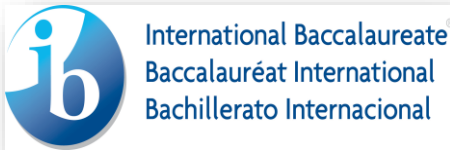




**SILVEROAKS INTERNATIONAL SCHOOL
BANGALORE
DP ASSESSMENT POLICY**



www.silveroaks.co.in



International Baccalaureate Organization

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 inter-cultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

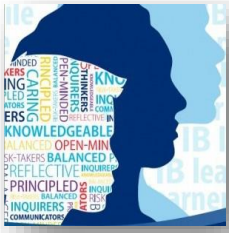
These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Silver Oaks International School

Mission Statement



To integrate in teaching and learning, the goals for conservation and social justice to develop civic virtues and emotional skills that can empower our acorns to be icons of personal and social change who will play leading roles in the transition to a sustainable future.



IB Learner Profile

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Assessment Philosophy

“To begin with the end in mind” means to start with a clear understanding of your destination. It means to know where you’re going so that you better understand where you are now and the steps you take reach the right direction.

Dr Stephen R Covey The Seven Habits of highly Effective People

At Silver Oaks, we begin teaching with an end in mind. We aspire to groom lifelong learners who will live for a purpose, learn to apply, lead with determination and leave a timeless legacy. To this end school developed a philosophy of assessment that motivates teachers and students to believe in excellence.

Assessment is integral to teaching and learning and is central to the goal of thoughtfully and effectively guiding students through the essential elements of learning.

The prime objective of assessment is to provide feedback on the teaching and learning process within the IB Programmes and National programmes.

All stake-holders like students, parents, teachers, pedagogical leadership team, Principal, Head of the School and Management are required to make themselves familiar with this assessment policy. It is essential that all stakeholders understand the philosophy of assessment.

It helps in evaluating whether the programme is meeting the aims of School Missions statement and that of IBO’s mission statement

Why Assessment

- *To create opportunities for all students to do more.*
- *To inculcate growth mindset.*
- *To create ownership and responsibility for learning.*
- *And to make assessment as learning, for learning and of learning.*

Principles of Assessment:

Silver Oaks Assessment policy promises to

- Provide the student with constructive feedback on student’s performance and help in giving appropriate support to the student.
- Establish the criteria of assessment, at the beginning, during, end of the units and well before

the assessments to the students.

- Acknowledge student performance by means of proper reporting.
- Ensure that only genuine student work is assessed.
- Give feedback on the essential elements of the learning process through reports.
- To meet the needs of PYP, MYP and DP framework as well as National Curriculum.

To meet the IB standards of assessment

- Assessment at the school aligns with the requirements of the programme(s). (IB Standard C4 Practise .1).
- Assessment at the school is integral with planning, teaching and learning.(IB Standard C4 Practise C4.1.a)
- Assessment addresses all the essential elements of the programme(IB Standard C4 Practise C4.1.b) .
- The school analyses assessment data to inform teaching and learning (IB Standard C4 Practise C4.7).
- The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
- (IB Standard C4 Practise C4.8)

Purpose of Assessment:

Assessment is a key component of the teaching and learning process in a school. It helps the teachers and students to make necessary alterations to the learning process.

Pre assessment:

All teachers will assess student's prior knowledge and experience before embarking on new learning experience in an appropriate way.

Assessment for the IB Diploma Programme

Assessment in the IB Diploma Programme is strictly guided by the IBO guidelines and practices. The school will publish an assessment program early in academic year indicating the tasks that will take place throughout the year.

How assessments can help teachers:

- Design tasks using prior knowledge of the students.
- Understand the gaps, misconceptions and strengths of the teaching program and learner outcomes in each student.
- Understand the need in differential teaching and assessment.

- Set goals for student attainment.
- Use approaches to learning as effective tools to further learning.
- Broaden the learning opportunities provided to the students.
- Provide the appropriate remedial support.

How assessments can help students:

- Identify their strengths and areas of improvement.
- Work on their areas of improvement
- Know their misconceptions and gaps.
- Know where they stand in terms of learning objectives.
- Develop skills, which help them to learn by themselves and with others.
- Articulate and reflect on the process of learning.
- Determine future choices based on their strengths and areas of improvement.

