



KIIT INTERNATIONAL SCHOOL

International Baccalaureate Diploma Programme



STUDENT HANDBOOK

2017-2019



SELFLESS SERVICE ENDLESS LEARNING

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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.

This programme encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

KiitIS MISSION STATEMENT

Enriching Childhood with knowledge insight, innovation and transformation



IBDP OVERVIEW

What is International Baccalaureate Diploma programme [IBDP]?

IBDP is a two-year programme designed for the students aged 16-19. It is a pre-university course which was developed in 1960s in Geneva by a Group of international educators. Its main aim is *to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.*

How does the IB achieve its aim?

The IB works with universities in nearly 140 countries. Since 1983, the IB has been recognized by the Association of Indian Universities (AIU) as an entry qualification (equivalent to +2 qualification of an Indian Board to all universities in India.

IB Students learn more than a body of Knowledge. The Diploma Programme prepares students for university and encourages them to:

- Ask challenging questions
- Learn how to learn
- Develop a strong sense of their own identity and culture
- Develop the ability to communicate with and understand people from other countries and cultures.

How is the Curriculum designed?

The curriculum contains six subject groups together with the DP core: creativity, action, service (CAS); the extended essay (EE); and theory of Knowledge (TOK).



Group	Subjects offered in KiiTis-IB
Group 1 (Studies in Language and literature)	<ul style="list-style-type: none"> • English A Language & Literature (HL & SL)
Group 2 (Language acquisition)	<ul style="list-style-type: none"> • French / Spanish AB-Initio (SL) • Spanish/ Hindi / French Level B (HL & SL)
Group 3 (Individuals and Societies)	<ul style="list-style-type: none"> • Business & Management (HL & SL) • Economics (HL & SL) • Environmental systems and societies (SL) • Psychology (HL & SL)
Group 4 (Experimental Sciences)	<ul style="list-style-type: none"> • Physics (HL & SL) • Chemistry (HL & SL) • Biology (HL & SL) • Computer Science (HL & SL) • Environmental systems and societies (SL)
Group 5 (Mathematics & Computer sciences)	<ul style="list-style-type: none"> • Mathematics (HL & SL) • Mathematics studies (SL)
Group 6 (The Arts)	<ul style="list-style-type: none"> • Visual Arts (HL & SL)

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1. Creativity, Activity, Service. (CAS)
 2. Extended Essay (EE)
 3. Theory of Knowledge (TOK)

HL= Higher Level (240 teaching hours)
SL= Standard Level (150 teaching hours)

How do Students select the subjects?

- Students have to choose **three Higher Level subjects** and **three Standard Level subjects**.
- One Subject must be selected from each of groups 1 to 5.
- A mathematics subject must be selected from group 5.
- The sixth subject may be selected from group 6 or from group 1 to 5.

Note: In exceptional circumstances, application may be made for candidates to study for a 'Non-Regular' Diploma, and choose three Sciences - Physics, Chemistry, and Biology - from Group 4, in which case they will not choose any subject from Group 3 or Group 6)

What is DP core?

DP core is the heart of the IBDP programme and it consists of three elements:

1. Creativity, Activity, Service (CAS)
2. Theory of Knowledge
3. Extended essay

A student must meet the requirements of all three elements of DP core to be eligible for the award of the diploma.

Creativity, Activity, Service (CAS): It enables students to live the IB learner profile in real and practical ways, to grow as unique individuals and to recognise their role in relation to others.

- Creativity - arts and other experiences that involve creative thinking
- Activity - physical exertion contributing to a healthy lifestyle, complementing academic work elsewhere in the IB Diploma Programme
- Service - an unpaid and voluntary exchange that has a learning benefit for the student.

Extended Essay:

Extended essay is an independent research essay of 4000 words. Students have to choose from the IB prescribed subjects. Student may select the research topic from one of the six subjects chosen during the two years course.

Sample

Subject : English A

Research question: To what extent the TV commercials of Havells use didactics as a persuasive strategy and what will be their effect on English speaking Indians if they are translated into English.

Theory of Knowledge:

TOK allows students to ask 2nd order questions about their subject, encourages them to reflect on the nature of knowledge, and how we know what we claim to know. The students must meet the TOK assessment requirements that include giving a presentation and submitting an essay on one of the six prescribed titles for the examination session.

The final Extended Essay grade and the final ToK grade are entered into the Diploma Points Matrix and a student can be awarded a possible maximum of 3 extra points.

THE IB LEARNER PROFILE

The aim of all IB programme 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.

IB learners strive to be:

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development

ADMISSION POLICY

KIIT International School is a subsidiary of Kalinga Institute of Industrial Technology (KIIT), an autonomous university comprising 24 campuses, and Kalinga Institute of Social Sciences (KISS), which is the largest residential school in the world for tribal students. KISS affords free accommodation, education (from Kindergarten to Post graduate level), health care and career development training to over 22,000 tribal children.

The educational principles and practices of KIIT International School are guided by its motto: “Selfless Service Endless Learning”, and vision statement: “”.

The school offers three curricula – CBSE (up to grade 12), IGCSE (grades 8, 9 and 10) and IBDP (grades 11 and 12). Ever since the inception of IBDP (in June 2011), the management and staff have been making all possible efforts to encourage IBDP’s teaching and learning approaches and learner profile attributes in the teaching and learning processes of the other curricula.

Admission Requirements

Kinder Orland (Nursery)

All children who are 3 years old are admitted to Kinder Orland. The admission procedure starts with a meeting between the principle / Kinder Orland coordinator and the children’s parent(s).

LKG and UKG

All children who are 4 years old are eligible for admission to LKG, and 5 years old to UKG. In order to maintain an optimal student-teacher ratio, to ensure that each student enjoys enough personal space and attention, and to ensure that each student optimally benefits from our infrastructure, admission to each division of LKG and UKG is restricted to 20 (?) students.

Up to UKG children with little or no English speaking skill are accepted.

Elementary School (Grade 1 to 5)

Apart from meeting the general admission criteria, admission procedure for the Elementary School include:

- (a) Age appropriate tests in literacy and numeracy skills
- (b) Interview between principal / coordinator and parent(s) / guardian

Middle School (Grade 6 to 8)

Apart from meeting the general admission criteria, admission procedure for the Middle School include:

- (a) Submission of previous academic records
- (b) Submissions of Letter of recommendation from the school last attended
- (c) Parents' interview with Principal / Coordinator
- (d) Students' satisfactory performance in the standardized placement tests

High School (Grade 9 to 12): CBSE & IGCSE

Students who seek admission to grades 9 to 12 (CBSE & IGCSE) have to complete the following procedures:

- (a) Clear placement tests in Math and English
- (b) Produce previous academic records in original
- (c) Produce letter of recommendation from the school last attended
- (d) Produce TC from the school last attended
- (e) Have an interview with principal / coordinator
- (f) Sign an undertaking to comply with the school's regulations and mission statement

IBDP (Grade 11)

Students who seek admission to IBDP (year 1) have complete the following procedures:

- (a) Obtain satisfactory results in the Math and English placement tests
- (b) Have interviews with coordinator and subject teachers
- (c) (Students who come from non-IB schools) attend the orientation programme
- (d) (Students whose English Language proficiency is not up to the mark) agree to actively participate in the year-long ESL support programme.

General Admission Criteria

- (a) Admission is open to all students irrespective of their ethnicity, nationality, religion or caste.
- (b) All students are expected to adhere to the regulations, academic policies, and ethical and moral principles and practices of the school.
- (c) All students are expected to be aware of the motto and the mission statement of the school.
- (d) All students should complete the application process and meet all financial obligations.
- (e) Students with minor learning difficulty who demonstrate the ability to cope with the demands of the curriculum they chose are normally accepted.
- (f) Students with special learning needs are given admission on the admission committee's review of assessments of their current intellectual/emotional health and/or previous school records (for those who admission to grade 5 to grade 12).
- (g) Admission to High School is given only to students who come from schools where they studied the same curriculum in the previous year.
- (h) All foreign nationals who seek admission should, along with other relevant documents, submit copy of passport with valid student visa.

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ACADEMIC HONESTY POLICY

“Academic honesty must be seen as a set of values and skills that promote personal integrity and good practice in teaching, learning and assessment. It is influenced and shaped by a variety of factors including peer pressure, culture, parental expectations, role modelling and taught skills” (IBO, 2009: 2)

Academic Honesty: General Guidelines

We believe that instruction in academic honesty is a fundamental part of each student’s education. As an IB school we encourage all students to act in a responsible, ethical and honest manner towards intellectual property and authentic authorship. This includes all work (written or oral) produced by students; essays, scientific research and reports, computer programmes, music, visual arts, film, dance, theatre arts, and photographs. The original authors of such materials can claim intellectual property which is normally respected by law.

KiiT International School recognizes that the very concept of academic honesty is influenced and shaped by a variety of factors including peer pressure, culture and language, parental expectations, role modeling and taught skills. It is for this reason that the school will endeavor to take a proactive role in the development of attitudes and skills which promote academic honesty rather than a reactive role in the administration of punitive measures in the cases of transgressions.

Academic honesty is the concept that a student’s work is the product of that *individual* student’s achievements. Any assistance and/or inclusion of ideas or words or work taken from a source or another individual should be openly and accurately acknowledged in recognized or prescribed format when the work is submitted.

Parent Guidelines for Academic Honesty

- Be involved with and aware of your children’s work.
- Differentiate between helping your child and actually doing the work for him or her.
- Any help given by parents should be clearly stated in writing on the work itself.
- Refer to the definition and guidelines contained in this document to clarify issues as they arise.
- If a parent knows or suspects that a student has been academically dishonest he/she should inform the school.

Teacher Guidelines for Academic Honesty

Teachers recognize the normal work patterns and writing talents of individual students and become concerned when assignments are drastically different than work normally produced during supervised instructional periods. In addition to their wide personal background with subject material, teachers have access to a number of websites and free plagiarism detection services that can aid in identifying plagiarism.

Teachers are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice. In most circumstances, the subject teacher in charge is responsible for the detection of malpractice and its notification to the administration.

- Define and uphold the principles of academic honesty within your subject area curriculum.
- Discuss and model academic honesty by teaching topics such as: independent problem solving; paraphrasing; the reporting of actual data; and citing sources.
- Design assignments, classroom activities, homework, and assessments that further student learning while promoting and reinforcing the principles of academic honesty.

