

Metro Delhi
International
School



Middle & High School Curriculum Guide

2020-2021



An Accredited Christian International School in New Delhi | American International Curriculum

Contents

| | |
|-------|---|
| I: | Accreditation |
| II: | Middle School Academic Program English as a Second Language (ESL) |
| III: | High School Academic Program Graduation Requirements |
| IV: | Other MDIS Graduation Requirements |
| V: | General University Entry Requirements |
| VI: | Course Enrollment and Selection |
| VII: | Sequence of Core Courses |
| VIII: | Homework & Assignment Policies |
| IX: | Grading & Grade Point Average (GPA) |
| X: | High School Transfers |
| XI: | Semester Examinations |
| XII: | External Exams (MAP, PSAT, SAT, ACT, AP, etc.) |
| XIII: | Technology in the Classroom (BYOD and Google Classroom) |
| XIV: | Plagiarism |

I: Accreditation

Seventeen years ago, the founders of Metro Delhi International School (MDIS) sought to found an American curriculum school in the National Capital Region that was affordable, international, and Christian. Stemming from the core values of academically-focused and excellence-driven, the MDIS leadership team began the road to dual accreditation through the Western Association of Schools and Colleges (WASC) and the Association of Christian Schools International (ACSI). Since 2014, MDIS has been accredited by both associations.

MDIS provides a university preparatory education leading to the Metro Delhi International School High School Diploma recognised around the world as a basis for university admission. The MDIS Diploma has been recognised as equivalent to the 10+2 system in Indian Schools by the Association of Indian Universities. This means that graduates of Metro Delhi International School seeking admission in Indian universities present only their diploma and their academic transcript of internal grades when they apply, in addition to presenting an equivalence certificate from the Association of Indian Universities.

II: Middle School Academic Program

The middle school years (6th-8th grade), or early adolescence, are critical as children mature not only physically and socially, but also mentally. According to Piaget's theory of cognitive development, early adolescents are developing from concrete, fact-based thinkers to become capable of more abstract, hypothetical thinking.

The goal of our middle school curriculum--grounded in our awareness of students' developmental needs--is to gradually build students in the knowledge and skills (especially reading, writing, thinking, and organizational skills) that will prepare them to succeed in rigorous college-prep high school courses. One of the key differences between elementary and middle school is that middle school students take semester exams in their academic subjects, to accustom them to exam preparation before they reach high school.

All middle school students take the core subjects of English Language Arts (ELA), Math, Science, Social Studies, and Theology each year. They also take other specials (Music, Art, Drama, Foreign Language, PE, etc.) as teachers are available.

In some classes Grade 7 and 8 are in class together. They have a two year curriculum programme.

| Subject | Details |
|-----------------------|--|
| ELA | Includes various novel studies and creative/academic writing projects, as well as vocabulary building and grammar instruction. |
| Math | Using the MEP (Maths Enrichment Programme www.cimt.org.uk) for grades 6 through 8, this readies students for beginning Algebra 1 or Geometry in grade 9. |
| Social Studies | Grade 6: Early history of Mesopotamia; Sumeria to Persia and Egypt Grade 7 and 8 a two year rotating course Year 1: Ancient Far East History, Early Greece and Rome, Early Islam. Year 2: World War 1, World War 2, the rise of Communism with a focus on China and Russia |
| Science | Integrated science study: Grade 6: <u>Physical Science</u>: Matter, Types of Energy, Energy and Waves, Force and Motion, Electricity and Magnetism, Engineering Design (Systems) Grade 7/8: Rotating subjects with combined 7/8th graders Year 1: <u>Intro to Biology</u>: Cells, Genetic Traits and Reproduction, Human Systems, Diversity of Life, Ecosystems, Populations and Communities, Environmental Issues, Engineering (Biological) Year 2: <u>Earth and Space science</u>: Earth's Structure, Earth's Systems, Weathering and Erosion, Human Impact on Earth's Systems, The Earth-Sun-Moon System, Our Solar System and Beyond, Engineering (Structures) Annual science fair/innovation week participation (individual or group). |
| Theology | Grade 6: Genesis to Moses. Grade 7 and 8 a two year rotating course: Year A: Old Testament: Kings, prophets and the Return from Exile. Year B: New Testament Survey: Jesus' teaching, Acts, Revelation. |

Specific Course Descriptions

Course descriptions are handed out by the teachers within the first week of lessons with specific details for assignments when appropriate. Also many handouts will be made available on the Google Classroom sites.