How assessments can help parents:

- Understand the learning journey of their ward.
- Identify the strengths and areas of improvement of their ward.
- Give appropriate support to their ward.

How assessments can help Teachers, Coordinator, Principal and the Director Education

- Assess the learner outcomes in each of the subjects taught.
- Suggest/take appropriate corrective action to improve the learning experience of students.
- Discuss with teachers on the measures to be taken to strengthen learning.
- Determine training needs for teachers and administrators.

Types of Assessment

Formative and Ongoing assessments may include

- **Short tests, Concept mapping:** To review the overall understanding of a topic, or to assess the conceptual understanding or the knowledge base.
- **Quizzes, Class discussions, Role-plays, Debates & Oral presentations:** To assess the presentation skills, knowledge, understanding of facts and communication skills.
- **Projects, Research work or Field work:** Involves students identify sources for information, collect data, sort and interpret. Research skills, Transfer skills, social skills and communication skills can be assessed.
- **Class-work:** Assimilation and comprehension of knowledge can be assessed through worksheets, note taking etc.

- **Home-tasks:** This complements the work done in class and is essential to learning. Could involve homework worksheet, problem solving, small assignments etc.

Aspiration from continuous assessment:

Detailed and continuous feedback enables the learners to identify the gaps in knowledge, skills, attitudes and concepts and work on them. Based on 'assessment as learning', continuous assessments are blended into the regular learning. The two years of Diploma programme will be supported by this continuous assessment philosophy.

Objective of Summative Assessments:

Considering that every subject has benchmarks of learning through grade descriptors, summative assessments are more on 'assessment of learning'. The outcome of summative assessments drive the reflection in processes of teaching, testing, grading and training. Reflections involve those by students, teachers, school management and parents.

FORMAL IB ASSESSMENT

Internal Assessments

Internal assessments (IA) are mandatory assessments completed during the final year of the IB Diploma programme. These assessments are graded by the classroom teacher using the criteria published by IB. The internal assessment scores are submitted to IB for moderation to ensure all internal assessment scores worldwide are consistent. Examples of this type of assessment include, but are not limited to, oral presentations, science lab reports, math portfolios, and other major projects. The IA marks will contribute to the final IB DP grades depending on the weighting in respective subjects. IA will be scheduled across the two years duration of the course.

IA submission dates will be published and informed duly to students and parents.

External Assessments

External IB assessments are mandatory assessments that are completed during the final year of the Diploma programme that are not awarded by the classroom teacher. These assessments are IB exams that are administered during the May session at the end of Year 2 of IBDP as well as essays that are sent directly to IB examiners for evaluation.

IB Examination dates will be published and informed duly to students and parents.

Awarding of the Diploma

In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for **Theory of Knowledge** and the **Extended Essay**, and also complete the **Creativity, Action, Service (CAS)** element.

Candidates are required to fulfill certain requirements stipulated by the IB for Diploma to be awarded. The diploma will be awarded to a student whose total score, including any bonus points, reaches or exceeds 24 points and satisfies the conditions listed later in this document.

Reporting process of student performance:

The school will follow the International Baccalaureate 1 (low) – 7 (high) grade scales. The mark for achievements reflects the level of academic competence, and the mark for effort reflects the level of commitments.

Achievement Grades (1 - 7)	Effort Grades (A - E)
7: Excellent	A: Excellent
6: Very good	B: Good
5: Good	C: Satisfactory
4: Satisfactory	D: Not adequate
3: Just below satisfactory	E: Little or none
2: Not adequate	
1: No achievement	

Matrix for the TOK/EE points

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				

Grade Descriptors are:

Grade 7:

A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

Grade 6:

A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students generally demonstrates originality and insight.

Grade 5:

A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

Grade 4:

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.

Grade 3:

Limited achievements 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 situation with full support.

Grade 2:

Very limited achievements 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.

Grade 1:

Minimal achievements in terms of the objectives.

Following are the conditions laid out by IBO in awarding the IB Diploma.

Source: <https://www.ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulations-en.pdf>

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).

h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).

i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

PREDICTED GRADES

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- The predicted grade of the student will be based on the Internal Assessments and Mock Exam.