- Engage in regular conversations within your department to determine the philosophy and practice of academic honesty for students in your subject area.
- Review the principles and appropriate practice of academic honesty with your students. Some topics that should be considered are: homework completion; in-class work; completion of quizzes, papers, and exams; plagiarism; and documentation of sources.
- Cite sources. When borrowing materials for class distribution or to post in your classroom, identify the source if it is not included already.
- Avoid practices that place unfair or unrealistic expectations on students. Such practices might include failing to provide adequate guidelines for acceptable forms of outside help, providing too little time to complete an assignment, recycling quizzes and exams, and, in general, overestimating the knowledge base of a given set of students in a classroom.
- Remember that any specific materials that are not authorized for student's use during your course should be printed in course outlines and/or announced to students in class. Be sure that special rules for assignments and test taking are stated clearly and in a timely manner.
- Authenticate student work whenever required. The IBO expects "each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted or submitted for assessment is the authentic work of each candidate"
- Be familiar with the IBO publication "Academic honesty: guidance for schools"
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- Do not leave candidates unsupervised during tests and examinations
- Do not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Start all timed assessments (tests, examinations etc) at the scheduled time
- Do not permit a candidate additional time on tests or assignments unless formal authorization has been granted
- Do not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB program. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO.

Student Guidelines for Academic Honesty

Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Since peer-assessment and individual target setting are important strategies in our learning process, students are brought up to assume ever-increasing responsibility for their own learning.

Students are strongly advised to abide by the following guidelines:

- Students should always try to do their work on their own, but if any help is given it should be acknowledged in writing in the final work.
- Students should not give their work to another student for any reason even if they are friends.
- Paraphrased ideas of another person should also be acknowledged
- Students should ensure that they know how to cite (reference) sources and how to create a bibliography
- Review all work before submission to check that all sources have been acknowledged
- When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently
- Listen to and follow all instructions given before an assignment, test, examination, etc.
- Do not attempt to submit a similar piece of work for different assessment components of your IB program (eg your internal assessment and the extended essay)
- Students should not wait until the last minute to work on an assignment
- When in doubt about any aspect of academic honesty, students should ask their teacher or librarian
- Acknowledge all sources (eg books, journals, internet sites, CD-Rom, magazines, photographs etc) using any standard citation style when writing assignments

In pre-DP years students are instructed as how to acknowledge sources through our information literacy program. In the DP, this foundation becomes formalized as citations, quotes, bibliographies, reference lists, footnotes and endnotes, to acknowledge the support sources.

Students joining KiiT I.S. in Grade 11 will follow an induction programme at the beginning of Grade 11 to ensure they have understood the formalities required in the IBDP. Subject teachers will also track and re-enforce the principles of academic honesty with these students.

***All students will be required to sign a declaration stating that all work they submit for assessment will be their own authentic work. This declaration will cover all class assignments, homework assignments and work undertaken for internal assessment.**

Academic Dishonesty: General Guidelines

KiiT International School recognizes the need to advise students on what constitutes academic dishonesty and on the distinctions between dishonest and legitimate practice. Such advice is an essential part of academic education and preparation for professional life. Therefore, early in the year, the school requires students and parents to sign a standard form indicating they have read this document and agree to abide by the KiiT I.S. Academic Code of Honesty.

The following information is provided to make sure that students are aware of expectations and understand actions that will be construed as academic dishonesty.

Definition of Academic Dishonesty

Academic honesty is based on the requirement that students submit only their own work for assessment and grading. Academic dishonesty is therefore defined as any act of deception with regard to work done as part of the school's academic program(s) at any time or place which is submitted under a pretext of ownership and academic responsibility aimed at gaining unfair advantage.

Examples of Student Dishonest Practice

The following list provides common examples of dishonest practice. It is *not* an exhaustive list:

- Copying another person's work
- Allowing one's own work to be copied
- Encouraging or forcing others to do something else on this list
- Unauthorized collusion (see note below) on an assignment
- Dishonest practice in a test, examination or some other form of assessment.
- Using unauthorized materials (such as a calculator) to gain advantage on an assessment
- False declaration (for example, lying to obtain extension of a deadline, to gain exemption from work or to receive special consideration).
- Forgery (for example forging a signature, parental note, certificates, record, report or letter of reference).
- Altering grades awarded by a teacher in mark books, or reports, etc.
- Impersonating another student
- Presenting the same work for different assessment components, subjects and requirements
- Data falsification (for example: fabricated, altered or copied project or laboratory report)
- Plagiarism (see note below)
- Gaining unauthorized advance access to assessment documents
- Cutting and pasting information from a website without proper referencing

Malpractice

Officially, the IB uses the word ‘malpractice’ to define a variety of actions that come under the heading of dishonest practice. The IB regulations define malpractice as behaviors that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment component. As such, any and all behaviours described as academic dishonesty will fall under the scope of malpractice.

Two of most commonly observed forms of malpractice at schools are plagiarism and collusion.

Plagiarism

Plagiarism is defined as the presentation of another's words or ideas as one’s own and without proper citation (credit given to the source). When students plagiarize, they usually do so in one of the following ways:

- Using the words or original ideas of another without proper citation
- Failing to use quotation marks when citing a source
- Paraphrasing another’s work without citing the original source

Examples of common sources of plagiarized materials include work by other students, journal articles, books and the internet. It should be noted that even unintentional failure to acknowledge a source might constitute plagiarism. Forgetting to footnote or reference is not an acceptable excuse.

Collusion

Collusion is defined as supporting malpractice by another candidate, as in allowing one’s work to be copied or submitted for assessment by another. Collusion often occurs during group or collaborative assignments.

Collaborative Assignments

Cooperation and collaboration between students is frequently expected and encouraged. When working on group projects, results may be given collectively. However, there must be clear acknowledgement of whose contribution is being submitted or presented. One-sided contribution ceases to be collaborative. Similarly, collaboration must never result in a piece of work being attributed to a single individual.

Consequences for Students Committing Malpractice

The school prides itself on having a philosophy which supports attitudes of tolerance and patience. In cases of academic dishonesty however, the importance of maintaining school credibility and our reputation as an outstanding educational institution requires consistent action. All students are expected to follow both the letter and the spirit of this policy. The majority of students find dishonest practice disturbing, and appreciate the support provided in helping them develop acceptable practices.

The level of proof required for the school to take action on the grounds of academic honesty is reasonable suspicion and it is the responsibility of the student to demonstrate that they have not acted dishonestly. The consequences for any student found attempting malpractice might range from a written warning to having an examination certificate taken away. The School reserves the right to impose logical consequences for academic dishonesty, depending upon the frequency, seriousness and circumstances of the offence.

First Offense:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact the parent or guardian; inform them of the incident and of possible consequences for subsequent offenses.
3. Referral will be sent to an administrator/ counselor for recording.

***Students will be penalized for second and/or third infractions if the incidents have taken place in the same academic year as the first infraction and regardless of whether or not subsequent infractions take place in the same class/subject or not.**

Second Offense:

1. The student will not be graded for the particular piece of work.
2. The teacher will contact parent or guardian, inform them of the incident and of possible consequences of subsequent offenses.
3. The student will receive a referral to an administrator or counselor.
4. The student and administrator/counselor will agree to a system designed to prevent subsequent incidents and inform the parents and other subject teachers of this decision.
5. Student may receive a 'malpractice' comment on the subsequent subject report card.

Third Offense:

1. The student will not be graded for the particular piece of work.
2. A senior administrator will meet with the student, parent/guardian, teacher(s) and counselor(s) to review the school's policy and decide on an appropriate action.
3. The administrator will inform all the student's teachers that this is the student's third offense.
4. The student will receive a 'malpractice' comment in the semester report card from the administrator and a notice stating that this student has committed at least three offenses contriving the Academic Honesty Policy will be placed in the student's permanent record.
5. Student may be suspended from school, either "in-school" or at the guardians/parents home.

***Students who commit malpractice after the Third Offense will be expelled from the school. Any transcript or information pertaining to the said student would include reference to the expulsion and explain the reasons for expulsion.**

N.B: The above notwithstanding, consequences of academic dishonesty will depend on:

- The age of the student
- The seriousness of the offence
- Whether the occurrence was accidental, the result of carelessness or a deliberate action
- Whether the occurrence contravenes the rules of an examination board

REFERENCES :

International Baccalaureate Organization, "IBO Academic Honesty Policy 2016".
<http://www.ibo.org>

KiiT International School Academic Honesty Agreement

The International Baccalaureate Organization strives to encourage all to demonstrate principles of *Academic Honesty* as an essential part of their involvement in the Primary Years Programme. This reflects the student profile of being **Principled** as well as an attitude of **Integrity**.

All work presented as part of the _____ should, when appropriate, be referenced, acknowledging the thoughts and contributions of others whose written or other works have been used to assist in the submitted presentation. Additionally, students will only submit work that is their own, and not a plagiarized copy of someone else's work or thoughts. This applies equally to pictures, music, video and any other form of presentation.

As an IB student, please sign the Academic Honesty Agreement. Parents or Guardians are also asked to acknowledge that any assistance provided has not provided any undue advantage over other students.

I, _____, in completing and submitting my _____, clearly acknowledge that the work submitted is my own and that I have made every effort to acknowledge the intellectual works and properties of others from whom I have benefited.

Date: _____ signed: _____

Parents / Guardian

I/We acknowledge that any assistance provided to our child for this Literature Review has been of a nature that is advisory only and not such that our child has gained any undue advantage. I/We support our child in developing an appreciation for Academic Honesty and that this Literature Review is primarily the work of our child.

signed: _____ signed: _____

Creativity, Activity and Service

What IS CAS ?

CAS is at the heart of the Diploma Programme. With its holistic approach, CAS is designed to strengthen and extend students' personal and interpersonal learning.

CAS is organized around the three strands of **creativity**, **activity** and **service** defined as follows.

- **Creativity**—exploring and extending ideas leading to an original or interpretive product or performance
- **Activity**—physical exertion contributing to a healthy lifestyle
- **Service**—collaborative and reciprocal engagement with the community in response to an authentic need

CAS brings in awareness of oneself and others. In this process a measurable amount of importance is given on learning by action (by doing real task) and experiencing the process which have real consequences and then reflecting on these experiences over time.

AIMS OF CAS

The CAS programme aims to develop students who:

- enjoy and find significance in a range of CAS experiences
- purposefully reflect upon their experiences
- identify goals, develop strategies and determine further actions for personal growth
- explore new possibilities, embrace new challenges and adapt to new roles .
- actively participate in planned, sustained, and collaborative CAS projects .
- understand they are members of local and global communities with responsibilities towards each other and the environment.

REQUIREMENTS FOR COMPLETION OF CAS

Student completion of CAS is based on :

- the achievement the seven CAS learning outcomes.
- the commitment to his or her CAS programme over a period of 18 months.
- the meaningful and purposeful CAS experiences with the help of CAS stages
- the completion of atleast one CAS project with the help of CAS stages during the programme.