Students for whom English is a Second Language

MDIS offers an English support programme for ESL students. This consists of an ESL class (4pds), an ESL Social Studies programme (4pds) and extra teacher support within the Literature Arts programme (4pds). It is expected that further help/tuition is provided from home.

III: High School Academic Program | MDIS US Graduation Diploma Requirements

To gain a High School Diploma from MDIS you are expected to complete the following credits.*

| Subject | Credit | Details |
|-----------------------------|---------------|--|
| English Language Arts (ELA) | 4.0 | For each year of High School with World Literature/Speech, American Literature provided at grade 9 and 10- level, British Literature (AP Literature and composition is an option), Language & Composition (AP Language and Composition is an option) at the grade 11 and 12 level. |
| Social Studies | 3.0 | Students can choose from Asian History, World History and US History. (1 credit of US History is required for US passport holders and students who are planning to study in the US) Students can also choose Introduction to Microeconomics and Macroeconomics (0.5 credits each) or AP Microeconomics. AP Macroeconomics is planned to be provided in 2020-2021. A 0.5 credit Comparative Government course is provided for grade 12 students. |
| Mathematics | 3.0 | The order that Mathematics is taught in is Algebra 1, Geometry, Algebra 2, Precalculus and AP Calculus. Students who are capable in Math and want to do AP Calculus should begin grade 9 with the geometry course |
| Science | 3.0 | Biology, Chemistry, Physics (AP Sciences can be taken after or parallel with the required 3 science credits) |
| World Language | 2.0 | Two years of the same language** (see points 6 and 7 below) |
| Physical Education/Health | (1.5) | Students will do 0.5 credits each year of PE or Health |
| Theology | (2.0) | Students will do 0.5 credits of a theology course each year |
| Arts | 1.0 | This can come from a range of Art, Drama, Music, Photography or video courses as availability dictates |
| Electives | 2.5 | Teacher aiding, dual enrollment, additional subject credits beyond requirements (eg. Spanish 3), SAT and career guidance. |
| Other requirements | - | See below (includes service learning hours and annual camp attendance) |
| total | 22 | <i>N.B. It is expected that students have a course size of at least the equivalent of 5.5 Cr per year, they can do much more.</i> |

* However: students who are not aiming to do their University years in America or are not planning to attend a university that requires the American High School Diploma may apply in writing to take a slightly different course mix to the one given below, they must state their reasons for this based on the Universities or other courses they are interested in attending. This request will be considered in consultation with student, guardians and with respect to the career path the student is following.

Pass/Fail courses. Students may choose to take ONE pass/fail course (or 1 credit equivalent) each year from the subjects *below* World Language in the table above. The advantage of this is that if a student is not getting good grades in one of these subjects - e.g. they are not good at PE - they will be able to gain the credit for this subject but their GPA will not suffer.

Graduation Certificate* minimum requirements:

The US Diploma is required if a student is to go to an American University - and for Colleges in other countries that specify the American diploma.

Some students do not intend to go to University or they are going to universities in other countries that have different requirements. They therefore do not need to follow the academic course that is expected for the High School Diploma. For these students we offer the General Diploma. The table for the requirements of a General Diploma are given below.