How is the IB Program assessed?

IB Diploma Courses essentially focus on cognitive skills and affective capacities. To maintain congruence, assessment procedures are designed to value both process and content and to achieve a balanced assessment of a student's performance. The assessment procedures emphasize understanding and application of knowledge, not just the student's ability to regurgitate information.

To enable students to demonstrate their abilities, a variety of assessment methods, which consider the different learning styles and cultural experiences of students, are used. All subjects are externally examined, which means that an international grading team, hired by the IBO, evaluates the students' work. Most subjects also require internal assessment, which involves an

external moderation procedure to ensure that uniform standards are maintained throughout the world.

Methods of assessment

The nature of assessment varies according to the subject, but the general pattern is as follows:

Personal research work: All students must give evidence of their ability to carry out independent work in the form of:

1. An **Extended Essay of about 4,000 words in one of the main six subject areas**. This essay is assessed by an external examiner but must be accompanied by a report from the EE supervisor/ EE coordinator.
2. **Guided coursework in some subjects**. This work is internally assessed by the Subject teacher/ Supervisor and is externally moderated by the IBO.
 - **Internal Assessment** for the Theory of Knowledge, and all other subjects. This may take the form of guided coursework, project work, fieldwork, and/or laboratory work. All internal assessment is subject to external moderation.
 - **Completed CAS Portfolio**
 - **Final written examinations** held in the month of May of Year 2. These examinations include a variety of assessment techniques such as essays, short answers, and multiple-choice tests. They are prepared and assessed by the examining panels responsible for each subject (otherwise known as the international grading team).

GRADE BOUNDARIES :

The grade boundaries are the percentage scores that you need to attain in your assessments collectively to achieve a specific level out of 7. They will vary from subject to subject and get adjusted every year, since IB grades on a curve

(A student is graded in comparison to how everyone else did, and not in comparison to the maximum grade). Thus grade boundaries is used as guidance, and they are not absolute.

Customized grade boundaries are used for reporting internally for Term/Semester grades. Over the course of two years, the grade boundaries will gradually taper in terms of difficulty levels and syllabus covered until the point in time when examination is conducted. This will ensure getting closer to accurate picture of students' performance.

Assessment Calendar

An internal assessment calendar will be published and shared with students, teachers and parents. Dates and deadlines are planned with considerable thought for pace and space. Time to time reminders will be given to students and parents. Genuine and special circumstances will be considered for extension of submission of assignments. Late submissions will invite deduction of final marks.

School Plan for Assessment

Assessment Cycle	Month of Assessment	Reports
Year I		
July- August – Preassessment for all subjects will be conducted		
Semester 1		
Midterm Year 1	December	January 3 Way conference Report card
Semester 2		
Year End Exam - 1	April/May	May 3 way Conference Report cards
Year II		
Semester 3		
Midterm Y2(staggered between November - December)	November /December	November 3 Way Conference Report Card
Mock 1 Exam	March	Report to parents and Students. Predicted Grade sheet to DPC
	April	Predicted grades shared
FINAL IBDP Examination	May	July

Syllabus for different Semesters:

Exam	Syllabus Period	weightage
Semester 1	June – October	100%
Semester 2	June – October	40%
	November- April	60 %
Semester 3	June – October	30%
	December - March	30%
	June – October	40%
MOCK 1	Year 1 and Year 2	100%

Ongoing Assessments of different subject groups will take place as given below

Ongoing tests are in-built processes in the school. There is a system of starting everyday class with a recap test of the previous class. At the end of every unit in any subject, end of the lesson assessment is conducted to evaluate the learning outcomes and help the students who need support.

The Formative Assessments conducted during a semester will assess the student in a group of lessons to build confidence in a student that he/she can face a test with more units. This will help them hone their abilities in facing longer tests with more units.

Absenteeism during exams

On grounds of serious illness or medical condition, students may be considered for re-conduct of the exam. However, absenteeism during IB Exams is subject to the policies set by the IBO.

Assessment policy and the connection to other policies.

- **Academic Honesty Policy** – Students will adhere to all requirements of the Academic Honesty Policy while completing assignments, homework, formative assessments, summative assessments, and all IB Diploma requirements including Extended Essay, Theory of Knowledge, and CAS.