CAS LEARNING OUTCOMES

In CAS, there are seven learning outcomes.

LO1	Identify own strengths and develop areas for growth
Descriptor	Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others
LO2	Demonstrate that challenges have been undertaken, developing new skills in the process
Descriptor	A new challenge may be an unfamiliar experience or an extension of an existing one. The newly acquired or developed skills may be shown through experiences that the student has not previously undertaken or through increased expertise in an established area.
LO3	Demonstrate how to initiate and plan a CAS experience
Descriptor	Students can articulate the stages from conceiving an idea to executing a plan for a CAS experience or series of CAS experiences. This may be accomplished in collaboration with other participants. Students may show their knowledge and awareness by building on a previous experience, or by launching a new idea or process.
LO4	Show commitment to and perseverance in CAS experiences
Descriptor	Students demonstrate regular involvement and active engagement in CAS.
LO5	Demonstrate the skills and recognize the benefits of working collaboratively
Descriptor	Students are able to identify, demonstrate and critically discuss the benefits and challenges of collaboration gained through CAS experiences.
LO6	Demonstrate engagement with issues of global significance
Descriptor	Students are able to identify and demonstrate their understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.
LO 7	Recognize and consider the ethics of choices and actions
Descriptor	Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences.
<p>Some learning outcomes may be achieved many times, while others may be achieved less frequently. Not all CAS experiences lead to a CAS learning outcome. Students provide the school with evidence (found in student's reflection) in their CAS portfolio of having achieved each learning outcome at least once through their CAS programme.</p>	

CAS EXPERIENCES

A CAS experience is a specific event in which the student engages with one or more of the three CAS strands.

CAS experience can be a single event or may be an extended series of events.

A CAS project is a collaborative series of sequential CAS experiences lasting at least one month (see the section on CAS project for additional criteria).

Typically, a student's CAS programme combines planned/unplanned singular and ongoing experiences. All are valuable and may lead to personal development. However, a meaningful CAS programme must be more than unplanned/singular experiences. A series of planned CAS experiences are recommended for a more engaging CAS programme.

CAS experiences may incorporate one or more of the CAS strands. For example:

- Going for a mountain hike could be a singular experience within the "Activity" strand.
- A student plans a number of visits to a nursing home resulting in a series of CAS experiences within the "Service" strand.
- A group of students plan and stage a basketball tournament for the local community, resulting in a series of CAS experiences involving the strands of "Activity" and "Service".

EXTENDED ESSAY

AIMS

The aims of the extended essay are for students to:

- engage in independent research with intellectual initiative and rigour
- develop research, thinking, self-management and communication skills
- reflect on what has been learned throughout the research and writing process.

The extended essay is an in-depth study of a focused topic chosen from the list of available Diploma Programme subjects for the session in question. This is normally one of the student's six chosen subjects for those taking the IB diploma, or a subject that a course student has a background in. It is intended to promote academic research and writing skills, providing students with an opportunity to engage in personal research in a topic of their own choice, under the guidance of a supervisor (an appropriately qualified member of staff within the school). This leads to a major piece of formally presented, structured writing, in which ideas and findings are communicated in a reasoned and coherent manner, appropriate to the subject chosen. It is mandatory that all students undertake three reflection sessions with their supervisor, which includes a short, concluding interview, or *viva voce*, with their supervisor following the completion of the extended essay.

Key features of the extended essay

- The extended essay is compulsory for all students taking the Diploma Programme and is an option for course students.
- A student must achieve a D grade or higher to be awarded the Diploma.
- The extended essay is externally assessed and, in combination with the grade for theory of knowledge, contributes up to three points to the total score for the IB Diploma.
- The extended essay process helps prepare students for success at university and in other pathways beyond the Diploma Programme.
- When choosing a subject for the extended essay, students must consult the list of available Diploma Programme subjects published in the [Handbook of procedures for the Diploma Programme](#) for the session in question.
- The extended essay is a piece of independent research on a topic chosen by the student in consultation with a supervisor in the school.
- It is presented as a formal piece of sustained academic writing containing no more than 4,000 words accompanied by a reflection form of no more than 500 words.
- It is the result of approximately 40 hours of work by the student.
- Students are supported by a supervision process recommended to be 3–5 hours, which includes three mandatory reflection sessions.
- The third and final mandatory reflection session is the *viva voce*, which is a concluding interview with the supervising teacher.

Assessment objectives

In working on the extended essay, students are expected to achieve the following assessment objectives.

Assessment objectives	
Knowledge and understanding	<ul style="list-style-type: none"> To demonstrate knowledge and understanding of the topic chosen and the research question posed. To demonstrate knowledge and understanding of subject specific terminology and/or concepts. To demonstrate knowledge and understanding of relevant and/or appropriate research sources and/or methods used to gather information.
Application and analysis	<ul style="list-style-type: none"> To select and apply research that is relevant and appropriate to the research question. To analyse the research effectively and focus on the research question.
Synthesis and evaluation	<ul style="list-style-type: none"> To be able to discuss the research in terms of a clear and coherent reasoned argument in relation to the research question. To be able to critically evaluate the arguments presented in the essay. To be able to reflect on and evaluate the research process.
A variety of (research) skills	<ul style="list-style-type: none"> To be able to present information in an appropriate academic format. To understand and demonstrate academic integrity.

TOK / EXTENDED ESSAY MATIRIX.

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				

THEORY OF KNOWLEDGE

THEORY OF KNOWLEDGE

Theory of knowledge (TOK) plays a special role in the International Baccalaureate® (IB) Diploma Programme (DP), by providing an opportunity for students to reflect on the nature of knowledge, and on how we know what we claim to know.

It is one of the components of the DP core and is mandatory for all students. The TOK requirement is central to the educational philosophy of the DP.

How is TOK structured?

As a thoughtful and purposeful inquiry into different ways of knowing, and into different kinds of knowledge, TOK is composed almost entirely of questions.

The most central of these is "How do we know?", while other questions include:

- What counts as evidence for X?
- How do we judge which is the best model of Y?
- What does theory Z mean in the real world?

Through discussions of these and other questions, students gain greater awareness of their personal and ideological assumptions, as well as developing an appreciation of the diversity and richness of cultural perspectives.

Assessment of TOK

The TOK course is assessed through an oral presentation and a 1600 word essay.

The presentation assesses the ability of the student to apply TOK thinking to a real-life situation, while the essay takes a more conceptual starting point.

For example, the essay may ask students to discuss the claim that the methodologies used to produce knowledge depend on the use to which that knowledge will be used.

What is the significance of TOK?

TOK aims to make students aware of the interpretative nature of knowledge, including personal ideological biases – whether these biases are retained, revised or rejected.

It offers students and their teachers the opportunity to:

- reflect critically on diverse ways of knowing and on areas of knowledge
- consider the role and nature of knowledge in their own culture, in the cultures of others and in the wider world.

In addition, TOK prompts students to:

- be aware of themselves as thinkers, encouraging them to become more acquainted with the complexity of knowledge
- recognize the need to act responsibly in an increasingly interconnected but uncertain world.

TOK also provides coherence for the student, by linking academic subject areas as well as transcending them. It therefore demonstrates the ways in which the student can apply their knowledge with greater awareness and credibility.

The structure of TOK

Theory of knowledge has no set curriculum with an end of course exam, but that's not to say that you're expected to sit in a darkened room and think your own thoughts for two years. There is a great deal of content to TOK, just not an obligatory list of topics you have to learn.

The starting point is to think about what we mean by the term 'theory of knowledge'. Studying 'theory of knowledge' is not a new idea: almost all philosophy courses at universities devote some time to it, although they use the slightly less manageable term 'epistemology'. And almost all [philosophers](#) of worth (and a great many thinkers in other fields) have devoted some of their time to thinking about it.

1. How we gain knowledge: the ways of knowing (WOKs)

Then we'll move on to think about the ways we gather knowledge, and process it. In TOK, we divide these [ways of knowing](#) into eight: sense perception (sight, hearing, etc.), emotion, language, reason, imagination, faith, intuition, and memory. We will examine each one individually, and try to work out how they are all interlinked. In some ways, they are linked in a positive way, working complementarily; in others, their relationship is more negative, and one way of knowing may hinder another.

2. What the knowledge is: areas of knowledge (AOKs)

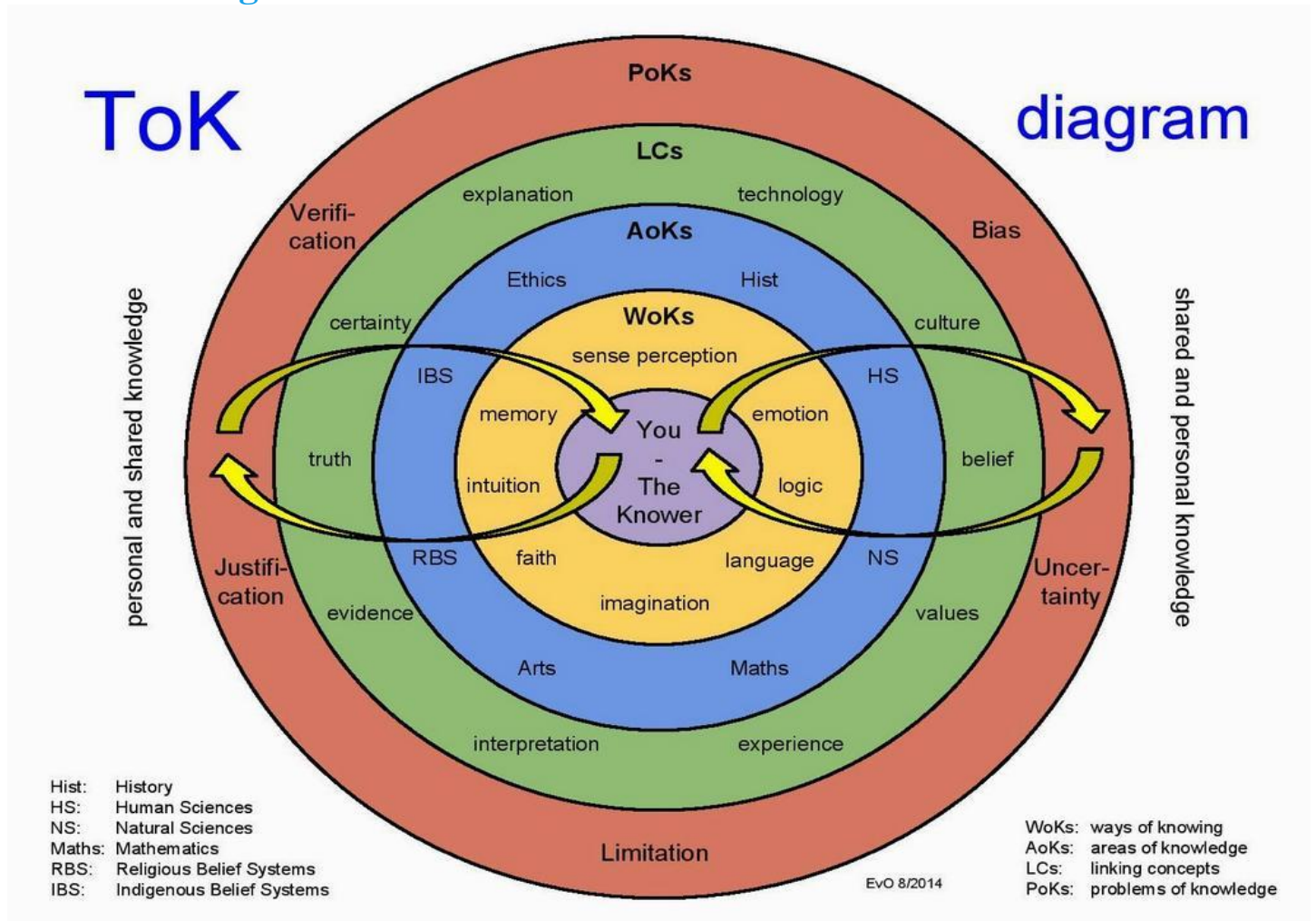
The knowledge itself is divided into eight [areas of knowledge](#): mathematics, natural sciences (biology, chemistry, physics), human sciences (sociology, anthropology, and most other things with an 'ology' in them), history, ethics, the arts, religious knowledge systems, and indigenous knowledge systems. Like the WOKs, we'll look at them on their own, and then figure out how they overlap with each other.