When a student is going to follow this path they must do so in consultation with the career guidance the school provides, their teachers and their parents/guardians.

| Subject | Credit | Details |
|-----------------------------|-----------|--|
| English Language Arts (ELA) | 4.0 | For each year of High School, two from grade 9-10 level and two from grade 11-12 level - 9/10: World Literature/Speech, American Literature/ESL LA 11/12: British Literature , Language & Composition/ESL LA |
| Social Studies | 2.0 | From any of the Social Studies courses including; History courses, Economics courses (including Business Studies), Comparative Government or Psychology, ESL SS programmes |
| Mathematics | 2.0 | Algebra 1, Geometry, Algebra 2 or other mathematics courses as provided. |
| Science | 2.0 | Biology, Chemistry or Physics, or any other science programme the school may offer. |
| Physical Education/Health | (1.5) | Students will do 0.5 credits each year of PE or Health until requirements are met. |
| Theology | (2.0) | Students will do 0.5 credits of a theology course each year |
| Fine Arts | 1.0 | This can come from a range of Art, Drama, Music, Photography or video courses as availability dictates. |
| Electives | - | A variety of other subjects are provided that the student can choose from. |
| Other requirements | - | See below IV (includes service learning hours and annual camp attendance) |
| total | 20 | <i>Though it is expected that students have a course size of at least the equivalent of 5.5 Cr per year.</i> |

Specific Course Descriptions

Course descriptions are handed out by the teachers within the first week of lessons with specific details for assignments when appropriate.

IV: Other MDIS Graduation Requirements

1. If students are speakers of English as a second language, then enrolling for and passing a **TOEFL** and/or **IELTS** exam with proficiency is very advisable if you are intending to apply for International universities which may require proof of English ability. This is done at the student's own expense and outside of school hours.
2. All students in Grades 11-12 need to have taken the **SAT** or **ACT** if applying for US Universities.

Please note that MDIS's school code is 671868.

This code allows MDIS to receive students' SAT, PSAT/NMSQT, PLAN (*the PSAT version of the ACT*), or ACT scores; receive SAT or ACT publications; and administer PLANs. MDIS students must use this number when registering for either the SAT Program or the ACT Assessment.

If students enter the incorrect code number, copies of their score report will not be sent to MDIS.

3. Students are required to participate in the external class programme while attending MDIS. This is the 'school camp' and service-learning component. The MS, HS, and MHS camps are regarded as school days, and attendance will be taken for these dates.
4. The Service-Learning requirement is **40 hours** of unpaid service in the community over the four years of High School. Students entering MDIS in 10th, 11th or 12th grade will be expected to account for the same number of hours.
5. There are 7 option lines in our school week: 28 periods. Of these students may take "Study Hall" periods to a maximum of 1.5 option lines: 6 periods. During these times the students are expected to be in class studying and will be supervised.
6. ** Language mastery from non-MDIS and non-transfer credit courses will be awarded only through successfully passing internationally recognized tests. Students wishing to receive credit for academic mastery of a non-English language will need to show their mastery by passing an internationally recognized test for 1 year and/or 2 years of study in the language. Special consultation will need to be made with the Head of Languages about how many credits an exam result will be worth. *It is important to consider this very carefully with the Teacher in Charge of Languages before embarking on such a course of action.*

Students who learn a language from an external source will NOT have a grade entered into their reports or as part of GPA calculations, but the subject will be registered on the students transcript as a Pass and the credit of the course will be part of the schools calculations of credits achieved.

7. ** Students are permitted to earn their World Language credits in a heritage (natively-spoken) language, if they are completing high school level courses in composition and literature in that language. Students who are attending our school as ESOL students and having a focus on learning English and having studied in their own language prior to coming to MDIS will be exempted from having to learn another language: ESL classes will be considered in place of World language classes.
8. Attendance Requirement: Students who become truant are putting themselves at-risk to not graduate 'on-time'. Any student who achieves less than 80% attendance will most likely be required to meet with the Head of School, MS/HS Dean, and their parents, to determine final decision for grade promotion.

9. Attendance days will be shown on the students reports. Absences without adequate excuse will also be tallied in the students reports.

V: General University Entry Requirements

It is important for students to begin their college planning early in their high school career. Since each college establishes its own particular requirements, it is important to follow the guidelines given on the websites of colleges under consideration.

Students considering attending non-US universities are advised to learn the admission requirements of those universities and how standardized examination results are evaluated for admission.

Many European and Korean universities will require multiple AP exams of score 3 or higher for admissions.

Knowing admissions requirements well in advance can help in making appropriate course selection decisions.

