%
SDL	10	4	5%
HYE	100	1	70%

*Grade 12 (Aug–Sep – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	1	5%
Written Task	20	1	15%
HYE	100	1	70%

*Grade 12 (Oct–Dec – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	20	2	10%
IA	25	1	20%
December Test	50	1	70%

*Grade 12 (Jan–Mar – Per Subject)*

Type of Task	Marks	Number of Tasks	Weightage
Written Task	5	3	5%
Written Task	20	3	15%
IA	25	1	10%
Mock	100	1	70%

- a. All teachers will maintain student assessment records.
- b. The DP Subject criteria are published by the IB and these criteria are used to evaluate all student assessments.
- c. Teachers will make professional judgments based on the prescribed DP criteria as published in the respective subject guides.
- d. Self and Peer assessments will be conducted once every month in each subject based on the assessment criteria given before the assessment task. Feedback on the same will be given to the students by the teachers. Performance grades will be generated based on tests conducted; Effort grades will be generated based on the varied assignment tasks against set criteria and will reflect student potential.

## 5. Reporting Assessment:

**Reporting is how we choose to communicate assessment information on student progress.**

### 5.1. In the MYP:

- a. Reports at the end of the summative assessments – In December and June, reports based on the Summative assessment will be made available on the School Information System for parent & student viewing. These reports will mention the final achievement levels awarded under all 4 objectives and mention the MYP grade out of 7 points for each subject.

The final MYP grade is derived from the total achievement level out of 32 (sum of criteria A–D, each out of 8) and converted into grades (1–7) as per IB boundaries: 1 (1–5), 2 (6–9), 3 (10–14), 4 (15–18), 5 (19–23), 6 (24–27), 7 (28–32).

Additionally, the marks obtained in various assessment components, including formative assessments (as outlined in Section 3.2.1, such as STEAM-H tasks, Self-Directed Learning Tests, Written Tasks of 20 marks and 5 marks) and summative assessments, including the Half-Yearly and Final Examinations (HYE), will be calculated as per the weightage defined in Section 4.1.1. These weighted scores will be consolidated and converted into a percentage for internal reporting purposes, while ensuring alignment with MYP criteria-based final achievement levels.

- b. Parent-Teacher Meetings will be held twice a year
- c. Orientation will be conducted twice a year for students going from MYP to DP

## **5.2. Absence during Assessments –**

- a. Students who are absent for an assessment for any reason other than serious illness, unexpected emergencies, or students representing the school in any capacity will be marked absent and no retest will be given.
- b. Prior written communication stating the reason for student absence for tests/exams should be given to the coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness.
- c. The decision to allow a retest/exam rests with the Principal after a recommendation is given by the Program Coordinator. No teacher may undertake the same on individual judgment.

## **5.3. MYP e-Assessment, Reporting, and Retake Policy**

The school supports IB MYP external assessment (eAssessment), including:

- On-screen examinations
- ePortfolios
- Personal Project

These contribute to IB-certified results where applicable.

### **5.3.1. Provision for Students Opting Out of MYP eAssessment**

Students who are unable to sit due to adverse for the MYP eAssessment:

- Will continue to be assessed using internal MYP criteria-based assessments
- Will receive:
  - School-based MYP report cards
  - Internal grades aligned with IB standards
- Will not receive IB MYP Certificate or Course Results

The school ensures:

- No academic disadvantage within internal reporting
- Continued alignment with MYP philosophy and rigor

### 5.3.2. Retake Policy for MYP eAssessment

Where applicable (as per IB regulations):

- Students may register for subsequent examination sessions (May/November)
- Retakes are subject to:
  - IB registration timelines
  - Additional fees (if applicable)
- The school provides:
  - Guidance and counseling for retake decisions
  - Academic support for improvement

### 5.3.3. Reporting of eAssessment Results

The school will report MYP eAssessment results (including on-screen examinations, ePortfolios, and Personal Project) as provided by the IB. These results will be communicated to students and parents upon official release by the IB.

The report will include:

- Final subject grades (1–7) awarded by the IB
- Personal Project grade (where applicable)
- Indication of eligibility (3 out of 7 in each subject) for the IB MYP Certificate (if requirements are met)

The school will ensure that IB-issued results are shared transparently and explained to students and parents to support understanding of achievement levels and future academic planning.

In addition to IB results, the school will continue to provide internal reports based on MYP criteria (A–D), including achievement levels and overall grades, to ensure continuity in tracking student progress.

Where students have appeared for eAssessment, both internal school-based assessment and IB external results may be reported to provide a comprehensive picture of student achievement.