We'll also investigate how the AOKs relate to the WOKs, and whether any of them fit naturally together. To give an example of this, we might think about how emotion is used by artists to convey their messages. We might consider how the way we use language affects our understanding of history. We might pose the question 'Is reason the only way of knowing used in science?' Do we need anything other than faith when it comes to religion? And so on...

3. Knowledge questions (or ‘knowledge issues’)

This structure provides us with a framework through which we can explore [knowledge questions](#) (or for those who began TOK before September 2013, ‘knowledge issues’). Knowledge questions are explained in our section on [knowledge](#).

The TOK diagram



The TOK diagram is a very good way of gaining a quick but complete understanding of the structure of the TOK course. What does it show us? You need to go from the inside out.

First, in the centre: the knower/s. You, in other words. Your opinion is very important in TOK, and your interaction with the topic of the final essay is something that is specifically assessed. But notice the ‘s’ at the end of the word, turning ‘knower’ into ‘knowers’. It is very important to understand that there are many different perspectives from which we can look on the world. Not all are wrong, not all are right; sometimes the very term ‘right’ and ‘wrong’ is inappropriate.

Next, are the [ways of knowing](#) – the ‘way’ we acquire knowledge via our senses, reason, emotion, language, memory, imagination, intuition, and faith. Finally, the [areas of knowledge](#), or how we categorize the knowledge provided by the ways of knowing.

SEN POLICY

RATIONAL

During 2014-2015 self-study IB team has recognized the importance of Special Education support and the role it plays in the development of a certain students. Keeping this importance in mind “Inclusive policy” is drafted to share with the school community. It is also decided that this policy will be reviewed every year in the month of April.

KiiT International School Inclusive philosophy

KiiT International School is determined in providing education to all the students including those with learning support requirements in the view every student demonstrates their learning to the best. School understands that inclusion is not just including children with disabilities. It is about embracing the idea that diversity is the truth and every student is a unique learner.

To achieve this objective school supports and provides a counselor and special educator who guide teachers in identifying the students with learning requirements and removing barriers to meet students learning diversity in the classroom.

Students with identified learning needs.

A student is considered for Inclusion if he / she has trouble in learning than the other students of the same class or age, or has a disability that hinders in making use of an educational facilities provided to students generally in school.

Learning support requirements.

Following are the examples of certain specific learning support requirements:

- Attention deficit disorder/ attention deficit hyperactivity disorder (ADD / ADHD)
- Autism
- Dyscalculia
- Dyslexia
- Dyspraxia (developmental coordination difficulties (DCD), motor learning difficulties)

- Vision or hearing difficulties
- Other general difficulties in all learning areas.
- Social, emotional and behavior challenge

Learning support procedure

A) Identifying the students with learning requirements.

Before drawing conclusion about a particular student, referred by any teacher, staff member of school or parent , requires any learning support he/she will be kept under observation for a time period decided collaboratively by the concerned teachers, parents, counselor and special educator. During this period teachers will be closely monitoring and documenting the student's progress and share the information with the coordinator, parents, counselor and special educator. Based on the collected information the special educator will make a decision. The decision may be:

- a) that the mentioned student **doesn't** require any learning support.
- b) that the mentioned student requires learning support and the special educator along with teachers and counselor will draw appropriate Individual Action plan.
- c) that the mentioned student require additional testing (psychological tests) for making the decision.

If parents of a particular student inform KiiT International school staff about their ward's learning support requirements while taking admission, the school will be requesting the parents to produce the following necessary documentation to determine the need of "history of need" and the "evidence of need for access".

- a) Student's psychological / psycho-educational / medical reports.(reports taken within last two years)
 - Standard scores required in psychological reports
 - Areas assessed may be in line with the learning support requirements
- b) Educational evidences.
 - Teacher (S) observations from the previous school (if possible).
 - Sample of work
 - Evidence of access in previous school / year groups / grades (if already had access to learning support)

A) Individual Action Plan

Teachers will be requested to follow the Individual action plan designed or discussed along with counselor, special educator and Coordinator and implement different strategies which are respectful to the students as diverse learners so that students develop their self confidence in the respective subject areas.

B) Meeting requirements within the classroom.

Once the decision of providing learning support for a particular student has been made the counselor and special educator will be guiding the teachers with the necessary arrangements to be made for the identified student. The teachers work with student and parents to monitor student's progress. In case of any concerns or issues the teacher will be reporting to the respective coordinators who in return will be consulting the special educator.

Inclusive assessment arrangements in IBDP.

IB has divided inclusive assessment arrangements into three main categories which require authorization from IB Assessment center.

- Access to modified papers
- Access to additional time
- Access to writing

If required coordinator (or head of school) can make certain arrangements to the identified students without prior authorization from IB Assessment centre. The list of arrangements can be found in IB published document "Candidates with assessments requirements"

Responsibilities of the IBDP Coordinator

1. Guide the students in the choice of subjects which are easy to handle.
2. Share the information at an early stage with the concerned teachers.
3. Ensure teachers accommodate students with different strategies and meet inclusive requirement within the classroom.
4. Document on a regular basis the identified student's progress.
5. Share student's progress with parents, special educator and counselor from time to time.

6. If necessary, inform IBO, six months prior to IB examinations, using the appropriate forms and provide necessary documentation for Inclusive arrangements. Once IB decision is declared share it with parents , teachers and student.

Sources:

IB published: *Learning diversity in the International Baccalaureate programmes: Special education needs within the International Baccalaureate programmes.*(August 2010)

IB published: *Candidates with assessment access requirements (latest update July 2014)*

IB published : *Meeting students learning diversity in the classroom(May 2013)*

IB published : *Handbook of procedures for the Diploma Programme 2015*

IB published : *IB_Assessment_Access_English (IBO video)*

IB published : *Rules for IB World Schools: Diploma Programme (April 2014)*

ASSESSMENT POLICY

Policy Statement

KiiT International School is accountable to the community, through the affiliated Curricula for ensuring that appropriate assessment and reporting practices are established. This includes assessment of student learning and reporting of student achievement to parents. Reporting performance at the school and system level falls within the scope of this policy.

KiiT International School is committed to providing creative, innovative and meaningful learning programs and environments that enable students to engage and develop the necessary knowledge, skills and attitudes to reach their potential and successfully contribute in our community.

Assessment and reporting are integral to the achievement of high quality student learning outcomes. Through this policy, student learning outcomes will be improved by assessment and reporting practices that:

- are influenced by an understanding of educational research into this area
- are integrated into teaching and learning processes in every year of schooling
- help in informed decision-making about future learning
- provide useful and timely feedback to students, parents and teachers
- are inclusive of the wide diversity of students and their families

Scope (audience and applicability)

This policy document sets out requirements that will inform classroom and board assessment and reporting practices, in KiiT International School.

Purpose

The purpose of this policy is to ensure that the school is implementing assessment and reporting practices that support the learning and achievement of their students and are consistent with departmental processes and expectations as well as international, national and legislative obligations.

Academic Committee

A comprehensive team including the Core Management, Principal, IBDP Co ordinator_ and IB Teachers_ are a part of the monitoring and reviewing of the assessment policy . The assessment policy of the School is reviewed on a yearly basis.

Links with other Policy

The Assessment Policy works in tandem with the Admission Policy, Language Policy, the Academic Honesty Policy, SEN Policy and the Promotion Policy.

Visibility

The Assessment Policy of the School is a very important document for all the stakeholders. The policies are available in the Principal's and IBDP Coordinator's office. It is visible at the School website and is also known to the school fraternity.

Definitions

Assessment: the process of acquiring information and making judgments about students' learning over a period of time. The purpose of assessment is to monitor developments in student learning, make judgments about student achievement in relation to agreed standards, evaluate the effectiveness of teaching programs and system-level initiatives, and to inform decisions about future learning and support.

Principles of Assessment

Assessment is a judgment about how well a student has attained the aims and objectives of a course. It is an integral part of the curriculum; it is derived from curricular goals.

- **Assessment should account for a variety of learning styles.**
- **Assessment should be differentiated to account for the diverse backgrounds of learners**
- **Produces coherent feedback for students, parents and external institutions**

Assessment Practices

Assessment should be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).

Students should have a wide variety of different assessment opportunities (written assignments, oral presentations, field work, practical work, exhibitions, performance, tests and examinations, research papers, peer and self-assessment).

Assessment should be criteria-referenced, so that students are assessed against published, agreed, learning objectives. These learning objectives are published for each subject and each grade level, and are available to parents and students.

Assessment should measure what students understand, what they can do and what they know.

Assessment should be on-going and reflective which allow students to evaluate their progress and set targets for improvement; and the school to evaluate the measure of success in meeting specific learning objectives.

Assessments have to be internally standardized both at departmental and grade level, and between the Secondary, Middle and Primary School, to ensure consistency.

Assessments have to be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Guidelines for Assessment Practice

Assessment at KiiT International School is a structured and coherent practice and is an amalgamation of formative and summative assessment.

