



 **Cambridge Assessment  
International Education**  
Cambridge International School



# Assessment Policy

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Candor International School

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## **CANDOR INTERNATIONAL SCHOOL**

### **VISION**

Candor International School aspires to nurture young adults who will be catalysts for positive change both nationally and internationally; and who will ensure the protection of the environment, and the preservation of ethical and moral values in an age of constant social, political, economic, technological and environmental change. The vision will be articulated through the core values of:

- Love of Learning through lifelong enquiry
- Respect for diversity of people, faith, culture and ideas
- Concern for community at all levels
- Integrity of thought, speech and action
- Openness to adopting the best models
- Transparency of standards and practices

### **MISSION**

Candor International School aims to nurture lifelong learners, who, through respect and intercultural understanding, technology, creativity, collaboration and an active engagement in community service, become citizens of the world to contribute, and make a difference, to their generation.

### **The International Baccalaureate 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 organisation works with schools, governments and international organisations 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.

## **Cambridge Assessment International Examination (CAIE) Mission**

Our mission is to promote excellence in education. We do this by playing a leading role in developing and delivering educational assessment in over 160 countries around the world. We have a deep-seated belief in the value of education and we work with our stakeholders to ensure that all our assessments support high quality learning.

We are an integral part of education and training worldwide covering all aspects from teacher training, through vocational and general qualifications, to curriculum development.

We have a strong track record in advising governments and education bodies on education reform and engage regularly with policy makers on the education agenda, and how best to provide learners with the knowledge and skills that they need.

- Openness to adopting the best models
- Transparency of standards and practices

## **Overview of the Assessment Policy**

The purpose of the policy is to enumerate the rules, regulations, guidelines and philosophy that govern the use of assessments in the IB Diploma Programme at Candor International School. This policy serves as a guiding document for the teaching staff, students and parents of Candor International School for the purpose of design, use and reporting of assessments in the IB Diploma Programme.

### **Scope of the Policy**

This policy is relevant to all types of assessments for the purpose of achieving various assessment objectives allowing students to demonstrate their level of achievement. The curriculum is balanced and accommodates the curriculum mission and student competencies which is taken into consideration at the time of admission in the IB Diploma Program (For further details refer to Admission Policy). The scope supports concurrency of learning and holistic academic experience.

### **Assessment Philosophy**

Candor International School expects every student to aspire for excellence in academics, arts and sports, technical intelligence, social responsibility and character development synchronous with its vision and mission. All areas mentioned are meticulously monitored so that students can trace their own development and aim to reach the highest level of excellence possible for them. The assessment philosophy accommodates holistic development and promotion of the IB Learner Profiles amongst the learner community.

Assessments are conducted to ensure the maintenance of high standards of education and in accordance with the assessment objectives for the units. Students are evaluated based on the rubric/criteria created for the purpose. The philosophy encompasses qualitative and quantitative evaluations in the form of formative and summative assessments to showcase student understanding and monitor their progress. The assessments are aligned with the curriculum and support effective teaching based on students' needs. Assessments facilitate the implementation of the curriculum throughout the school and redirect curriculum planning as per requirement. The Assessment Policy has been created in tandem with policies, including the Academic Honesty Policy, the Inclusion Policy and the Language Policy.

### **Inclusion**

Inclusion arrangements need to be provided to students to ensure fairness in assessment practices. All such inclusion assessments should be in accordance with the principles laid out by the IBO and should be consistent with the practices mentioned in the school's Inclusion Policy. Further programme specific details are provided in the respective parts of the policy document.

### **Aims of Assessment Policy**

#### **Aims of Assessment in the IB® Diploma Programme (IB DP)**

The aim of assessment in the Diploma Programme is to support the requirements of the curriculum and uphold the philosophical underpinnings of the programme. This is to be achieved by implementing effective classroom practices that support the teaching and learning process. The assessment practices therefore, must be consistent with the IBO and school mission statements, and should look to build on the learner profile attributes as specified by the IB.