## 5.4. In the DP:

- a. As per IB guidelines, 70% – 80% of student work in the DP is based on External Examination; 20%– 30% of student work is internally moderated.
- b. All reports are generated and declared through the Toddle.
- c. Student results are determined by performance against set standards, not by each student's position in the overall rank order.
- d. **Reports at the end of the Summative Assessments** – In December and June, reports based on the Summative Assessment will be made available for parent and student viewing on the Toddle software.
- e. The report will provide subject-wise feedback for each student, both for the Formative and Summative Assessments.

- a. The final grade per subject at the end of each Summative Examination will be based on 20% weightage to Formative assessment and 80% weightage to Summative Assessments.
- b. **Parent Teacher Meetings** will be held at the end of each term to update and discuss student progress.
- c. **Parent Orientation**, which will be conducted twice a year
- d. Constant availability via email

## 5.5. Absence during Assessments –

- a. Students who are absent for an assessment for any reason other than serious illness, emergency, or students representing the school in any capacity will be marked absent and no retest will be given.
- b. Prior written communication stating the reason for student absence for tests/exams should be given to the DP Coordinator. A medical certificate stating illness must be submitted on return to school, in case of illness.
- c. The decision to allow a retest/exam rest with the Principal after a recommendation is given by the Program Coordinator. No teacher may undertake the same on individual judgment.

## 5.6. Reporting of IB-DP Final Results

- a. The DP results are declared every year on 5 July and open to student viewing on 6 July. The procedure on how students will view their results using individual PINs and Passwords (to be issued in advance by the DP Coordinator), will be disseminated to students and parents of Grade 12.
- b. Procedure for requesting reassessment of student performance under the Enquiry Upon Result (EUR) option on IBIS, will be intimated to parents/students of Grade 12, prior to and after the declaration of the IB DP results.
- c. Requests for re-evaluation of student work will be entertained only through a written communication by the parent of the concerned student to the DP coordinator, stating the subject and level of the work to be re-assessed along with the requisite fee. The DP Coordinator will then do the needful through communication with the IBO.
- d. Feedback on the EUR will be emailed to the student/parent by the DP Coordinator on receipt of the same from the IBO.

## 5.7. Retake of DP Examination

- a. Grade 12 students who wish to retake the IB-DP exams in the November / May session, in one or more subjects to enhance their Diploma grades, can do so.



- b. All such requests for registrations should be made through a written communication, by the parent of the concerned student, to the DP Coordinator who will then do the registration. This request must come in by 25 July for the November session and by 10 November for the May session.
- c. The declaration of results for the retake examination is the same as that for the Final IB-DP examination in May/ November.

## **6. English as a Second Language (ESL)**

### **6.1. In the MYP:**

Students falling under the ESL category will be assessed by the same criteria laid down for every subject by the IBO. Spelling and Grammar errors will not call for mark deductions. Students will be allowed to use dictionaries to help them understand the question and search for words that they need to use.

### **6.2. In the DP:**

Students falling under the ESL category will be assessed by the same criteria laid down for every subject by the IBO. The English Language B course helps students with differentiated abilities in the English language.

## **7. Inclusivity- Special Educational Needs (SEN)**

In case inclusive arrangements are required, the parents/ guardians will have to provide all the relevant information to the respective coordinators. All the latest reports/ data, along with the required exemption, will be shared with the IBO, and the school will follow the guidelines received. The authorized measures will be made available to the student during corresponding assessments.

### **7.1. In the MYP:**

Students falling into the SEN category will have an Individualized Education Plan only in the areas where remediation is necessary in terms of study skills and strategies. In the classroom, through Differentiated Instruction, the teachers will ensure that the teaching is effective for these students. For assessing these Students, the teachers will modify the language of the question; however, all the criteria for each subject will be assessed. This is not required in all cases of SEN. For students not requiring modification in the paper, other concessions such as extra time or using a laptop for assignments may be considered. No consideration may be given to a student with SEN, which will give them an unfair advantage over the other students.

## **7.2. In the DP:**

Students falling into the SEN category will be able to avail of Extra Time and other Special Considerations that may be provided to them for the final DP Examination granted by the IBO. No announcements will be made during Tests/exams by teachers/invigilators about special requirements of students with SEN. This will be notified to invigilators in advance. This will be done to protect the self-esteem and sensitivity of Students with SEN. Further information can be obtained from the “Inclusion Policy” of 10X International

## **8. Conducting Summative Assessments in the MYP and DP:**

The formative assessments and end-of-unit summative assessments are conducted by the individual teachers; however, the Summative assessments (especially HYE) for Grades 9 – 12 are managed and conducted by a central committee. This is to ensure that the sanctity of these assessments is maintained and that the possibility of malpractice is greatly reduced.