The Careers Guidance counselor is available to assist students in planning their college preparatory programs. We have programmed a semester "SAT practice and Careers counselling" course for Grade 12 students in the first semester, and for Grade 11 students in the second semester of our year. In these times students should explore their university options and work on SAT preparation. There will also be visits to the school by representatives of universities and students are encouraged to attend these events.

VI: Course Enrollment and Selection

MS Students will all (with small exceptions) have the same courses as their grade level peers. Lower HS Students (Grades 9-10) can expect to have most of the same classes as their grade-level peers, though there may be exceptions such as advanced mathematics students, arts electives, and external or independent studies. Upper HS Students (Grades 11-12) should expect to have between one to three elective options, though some may not due to missing credits in their distribution. The Upper HS students should attend the Open House at the beginning of their 11th and 12th grade years, and maintain communication with the MHS Curriculum Head in the summer prior, to assure they are assigned to the correct courses before Day One of the new school year.

The following are special guidelines for families requesting non-standard course options:

- I. All HS students are expected to maintain, at a minimum, a 5.5 credit course load each academic year, though many may have a 7 credit load.
 - A. Grades 11 and 12 students will be allowed a study hall period of about an equivalent of once per day if they are on-schedule with credits and distributions, and at the discretion of the Principal and Head of Curriculum.
- II. Students will be allowed to disenroll from, or not enroll in, an MDIS class that has been scheduled for their class/grade in the respective school year if and only if one of A-C is true and D or E is true:
 - A. The request is made within -
 1. two weeks (of the semester beginning) for a full year / 1 credit class and one week (of the semester beginning) for a semester / 0.5 credit class for students enrolled from the beginning of the school year.
 2. one week for students who enroll after the school year has begun.
 3. >>> *These same timelines apply for courses that begin Semester 2. Requests must be made in Semester 1 by these timelines above.*

- B. The student shows completion of the same course through the transcript from an accredited educational institution.
 - C. The student is in grades 11 or 12 and does not need the credits
 - D. the class will be replaced by another course (on or off campus) that has been agreed upon between the family, the teacher in charge of that subject and the MHS Head.
 - E. There is a faculty member available to facilitate the student's self-study period on campus, and/or the family has made arrangements for the student to be off campus for the completion of the course, acknowledging the family's responsibility for the student while off-campus and their round-trip transportation. Students should not be missing enrolled MDIS classes for off-campus courses.
- III. Additional courses beyond the standard course load may be required for students if they are:
- A. transferring to MDIS High School (Grades 9-12) from another secondary school and missing required classes or credits taken in prior semesters by their corresponding class at MDIS
 - B. entering the HS from any ESL Program at MDIS and needing to complete missed credits.
- In these cases, we often recommend students take a summer course through an accredited school. Speak with the Head of Curriculum or career guidance counsellor for recommendations.*
- IV. Off-campus courses (including higher education dual enrollments) will be recognized on student transcripts (with appropriate notations) and in subject credit distributions if and only if the course:
- A. is through an accredited educational institution.
 - B. meets the distribution requirements (e.g. foreign language distribution - school offers Spanish but student wants to take Japanese)
 - C. is to substitute a required MDIS class being taught to the student's grade, when the course content is in conflict with the family's values and/or student's maturity
 - D. is not in conflict with the MDIS mission, vision, and core values as determined by the MHS Head of School
 - E. is a physical classroom course, not an online course (for Indian nationals & those planning to attend Indian universities)
- V. Full fees will be assessed for all MHS students.
- A. Part-time enrollment fees will not be granted.
- VI. Families choosing (as personal choice or preference) to take a class off-campus will still be assessed full fees.
- VII. Costs of off-campus/non-MDIS courses will only be covered by MDIS when the student:
- A. has not received any scholarship from MDIS for the applicable school year (unless it is a required course not offered on campus), AND
 - B. is in grades 11 or 12, AND
 - C. needs a subject distribution for graduation, and the course is not scheduled to be taught in the student's standard timeline for graduation (i.e. student is completing grade level requirements at a rate of two full semesters each year), AND
 - D. has been enrolled in the most economical of the accredited options (with an appropriate timeline within the school year's calendar), based on the recommendation of the MHS Head of School and MHS Curriculum Head.
- VIII. All requests will be negotiated on a case-by-case basis, including a conference with the family in consultation with the principal and teachers involved.