1. The subject grades and predicted grades published in DP assessment reports as issued by the school to universities must reflect reliability, appropriateness for submission to a high-stakes university entrance qualification. It is important that assessment practices followed at Candor International School are consistent, based on detailed assessment criteria, there are checks and balances imposed in the form of standardization and grade boundaries are supported by statistical indicators.
2. DP assessment must reflect international-mindedness (wherever applicable) as outlined in the programme, be free of cultural bias and allow students to work in their second language as and when it is appropriate ( For further details refer to Language Policy).
3. DP assessment must pay appropriate attention to both fundamental (such as remembering, understanding and applying) and higher-order cognitive skills (such as analysing, evaluating and creating).

4. Every subject in the Diploma Programme has its own assessment objectives which must be met over the course of each semester. Assessments for each subject must therefore include a diverse range of components and tasks in order to meet all the learning and assessment objectives of the subject.
5. Teachers/examiners will use assessment criteria to assess each student's achievement and derive a subject grade based on the published grade boundaries of each subject group, teacher's professional judgment as well as past statistical information of published results in subject reports. Marking schemes in the DP are not restrictive in nature and there is always room for consideration of alternative views and perspectives expressed by students. The judgement of teachers is supported by HODs who oversee the standardization process to ensure that final grades are fair and indicative of the performance of students with reference to grade descriptors issued by the IB.

## **Roles and Responsibilities of Stakeholders –**

### **Teachers –**

- Implement the assessment philosophy as laid out by the Policy
- Be aware of the provisions and practices laid out by the policy and revisit the policy from time to time to ensure that they are clear and up to date with all aspects of the policy
- Ensure that the provisions and practices laid out of the policy are strictly adhered to
- Discuss with students the relevant aspects of the Assessment Policy and remind them of the same as and when required
- Pass on feedback to the Diploma Coordinator and help in the process of review of the Assessment Policy as and when asked
- Ensure that the principles of academic integrity are upheld in all assessments

### **Students –**

- Read the policy and be aware of the provisions and practices laid out by the policy
- Follow strictly the practices prescribed in the policy
- Follow and endorse good assessment practices
- Ensure that the principles of academic integrity are upheld in all assessments

### **Parents –**

- Read the policy and be aware of the provisions and practices laid out by the policy
- Educate children on the importance of following good assessment practices
- Cooperate with the school with respect to the implementation of the provisions and practices laid out in the Assessment Policy
- Educate and counsel children on the importance of academic integrity

### **Diploma Programme Coordinator –**

- Ensure that the assessment policy followed by the school is consistent with the IB’s assessment philosophy
- Ensure that the practices laid out in the Policy are followed by students and teachers of the Diploma Programme’
- Gather feedback on the implementation of the policy on a regular basis and use that information during review of policy
- Ensure that the policy is reviewed every year and is updated with all relevant changes prescribed by the IB
- Make the Assessment Policy available to all stakeholders for their perusal
- Ensure that all new teachers are fully aware of the provisions of the Assessment Policy
- Promote good practices related to assessment and academic integrity

### **Types of Assessments**

#### **Formative and Summative Assessments**

##### **Formative Assessment**

The purpose of formative assessment is to provide the teacher and the student with feedback on the student’s learning throughout their course of study. Through formative assessment, the student and the teacher are informed about the student’s prior knowledge, strengths, weaknesses and potential. Information gained from formative assessment is crucial for differentiation and is used to drive instruction in the classroom. It is an important part of the scaffolding process that is used to help students construct knowledge. Some examples of formative assessment could be MCQs, worksheets, group discussions and activities, debates, student presentations, Socratic seminars etc.

##### **Summative Assessment**

The main purpose of summative assessment is to assess what the student has learnt over a period of time, usually at the end or towards the end of a learning unit. Unlike formative assessment, the purpose of summative assessment is to measure a student’s academic performance at the end of an instructional period based on IB diploma defined assessment criteria for each subject. As such, all final grades awarded to students of Candor International School are based on summative assessments conducted throughout the semester.