- **Language Policy** – All student language needs will be considered when creating and implementing assessments. All teachers are viewed as language teachers and should offer feedback to students about their use of language
- **Special Educational Needs Policy** – Assessments will follow all requirements outlined by SEN Policy.

Recording and Reporting :

Report card will contain

- Semester grades
- Grade descriptors and teacher comments

Year 1

- Reporting on Semester 1: In Jan
- *Reporting will include - Subject Grades + Effort Grades*
- Reporting on Semester 2: In May
- *Reporting will include - Subject Grades + Effort Grades*

Year 2

- Reporting on Semester 1: In Jan
- Reporting will include - *Subject Grades + Effort Grades*
- Reporting on Mock 1: In April
- Reporting will include - *Subject Grades + Effort Grades + Comments on TOK + Comments on CAS + Comments on EE*

Students and parents will be made aware of the IB assessment Policy and other aspects by:

- Meetings with the IB Diploma Program Coordinator
- Orientation for X Graders along with the Parents
- PTM- Parents Teachers Meet
- Newsletters.
- Websites/Blogs

Sample Report Card for Mid term

Academic Year: Name of the Student: Class:

Subjects	Grade Descriptors 7 6 5 4 3 2 1	Effort Grades A B C D E
Group 1 Language and literature English		
Teacher's comments:		
Group 2 Language acquisition		
Teacher's comments:		
Group 3 Individuals and societies		
Teacher's comments:		
Group 4 Sciences		
Teacher's comments:		
Group 5 Mathematics		
Teacher's comments:		
Group 6 Visual arts		
Teacher's comments:		

Recording of Assessments

Portfolios

Students will maintain the record of work, tasks and assessments with appropriate labeling. This may help in reflection, refinement or as evidence of learning progress.

Teachers will also maintain the work assigned, work done by students, exemplars for future reference, differentiated tasks given, prior knowledge tests, assessment strategies and question papers etc.,

Anecdotal records are brief written notes based on observations of students. Records on the whole class, on smaller groups or on individual students can help the teacher identify areas of understanding or misunderstanding.

Samples of students' work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.

Internal Assessment Reports are recorded and documented online, this serves as a record before reporting to the parents.

Summative and Mock 1 Reports : Transcripts, Grades achieved are documented and recorded online as well as given in print form to parents.

Roles and Responsibilities:

Teacher's responsibilities include:

- Planning and executing a balanced assessment in internal and summative tests.
- Design assessments **for, as and of** learning.
- Aim at designing assessment tasks to evaluate the understanding of statement of inquiry, key concepts and related concepts planned for the unit.
- Clearly, communicate to students and parents about assessment expectations and criteria along with teaching plans through updates on parent portal.
- Assessment should be based on students prior knowledge, skills, and learning style
- Involve students in the assessment process, by explaining the objectives and process of assessment and also in self-assessment or peer assessment tasks.
- Provide adequate opportunity to enhance ATL skills through a varied range of assessments.
- Accommodate differential assessments depending on the students' needs.
- Informing the students and parents on assessment dates well in advance.
- Documenting a clear assessment profile of each student in soft copies.

- Document details of assessment in the Unit planners
- Work collaboratively with other colleagues for effective planning and execution of Core.

Class Facilitator's responsibilities include:

- Communicate to students and parents on the academic progress of the students. Where appropriate communicate with the Coordinator and Principal on issues related to student progress.
- Collaborate with the subject teachers in order to keep track of students overall academic progress.
- Monitor progress report to see that all assessment related entries are made before sending the reports to parents.

Coordinator's responsibilities include:

- Guide and enable the process of subject area assessment planning through collaboration. Standardization of assessments is discussed and done before the marking of answer scripts.
- Providing opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
- Monitor the assessment documentation maintained by each subject teacher.
- Ensure teacher's review and reflect on their assessment practices on a continuous basis.
- Provide professional development opportunities for subject teachers to learn good assessment practices from each other as well as experts.
- Ascertain there is consistency in assessment across subjects.
- Provide guidance, collaboration, and coordination of assessment practices across the subjects.
- Monitoring the assessment practices to meet the standards expected by IBO.