FORMATIVE ASSESSMENT

It is woven into the fabric of daily teaching and learning and helps to plan the next stage of learning. It is aimed at identifying the learning needs of students and making part of the learning process supportive.

It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement.

The teachers will devise different assessment tasks to suit the need of the unit and the students.

Group 1 & 2 : Languages - debates, speeches, talks, extempore, creative writing, power point presentations, quizzes, role plays, dramatizations, etc.

Group 3 : Social Studies - discussions, debates, presentations, case studies, talk shows, quizzes, role plays, models, field trips, MUNs, symposiums, short projects, speeches, et

Group 4 : Science - projects, experiments in the laboratories as well as in the fields, quizzes, power point presentations, model making – static and working, etc.

Group 5: Mathematics - flash cards, mathematical quizzes, number games, puzzles, expenditure recordings, abacus, real life measurement activities, graph plotting, etc.

The following principles are followed in formative assessment.

- Learning objectives are shared with students as part of everyday practice.
- Students are given the opportunity to see and discuss examples of good work as model for success.
- Students are given constructive feedback.

IBDP YEAR 1(2017 – 2018)

Time Table for Formative Assessment -1, DP- 1

DAY	DATE	SUBJECT
4	22.08.2017 (Tuesday)	Mathematics
6	24.08.2017 (Thursday)	Group 2 Language
4	31.08.2017 (Thursday)	Physics/Visual Arts
6	04.09.2017 (Monday)	Chemistry/ Business Management/ Psychology
4	11.09.2017 (Monday)	Economics/ Biology
6	13.09.2017 (Wed)	Computer Sci/ESS
Sat.	16.09.2017 (Saturday)	English

Time Table for Formative Assessment -2, DP- 1

DAY	DATE	SUBJECT
4	19.09.2107 (Tuesday)	Mathematics
6	21.09.2017 (Thursday)	Physics/Visual Arts/Spanish B
Sat.	23.09.2017 (Saturday)	Group 2 Language (8.30-9.30 a.m)and English (10.50-11.30 a.m)
6	07.10.2017 (Wed.)	Chemistry/ Business Management/ Psychology
6	10.10.2017 (Tuesday)	Computer Sci/ESS
4	16.10.2017 (Monday)	Economics/ Biology

Time Table for Formative Assessment -3, DP- 1

DAY	DATE	SUBJECT
4	20.11.2017 (Monday)	Mathematics
6	22.11.2017 (Wed.)	Group 2 Language
4	28.11.2017 (Tuesday)	Physics/Visual Arts/SpanishB
6	30.11.2017 (Thursday)	Chemistry/ Business Management/ Psychology
4	06.12.2017 (Wed.)	Economics/ Biology
6	08.12.2017 (Friday)	English
4	14.12.2017 (Thursday)	Computer Sci/ESS

Time Table for Formative Assessment -4, DP- 1,

DAY	DATE	SUBJECT
4	09.01.2018 (Tuesday)	Mathematics
6	11.01.2018 (Thursday)	Group 2 Language
4	17.01.2018 (Wednesday)	Physics/Visual Arts/ Chemistry/ Business Management/ Psychology
6	19.01.2018 (Friday)	
4	29.01.2018 (Monday)	Economics/ Biology
6	31.01.2018 (Wednesday)	Computer Sci/ESS
4	06.02.2018 (Tuesday)	English

Time Table for Formative Assessment -5, DP- 1, 2017-2018

DAY	DATE	SUBJECT
6	08.02.2018 (Thursday)	Mathematics
4	15.02.2018 (Thursday)	Group 2 Language
6	19.02.2018 (Monday)	Physics/Visual Arts/ Psychology Chemistry/ Business Management/ Psychology
4	23.02.2018 (Friday)	
6	27.02.2018 (Tuesday)	Economics/ Biology
4	07.03.2018 (Wednesday)	Computer Sci/ESS
6	09.03.2018 (Friday)	English

1. The total weight age of Formative Assessment at the end of term is 20 %.
2. One interim progress report is generated for each student on Formative Assessments before Summative Assessments. (Schedule of Midterm Reports are included in the Handbook)
3. The Formative Assessment records maintained by the subject teachers in the shared drive will be checked by the DP Coordinator regularly.
4. All assessments strike a fine balance in evaluating content, knowledge and critical thinking skills of the student.
5. Every topic taught during the term has to be evaluated through FA . Students receive regular feedback on every subject prior to summative assessments, particularly in regard to strengths and areas of improvement.
6. The Formative Assessments (at least 1) should follow a similar question alignment pattern with IB final exam so that there are no surprise elements to students with regard to the format of the summative or IB final assessments.

MISSED Formative Assessments

1. Provisions may be made for students who have missed any formative assessment in order to provide feedback to students and parents on the student performance. A new assessment date could be rescheduled by IBDP Coordinator after reviewing the circumstances under which the formative assessment has been missed.
2. If a student repeatedly misses formative assessments, IBDP Coordinator may convene a meeting with the parents to discuss causes and possible solutions.

Summative Assessments

They are mostly designed on the pattern of the final examination conducted by IB in May every year. The summative assessment happens in the form of two well documented terminal examinations (half yearly and final) each year.

The last summative assessment in DP2 will be termed as mock examinations to prepare the students for the final certificate / diploma exam.

Summative Assessment – **DP1 - November & May**
DP2 - November & March (Mock Exams)

Student Preparation

Revision of portion covered during the Semester should be done for a minimum of one week before the Semester assessments. Students should be given the following information well in advance.

1. Assessment Timetable.
2. Portion for assessments.
3. Assessment Rules and Regulations.
4. Materials required during the assessments for each subject.
5. Materials prohibited during assessments.

Absenteeism during Assessments

If a student misses Semester Assessment because of a serious illness or medical condition or any other genuine reason, the IBDP Coordinator after discussion with the Principal may at his/ her discretion conduct the examination.

With respect to final IB examinations the policies set by the Board will be applicable

Grading

Teachers use criterion-referenced rubrics which are established by IBO for each subject group. The rubric descriptors support the assessment objectives as published in the subject guides. Teachers use the assessment criteria to assess student work and determine achievement levels. Established boundaries for each subject group are used by teachers to determine an IB grade of 1 – 7 for feedback purposes. Throughout the two years of the program me, teachers use the IB grading scale as a formative assessment tool in order to provide students with feedback regarding their achievement levels. The feedback also provides teachers with information that can guide instruction. Past IBDP examination papers and mark schemes from IBO are provided for teachers for further guidance.

The following are grade scales are established by IBO:

IB Diploma Programme scale for individual subjects	Grade Descriptors
7- excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6 – very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
5 – good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4- satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation
3- mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support
2- poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support
1- very poor	Minimal achievement in terms of the objectives

Assessment scale for Theory of Knowledge and Extended Essay
A – excellent
B – Good
C – Satisfactory
D – mediocre
E – elementary
N – no grade

At the end of the two year program me, students are assessed by internal assessment and external examination in their subject groups and receive final IB grades 1-7. To achieve the IB Diploma, students must:

Must achieve at least 24 points (out of 45 points) from their combined grades in six subjects.

Theory of knowledge essay (no E grade or N marked)

- Extended Essay (no E grade or N marked)
- Creativity, Activity, Service completion

The following are failing conditions (no diploma will be awarded):

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

In order to make the grades reasonably justified, devoid of any bias what so ever and a true reflection of the student's efforts, along with the teachers' observations and analytical interpretative expression, 20% weight age is given to the formative assessments (three class tests per semester per subject)and 80% weight-age is given to the summative assessments while compiling the results for every semester.

While compiling the scores for Mock Exams in DP 2, due weight-age will be given to internal assessments instead of formative assessments by the respective teachers, which will be in consonance with the internal assessment component, as per the subject assessment outline given in the respective subject guides by IB .

Promotion Policy from DP1 to DP2

Separate evaluation through repeat assessments for improving grades can be conducted after appropriate intervention by DP Coordinator and Principal with consent of parents and discussion

Recording and Reporting

Recording

The school in alignment with IB emphasizes on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students work in relation to identified levels of attainment, rather than in relation to the work of other students. The school will also ensure through meetings that teachers are well aware of the DP assessment principles. The school will use a Share Drive (accessible to teachers, IBDP Coordinator, Principal & Chairperson) for the purpose of recording students performance in formative and summative assessments_. The teachers will be grading students on the basis of individual subject group grade boundaries. Also the grade boundary will differ as per the SL and HL level for the same subject.

Reporting

The school will be reporting the performance of students through Parent Teacher Meeting (PTM) held once a month. **(Calendar for Parent teacher meetings included in the Student Handbook)**

PTM s are usually held once in a month .starting from the month of July in the beginning of academic year.

Parent-teacher conferences are short (around 10 Minutes) one to one session between parent and teachers that are formally arranged by the school usually on Saturday.

The PTMs are a valuable tool to help a parent and child's teacher(s) work together for child's success. This is a great opportunity for parents to ask questions and gather information that will help them to encourage their children to achieve success.

Common agenda points to discuss in PTMs will include going through the important achievements, goals set, issues with academics or behaviour etc.