## **Formal and School Based Assessments [IBDP]**

### **Formal Assessment**

Formal assessment refers to assessments conducted by the IB for the award of IB Diploma or course credit certificates. This includes both externally assessed components as well as components that are assessed internally but moderated externally by the IB. This also includes the Theory of Knowledge (TOK) essay and the extended essay (EE).

### **School Based Assessment**

The academic year at Candor is divided into two semesters (August to December and January to June). Students at Candor undertake various in-school assessments for the purpose of measuring and monitoring their academic progress throughout and at the end of each semester. These assessments include formative as well as summative assignments/assessments as defined in the policy. The final grades for each semester are derived based on the student's performance in the summative assessments.

### **Summative Assessment Structure (Subject Groups 1-5)**

For the Diploma Programme, the following summative assessments are conducted for each semester in subjects of Groups 1-5:

#### **DP1:**

- Semester Examinations (50%): Semester examinations are conducted at the end of each semester and are designed to assess the content and concepts taught in that semester and/or previous semesters. Design of the semester examinations question papers must be consistent with the pattern used by the IB for the formal assessment.
- Unit Tests (20%): These are written tests conducted to assess student learning at the end of the unit.
- Project/IA component (20%): For each subject, students must undertake in the semester a project which is designed to test the ATL skills of the student. This project should include some form of primary/secondary research and the design and assessment criteria should be modeled on the internal (formal) assessment for the subject.
- ToK based assessment (10%): For each subject, a TOK based assessment needs to be conducted. This assessment should have a clear subject link [i.e. knowledge of subject concepts and content should be assessed] as well as have a clear TOK link [there should be some discussion on knowledge issues surrounding the subject]

## **DP2:**

- Semester Examinations (60%): Semester examinations are conducted at the end of each semester and are designed to assess the content and concepts taught in that semester and/or previous semesters. Design of the semester examinations question papers must be consistent with the pattern used by the IB for the formal assessment.
- Unit Tests (20%): These are written tests conducted to assess student learning at the end of the unit.
- Project/ IA component (20%): For each subject, students must undertake in the semester a project which is designed to test the ATL skills of the student. This project should include some form of primary/secondary research and the design and assessment criteria should be modelled on the internal (formal) assessment for the subject.

## **Summative Assessment Structure (Subject Group 6)**

### **DP1:**

#### **Visual Arts**

- *Comparative Study* – 20%
- *Exhibition*- 40%
- *Process Portfolio*- 40%

#### **Music**

- *Exploring music context* – 20% [HL]/30% [SL]
- *Experiment with music*- 20% [HL]/30% [SL]
- *Presenting music*- 30% [HL]/40% [SL]
- *Contemporary music maker*- 30% [HL only]

#### **Theatre**

- *Essay* – 25%
- *Theatre Journal Update* – 25%
- *Performance/Presentation* – 50%

## **Summative Assessment Structure (Subject Group 6)**

### **DP2:**

#### **Visual Arts**

- *Comparative Study* – 20%
- *Exhibition*- 40%
- *Process Portfolio*- 40%

#### **Music**

- *Exploration of music context* – 20% [HL]/30% [SL]
- *Experiment with music*- 20% [HL]/30% [SL]
- *Presenting music*- 30% [HL]/40% [SL]
- *Contemporary music maker*- 30% [HL only]

#### **Theatre**

- *Essay* – 25%
- *Theatre Journal Update* – 25%
- *Performance/Presentation* – 50%

Based on the above assessment components, grades are issued in Group 6 subjects for each semester. Interim grades are not issued for Group 6 subjects.

### **Assessment for the Core (TOK/EE/CAS)**

For TOK, the summative assessment consists of both an essay [66%] and the exhibition [34%]. The essays and exhibition based assignments which are designed for in-school assessment need not be as rigorous or elaborate as the ones for formal assessment. However, they need to be designed in a way to scaffold learning and mirror the assessment criteria of the IB formal assessment. Based on the summative assessments, grades are issued for TOK [ranging from A to E] at the end semester. There is no interim grade issued for TOK.

