



satyam, shivam, sundaram

MODERN HIGH SCHOOL FOR GIRLS

KOLKATA

ASSESSMENT POLICY FOR THE SCHOOL

Philosophy:

Modern High School for Girls (MHS) is a school, which blends tradition and modernity. It combines Indian and other cultures in a balanced mix. Its well-integrated student population comprises children from different communities and socio- economic backgrounds. MHS respects the uniqueness of every individual and tries to provide a stress-free yet stimulating learning environment.

Mission:

Commitment to excellence

To maintain its stamp of excellence while progressing continuously as an institution. To provide a stress-free yet stimulating environment which offers everyone in the school community opportunities to develop her full potential as a unique individual and to learn to be a team player.

Vision:

Truth, compassion and beauty

To empower students to initiate or participate in activities local and global, which promote peace and happiness – locally and globally - in the spirit of satyam, shivam, sundaram.

Philosophy and Principles of Assessment

Assessment at MHS for Girls recognizes the importance of balancing different aspects of life--intellectual, physical, and emotional--to achieve well-being for students and others. The purpose of the school will be to nurture curiosity, develop skills for inquiry and research, for

students to learn independently and with others so that they learn with enthusiasm and sustain a love of learning throughout life.

At MHS for Girls, we believe that assessment is the process of gathering information that accurately reflects how well a student is achieving the learning outcomes in a course. Assessment in the school is used to communicate and support student learning as well as to encourage student success. Evaluation is the process of analyzing assessment information to determine student achievement of the learning outcomes for the purposes of grading and reporting. The primary focus of assessment and evaluation at the school, is to evaluate and improve student learning.

Teachers at MHS for girls use assessments to guide, to instruct, to diagnose and provide timely as well as clear feedback to improve future learning. Effective assessment allows students to demonstrate a broad range of conceptual understanding, skills, and to demonstrate critical thinking abilities.

Assessment teaches students to analyze their own learning, reflect on their areas of achievement and areas for improvement as well as set goals for their own learning. Assessment also provides parents and guardians with evidence of student learning and information about their children's strengths and areas of concern in relation to the curriculum outcomes.

Learning is assessed in different ways at MHS for Girls:

A variety of assessment tools, including but not limited to, are already in use,

- multiple choice answers
- short answer and essay tests
- performance assessment using written and visual products
- oral presentations
- portfolios that reflect a collection of student work over a certain period
- peer assessment
- teacher supported self -evaluation

Learning is assessed in a variety of different ways at MHS for Girls:

- a. **Diagnostic assessments** or pre-assessments are used that allows a teacher to determine students' strengths, weaknesses, knowledge, and skills prior to instruction. Remediation requirements are also identified through these assessments.

- b. **Formative assessments** are used to provide detailed feedback to teachers and student on student abilities- their strengths and their weaknesses and are used to further develop student capabilities. Formative assessments include methods of assessment that provide a direct interaction between teacher and students. Formative assessment is used to identify knowledge, skills, concepts and understanding that students should develop. It is an essential part of classroom practice and is integrated into the curriculum

Some of the strategies used for formative assessments are:

- Short answer questions
- Paragraph essays
- Reflections
- Multiple Choice Questions
- Quizzes
- Peer reviews
- Visualisation
- Oral and aural comprehension
- Cross word puzzles/ word searches
- Maths puzzles/riddles
- Simple experiments in class
- Field trip reviews
- Transfer tasks
- Quick notes
- One-minute essays
- Open ended questions & brainstorming
- 3, 2,1
- Think pair share
- Peer tutoring
- Open book tests

- c. **Summative assessments** are formal and are used at the end of unit of study, or at the end of a semester or academic year to gauge student understanding of the learning outcomes. It is about student achievement, certification of students and an accountability mechanism for evaluation. These are assessments, which evaluate student learning at the end of an instructional unit by comparing it against a certain standard or benchmark. Summative assessments are often high stakes, which means that they have a high point value.

At MHS, the summative assessments are as following:

- i. End of topic/ unit tests which are collated to form the internal assessment component in term reports

- ii.
 - a. Two scheduled end of term examinations are conducted for classes IX to XII.
 - b. One scheduled end of term examination is conducted for classes VI to VIII at the end of academic year. Unit linked block tests are conducted in term 1 and reported
 - c. Continuous and cumulative assessments are conducted for classes I to V and progress reports are issued twice a year.
 - d. Teachers record the marks in their grade registers, they compute the continuous assessment scores which account for 20% of the term grade and keep a record of these scores. To this score, they add the 80% of the examination grade to compute the scores for the term. These scores are uploaded in the ERP which converts the raw scores into letter grades. The mark boundaries for the grades is included in Appendix 1 of this document.