VII: Sequence of Core Courses

Ideally courses are taken in this order (the sequence may differ according to availability of course offerings in that academic year):

| | Grade 9 | Grade 10 | Grade 11** | Grade 12 |
|-----------------------|----------------------------------|----------------------------------|--|--|
| <i>Math</i> | <i>Algebra 1 or Geometry</i> | <i>Geometry or Algebra 2</i> | <i>Algebra 2 or Pre-Calculus</i> | (AP) Calculus (optional) |
| <i>Science</i> | Biology* | Chemistry* | Physics | AP sciences (optional) |
| <i>English</i> | World Literature & Speech | American Literature | British Literature (AP Literature and Composition prep available) | Advanced Language and Composition (AP Language and Composition available) |
| <i>Social Studies</i> | South and East Asian History | World History | American History AP Microeconomics Psychology | Comparative Government (Semester course) |

*In order to have more timetable flexibility we provide Chemistry to both grades nine and ten in one year and Biology to both grades nine and ten the next year. In 2019-20 Biology is being provided.

** There is flexibility about when these subjects can be done: grade 11 or 12

VIII: Homework, Assignment and Test Policies

Homework is assigned to aid in the development of individual study/inquiry/skill, to support classroom learning, and to promote extended learning. It should not be used to introduce complicated material that requires teacher direction.

Other objectives of homework include helping students develop a sense of responsibility, learning to research and involving parents with their child's work and progress. With these purposes in mind, the following are guidelines that the MDIS staff will follow when assigning homework:

Homework Timing Guide (*for a student of average ability*):

Grades 6-8: 1 to 1.5 hrs per day (approx. 10 hrs per week) - or around 20 min per subject on average.

Grades 9-10: up to two hours per evening..

Grades 11-12: up to three hours per evening.

Note: Students may take varying amounts of time to complete homework based on their English language level and other individual abilities/work habits (i.e. some students may take 15 minutes and others 1 hour to complete the same homework assignment). If parents see their child has worked beyond a reasonable time on any piece of homework they should write a note on their child's work or their homework diary to this effect. The teacher then will not mark that students homework as incomplete. If this situation occurs regularly please contact the teacher and discuss the matter.

Late Submission of Assignments for MHS

Asking for an extension

Teachers should be signaling Summative Assessments well ahead. (Two weeks).

If a student is feeling they are not ready to do an assessment they must ask their parent (guardian) to write to the teacher concerned with the reasons for a later request. This request must come three days (or more) before the time the assessment is due/will be done.

Requests must be cc'd to the Head of MHS: Ms Thomson.

The request will be considered and the answer should get back to the student and parent the next day. There is no certainty that the request will be accepted but the circumstances will be carefully considered.

Where a request is accepted, the assessment due date can be delayed for up to a week.

When summative assessment work is handed in late and no permission has been granted

When a due date has passed and a student has not handed in work:

- The teacher must email the student and their parent within 24 hours to say that the work is late
- The student has a further week to complete the work and hand it in.
- The students final mark for this assignment will go down one grade. (e.g. "A" goes down to a "B")
- If the student does not complete the assignment by the end of seven days after the due date then the assignment is too late and will not be graded.

Tests and in-class assessments that are missed due to absences

If a student finds that they cannot do a test or in-class assessment due to sickness or similar event, then a parent must inform the school before the assessment was to be taken. The reason for the absence must be major (for example: sickness, death in the family) or the students final mark will go down one grade. Non-major reasons are: doctor's appointments, family events such as birthdays, visitors, headaches, tiredness, stress.

Students who do not turn up for tests and the parent has not emailed in a reason or if the reason is not convincing will immediately lose a grade (e.g. An A goes down to a B).

When a student is absent from an assessment (whether permission has or has not been obtained) they must immediately create a time with the teacher for the assessment to be done. The onus is on the student to talk to the teacher about creating a time.