Report Card

The report card that reflects the student's continuous comprehensive assessment is an elaborate document wherein each subject teacher assesses the student on various criteria and comments upon it. **(Appendix 1)**

The report card also reflects the student's gradual growth in the core subjects – CAS, TOK and Extended Essay. The TOK & CAS Coordinators and the Extended Essay supervisors grade the student on various parameters and give their final remarks. **(Appendix 2)**

The student's 'approach and attitude towards learning' is reflected on the student's academic report card using a rubric. **(Appendix 3)**

The details of individual student's report card , subject reports and personal skill reports are uploaded in the Shared Drive . (Accessible to teachers, IBDP Coordinator, Principal & Chairperson)

Homework Policy

- Students will receive homework regularly
- DP1 & DP2 students can expect to receive 20 hours of home research & study per week.
- Students need to possess self-management skills to meet homework deadlines

Teachers should adopt collaborative approach for settings homework schedule through curriculum meetings

- Teachers need to set deadlines with the involvement of students.
- Students are expected to finish homework properly & punctually.
- Failure to complete homework on time is treated seriously
- When completing homework is perceived to be problematic (students 'failure to meet homework deadline on two occasions), the student is referred to DP Co -ordinator.
-

Consequences –

- Forfeit recess to complete outstanding work
- Could be given extra work over usual home work
- Parents will be notified if a student repeatedly fails to complete homework on time

Supporting Assessment

Responsibility of the IBDP Coordinator

- To communicate with students and parents the expectations of the programme
- To provide supporting information about the nature of subject assessments to parents and students
- To provide a calendar of assessment due dates and the exam schedule at the Diploma level
- To monitor teacher-designed instruction, pacing and assessment to ensure it is in line with IB curriculum outcomes
- Monitor and provide instruction for purposes where the assessment has been revised by the IBO.
- Collect data from each teacher as to how students are progressing and assist teachers in interpreting that data to inform instruction
- To provide guidance in the selection of course alternatives as well as level (HL or SL) as will meet student program needs

Responsibility of Teachers

It is the responsibility of the teacher to provide students, at the beginning of each course, with a course syllabus which contains the following:

- The course content as dictated by IB
- The nature of the formative and summative assessments
- The relative weight of these assessments for the student's achievement of the aims of the course
- The rubrics by which all formative and summative assessments are judged

- The expectations as to deadlines, due dates, content, assignment, formative assignments, turn in procedures, academic honesty, and treatment of late work

Teachers will also be expected to collect, report, and utilize data in the following manner:

- Report to students and parents on student progress
- Post grades in a timely manner
- Reflect on the effectiveness of instruction and on assessment instruments

Responsibility of student

- Observe all regulations and criteria in the completion of assessments or the taking of examinations, meaning to behave ethically as outlined in the Code of Academic Honesty
- Participate in the formative assessments to grow in concept, skill, and knowledge
- Meet all internal deadlines as prescribed by the teacher and the school
- Seek help when the student does not understand a concept, skill or background knowledge
- Attend class regularly to receive the benefit of instruction and practice
- Be organized with materials and assignments ready for class
- Bring into the classroom a willingness to grow in the Learner Profile

Internal Calendar for meeting DP deadlines

Kiit International School believes in the system of having internal deadlines well before time so as to meet DP deadlines effectively. For this purpose the DP Coordinator is entrusted with the task of framing internal deadline calendar keeping in mind the deadlines set by IB for external assessment and moderation. Deadline calendar for Internal Assessment is included in the Handbook ([Appendix 4](#))

Parents should be regularly kept informed about the progress of the students in IA in respective subjects & core requirement. (CAS, Extended Essay, Theory of Knowledge)

Predicted Grades

The predicted grade is awarded to the students before she / he proceeds for the final IB DP board written examination. This predicted grade is compiled on the basis of the learner's two year performance; the learner's performance in the internal assessments and the teachers' observation and perception (which is intangible). The predicted grades to be submitted to the IB are based on the subject specific grade boundaries released by the IB every year.

University Predicted Grades:

Since a number of colleges expect predicted grades from the month of October onwards, such predicted grades are calculated on the basis of the student's performance over a period of their academic activities so far (whatever is the cutoff date expected by the University concerned), their grades in internal assessments and the teacher's observation and perception (which is intuitive and so intangible). The teacher's interpretation is based on the student's aptitude in the subject and the sincerity and perseverance towards the assignments.

Plagiarism

The school may seek an undertaking from the parents as well as the students that the student will not resort to any academic misconduct and that the work submitted by the student will only be her / his creation. Further the student would acknowledge the sources referred and cite portions picked from various sources.

Internal Standardization

Internal Standardization improves assessment because

Internal standardization allows us to make consistent, reliable and valid decisions across different points in time.

- Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- Engages teachers and students with the principles of assessment for learning.
- Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice

Internal standardization improves assessment because

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information

Student role:

Participating in the standardization process benefits students by supporting teaching and learning goals. Students can actively participate in selecting evidence (e.g. samples of their work) that best demonstrate the intended learning outcomes. The process develops students' understanding of the desired outcomes and success criteria, and is closely linked to developing and using the skills of self and peer-assessment.

Teacher role:

Within the classroom setting, teachers should provide opportunities for students to participate in the standardization process. All teachers participate in the standardization process. A standardization leader should be identified as this is a crucial role requiring particular skills, knowledge and recognition. Willingness to engage in critical debate and the ability to use evidence to challenge viewpoints should be encouraged and valued. The process of standardization can build teachers' content knowledge through these professional exchanges. Teachers share their expectations and interpretations in order to clarify their understandings about what students have achieved and where their next learning steps are situated

School role:

The school's assessment cycles should incorporate regular standardization. The school should provide regular opportunities for teachers to share their interpretations and understandings of criteria. School leaders should actively support the standardization process. The school should ensure their assessment practices and standardization processes are recorded in sufficient detail. The school should develop consistent and cohesive policies and procedures for standardization, and ensure sustainability of practice.

Risk Management

Risk associated with compliance with this policy is managed by the Head and Deputy Head– KiiT International School

Assessment and Reporting Roles and Responsibilities.	
Coordinators are to:	<ul style="list-style-type: none">• Ensure the implementation of this Assessment and Reporting Policy at the school level.
Academic Leaders are to:	<ul style="list-style-type: none">• Ensure that principals, teachers and support staff are familiar with the policy and procedures in this area and adhere to them.
Principal and Deputy Head are to:	<ul style="list-style-type: none">• Provide leadership in strategic planning at the School level.• Ensure the implementation of this Assessment and Reporting Policy and accompanying procedures in the school.
Examination Committee is to:	<ul style="list-style-type: none">• Ensure that the Examinations are conducted in accordance with the policies• Ensure that the Reporting is done in proper format and communicated to the parents from time to time.
Teachers are to:	<ul style="list-style-type: none">• Ensure that their assessment and reporting practices and processes meet the requirements of this policy and the accompanying procedures.
Parents/guardians are to:	<ul style="list-style-type: none">• Participate in the reporting process as outlined in the school reporting policy.
Learners are to:	<ul style="list-style-type: none">• Contribute to discussions about assessment and monitoring processes.• Respond to assessments made by peers, teachers and others.

Assessment Research

Diploma Programme assessment Principles and practice,

<http://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

Appendix 1 :

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

MONTHLY TEST REPORT, Formative Assessment-2, August 2015 (2016 Cohort)

Subject	HL/SL	TOTAL MARKS	SECURED MARKS	OUT OF 20
English Language & Literature	HL			
Spanish Ab-initio	SL			
Biology	HL			
Chemistry	HL			
Physics	SL			
Mathematics	SL			
Total				

Student Name:

Grade: IBDP 2

Grade 12 IBDP Mid-Semester Report

Student's Name:		Date :
Subject:	Level:HL	Teacher:

Subject Information

Personal skills reporting provides feedback on the student's character development in relation to selected criteria which have a positive influence on academic success. Each criterion is briefly described by a descriptor. Student achievement levels indicate at what frequency the student meets the criterion.		Achievement Levels				
		Never	Seldom	Sometimes	Usually	Always
Criteria	Descriptor					
punctuality	comes to class on time					
preparation	comes to class with required materials and student handbook					
level of engagement	engages in learning, makes a positive contribution to the class					
meeting deadlines	meets the deadlines for all types of assigned subject work					
academic honesty	follows the school's academic honesty policy					

Academic achievement reporting provides feedback on the student's progress and performance in relation to subject-specific criteria. Criteria represent the essential skills within the subject. Each skill is briefly described by a descriptor. Student achievement levels are measured against expectations set by the subject teacher, and guided by the IB Diploma Programme assessment model.		Achievement Levels				
		below expectations	approaching expectations	meeting	exceeding	outstanding
Criteria	Descriptor					
knowledge & understanding	demonstrate knowledge & understanding of the specified content under study as well as current business terminology, concepts, principles and theories					
application & analysis	apply knowledge & understanding to hypothetical and real business situations, analyse business decisions using a variety of sources					
synthesis & evaluation	synthesize knowledge to develop a framework for business decision-making, evaluate business strategies &/or practices with evidence of critical thinking					
selection & use of skills & techniques	make decisions by identifying issue(s)/selecting & interpreting data/applying appropriate tools & techniques/recommending suitable solutions, communicate ideas & information effectively and accurately using appropriate formats/tools					

Teacher comments/guidance for improvement:

Personal Skills Grade

Academic Achievement Grade

Appendix 2

Assessing and Reporting of Core Components of IBDP – CAS, TOK and EE

Assessing and Reporting of CAS

The progress of student in CAS related activities will be reported in each term on the basis of advisors evaluation report, student self reflection and evidence in any form(like video, photograph etc). The advisor evaluation report will comprise of students progress in view of 7 learning outcomes, three strands and time commitment. It will also include students Managebac for anecdotal comments.

On Creativity/Action/Service related project/s:

Advisor's Evaluation Report

Please evaluate the students learning outcomes and performance throughout the project –

Please tick in the appropriate box. Thank you!

Learning Outcomes	Barely met Expectations	Met Expectations	Exceeds expectations	Nature/Location of evidence
Increased their awareness of their				
own strengths and areas for growth				
Undertaken new challenges				
Planned and initiated activities				
Worked collaboratively with others				
Shown perseverance and commitment in their activities				
Engaged with issues of global importance				
Considered the ethical implications of their actions				
Developed new skills				

COMMENTS:

I have read his/her self-evaluation report and honestly evaluated his/her performance.

Date:

Signature

Approved by CAS Coordinator _____ Date _____

Assessing and Reporting of TOK

TOK one of the components of the DP will be assessed by TOK teacher who will be writing individual comments on the performance of each student. The report will be part of report card to be handed over to parents at the end of each semester. However during the third and fourth semester the student will be marked as per the IB criteria for these components along with the report.

Assessing and Reporting of EE

The progress of student in extended essay will be reported in each term on the basis of EE supervisor evaluation report and student self reflection. The advisor evaluation report will comprise of students progress in view of EE assessment criteria and level of commitment. The supervisor will write report on each student individually.

EE Supervisor Evaluation Report

Please evaluate the students' performance in the Extended Essay process

Please tick in the appropriate box. Thank you!

Always Sometimes Never	Always	Often	Sometimes	Never
Planned and systematic approach towards the research				
Range of sources used for research				
Respect Deadlines				
Adheres to academic honesty guidelines				

The student has completed _____ words. The essay is the result of student's own effort and hard work.

COMMENTS

I have prepared the above report to the best of my knowledge and ability and have sufficient evidence to justify my observation.

Date:

Signature

Approved by EE Coordinator _____ Date _____

Appendix 3

Personal skills and Grade boundaries

Use the grade boundaries below to find out what overall personal skills grade to put on the students report card.