There is no school based assessment for EE and CAS and the school does not issue any grade for these components of the DP. In the end semester reports, comments on student performance and extent of student progress (on track, excellent or concerned on Managebac) is mentioned. For reporting on progress of core components, the following people are responsible:

EE: EE Coordinator based on input given by EE supervisors

TOK: TOK Coordinator

CAS: CAS Coordinator based on input given by CAS Advisors

## **Grade Boundaries**

Grading for school-based assessments in DP is based on the 1-7 scale as specified by the IB for the formal assessment. Grade boundaries for each subject are designed according to the grade descriptors issued by the IB for that subject. The percentage marks for a subject attained by the students in the semester are converted to a corresponding grade as per these grade boundaries. At the beginning of the academic year teachers are advised to reflect on the process for assigning grade boundaries for their respective subjects. Teachers consider the grade boundaries published by the IB in the past few years and adjust the grade boundaries on Managebac accordingly. At the end of the semester a standardization meeting is conducted in respective departments to make minor adjustments to grade boundaries. This is done by looking at the difficulty levels of summative assessments conducted each year and comparing the student achievements to the grade descriptors to ensure that the grade boundaries are consistent with the grade descriptors.

## **Standardization of Assessment**

All summative tasks in school-based assessments should be designed so as to assess the skills laid out in the grade descriptors given in respective subject guides and submitted to the Heads of Department for approval. The criteria for assessing along with necessary descriptions and rubrics should be communicated to parents and students through Managebac.

*Moderation:* For all summative tasks other than unit tests, the marking of the concerned subject teacher is moderated through re-marking done by another subject teacher using a sample size of minimum 3 per 15 candidates. Where there is variation in marking beyond tolerance levels as defined by the HOD, the samples are referred to a committee composed of the IBDP Coordinator and HOD for corrective action.

## **Protocol to conduct summative assessments**

### **Conducting Online Assessments**

Formative assessments can be conducted online on the discretion of the teacher. There are no restrictions in that regard.

The school can conduct online summative assessments where a student/group of students is unable to be present in the school due to adverse circumstances such as illness/hospitalization/local regulations/natural disasters etc. For all summative assessments conducted online, it is necessary to use the platform exam.net to ensure academic honesty. All requests for summative online assessments must be approved by the IBDP Coordinator.

For all online assessments [summative and formative], it is the responsibility of the school and the teacher to ensure that all possible measures are taken to maintain and uphold principles of academic honesty.

## **Protocol Before Exam**

Students are allowed to login into the exam using a laptop/desktop (with webcam) ONLY. No phones/tablets/iPad to be used. Usage of devices other than laptops/desktops compromises the security features on [exam.net](http://exam.net). Camera should be placed at a distance and angle such that the entire view of the writing desk is covered. Only writing stationary, water bottles and calculators (for permitted exams) are allowed on the desk. Answers are to be written entirely on paper. Exam.net is used only for the purpose of displaying questions (except for students availing special accommodation). ONLY Scientific/Electronic calculators are allowed for the Science exams. Screensavers are required to be turned off before the exam, as it interferes with exam.net and the student might get logged out of the exam. All exams are configured in High Security Mode and hence students are required to take the exams through Safe Exam Browser only.

### **A. Protocol During Exam**

Students must log in using Candor International School ID ONLY. Camera/video must remain ON for the entire duration of the exam. Noncompliance with the video policy consequently reserves the right for the Subject Teacher to mark the paper as 'Ungraded'. In case the student is logged out of the exam for more than 7 minutes, then a second assessment in any form (including but not restricted to oral/viva-voce) may be conducted by the Subject Teacher for Academic Honesty reasons. Clear instructions are given by the invigilator before the writing time starts. Genuine cases of issues with a question(s) may be brought to the notice of the Subject Teacher (after the exam) via email. Upon evaluation of the case, appropriate measure(s) shall be taken to address the request raised.