Missing exams

The student is not allowed to miss an exam unless the reason is major. Certification must accompany such a situation, the school has the right not to accept the reasons if they do not think they are well founded enough. Parents should inform the school as soon as possible if a child is not able to come to an exam. In this situation the school may choose to assess a grade for the student based on Summative assessments, or they will organise for the student to do the exam at a later date.

Not handing in minor assessments such as small homework assignments.

For non-submission of formative assessments - which may be merely daily homework assignments or maybe more major assessments designed to help the students grow in skills and knowledge (rather than assess skills and knowledge):

- How these affect a students grade will be at teacher discretion. These are less likely to be rigorously graded, but non-submission is serious and students will find their formative assessment grades will dwindle if work is not handed in.

Cheating and plagiarism

For any summative assessment where it has been found that a student has copied another student's work, then both students' grades will be immediately cancelled - unless the student who has been copied from can convincingly show that they were blameless.

Where a student has plagiarized, their grades for that assessment will immediately be cancelled.

IX: Grading & Grade Point Average (GPA)

Grading in MHS is based on a **description** and then from this description flows the letter grade, the GPA reference and the percentage. **The percentage is NOT the focus - it is merely a way of making calculations easier.**

| Description of grade levels: Teachers focus on this description when grading the student work, NOT the marks gained. <i>Summative assessments are set so that students can display whether they are working at an A B or C level with different types of questions for each of these levels</i> | Grade range | GPA weighting (Not referring to AP or Honors courses) | % <u>reference</u> |
|--|--------------------|---|-----------------------------|
| Understanding of the content and skills of the unit are broad <i>and</i> deep. Able to combine the different elements of the course effectively to solve complex (within the scope of the level of learning) problems | A+, A, A- | 4 4 3.8 | 97-100% 93-96% 90-92% |
| Understanding of the content and skills is broad <i>or</i> deep. Students have a solid grasp of the content and skills that have been taught. | B+, B, B- | 3.5 3 2.8 | 87-89% 83-86% 80-82% |
| Students show a good understanding of the straightforward content and skills taught in the course. There is little depth and there are patches in knowledge and understanding. | C+, C, C- | 2.5 2 1.8 | 77-79% 73-76% 70-72% |
| Students are able to do work correctly and show understanding of the skills and the content of the course - but only with teacher support or extra scaffolding. | D+, D | 1.5 1 | 67-69% 63-66% 60-62% |
| Below this level is considered a Fail | | | |
| Students complete requirements with teacher help and extra scaffolding, but their understanding and/or skills are very patchy and limited. OR Students show understanding (even good understanding) but have not quite completed enough work to meet the lowest criteria. | E/F | 0 | 50-59% |
| Students complete <i>some</i> requirements with teacher help and extra scaffolding, but their correct understanding and/or skills are very patchy and limited. OR Students show understanding (even good understanding) but are still some way from completed enough work to reach the lowest criteria. | E/F | 0 | 40-49% |
| Students may complete some work but very little is done, OR work is mostly incorrect. | E/F | 0 | 30-39% |
| Work is not handed in. OR The work contains plagiarism. | E/F | 0 | 30% |
| <p><i>We do not award grades from 0 up to 29%. This is so that assessments where the student has not done well, or has failed to hand in work, do not unduly bias the final grade toward that one (or more) assessment(s). The important thing is to look at the description, not the percentage.</i></p> <p><i>e.g. Looking at the simplest scenario of two assessments where one is an A at 100%, the other assessment has not been handed in. In grading the latter at 0% the person's overall grade is 50%: E/F.</i></p> <p><i>In grading the second at 30% the person's overall grade is 65%: D.</i></p> <p><i>This latter grade at least slightly reflects that one assessment was not a fail.</i></p> | | | |

For calculating GPA we use the 4 point GPA scale, but we include + and - with these grades. Please see the table below for the grade that corresponds to a percentage. GPA is calculated each semester according to credit-worth of each course. Most full year courses are 1 credit, and most half-year courses are ½ credit. As an example, an A (4.0) in a year long, 1 credit course would have twice as heavy of a weight as a B (3.0) in a half-year, ½ credit course. Therefore, the GPA of these two classes would be 3.667 (*not* 3.5).