Assessments Schedule at MHS for Girls

At the school , the academic year for all the sections, is divided into 2 terms.

Term 1: April to September. The first term examinations for classes IX- XII are held in September.

Term 2: October to March. The second term examinations for classes VI-XII are held in February.

- Board examinations for Classes X and XII are held during February-March of every academic year.
- Reports for all classes are issued twice a year. The reports are generated on the school Enterprise Resource Planning (ERP) software. The reports generated are customized for school use.
- There is a Parent Teacher meeting held after the 1st term progress reports are given out.

Review and analysis of subject marks:

For Classes VI-XII, examination results of the term assessments are reviewed by the teachers. This is done within departments and the findings are shared with the Principal and other departments. Such a review is led by the Subject Coordinator for every subject and aims to monitor the attainment of students and to review progress. The examination results at the end of every semester are reviewed and analysed for trends and patterns. This analysis is used at the end of the academic year to set academic goals and learning targets for the following academic year.

Assessments in the Primary Section (Nursery to Class V)

Nursery to Class II: Assessment of student work in this section of the school is continuous. Teachers observe and monitor the performance of the students through a range of carefully designed tasks. Written work is graded and results are recorded in the teacher's grade register. These grades are uploaded to the ERP (Enterprise Resource Planning) to generate reports.

Reports are issued twice a year. These reports contain a narrative about student progress and achievement during the term.

Class III to Class V: There are formal assessments for students in these classes. No examinations are held, but a range of formative and summative assessments are carried out, throughout the year. Summative assessments called block tests, are a part of the assessment process. Grades for the summative assessments are recorded by the teacher in their grade registers and then uploaded to the school's ERP to generate reports.

The Progress Reports, distributed twice a year, contain a narrative of the student attainment and student progress through the academic year.

Assessments in the Middle School (Classes VI to VIII)

In the Middle school, students are assessed in a variety of ways. There is one end of year examination, held at the end of the second term.

Assessments are both formative and summative. These include but are not limited to

- Worksheets
- Research projects
- Presentations
- Group work
- Comprehension exercises (includes aural comprehension)
- Vocabulary tests in the languages
- Writing skills (Composition/ Letter/ Summary)
- Oral responses in class, which do not exceed 20% of the total marks, except in the Third Language where it may be as high as 40% of the total score.

There are no semester examinations in the first term, therefore the cumulative scores of the summative and formative assessments are scaled down/up to 100 marks and used to compute the grade in the subject.

Subject	Compulsory Assessment strategies
English Language and Literature	Comprehension Grammar Composition Letter writing and Spelling + 1 Block Test + 1 Project
Second Language and Literature	1 Block test and 2 assessments + 1 Project

Hindi /Bengali	
Mathematics	1 Block test+ 3 assessments +1 Project Class work on every unit of study
History and Civics	Minimum 3 class tests + 1 Project
Geography	Minimum 4 class tests + 1 Project
All other subjects including the Third Language, Physics, Chemistry, Biology, Computer Studies, Music, Art, P.E, SUPW and Environmental Awareness.	Minimum 3 class assignments /tests

In the second term, a similar number of tests and assignments are carried out. However, these assessments constitute the formative assessments and the marks of such assessments are scaled down to 20. The second term, end of year assessment is marked on 80. The years assessment is computed as follows:

Year's Assessment:

Term 1: 40%

Term 2: 60%

The Progress Reports, contain details of student attainment and a narrative of student progress through the academic year.

Assessment in the Secondary Section: Classes IX and X (ICSE National Curriculum) :

Assessment in the Secondary and Senior sections follow a pattern like the Middle School, except that students in Classes IX take examinations at the end of each term. Assessments for the Secondary section include a range of formative and summative assessments. At least three assessments are expected to be carried out each term. These include two summative tests and at least one more assessment. These assessments constitute 20% of the term grade. The remaining 80% of the term grade is computed from the term examinations. The examination papers are modelled on the CISCE Board examination papers. There are two papers for English- Language and Literature. For all other subjects, there is only one written paper.