### **B. Protocol After Exam**

Clear scanned copies of the answer script are to be received by the invigilators before the students are allowed to leave the exam.

## **Protocol for conduct of summative assessments - Oral assessments for Languages**

Since the oral assessments for some of the students are being conducted virtually, additional precautions have been adopted to ensure strict academic integrity. The assessments are recorded on a Google Meet link shared by the facilitator. The students are intimated of the following protocols to be observed during the recording of the assessment.

1. The candidates are assigned individual slots. They are advised to be punctual and to ensure that they have stable internet connectivity.
2. The camera of the candidate needs to be switched on during the entire duration of the individual oral.
3. The candidate needs to ensure that only she/he is present in the room during the entire duration of the individual oral.
4. The candidate needs to share her/his laptop screen with the teacher/facilitator. She/he is not allowed to use her/his mobile phone for the purpose of recording the assessment.

5. Before the assessment begins, the examiner asks the candidate to give her a 360 degree view of the room to ensure that there are no traces of any resource material that can be referred to during the oral.
6. The candidate is asked to stand at a distance so that the examiner gets a full view of the candidate to ensure academic honesty.
7. The only resources the candidate is allowed to carry are the IO outline forms and the unannotated version of the literary and the non-literary text extracts. The candidate needs to show these resources to the examiner before the recording of the assessment begins. The examiner checks whether the outline form has been filled in adherence to the norms stipulated by IB.
8. The videos of the recordings are then sent to the Coordinator and the Technical Support Personnel to be converted to audio files.
9. These are then uploaded on Google drive with access restricted to the Coordinator and the examiner.

### **Recording and Reporting of Assessments in IBDP**

At Candor International School, recording and reporting of assessments is done using the following methods:

1. All tasks (*summative* and *formative*) are recorded on Managebac. This includes details of the task, design of rubrics (where applicable), resources required etc. as well as marks, grades and comments from subject teachers. All parents and students who have their respective Managebac login ids are able to view these in real time. It is the school policy that grades and comments for all summative assessments must be entered into Managebac within 7 working days of submission of the task.
2. The school issues an interim report for each semester to inform the parent and the student about the progress of the child. The interim report contains
  - Final grade point (1-7) for each subject other than Group 6 subjects
  - Teachers indicate the status of progress for TOK, CAS and EE on Managebac
3. The school issues a semester report at the end of each semester which contains the following:
  - Final grade point (1-7) for each subject
  - TOK grade (E - A)
  - Teacher comments for each subject including TOK
  - Teachers indicate the status of progress for CAS and EE on Managebac
4. The issue of the report is usually followed by a Parent Teacher Student Conference (PTSC) which is a three way face to face conference. The objective of these conferences is to have a discussion on student learning and devise strategies for improvement in student performance through collaboration between parents, teachers and students.

## **Issue of Predicted Grades**

For university applications:

Predicted grades are issued by subject teachers for each Diploma student at the end of September (Year 2) and revised in December. These grades are calculated using a best fit approach and are based on the candidate's performance in semesters 1, 2 and 3 (if applicable). It is not necessary for the grade to be an exact average of the candidates scores in the three semesters but it is necessary for the grade to be closely aligned to the student's performances in school based assessments with higher weightage given to most recent performances. Where applicable, consideration may be given to adverse circumstances faced by the candidate which may have affected his/her grades in a semester.

All predicted grades are reviewed by a committee composed of the Principal, the DP Coordinator, the career counselor and concerned subject teachers before they are released to universities. This process must be completed within one week of the issue of predicted grades.

### **Predicted grades submitted to the IB:**

Predicted grades are submitted to the IB in the month of March after the mock examinations. The process is the same as above with the exception that mock examination grades are taken into consideration.