| Letter Grade | Percentage | 4.0 Scale |
|--------------|------------|-----------|
| A+ | 97% - 100% | 4 |
| A | 93% - 96% | 4 |
| A- | 90% - 92% | 3.8 |
| B+ | 87% - 89% | 3.5 |
| B | 83% - 86% | 3 |
| B- | 80% - 82% | 2.8 |
| C+ | 77% - 79% | 2.5 |
| C | 73% - 76% | 2 |
| C- | 70% - 72% | 1.8 |
| D+ | 67% - 69% | 1.5 |
| D | 60% - 66% | 1 |
| F | 0 - 59% | 0 |

For an AP or AP prep courses the letter/percentage scale is as follows:

| Letter Grade | Percentage | Weighted 5.0 Scale (ONLY for - AP/Honors courses) |
|--------------|-------------|---|
| A+ | 97% - 100% | 5 |
| A | 93% - 96.9% | 5 |
| A- | 90% - 92.9% | 4.8 |
| B+ | 87% - 89.9% | 4.5 |
| B | 83% - 86.9% | 4 |
| B- | 80% - 82.9% | 3.8 |
| C+ | 77% - 79.9% | 3.5 |
| C | 73% - 76.9% | 3 |
| C- | 70% - 72.9% | 2.8 |
| D+ | 67% - 69.9% | 2.5 |
| D | 63% - 66.9% | 2 |
| D- | 60% - 62.9% | 1.5 |
| E/F | 0 - 59.9% | 0 |

GPA is calculated by dividing a student’s summed grade for all their subjects by the number of credits they have completed; with the exception of the courses students have allocated as pass/fail.

X: High School Transfers

If a student transfers from another high school mid-year with up to a quarter of a full year course “missing” in their transcript for the most recently enrolled term (before Quarter 2 or Quarter 4), the student may receive credit by passing the final semester exam (in Quarter 2 and in Quarter 4, respectively). This is subject to the student having satisfactory attendance for the semester, at both the prior school and their new term at MDIS.

All previous school transcripts must be submitted to MDIS before the start of the school term. Transfer students will have same graduation requirements as stated in Sections III and IV of this Curriculum Guide.

XI: Semester Examinations

School exams count for 25% of the final grade (except for some courses such as visual arts, PE and such like) for grades 8 through 12. They count as 20% for grade six and seven students. Semester 1 Exams are typically held in late December, while Semester 2 Exams are taken in mid-May.

Sometimes, if a student has failed an exam that proves necessary for the student to pass the semester, the teacher will allow the student to study again for the exam over the holiday. The student may then re-sit the exam in the first week of returning to school in the new semester. If the new grade proves to be high enough for a pass, then the student will receive a passing grade for the course.

XII: External Exams

Measures of Academic Progress (MAP) Test:

From 2003 to 2014, MDIS successfully used the Stanford Achievement Tests Series (Stanford 10) as a third-party, external assessment program, monitoring the progress of our students and instruction, in comparison with American curriculum schools - in the US and abroad. These were retired in 2014 for an assessment program that better fit the changing needs of MDIS.

In 2015, MDIS adopted the Northwest Evaluation Association's (NWEA's) Measures of Academic Progress (MAP) assessment program. MAP is standards-based, and measures student growth in Math, Reading, and Language. MAP is now a widely-used assessment tool across international schools, and provides for ease of reporting when families experience the need to move between school communities.

MDIS will administer the MAP Tests twice a year, for Kindergarten through Grade 12, in Quarter 1 and in Quarter 4.

Advanced Placement (AP) Exams:

The Advanced Placement (AP) exams are college-level examinations used by many US universities/colleges for granting college credit and/or waiving courses. The APs are increasingly used in other countries as part of the admissions process. A score of 4 or 5 (and possibly a 3) on an examination may earn the student course credit or advanced standing upon entering college. However universities around the world have a variety of requirements, for some AP courses are a requirement and in others they are not.

We recommend that students in Grade 11 take one or two AP courses and that students in Grade 12 take two or three AP courses. Currently MDIS has approval from the AP board to provide Calculus, MicroEconomics, Chemistry and Literature AP courses. We have not yet put in a proposal to the AP board for the other AP courses we provide but are planning to do this.