Personal skills reporting provides feedback on the student’s character development in relation to selected criteria which have a positive influence on academic success. Each criterion is briefly described by a descriptor. Student achievement levels indicate at what frequency the student meets the criterion.		Achievement Levels				
		never	seldom	sometimes	usually	always
Criteria	Descriptor					
punctuality	comes to assemblies/homeroom/classes/meetings on time	0	1	2	3	4
preparation	comes to class with required materials and student handbook	0	1	2	3	4
level of engagement	engages in learning, makes a positive contribution to the class	0	1	2	3	4
meeting deadlines	meets the deadlines for all types of assigned subject work	0	1	2	3	4
academic honesty	follows the school’s academic honesty policy	0	1	2	3	4

Grade boundaries for Personal Skills

Range	Grade
20 - 19	7
18 - 16	6
15 - 13	5
12 - 10	4
9 - 7	3
6 - 4	2
3 - 1	1
0	0

EXAMPLE

Personal skills reporting provides feedback on the student’s character development in relation to selected criteria which have a positive influence on academic success. Each criterion is briefly described by a descriptor. Student achievement levels indicate at what frequency the student meets the criterion.		Achievement Levels				
		never	seldom	sometimes	usually	always
Criteria	Descriptor					
punctuality	comes to assemblies/homeroom/classes/meetings on time			X		
preparation	comes to class with required materials and student handbook				X	
level of engagement	engages in learning, makes a positive contribution to the class				X	
meeting deadlines	meets the deadlines for all types of assigned subject work			X		
academic honesty	follows the school’s academic honesty policy					X

2 + 3 + 3 + 2 + 4 = 14

14 is a 5 ... 5 is the number you write in **Personal Skills** sat the bottom of the report.

Appendix 4 :

**KiiT International School
IA & Visual Arts Deadline Calendar 2018-2019**

GROUP-1, ENGLISH (GRADE-11)

IOP	PART-2		FEBRUARY (2018)
FOA-1	PART-2	FA-4	MAR-APRIL(2018)
WRITTEN TASK-1(on part 1or 2) SL&HL	PART-1	FA-4	MAR-APRIL (2018)

ENGLISH (GRADE-12)

WRITTEN TASK-1(on part 1 or2) SL&HL	FINAL SUBMISSION		14th JULY(2018)
PRACTICE IOC -1	PART-4	FA-1	10 th AUG(2018)
FINAL IOC-2	PART-4		10 th JAN (2019)
WRITTEN TASK-1(based on part 4) SL&HL	PART-2	FA-1	19 TH SEP (2018)
FOA-2		FA-2	OCTOBER (2018)
WRITTEN TASK -1 (based on part 3)	PART-1	SA-3	November (2018)
WRITTEN TASK-2 (HL)		FA-4	19th DECEMBER (2018)

GROUP-2, LEVEL-B(SL/HL)

INDIVIDUAL ORAL-10% CORE (PRACTICE)	SEMESTER EXAM WILL HAVE ORAL COMPONENT		15 th NOVEMBER (2018)
INDIVIDUAL ORAL-10% CORE (FINAL)		FA-1	4th DECEMBER (2018)
INTERACTIVE ORAL-20% (PRACTICE)		FA-2	11th SEPT (2018)
INTERACTIVE ORAL-20% (FINAL)			18 th SEPT(2018)
WRITTEN ASSIGNMENT(1st DRAFT)		FA-3	20th AUG(2018)
WRITTEN ASSIGNMENT(FINAL DRAFT)			10 th OSEP (2018)

GROUP-2, SPANISH/FRENCH (AB INITIO)

WRITTEN ASSIGNMENT (1st DRAFT)		FA-3	NOVEMBER (2018)
WRITTEN ASSIGNMENT (FINAL DRAFT)			4th DECEMBER (2018)
INDIVIDUAL ORALS (PRACTICE)		FA-3	15th NOVEMBER (2018)
INDIVIDUAL ORALS (FINAL)			15th DECEMBER (2018)

GROUP-3 ECONOMICS

	DP1		
PRACTICE COMMENTARY-1	MICRO	FA-3	FEBRUARY (2018)
COMMENTARY 1	MICRO	FA-6	MAY (2018)
	DP2		
COMMENTARY-2 (HL)	MACRO		SEPTEMBER (2018)
COMMENTARY-3	INTERNATIONAL		NOVEMBER (2018)
COMMENTARY-4	INTERNATIONAL/ DEVELOPMENT		JANUARY (2019)

GROUP-3 BM

TEMPLATE FOR QUESTIONNAIRE	DP1	FA-1	16th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION	Dp2	FA-1	3rd JULY (2018)
RESEARCH QUESTIONS	Dp2	FA-1	24th JULY (2018)
FIELD WORK /SURVEY	Dp2	FA-2	16th OCTOBER (2018)
OUTLINE OF IA	Dp2	FA-2	20th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS	FA-3	12th FEBRUARY (2019)

	HOLIDAY		
SUBMISSION TO THE TEACHER	Dp2	FA-3	28th FEBRUARY (2019)
SUBMISSION TO THE IBDP	Dp2		14th MARCH (2019)
GROUP-3 ESS (SL)			
TEMPLATE FOR QUESTIONNAIRE	DP1	FA-1	15th APRIL (2018)
TOPIC SELECTION /RESOURCE SELECTION	DP1	FA-1	16th MAY (2018)
RESEARCH QUESTIONS	DP2	FA-1	3rd JULY (2018)
FIELD WORK /SURVEY	DP2	FA-2	16 th OCTOBER (2018)
OUTLINE OF IA	DP2	FA-2	27th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-3	8th FEBRUARY(2019)
FINAL DRAFT TO THE TEACHER	DP2	FA-3	24th FEBRUARY (2019)
SUBMISSION TO THE IBDP	DP2		14th MARCH (2019)
GROUP-3 ITGS			
TEMPLATE FOR QUESTIONNAIRE	DP1	FA-1	16th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION	DP2	FA-1	3rd JULY (2018)
RESEARCH QUESTIONS	DP2	FA-1	24th JULY (2018)
FIELD WORK /SURVEY	DP2	FA-2	16th OCTOBER (2018)
OUTLINE OF IA	DP2	FA-2	20th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-3	5th FEBRUARY (2019)
FINAL DRAFT TO THE TEACHER	DP2	FA-3	19th FEBRUARY(2019)
SUBMISSION TO THE IBDP	DP2		14th MARCH (2019)
GROUP-4 (COMPUTER SCIENCE)			
TEMPLATE FOR QUESTIONNAIRE		FA-1	16th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION		FA-1	3rd JULY (2018)
RESEARCH QUESTIONS		FA-1	24th JULY (2018)
FIELD WORK /SURVEY		FA-2	16th OCTOBER (2018)
OUTLINE OF IA		FA-2	27th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-3	8th FEBRUARY(2019)
FINAL DRAFT TO THE TEACHER		FA-3	24th FEBRUARY (2019)
SUBMISSION TO THE IBDP			14th MARCH (2019)
GROUP-4 (CHEMISTRY)			
TEMPLATE FOR QUESTIONNAIRE		FA-1	12th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION		FA-1	15th MAY (2018)
RESEARCH QUESTIONS		FA-1	24th JULY (2018)
FIELD WORK /SURVEY		FA-2	16th OCTOBER (2018)
OUTLINE OF IA		FA-2	20th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-3	5th FEBRUARY(2019)
FINAL DRAFT TO THE TEACHER		FA-3	19th FEBRUARY (2019)
SUBMISSION TO THE IBDP			14th MARCH (2019)
GROUP-4 (PHYSICS)			

TEMPLATE FOR QUESTIONNAIRE		FA-1	15th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION		FA-1	17th MAY (2018)
RESEARCH QUESTIONS		FA-1	24th JULY (2018)
FIELD WORK /SURVEY		FA-2	16th OCTOBER (2018)
OUTLINE OF IA		FA-2	27th NOVEMBER (2018)
ROUGH DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-3	2nd FEBRUARY(2019)
FINAL DRAFT TO THE TEACHER		FA-3	14th FEBRUARY (2019)
SUBMISSION TO THE IBDP			14th MARCH (2019)
GROUP-5 (MATHEMATICS-HL/SL/MATH STUDIES-SL)			
TEMPLATE FOR QUESTIONNAIRE		FA-1	12th MAY (2018)
TOPIC SELECTION /RESOURCE SELECTION		FA-1	18th MAY (2018)
RESEARCH QUESTIONS/FIELD WORK /SURVEY		FA-1	24th JULY (2018)
OUTLINE OF IA		FA-2	16th OCTOBER (2018)
ROUGH DRAFT/1ST DRAFT	HOMEWORK TO BE DONE IN XMAS HOLIDAY	FA-2	13th NOVEMBER (2018)
2ND DRAFT		FA-2	8th DECEMBER 2018
3RD DRAFT		FA-3	15th JANUARY(2019)
FINAL DRAFT TO THE TEACHER		FA-3	20th JANUARY (2019)
SUBMISSION TO THE IBDP			14th MARCH (2019)
GROUP-6 (VISUAL ARTS HL/SL)			
TEMPLATE FOR COMPARATIVE STUDY		FA 1	12th MAY 2018
TOPIC SELECTION /RESOURCE SELECTION		FA 1	18th MAY 2018
RESEARCH & EXPLORATION OF VISUAL & WRITTEN WORK		FA 1	Jul-18
SUBMISSION OF PROCESS PORTFOLIO	MINIMUM OF 5	FA 2	Sep-18
PRACTICE EXHIBITION 1 WITH CURATORIAL RATIONALE	MINIMUM ARTWORK EXHIBIT 4	SA 3	Nov-18
COMPARATIVE STUDY PRACTICE PRESENTATION		FA 3	Jan-19
PROCESS PORTFOLIO FINAL SUBMISSION (PDF)		MOCK EXAMINATION	Mar-19
FINAL EXHIBITION WITH CURATORIAL RATIONALE			Jan-19
COMPARATIVE STUDY FINAL PRESENTATION			Mar-19
SUBMISSION TO THE IBDP			
IB CORE-TOK			
TOK PRESENTATION PRACTICE			4th OCTOBER (2018)
TOK PRESENTATION FINAL			25th OCTOBER (2018)
TOK ESSAY	FIRST DRAFT		7th DECEMBER (2018)
TOK ESSAY	FINAL DRAFT		29th JANUARY(2019)
EXTENDED ESSAY SUBMISSION	FINAL DRAFT		31st JANUARY(2019)
CAS UPLOADS COMPLETION			10th FEBRUARY(2019)

PROMOTION POLICY

Promotion to IB Year 2 is subject to:

1. Students must score minimum grade 3 in all SL subjects and grade 4 in all HL subjects to get promoted to the next year.
2. Students not meeting the above conditions for promotion would be considered for a retest in not more than 3 subjects or be registered for the certificate course.
3. Achieving a total of 24 points (with at least 4, 4, 4 in HL subjects and 4, 4, 4 in SL subjects) as the final consolidated grade in IB Year 1.
4. The weighting for the unit tests is 20% of the total, and for the two semester exams is 80%.
5. Completion of at least two-thirds of CAS requirements or approximately 35 hours each of Creativity, Action and Service Hours or Projects as specified by the CAS coordinator.
6. Completion of 50% of required number of internal assessments and other assignments as specified by the subject teacher.
7. Selection of Extended Essay subject and topic.
8. 85% attendance is imperative. If the student does not meet this requirement, the decision to promote the student will be at the discretion of the school management based on the reason(s) for the candidate's absence.
9. If the student fails to meet the above requirements, at the discretion of the school, the student may:
 - a. Be retained in IBDP 1 for one more year OR
 - b. Be registered as a certificate candidate for the IB board exam.