For the students in Class X, they take the first term examinations and then sit a Rehearsal examination in January, which gauges their preparedness for the external Board, the Council for the Indian School Certificate Examinations (CISCE) or Indian School Certificate Examinations (ICSE) held in February- March. This counts as the second term examination for students of Class X.

Students in Classes IX and X follow a designated curriculum as specified by the CISCE.

The Year's assessment for Classes IX and X is computed as follows:

Year's Assessment:

Term 1: 40%

Term 2: 60%

The Progress Reports, distributed twice a year, contain a narrative of the student attainment and student progress through the academic year.

Promotion from Class IX to Class X is dependent on the attainment of the pass score of 40% in every subject. Students who fail in three or more subjects may be detained and asked to repeat the year.

For Class X, the Board examinations, include an external two-hour examination in each paper, which constitutes 80% of the grade. The remaining 20 % is based on a project that is to be completed by the student. It is marked and assessed externally by a teacher at the school provided she does not teach the class/section.

Assessment for the Senior Section National Curriculum and International Curriculum- Classes XI and XII:

In the last two years of school, the students have the option to choose between the National Curriculum- the CISCE's Indian School Certificate (ISC) which is awarded to students at the end of a two-year course of study and the International Curriculum- the International Baccalaureate Diploma Programme (IBDP). At the end of the two-year course of study, successful students receive the International Baccalaureate Diploma.

For the National Curriculum, the students opt for a stream- Humanities, Commerce or Science, based on their choice of subjects. All students study at least two languages. English is the First Language and the Second Language is either Hindi or Bengali. The details of the subject choices and options is contained in the admissions policy. Language learning is valued in the school. A third language option is Elective English which a student may choose as one of the four electives.

Students who opt for the National Curriculum in Classes XI and XII follow a pattern of assessment, which is similar that of the Secondary section. Assessments for the Senior section, include a range of formative and summative assessments. Three assessments are expected to be carried out each term, these include two summative tests and it is expected that one assessment is a project or portfolio or group presentation. These assessments are marked out of 50 and scaled to 20. To compute the internal assessment grade, this 20 is added to the 100 marks of the examination (100 +20) and that total is reduced to 100%, which is entered into the report.

The examination papers are modelled along the lines of the Board examination papers for the ISC. There are two papers for English- Language and Literature. For all other subjects there is one paper, which is of three hours duration.

The year's assessment for Classes XI and XII is computed as follows:

Year's Assessment:

Term 1: 40%

Term 2: 60%

For Classes XI and XII, there is an internal assessment or Project Based Paper 2 that is a part of the assessment process. In Class XI this project is marked internally and the marks are added to the second term assessment. For Class XII students, the project will be assessed by the subject teacher and a Visiting Examiner appointed locally and approved by the Council. The weightage of the marks varies from subject to subject. For subjects which have a practical component, the marks for Paper I are 70 and Paper II the Practical is 15, the external assessment is 10 and 5 marks for the Practical file.

Promotion from Class XI to Class XII is dependent on the attainment of the pass score of 35% in every subject. Students who fail in three or more subjects may be detained and asked to repeat the year.

Review and analysis of subject grades: With a view to monitor the attainment of students and to review progress, the examination results at the end of every semester are reviewed and analysed for trends and patterns. This analysis is used at the end of the academic year to set goals and targets for the following academic year.

Predicted Grades: Students applying to Universities, both in India and abroad, often make their applications long before the final external examinations are held. In such cases, the predicted grade is provided by the school. The predicted grade is computed using the data from the assessments over the two year period, as well as the teachers' assessment of the abilities of the student. Care has to be taken to ensure that the predicted grade reflects the abilities of the student. Predicted grades are not disclosed to students. Predicted grades are computed by the subject teacher in consultation with the Subject Coordinator and Senior Coordinator and signed off by the Principal.

Assessment for the International Curriculum- International Baccalaureate Diploma Programme (IBDP) Classes XI and XII.

Admission into this programme (IBDP) will be through an application process, detailed in the school's admission policy. There will be a general skill based admissions test in English, Mathematics and Science to assess readiness of the student for the Higher level subjects.

The curriculum for the IBDP includes a study of 6 subjects. Three are studied at the Higher Level (240 hours recommended) and three at the Standard Level (150 hours recommended). Emphasis is placed on language learning. The mother tongue language or the first language and a second language is studied. Students are expected to study one Science subject, Mathematics and one more subject based on their interests or career options. The core includes the extended essay, theory of knowledge and creativity activity and service.