### **8.1. The committee will consist of the following members:**

- a Principal
- b MYP Coordinator
- c DP Coordinator

### **8.2. Preparation for the Summative Assessment:**

- a. **45 days** before the assessment, the MYP coordinator will meet to decide the timetable and allot teachers for the school-specific invigilation schedule.
- b. **30 days** before the assessment, the Syllabus Focus, examination instructions for students and parents, and the timetable will be sent to the parents and students via mail.
- c. **30 days** before the assessment, the assessment papers will be submitted to the of for subject matter approval. The subject matter expert will be held accountable for any subject-related issues in the paper. Teachers must be discouraged from downloading or lifting questions from published Examination papers. Question papers must be designed by the teachers covering all aspects of the Syllabus Focus.
- d. **21 days** before, the soft copy of the assessment papers along with the marking scheme will be sent by the subject matter expert to the respective Program Coordinators for approval to ensure subject-specific criteria have been met.
- e. **14 days** before the assessment, the printing of the Question papers will commence. Every day from then on, the MYP Coordinator will send emails to the teachers whose papers have been photocopied. The teacher concerned will go to the examination

room and check the printed papers for mistakes in the paper and in the number specified. The teacher must fill in a checklist to indicate that the papers have been checked. The Programme Coordinators will not be held responsible for errors that are made in printing, and this onus will lie clearly on the teacher. All exam papers, once printed, will be stored in the Strong Room attached to the Examination Cell. The access to the Strong Room is restricted to the Programme Coordinators. The Papers and stationery for the final IB-DP examination, on arrival at the School, will be secured in the designated lockers in the Strong Room. Access to these Lockers, as well as to the Strong Room, is restricted to the Program Coordinators and respective subject matter expert.

- f. **14 days** prior to the assessment, the teachers will complete writing their comments for each student and submit them to their respective Coordinators for checking and then will enter the same on the Toddle.
- g. **7 days** before the assessment, the respective Programme Coordinators will send the invigilation schedule to the teachers and hold meetings with the invigilators on how to conduct the assessments.
- h. **7 days** before, the School Coordinators will take the help of the allotted Support Staff and start the packing of the papers according to the sections/classrooms needed.
- i. **The Day before** the assessment, the respective Programme Coordinators will oversee the arrangement of the classrooms and the putting up of the assessment instructions and seating plans.

## 9. Conducting the Exams:

On the day of the assessment, the Program Coordinators will be responsible for distributing the assessment papers to the invigilators. The Programme Coordinators will be responsible for taking a minimum of 2 rounds per day to all the classrooms to ensure that the invigilation is being done as per the norms. The Program Coordinators will be responsible for the collection of answer scripts and the distribution of the same for evaluation to the teachers in the Coordinator's office.

## 10. Role of the Invigilator:

The invigilator for every exam will be responsible for the following:

- a. The Instructions to Candidates are to be read and understood by each student.
- b. No unauthorized material is carried into the examination room.
- c. The invigilator must ensure that students do not carry electronic gadgets such as Digital dictionaries, watches with calculators, mobile phones, flash drives, MP3 players etc. that will give the student an unfair advantage during the examination.
- d. The instructions for every examination are read out to the students at the appropriate times during the examination.
- e. The invigilator will not be distracted by any other activity during the period of invigilation.
- f. The invigilator must not give any extra time to a student unless specified by the respective Coordinators.
- g. The invigilator must collect and count all the answer scripts before allowing the students to leave the examination room. Submission of the answer scripts must happen immediately after collection, in the designated collection office.

## 11. After the Examinations:

The Program Coordinators will be responsible for ensuring that the reports are entered and verified by the concerned teachers before verifying the reports themselves. After a Summative assessment, the reports will be put onto the School Information System, for parents to view, 7 days after the conclusion of the last examination.

### SOP for Support Classes:

- a. Students who have scored less than 50 % in the assessments by the end of August will be part of Support
- b. Parents of these students will be informed via mail that Support Classes are mandatory. Any parent who wishes not to send their child for Support will have to give it in writing to the HOS
- c. A timetable will be drawn up by the respective Program Coordinators
- d. A concept/topic will be identified for the Support by the teacher. 15 minutes will be spent in clarifying doubts and allowing students to go through the concept/topic. The next 45 minutes will be used to engage students in written work based on the topic/unit. Students will work on the five crucial questions of the particular unit/topic. Feedback on their written work will be provided in the class or by the commencement of the next Support Class.
- e. The topic for the next Support class needs to be given to the students in advance so that they come prepared for the same
  - f. A separate notebook will be maintained by the students for Support
  - g. List of absentees will be reviewed the next day & a mail will go out to Day Scholar parents by HOS informing them of the result of absence
  - h. Head of Boarding to appoint a House Parent to escort boarders to the Support Class & to leave after the class has commenced
  - i. House Parents' mobile numbers to be provided to all teachers who take support. If a teacher finds a boarder missing Support Class, he/she will immediately call the respective House Parents to send the student
  - j. Teachers to move around & monitor the progress of the student in the Support Class
  - k. Coordinators to review Support Class notebooks regularly, ideally the next day, to check plan & quality of work
  - l. No Support Classes will be taken during Unit Test Week
  - m. After every quarterly assessment, the student's performance will be analyzed & the child can be removed from Support if the performance has improved to above 50%