Responsibilities of Principal & Director Education & DPC include:

- Provision of time for teachers to plan their assessment, to reflect on practices and to collaborate with others teachers for effective assessment.
- Ensure that all teachers review and reflect on their assessment practices through appropriate appraisal system.
- Provision of appropriate professional development for teachers to know the latest practices in assessment.
- Provide appropriate time and forum for students, teachers and parents to meet to discuss assessment.

Student's responsibilities include:

- Being responsible for their own learning and assessment.
- Participate actively in all assessment task carried out during class.
- Understand and act upon the feedback provided by teachers.
- Seek clarifications on assessment criteria before and after assessment.
- Communicate effectively with teachers and peers on assessment.
- Actively participate through collaboration on all assessments like IAs and Core.
- Organize all assessment feedback and also keep a journal of reflections on assessment.
- Self-assess, seek peer or teacher or parent assessment in the development of ATLs.

Parent responsibilities include:

- Know the assessment practices of the school and IBDP.
- Actively participate in the assessment of their ward.
- Provide time for the student to keep up with the assessment requirements.
- Provide a conducive environment at home which promotes positive and progressive Learning.
- Communicate constructively with both student and teacher.
- Provide extra support at home where a student is lacking understanding of a subject.

Who is primarily responsible for assessments in the school

- Director Education
- Principal
- PYP Coordinator
- MYP Coordinator
- DP Coordinator
- Teachers
- Students
- Parents

Professional development for Effective Assessment Practices

A. IB training for teachers

All teachers will be trained and will receive in-school training and through IB workshops. These workshops will enable teachers to update their assessment practices diligently. Teachers learn invaluable information regarding assessment design and standardization of grading practices.

B. Collaboration

To facilitate our use of collaboration time, we have provided our staff with resources required for collaborative curriculum planning, inquiry, collaborative instructional delivery, collaborative communication data and day-to-day interactions, and digital tools for authentic professional collaboration and communication. Utilizing the time allotted in the timetable of the school, teachers work together during collaboration time. Teachers discuss strategies, share ideas, plan curriculum, differentiate instruction, design authentic assessment tasks, and standardize grading practices during the Collaboration time allotted. Through this collaborative time, we are able to better implement the IB programs within the school.

Review Process

The Assessment Policy was created by a committee, which consisted of the Director Education, Principal, DP Coordinator, MYP Coordinator, PYP coordinator and Teachers.

The Assessment Policy is shared with staff, students, and families in a variety of modes of communication.

Every year, the pedagogical leadership team will review to the Assessment Policy. The team will ensure representation from all subject areas. The purpose of the review will be to study the current document to ensure its accuracy toward meeting IB Standards.

Developed in June/July 2019

Bibliography

- *Internet Sources*
- *Grade descriptors for use from September 2014/January 2015 (IBO)*
- *Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)*
- *Handbook of procedures (IBO, 2016)*
- *IB Academic Honesty Policy*
- *Subject guides, IB online curriculum centre (OCC)*
- *The conduct of IB Diploma Programme examinations (IBO, 2016)*

Appendix : Sample Report card

MOCK TEST - Grade 12 for ACADEMIC YEAR 2020-2022

Student Profile			
Student name		Father's Name	
Student ID		Mother's Name	
Grade		DOB	
Section		Address	

Subject	SL/HL	Achievement Grade	Effort Grade
English Language and Literature			
Language Acquisition			
Individuals and Societies			
Sciences			
Mathematics			
Visual Arts			
Extended Essay*			
ToK*			
Total Score (Out of 45)			

** The Marks for Tok, EE are based on the Internal Assessment conducted with the sole intention of predicted grades. The final marks would be awarded after the moderation done by the IB external examiner*

English Language and Literature						
Teacher's name						
		Total Marks	Weightage	Marks Scored		
Internal Assessment	IA					
Internal Assessment Weightage (30%)						
External Assessment	Paper 1					
	Paper 2					
	Written task					
External Assessment Weightage (70%)						
Percentage (100%)						
Progress Grade Awarded						
Teacher Comments						
English Grade Boundary						
1	2	3	4	5	6	7
0-17	18-35	36-50	51-62	63-73	74-84	85-100