### **Predicted grades submitted to Indian Universities:**

Certain Indian universities request for IB predicted grades to be converted into percentages. In such cases, the school converts the predicted grades into percentages using the following conversion table prescribed by the IB -

IB Grade	Indian Equivalent Marks	
	From	To
7	96	100
6	83	95
5	70	82
4	56	69
3	41	55
2	21	40
1	1	20

Source - International Baccalaureate. *Guide to University Recognition in India*. Aug. 2020.

### **Dealing with Malpractice**

Candor International School accords the highest importance to the principles of academic integrity principles in assessment and expects all stakeholders to uphold the same. All issues of malpractice relating to formative and summative assessments are dealt with in accordance with the principles, rules and guidelines as laid out by the *Candor International School Academic Integrity Policy*.

### **Failure to procure IB Diploma**

Given below are the failing conditions for the Diploma Programme as specified by the IB:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidates have gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidates have gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The EE/TOK Matrix is given below -

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### Inclusion in assessments

In cases where normal examination procedures and conditions are likely to put a student at a disadvantage as compared to his/her peers, the school should arrange for access arrangements to ensure principles of fairness. Some of the instances where a candidate is eligible for access arrangements are –

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions
- additional language learning needs

The above list is not exhaustive and inclusive arrangements can be provided to any student who requires support and is eligible for it as per the guidelines specified by the IBO. All such arrangements must be consistent with the guidelines and procedures laid out in the document “Access and Inclusion Policy [2018]” published by the IBO, as well as the school’s Inclusion Policy.

It is mandatory that the school provides the student with the same access arrangements for in-school assessments as the ones that have been applied for/authorized for formal assessments by the IBO. Similarly, if a request for access arrangements has been denied by the IBO, the school should immediately discontinue/modify [as per the instructions of IBO] any such access arrangements which were being offered for in school assessments. For further details, please refer to Candor International School's Inclusion Policy.

### **Homework Policy in IB Diploma Programme**

Homework is an integral part of formative assessment in the IB Diploma Programme at Candor International School as it allows the student to become independent learners and provides valuable feedback to students and teachers about student learning that is then used to drive instruction. It also allows parents to have a better understanding of the teaching and learning happening in school.

All homework allotted should be recorded on Managebac with clear details of the description of the task and date of submission as well as rubrics for assessment [where required].

### **Roles and Responsibilities of Stakeholders**

#### **Role of the student**

- To ensure that deadlines for homework are met.
- To uphold the principles of academic integrity while completing homework.
- To allocate adequate time to each homework assignment.
- To ensure the highest possible quality of work submitted for all homework assessments
- Reflect on feedback provided.

#### **Role of the teacher**

- To allocate meaningful homework regularly. Homework allocated should be based on content/concepts taught in the classroom, should be such that can be completed independently and should enrich teaching and learning.
- To ensure that all homework assignments are recorded on Managebac with adequate time given for submission.
- To provide regular and meaningful feedback.
- To ensure that students are upholding academic integrity and have checks and balances on ensure the same and to effectively utilise feedback from homework assignments to drive teaching and learning in the classroom.

#### **Role of the parent**

- To regularly check Managebac and follow up on pending homework assignments.
- To ensure that their children are upholding the principles of academic integrity for all assigned homework.
- To regularly communicate with the school to monitor student progress.

### **Non submission of work**

- In case students fail to submit homework on time, they may be asked to complete the homework using their PE lessons, assembly lesson or after school. In case students have to stay back after school to complete pending homework, parents are expected to come and pick them up. The school cannot make any transport arrangements in these cases.

### **Review and Implementation of Policy**

The Candor International School Assessment Policy shall be reviewed every year. The review committee shall consist of the following:

- The Principal
- Diploma Programme Coordinator and Assistant Coordinator
- Heads of Departments

The Assessment Policy is available on the school's website for the perusal of all interested stakeholders. All new teachers are taken through the assessment policy by Programme Coordinators as part of their induction. In addition, the assessment policy is also discussed with all staff members at the beginning of each academic year for the purpose of clarity and reinforcement.

Last reviewed 10 January 2023.

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