## 12. Boarders Support:

- a. Boarders of Grades 9-12 will be part of Support from 4:15-5:45 pm

- b. In addition to this, they will have a specialist teacher in Mathematics, English, Physics & Chemistry to help them from 6:30-8:00 pm
- c. Subject teachers will need to send a report to the Coordinators, House parents, HOS & HOB of the progress of boarders who are not performing well, in terms of HW completion, performance in assessments & assignments, fortnightly
- d. Subject teachers & HOS to address boarders who are defaulters during the Study Hour immediately after the report is received from HOB. An update to be sent on the sanctions & results of sanctions within a day to the Principal/Vice Principal

### 13. External Assessments at 10X:

The two main external assessments at 10X, conducted in the months of May / June each year, are the **MYP eAssessments** and the **IB-DP** final examinations. At 10X, we also believe that it is important to benchmark our curriculum to other International Schools and to the National curriculum requirements in India. It is also important that adequate exposure is given to our students in taking assessments that are standardized externally. While standardizing the curriculum is important, we recognize that it is not appropriate to burden students with a lot of assessment taking. The following are the external assessments that are taken at 10X.

Grades	International Assessment
9 & 11	PSAT

### 14. Ethical Practice:

While most of these aspects refer primarily to an Assessment situation, students at 10x will be aware and practice Academic Honesty in all forms of original work. (Further Details will be available in the Academic Honesty Policy.)

#### 14.1. In the MYP and DP:

- a. Students will exercise academic honesty in all aspects of their work. They will acknowledge the work of others, including material taken from other sources.
- b. They will not claim as their own the work of others.
- c. They will not allow their work to be copied by others.
- d. They will not present the same work for different assessments e.g. for internal assessment and extended essay.
- e. They will not carry unauthorized material into the exam room or indulge in any other misconduct during examinations.
- f. They will understand that patents, registered designs and trademarks of the IB are the intellectual of the IB alone.
- g. Students will be given clear guidance on the meaning and practice of Academic Honesty in the MYP/DP Programme. Consequences of unethical practice will

also be explained to the students at the start of the programme and is reiterated at regular intervals through the programme.

- h. The school believes that the teachers are the best judges of their students' capabilities and can detect unethical practice in student work and will handle it appropriately.
- i. Teachers will also use the Turnitin software to detect plagiarism (Applicable to MYP and DP).

## 15. Handling Malpractice:

- a. No work containing any unethical practice will be presented for assessment to the IB.
- b. In the case a student is caught copying from another student's paper or is found with unauthorized material in the examination room, while the exam is in progress the invigilator will take the following steps:
  - aa. Remove the evidence of unauthorized material along with the answer script and give the student a fresh answer script to begin the exam again. In this case, no extra time will be awarded to the student.
  - ab. In case a student is found copying from another's paper, both answer scripts will be confiscated, and the same procedure as above will apply.
- c. Three incidents of malpractice within one academic year by a student during a test/examination can lead to a non-award of a grade in a subject. Any further such incident will lead to the student being debarred from the entire examination.

## 16. Monitoring and Evaluation

The assessment practice and effectiveness will be monitored by each of the Program coordinators and the management team through teacher reflections, teacher assessment sessions, and parent surveys/feedback. Any changes to the assessment policy will be made in collaboration with the staff and management.

## 17. Student Attendance for Assessments

- a. Grades 11 & 12- Students should have 85% attendance to be able to take any School Examinations
- b. Grades 9 & 10 – Students should have 85% attendance to be able to take any School Examinations (Mid-term tests, Half Yearly Examinations, and Final Examinations). The attendance cut-off is not applicable for formative and summative assessments as they are ongoing and interspersed throughout the academic session.

## 18. Glossary:

- End of Lesson: EOL

- Self-Directed Learning (SDL)
- STEAM: Science, Technology, Engineering, Arts, Mathematics

## 19. Policy Revision:

The policies are updated once every year. Typically, the revision takes place during the period from 11th July to 28th July. We also track various updates from IB through IB publications and PRC. In case of a revision by IB, the policy will be updated accordingly.

## 20. Bibliography

1. International Baccalaureate Organization. “Diploma Programme (DP).” International Baccalaureate®, [www.ibo.org/programmes/diploma-programme/](https://www.ibo.org/programmes/diploma-programme/). Accessed 4 Aug. 2025
2. International Baccalaureate Organization. “Middle Years Programme (MYP).” International Baccalaureate®, <https://www.ibo.org/programmes/middle-years-programme/>. Accessed 4 Aug. 2025

\*\*To enhance the language, we have used various AI models with the prompt <improve it>.