The aim of assessment in the IBDP is to develop and use conceptual understanding, explore knowledge across a range of disciplines, engage with issues and ideas that have local and global significance. Students use critical and creative thinking skills to analyse and take responsible action on complex problems as well as the initiative in making reasoned, ethical decisions.

Academic honesty will always be the prime objective of the IB Diploma Programme curriculum. Academic misconduct when proven, can have a serious impact on student assessment. Students are responsible for producing original work, even as they refer to various sources of knowledge. Students work independently and cooperatively to explore new ideas and innovative strategies. Students are obliged to acknowledge sources of information used in the production of assessments and tasks that will be assessed. The students at MHS express themselves confidently and creatively in more than one language and in a range of different ways.

Formative assessments are used to provide detailed feedback to teachers and student on student abilities- their strengths and their weaknesses and are used to further develop student capabilities. Formative assessments include methods of assessment that provide a direct interaction between teacher and students. Formative assessments is used to identify knowledge, skills, concepts and understanding that students should develop. It is an essential part of classroom practice and is integrated into the curriculum. Formative assessments are assessments for learning.

Summative assessments are formal and are used at the end of unit of study, or at the end of a semester or academic year to gauge student understanding of the learning outcomes. It is about student achievement, certification of students, an accountability mechanism for evaluation.

Formal summative assessment for the IB is usually externally assessed and includes examinations or work completed during the course but sent for external moderation- such as essays and written assignments. Summative assessments are assessments of learning that has taken place.

Special arrangements for students with Learning Diversity: The IB ensures that the Diploma Programme is accessible to all students. Therefore, for students with Learning Diversity needs, the IB makes special provisions that will allow the student to successfully complete the Diploma programme requirement. Such assistance is rendered in a variety of ways. The application for such assistance is made to the IB by the Diploma Programme Coordinator (DPC). As far as possible, applications for such inclusive arrangements should be made 18 months prior to the IBDP external examinations.

Criterion-referencing:

Assessment for the IB is criterion-referenced rather than norm-referenced. This means that student work will be marked in relation to clearly defined levels of skill attainment rather than against the work of other students. The levels of skill attainment for each subject will be derived from the aims and objectives of the course, established by the International Baccalaureate Organization (IBO). The criteria for achievement will be explained to students in each course and will be the focus of class and homework activities.

Assessments: Students following the International curriculum will be assessed in a range of ways so that the aims and objectives of the subjects can be fulfilled. There will be a range of formative and summative assessments each term. There will be a summative examination at the end of each term. The weightage of the term assessments and end of term assessment will be the same as for the National Curriculum.

Term 1 : 20 % for the continuous assessment and 80% for the end of term assessment

Term 2 : 20 % for the continuous assessment and 80% for the end of term assessment

The Years Assessment for Classes XI and XII who are doing the IBDP will be computed as

Year's Assessment:

Term 1: 40%

Term 2: 60%

For the IBDP, every subject has an internal assessment component which works out to approximately 20-25% of the total grade for the subject. These assessments are completed in school, marked by the teachers and then moderated by external examiners as appointed by the IB. Completion of these assessments, requires a first draft which receives feedback from the teacher, which is then incorporated into the final version. This is marked by the teacher in some cases and a copy of this is uploaded on the IB servers for external marking if required, and moderation.

To be promoted from Year 1 to Year 2 of the IBDP, all students will be expected to meet the following requirements:

- Obtain an average of a 4 in three higher level and three standard level IB subjects.
- 12 of those points must be obtained from their higher-level subjects to obtain an International Baccalaureate Diploma.
- In addition, students must complete a Theory of Knowledge (TOK) class and Extended Essay, both of which must reach a satisfactory level.

- Students must have fulfilled an adequate number of hours in Creativity, Action and Service (CAS).

The Grading Scheme :

Each of the six subjects offered will be graded on the IBDP designated scale of Grade 1 to 7. Students will be familiarised with the Grade descriptors at the very outset of the programme. The detailed grade descriptors for the IBDP and the grading matrix for the Theory of knowledge and extended essay are included in Appendix 2.

The grade boundaries for the subjects vary marginally from year to year. Teachers use the subject reports to work out the grade boundaries. Attainment grades in the six subjects are reported using number grades 1-7, where 7 is the highest attainable grade. Grading in the core is done using letter grades from A -E, where A is the highest **and E is a fail grade.**

Grade	Descriptors.
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness.
2	The student demonstrates little understanding or understanding of the context. with weak comprehension of concepts and context and little evidence of application.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context.