International Curriculum Student User's Agreement

Information Technology Resources

KiiT International School provides students with access to **Information Technology Resources (ITR)** for educational use. Students may use these ITR for class work, research, the preparation of assignments and the development of appropriate skills. ITR includes, but is not limited to; a personal laptop, graphic display/scientific calculator, access to computers, and computer labs, peripherals (projectors, cables, storage space on school server etc.), application programs and the Internet. Care must be taken to ensure ITR are protected from harm and that students are not exposed to offensive or illegal materials. Students and parents should carefully read the conditions stated below. To have access to the KiiT International School's ITR, students and parents/guardians must agree to abide by this ITR User's Agreement.

Students may use KiiT ITR made available by the school under the following conditions:

1. Students may use classroom and computer lab ITR facilities only under the direction and supervision of teachers or other school staff.
2. Students will not give any password to any other person or log in under another user name under any circumstances when using KiiT ITR.
3. Privacy and network security are to be observed. Students must not under any circumstances access files, software or areas of the network that are not designated for their use.
4. Students will have access to a file storage location (file server) of limited size to store their school-related files. Access to this "personal directory" is restricted to the user and network administrators, and, in some cases, teachers.
5. All access to KiiT ITR is subject to monitoring and logging. Files found to contain material inappropriate for school use and/or virus infections are subject to deletion. Where appropriate, disciplinary action may be taken.
6. Only software purchased or approved by the school, and installed by the school, can be used on school equipment.
7. Software copyright is to be observed at all times – in accordance with the software publisher's agreement. It is illegal to use, copy, or distribute software in violation of the publisher's user agreement. Illegal software is not to be copied to KiiT ITR/computers.
8. Direct communications such as on-line chat facilities and social networking (Facebook, etc.) will not be used at school without teacher or administration's approval.
9. Virus protection is paramount. Virus checking software is installed on school computers. Students must not copy onto school equipment floppy disks, CD ROMs or memory sticks with software, games or files unassociated with school-related tasks.
10. Student printing of materials of a personal nature or unassociated with school activities is not permitted. Sound ecological practices should be observed and printing limited to what is directly necessary.
11. Copyright of materials from electronic resources is to be observed at all times.

12. A deliberate attempt to seek or download and use material that is illegal or offensive is not permitted. The teachers and staff hold the right to decide what is or is not offensive in the school context. Downloaded material should be only that which is required for school activities as determined by teachers. Should students unknowingly navigate to a web site that contains material considered offensive, they must clear the screen immediately and notify the teacher. Steps will be taken to block the site from further access.
13. Students shall not knowingly use email or post on a web site email to menace or harass another person or post on a web site material that would be regarded by reasonable persons as being offensive. Use of the Internet in an offensive manner can result in criminal prosecution.
14. Privacy and ownership of others' work and materials from web sites should be respected at all times. Proper citations of sources must accompany any items downloaded for use. Students will be held responsible for both intentional and unintentional Internet plagiarism.
15. For their own safety, students should refrain from distributing personal details to others across the Internet.
16. Students must surrender any ITR if asked to do so by a teacher or administrator.
17. Students must follow all guidelines given with regards to safe keeping and storage of ITR either at their personal residence or in the boarding facility.
18. Students may not use personal ITR without approval from a teacher or the administration. It is understood by the student(s) that in cases where personal ITR is used with permission, this KiiT ITR User Agreement is applicable.
19. Students have to bear the cost of any damages caused to the laptop due to their negligence. The ICT department will declare the damages to the students and parents before the laptop is sent for the maintenance.
20. Issue of laptop includes the peripheries and accessories like battery charger and laptop bag. Students will be held responsible for the loss of laptop during or after school and are liable to pay the amount (market price at the time of issue of laptop) spent during the purchase of the same.

Material issued	Yes /NO
Laptop	
Battery Charger	
Laptop Bag	

Abuse or deliberate misuse of KiiT ITR or deliberate breaches of the conditions of this KiiT ITR User Agreement will result in restrictions to KiiT ITR by the student(s) involved and result in discipline by school administration. Students may be held responsible for the replacement cost of any ITR which is damaged or broken.

Parents/Guardian: Please review the contents of this agreement with your student prior to signing. Students will not be given access without your signature

Student: Please complete the portion below. Once you have done this, you will be given access to KiiT's ITR.

Computer User Policy

I understand the KiiT ITR User Agreement and the consequences of misusing technology at school. I agree to use technology in an appropriate and responsible way.

Student Name

Grade

Signature

Date

Parent/Guardian Name

Signature

Date



**Kiit INTERNATIONAL SCHOOL
IBDP TIME TABLE 2017-18**



PERIOD	LP – 1 (1 Hr.)	LP -2 (1 Hr.)	P - 3 (40 Mins.)	P - 4 (40 Mins.)	P – 5 (40 Mins.)	P - 6 (40 Mins.)	P - 7 (35 Min.)	P - 8 (35 Min.)	HM (10 min)
TIME	8:30- 9:30	9:30- 10:30	10:50- 11:30	11:30- 12:10	12:10-12:50	12:50 - 1:30	2:10 - 2:45	2:45 : 3:20	
DAY 1	11 LANGUAGE	COMP/ ESS	ECO / BIO	PHY / VA / SPANISH B	MATHS	CHEM /BM/ PSY	LIBRARY	COMP / ESS / FRENCH HL	Time for homeroom teacher (3:20 - 3:30 pm)
	12 PHY / ECO	MATHS (Ali)	CHEM / ITGS / VA	BM	LANGUAGE	COMP / HINIDI HL	LANGUAGE	CAS	
DAY 2	11 MATH	ENGLISH	CHEM / BM / PSY	PHY/ VA /SPANISH B	LANGUAGE	COMP / ESS / FRENCH HL	TOK	CAS	
	12 TOK	ENGLISH	PHY / ECO	COMP/ESS	CHEM / ITGS / VA	BM	MATHS	MATHS	
DAY 3	11 ECO/BIO	TOK	ENGLISH	MATHS (Ali)	COMP / ESS	CHEM / BM / PSY	ECO / BIO	PHYSICS/VA / SPANISH B	
	12 BM	CHEM/ITGS/VA	COMP/ESS	LANGUAGE	ENG	PHY/ECO	MATHS	COMP/HINDI HL	
DAY 4	11 FA	MATHS	ENG	Comp/ESS	ECO/BIO	PHY/VA	ENGLISH	CHEM / BM/ PSY	
	12 FA	TOK	BM	PHY/ECO	CHEM/ITGS/VA	MATHS HL	BM	EE	
DAY 5	11 TOK	Chem /BM /PSY	ENGLISH	PHY / VA / SPANISH B	ENGLISH	ECO/ BIO	LANGUAGE	LANGUAGE	
	12 MATHS	LANGUAGE	PHY/ECO	CHEM/ITGS/VA	COMP	ENGLISH	CAS	CAS	
DAY 6	11 FA	PHY / VA	CHEM / BM / PSY	COMP / ESS	ECO / BIO	LANGUAGE	MATHS	MATHS	
	12 FA	COMP / ESS	MATHS	ENG	LANGUAGE	BM	PHY/ ECO	CHEM/ITGS/VA	
TIME	9:00 - 9:45	9:45 - 10:25	10:45 -12:30	12:30 -1:15	1:45 - 2:45				
SATURDAY	11 (FA/ Activity based)	Enrichment / physics	Maths	Career / CAS	CAS				
	12 MATHS	Enrichment / Support lesson / Maths	English	EE/ CAS	Library / Career Counselling				

JUICE BREAK

LUNCH BREAK

IBDP TEACHERS CONTACT DETAILS

SL.NO	NAME OF TEACHER	SUBJECT	EMAIL-ID	PHONE.NO
1	NANDITA MISHRA	ENGLISH AND TOK	nanditamishra@kiitis.ac.in	7381077107
2	SHYAM SUNDER	ENGLISH	ssunder@kiitis.ac.in	9777300133
3	TORA PAUL CHOUDHURY	ECONOMICS	tchoudhury@kiitis.ac.in	9937291270
4	SK MOHAMMED ALI	MATHS	mdali@kiitis.ac.in	8018885169
5	DR.SUNITA BAL	CHEMISTRY	sbal@kiitis.ac.in	8763295131
6	G.S BHIMRAJU	PHYSICS	gsbhimaraju@kiitis.ac.in	9853202445
7	KARTICK CHANDRA SAHOO	BIOLOGY AND ESS	karticksahoo@kiitis.ac.in	9853145220
8	SATYA RANJAN MAHAPATRA	COMPUTER SCIENCE	satyamohapatra@kiitis.ac.in	9437636675
9	DIPTIMAYEE MISHRA	BUSINESS MANAGEMENT	diptimayimishra@kiitis.ac.in	9438433011
10	MALAY ROY	SPANISH	mroy@kiitis.ac.in	9090397451
11	SHASHI BHUSHAN BOHINI	FRENCH	sbohini@kiitis.ac.in	9777320910
12	RANJITA SAMAL	HINDI	rsamal.kiitis.ac.in	9437389080

University Entrance

The IB Diploma is a rigorous and demanding program that provides students with a first-class preparation for their future . Students follow a course of study with a global reputation for academic excellence, and universities throughout the world recognize the IB Diploma as an entrance qualification to higher education degree courses. In some countries, such as the United States and Canada, the IB Diploma qualifies students for advance placement or academic credits; furthermore, students with the IB Diploma are accepted at a higher rate at selective U.S. universities than those with other qualifications. In general, European universities prefer the IB Diploma for entrance over IB Certificates or the high school diploma. European universities may require standardized tests (SAT, ACT), if a student only has the high school diploma or the high school diploma with IB certificates. Kiit International School ISP has a strong record in placing its graduates in universities around the world.

In order to help students with their University admissions , Scholastic Aptitude Tests (SAT)preparatory lessons will be conducted in the as detailed below –

- English Thursday (3:30 pm – 5:00 pm)
- Mathematics Friday (3:30 pm – 5:00 pm)