

CYGNUS INTERNATIONAL SCHOOL
SCHOOL CODE: 062222

Assessment Policy



CYGNUS INTERNATIONAL SCHOOL – ASSESSMENT POLICY (IB DIPLOMA PROGRAMME)

Philosophy

Assessment at Cygnus International School is an ongoing process designed to support and enhance student learning. It reflects the school's belief in holistic education and aims to evaluate not only academic knowledge but also conceptual understanding, critical thinking, and the attributes of the IB Learner Profile. Our approach ensures fairness, transparency, and alignment with the IB mission to develop inquiring, knowledgeable, and caring young people.

Assessment at the school promotes reflection, self-evaluation, and student ownership of learning.

Principles of Assessment

Assessments are:

- **Criterion-related:** Based on IB subject-specific assessment criteria rather than comparison between students.
- **Continuous and varied:** Incorporating formative and summative tasks across the two-year programme.
- **Authentic:** Designed to allow students to demonstrate application of knowledge to real-world contexts.
- **Reflective of inclusion and equity:** Accommodations are provided as per the IBO Inclusion Policy.
- **Aligned with ATL skills:** Tasks develop and evaluate thinking, communication, social, self-management, and research skills.

Assessment practices are periodically reviewed to ensure continued alignment with IB assessment objectives, programme standards, and school improvement goals.

Types of Assessment

All assessments are designed in alignment with IB subject guides and assessment objectives.

a. Formative Assessment (FA)

- Conducted continuously through concept checks, quizzes, projects, case studies, presentations, lab work, and reflective journals.
- Provides diagnostic feedback to teachers and students.
- Formative assessments vary in structure and weighting depending on subject requirements and learning objectives. They are designed primarily to provide constructive feedback and guide improvement.
- Formative assessments contribute 10% to the transcript grade calculation, ensuring that ongoing learning and feedback are meaningfully reflected in reporting.

b. Unit Tests (UT)

Unit Tests are structured written assessments designed to evaluate conceptual clarity, application of knowledge, and exam-style response skills.

c. Semester Examinations

- **Semester 1 (Year 1):** Covers syllabus taught up to that point, designed in IB Paper 1/2 style. Not full-length.
- **Semester 2 (Year 1):** Full coverage of Year 1 syllabus; all papers introduced in all subjects.
- **Semester 1 (Year 2):** Full syllabus assessment.

For internal reporting purposes, transcript grades are informed by a balanced combination of formative assessments, unit assessments, and semester examinations. While the school follows a general distribution model (approximately 10% formative assessments, 50% unit assessments, and 40% semester examinations), subject teachers retain professional discretion to adjust weighting where pedagogically appropriate and in alignment with IB assessment objectives.

d. Mock Examinations

- Conducted in Year 2 (January and March) as full IB exam simulations to familiarize students with exam conditions and time management.

- Feedback supports preparation for final IB exams.

IB Internal and External Assessments

- **Internal Assessments (IA):** Conducted under subject teacher supervision in accordance with IB subject guides. Prior to final submission, internal standardization meetings are held within subject groups to ensure consistency of marking and alignment with IB assessment criteria and grade descriptors. IA drafts, teacher feedback, and moderation records are retained as hard copies and digital backups for reference and verification.
- **Extended Essay (EE):** Supervised research essay completed over 12–14 months, following EE timeline and supervision protocol.
- **TOK Exhibition and Essay:** Completed in Year 1 (Exhibition) and Year 2 (Essay).
- **CAS Portfolio:** Documented continuously and finalized by February of Year 2.
- All components are assessed following IB criteria and uploaded to the IBIS platform by the submission deadlines.
- **Final IA & EE submissions:** November–December of Year 2.
- **University Predicted Grades:** Year 2, October (after Semester 1).

Assessment Record-Keeping and Storage

- Results are recorded in the school ERP system and backed up on a secured institutional drive.
- Answer scripts are preserved for five years as per school policy.
- Moderation reports with IA drafts and teacher feedback are stored as hard copies.
- Predicted Grades and Transcripts: The school maintains a transparent internal transcript system to provide clarity to students and parents. Transcript grades are structured using formative assessments (10%), unit tests (50%), and semester examinations (40%) to ensure a balanced representation of ongoing learning, conceptual understanding, and cumulative performance.
- University predicted grades are not generated through mechanical averaging. They are determined through professional judgement informed by transcript data, IA progress, mock examination performance, consistency of achievement, and alignment with IB grade descriptors and historical grade boundaries.
- Academic Integrity Forms: Signed at the time of admission and again before EE and IA submission, as recorded in the student handbook.