For School based reports : All IBDP courses will have either three or four separate assessment tasks /term. These assessments will be designed, keeping in mind, the final examination which students will write in May. There are two semester exams in a year.

Unit Test: A test assigned by Subject teachers based on the paper pattern of IB.

Task: An assignment assigned by subject teachers, this could be a sub task for the Internal assessment, a presentation, research work, investigation, oral assignment, written task, project.

Semester Exam: End of Semester examination. All assessments will have set criterion to test skills in every subject with pre-designed rubrics.

Conditions for the Award of the Diploma

- All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the 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 any 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: Students applying to Universities both in India and abroad often make their applications long before the final external examinations are held. In such cases, the predicted grade is provided by the school. The predicted grade is computed using the data from the assessments over the two-year period, as well as the teacher's assessment of the abilities of the student. Care must be taken to ensure that the predicted grade reflects the abilities of the student. Predicted grades are not disclosed to students. Predicted grades are computed by the subject teacher in consultation with the Subject Coordinator and the DPC and are signed off by the Principal.

For the IBDP, the predicted grade has to be uploaded to the IB servers approximately one month prior to the start of the external examinations. This grade is taken into consideration, should circumstances necessitate it. An analysis of results for the IBDP, compares the predicted grade and the actual grade.

Review and analysis of subject grades: With a view to monitor the attainment of students, and review student progress, the examination results at the end of each semester are reviewed and analysed for trends and patterns. This analysis is used at the end of the academic year to set goals and targets for the following academic year.

In addition, a detailed analysis of the IBDP examination results is carried out. The detailed data released by the IB, will be used to reflect on predicted vs actual grades, adherence to the assessment criteria and assess student performance. The analysis will focus on identifying patterns and trends, will focus on areas of weakness and strength and become the basis for goal setting in the teaching and learning of the IBDP. The subject teacher will carry out the analysis which will be shared with other IB Diploma teachers. Finally, the assessment and goals will be shared with the Principal.

Policy: The policy was created by and in consultation with:

Mrs D Mukherjee (Principal)

Mrs A Confectioner (Head of Primary and Junior Section)

Dr R. De (Acting Vice Principal and former DPC)

Mrs S. Saha (DPC and Senior School Coordinator)

Ms. I. Roy (Middle School Coordinator)

Ms S. Roy (Secondary School Coordinator)

Ms R. Som (Mathematics teacher)

Dr. S. Chatterjee (Sociology teacher and CAS Coordinator)

The Assessment Policy and the stakeholders: The assessment policy will be disseminated among the stakeholders in a variety of ways.

- Copy of policy to be placed on the school's website
- Discussion of policy during the PSI for all classes
- Abbreviated copy in the Student Diary and complete copy in the Staff diary
- Relevant section of the policy in the IB Handbook.
- Discussion of the policy during staff induction and as necessary

Review of the Assessment Policy:

The Assessment policy is to be reviewed at the start of every academic year by the Senior leadership team and changes if any, are to be discussed with all the stakeholders.

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**Acknowledgements**

Guidelines for developing a school assessment policy in the Diploma Programme  
Diploma Programme Assessment Principles and practice.

Appendix 1:

**Explanation of grades (to be attached to transcripts and for supporting University Admissions)**



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**MODERN HIGH SCHOOL FOR GIRLS**