AP Exams are administered in the first two weeks of May.

MDIS is a registered testing center for the AP exams, and registration opens in February/March.

Preliminary Scholastic Assessment Test (PSAT):

US students who are planning to return to the US are highly encouraged to take this exam in their junior (Grade 11) year. Grades 9-11 students should consult with the High School Dean if interested in the PSAT.

Do note that it is only your junior year PSAT scores that are considered for the National Merit Scholarship (limited to US Citizenship and US Permanent Residents).

The PSAT/NMSQT is administered in October. MDIS is a registered testing center for the PSAT exams.

Scholastic Aptitude Test (SAT) - Reasoning and Subject Tests:

Accepted by all and required by many US, Canadian, and UK colleges as part of the admissions process. Khan

Academy offers a free online study portal: <https://www.khanacademy.org/sat>.

The SAT is administered six times throughout the school year. MDIS is a registered testing center for the SAT exams; consult with the High School Dean for registration dates.

American College Testing (ACT):

Required by many US colleges and some UK universities as part of the admissions process.

The ACT is administered six times throughout the school year. Students should view:

<http://www.act.org/content/act/en/products-and-services/the-act/taking-the-test/test-center-locator.html> for a local testing center.

Test of English as a Foreign Language (TOEFL):

TOEFL is required for US universities admission to all passport holders of countries in which English is not the official language. Many international universities also require TOEFL scores, including Australian and UK institutes. The paper-based test is being phased out, and students should be prepared to test online.

Testing centers can be found here: <https://www.ets.org/bin/getprogram.cgi?test=toefl>.

International English Language Testing System (IELTS):

IELTS is required for Canadian universities admission to all passport holders of countries in which English is not the official language. Many international universities also require IELTS scores, including Australian, New Zealand, and UK institutes. Students should register for the IELTS Academic Test. Testing centers can be found here: <https://www.ielts.org/book-a-test/find-a-test-location>.

Diploma de Español Lengua Extranjera (DELE):

The DELE is an internationally recognized assessment of Spanish language proficiency. It is an official qualification via The Spanish Ministry of Education and Science with permanent validity. Examinations are held in April, May, July, October and November. MDIS students test at Instituto Cervantes New Delhi under the guidance of our Spanish Faculty.

XIII: Technology in the Classroom (BYOD and Google Classroom)

MHS Students are required to bring their own laptops or iPads to school for use in class. Many Grades 7-12 classes will be online at a 1) Google class website or at 2) Google Classroom through secure class codes. Students should sign up for Google Classroom within the first day of starting school - the teachers will supply students a class code for each subject. A letter and Code of Conduct regarding using the BYOD program at MDIS will need to be signed by students and parents. Terms and conditions apply that relate to sensible and common sense use. Abuse of the system will not be tolerated.

XIV: Plagiarism and copying from another student

Plagiarism is stealing other authors' words or ideas and presenting them as your own. Teachers have guidelines for students on how to avoid plagiarism--in short, by paraphrasing, by using quotation marks when they do use someone else's words, and by always recording bibliographic information for every piece of information they collect so that they can cite where the ideas in their papers come from. Intentionally plagiarizing another person's work is a Level 3 Discipline offense at MDIS - avoid it at all cost!

When a student is discovered to have plagiarised:

Middle School

1. The first time a student is caught plagiarising or copying from another student's work they (**and** the student whose work was copied from) will have an interview with the subject teacher and the Head of MHS. They will be explained how serious plagiarising/copying is, their parents will be sent a letter to explain the seriousness of what has occurred. There will be an after-school detention where the

student (or students) will need to re-do their work.

2. Any similar subsequent event will result in a letter home and an immediate after school detention. The student (or students in the case of copying) will not get a grade for that work.

High School

3. Where the work is part of a summative assessment at High School the student (or students in the case of copying) will receive no grade. Parents will be informed by letter.
4. Where the work is part of smaller class assignments the students will have to repeat the work. They will get a lunch or after school detention based on the circumstances and there will be a letter home.