Differentiation and Inclusive Assessment

- Teachers adopt differentiated instruction and varied assessment methods (oral, visual, written, and project-based) to cater to diverse learning styles.
- Students identified with SEN in Year 1 are provided accommodations as per the IBO Inclusion Policy, including:
 - Extended time (up to 25%)
 - Rest breaks
 - Prompter support
 - Preferential seating
 - Use of assistive technology
- These accommodations are recorded and implemented consistently across assessments.

Academic Integrity

- Academic honesty is central to the IB ethos. All students are guided through the principles of citation, paraphrasing, and responsible use of AI and online tools.
- Plagiarism, collusion, and malpractice are strictly monitored through teacher vigilance and plagiarism detection tools.
- Consequences of breaches are outlined in the school's Academic Integrity Policy.

Attendance and Course Completion

- Regular attendance is integral to successful completion of the DP.
- Each HL subject requires approximately **240 hours** of instruction.
- Each SL subject requires **150–160 hours**.
- TOK: Minimum of **100 hours**.
- Attendance and engagement are monitored through the ERP system to ensure students receive the recommended instructional hours required by the IB Diploma Programme.

Communication of Assessment Outcomes

- Students and parents receive feedback through ERP-generated report cards after each assessment cycle.
- Parent–Teacher Meetings are conducted after each unit test and semester examination for reflection on progress.
- Teachers provide qualitative feedback on ATL skills and Learner Profile development in addition to numerical grades.

Moderation and Standardization:

Teachers within subject groups engage in regular cross-moderation of student work samples to ensure consistency and reliability of marking. Moderation templates are used by the Diploma Programme Coordinator (DPC) and subject heads to verify alignment with IB standards and grade descriptors. Reflection meetings follow moderation to support calibration and professional dialogue. Where applicable, samples selected for external moderation are reviewed collectively to ensure alignment with IB standards prior to submission.

Two-Year Assessment Timeline Overview

Year	Month	Assessment Activity
Year 1	June	Pre-Assessment / Concept Checks (diagnostic baseline)
	July	UT 1 – Pen-paper test
	August	FA 1 – Project-based & conceptual assessments
	Oct–Nov	Semester 1 Exam – syllabus up to this point (Paper 1/2 style)
	Nov	FA 2 – Application & reflection-based tasks
	Nov–Mar	EE & IA Planning
	Feb	TOK Exhibition – Presentation & reflection
	Mar	Semester 2 Exam – full Year 1 syllabus; all papers introduced
Year 2	July	UT 2 – Short-format written test
	Aug	FA 1 – Assessment aligned to IA criteria
	Oct–Nov	Semester 1 Exam – full syllabus
	Nov–Dec	Final IA & EE Submissions
	Jan	Mock 1 Exams – Full-length IB simulation
	Feb	TOK Essay Submission

	Mar	Mock 2 Exams – Second round of IB-style papers
	Apr–May	Final IB Exams
	Oct	University Predicted Grades Submission

Review and Implementation

- The Assessment Policy is reviewed biennially by the Diploma Programme team to ensure alignment with IB updates and school improvement goals.
- Teacher reflections and feedback from IB evaluation reports are integrated into each revision.
- Minor mention of external IB exam registration deadlines is included as needed.

References

- *International Baccalaureate Organization (IBO). (2023). Assessment Principles and Practices: Diploma Programme. International Baccalaureate Organization.*
- *IBO. (2023). Inclusion and Assessment Policy. International Baccalaureate Organization.*
- *IBO. (2023). Academic Integrity Policy: Diploma Programme. International Baccalaureate Organization.*
- *Cygnus International School internal guidelines and templates for DP assessment, moderation, and record-keeping.*

Effective Date: October 18, 2025 **Next Review:** October 2027

Approved By: Head of School