**Grade Boundaries for Modern High School for Girls which is not tied to any Board of Examinations.**

| Classes III-V             | Classes VI-VIII                                      | Class IX-X                                           | Class XI -XII                      | Performance           |
|---------------------------|------------------------------------------------------|------------------------------------------------------|------------------------------------|-----------------------|
| <b>*Outstanding</b>       | <b>*100</b><br><b>A++ 99-95</b>                      |                                                      | <b>*90 % and above</b>             | <b>Outstanding</b>    |
| <b>A Excellent</b>        | <b>A+ 94-90</b><br><b>A 89- 84</b>                   | <b>A+ 89-85</b><br><b>A 84-80</b>                    | <b>A+ 89-85</b><br><b>A 84-80</b>  | <b>Excellent</b>      |
| <b>B Very Good</b>        | <b>B+ 84-80</b><br><b>B 79-75</b>                    | <b>B+ 79-75</b><br><b>B 74-70</b>                    | <b>B+ 79-75</b><br><b>B74-70</b>   | <b>Very Good</b>      |
| <b>C Good</b>             | <b>C+ 74-70</b><br><b>C 69-65</b>                    | <b>C+ 69-65</b><br><b>C 64-60</b>                    | <b>C+ 69-65</b><br><b>C 64-60</b>  | <b>Good</b>           |
| <b>D Fair</b>             | <b>D+- 64-60</b><br><b>D 59-55</b>                   | <b>D+ 59-55</b><br><b>D54-50</b>                     | <b>D+- 59-55</b><br><b>D 54-50</b> | <b>Fair</b>           |
| <b>E Needs to Improve</b> | <b>E+ 54-50</b><br><b>E 49-45</b><br><b>E- 44-40</b> | <b>E+ 49-45</b><br><b>E 44-40</b><br><b>E- 39-35</b> | <b>E+ 49-45</b><br><b>E 44-40</b>  | <b>Satisfactory</b>   |
|                           | <b>F 39-30</b><br><b>F- 29-0</b>                     | <b>F 34-30</b><br><b>F-29-0</b>                      | <b>F+ 39-35</b><br><b>F 34-0</b>   | <b>Unsatisfactory</b> |

Grade Boundaries for the National Curriculum ( ICSE and ISC ) examinations

**Subjects Grades and Marks:** On the tabulated results, against each Subject, the first number refers to the Grade and the second indicates the percentage marks obtained by the candidate.

The tabulated results show the performance of the candidates as a whole and also indicate the standard reached in each subject taken by grades 1 being the highest and 9 the lowest. Very good is indicated by grades 1 and 2.

| ISCE Grades | Marks |                  |
|-------------|-------|------------------|
| 1-2         | A     | Very Good        |
| 3,4,5       | B C   | Pass with credit |
| 6,7         | D     | Pass             |
| 8,9         | E     | Failure          |

The pass mark in each subject is 35%.

\_\_\_\_\_  
Signature of the Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of the Principal    Date

\_\_\_\_\_  
School Stamp

## Appendix 2: **IB Diploma Programme Grade Descriptors**

These are generic grade descriptors. Each subject group has subject specific grade descriptors.

### **The Grading Scheme**

Each of the six subjects offered will be graded on the IBDP recommended scale of Grade 1 to 7. Students will be familiarised with the Grade descriptors at the very outset of the programme.

### **Generic Grade Descriptors for the IB Diploma Programme**

(See Appendix 2 for the Conditions of the Award of the Diploma and the matrix for grading IB theory of knowledge and the extended essay.)

| <b>Grade</b>    | <b>Descriptors</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Grade 7:</b> | The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding. |
| <b>Grade 6:</b> | The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.                                                                                                                                   |
| <b>Grade 5:</b> | The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

|                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|-----------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                 | Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Grade 4:</b> | The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding. |
| <b>Grade 3:</b> | The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.                                                                                                                                                       |
| <b>Grade 2:</b> | The student demonstrates little understanding or understanding of the context. with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.                                                                                                                                                                                                                                                                                                                           |
| <b>Grade 1:</b> | The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

|  |                                                                                                                                                                                       |
|--|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding. |
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Appendix 3:

## The diploma points matrix

May 2015 onwards

|                |                      | Theory of knowledge |                   |                   |                   |                   |                      |
|----------------|----------------------|---------------------|-------------------|-------------------|-------------------|-------------------|----------------------|
|                |                      | Grade<br><b>A</b>   | Grade<br><b>B</b> | Grade<br><b>C</b> | Grade<br><b>D</b> | Grade<br><b>E</b> | No grade<br><b>N</b> |
| Extended essay | Grade<br><b>A</b>    | 3                   | 3                 | 2                 | 2                 | Failing condition | Failing condition    |
|                | Grade<br><b>B</b>    | 3                   | 2                 | 2                 | 1                 | Failing condition | Failing condition    |
|                | Grade<br><b>C</b>    | 2                   | 2                 | 1                 | 0                 | Failing condition | Failing condition    |
|                | Grade<br><b>D</b>    | 2                   | 1                 | 0                 | 0                 | Failing condition | Failing condition    |
|                | Grade<br><b>E</b>    | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition    |
|                | No grade<br><b>N</b> | Failing condition   | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition    |

Source: IB Theory of Knowledge Guide.

**Appendix 4: Copy of the Progress Report.**