Table of Contents

As an IB World School, Munich International School (MIS), is committed to the assessment practices embodied within the IB Diploma Programme (DP). This document needs to be read in conjunction with:

- *Diploma Programme: From principles to practice,* 2015 (IBO 2015)
- *Assessment principles and practices—Quality assessments in a digital age*, 2013 (IBO 2013)
- *Teaching and Learning at MIS, 2017* (MIS)

Philosophy of Assessment at MIS

"Assessment is a term used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher." (IBO 2013: 3)

The planning of the curriculum, delivered through teaching, is the foundation of assessments of student learning. Assessed through planned methods to monitor and evaluate the development the student's learning throughout the school year and course, students will receive feedback to guide their learning. Formative assessments will be

communicated in a timely manner to the students and summative assessments to students and their parents/guardians.

MIS implements assessments for a number of purposes which include:

- guiding and supporting learning;
- improving teaching;
- informing parents of the student's learning progress;
- helping students gain qualifications; and
- enabling the school to monitor the effectiveness of the curriculum.

See Appendix 1 Characteristics of Assessment Practices

The policy has been compiled by the IBDP Coordinator with contributions from the Srs Faculty and Senior School Principal. This assessment policy will be available to the MIS community through the MIS website. The policy will be reviewed periodically to ensure that the policy statements align with current practices.

Glossary:

ATL	Approaches to Teaching and Learning. "ATL are deliberate strategies, skills and attitudes that permeate the IB teaching and learning environment. ATL supports the IB belief that a large influence on a student's education is not only what you learn but also how you learn" (IBO 2014)
Criteria	Assessment criteria are characteristics of learning outcomes. Criteria show the strands that must be achieved by indicating the evidence that will be looked for in the students' work to demonstrate the achievement of learning outcomes.
Global impression assessment	In Theory of Knowledge, the assessments of the essay and presentation are considered against the established assessment statements from the IB.
Grade descriptors	Statements about the characteristics of student performance
Internal Assessment (IA)	Work set and assessed by teachers using IB criteria and moderated by IB examiners as a component to the IB subject grade
Strands	Statements about the level of work within a criterion

Nature of Assessments at MIS

 "Assessment is intended to support curricular goals and to encourage appropriate student learning in the Diploma Programme". (IBO 2015: 78)

At least four forms of assessment can be used by teachers at MIS: pre-assessment, formative assessment, self-assessment and summative assessment. See Appendix 2 Examples of assessment types

1.   Pre-Assessment

Learning starts with teachers asking students to consider what they already know and what students can do before the planned learning experience. The results of pre-assessment direct the learning strategies for students in terms of both what is to be taught and how learning occurs.

2.   Formative Assessment

"Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum." (IBO 2010)

3.   Self-Assessment

Student self-assessment allows for the individual to reflect on one's own performance or production in the pursuit of gaining knowledge. Self-assessment could be incorporated with teacher formative assessments or leading to summative assessments. There are many instances in the DP curriculum for students to reflect on their own work and these reflections make up a proportion of the summative assessment for the DP course. Ideally, the difference between the self-assessment and the summative assessment would be rather small, when the DP criteria descriptors are used in common.

4.   Summative Assessment

"Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way." (IBO 2010 : 1)

In planning summative assessments, teachers should ask:
- How does the assessment task relate to the curricular aims and or objectives?
- How can the student demonstrate the student's best performance of understanding?
- What evidence will there be of the student's learning?
- How will conceptual understanding be demonstrated through the assessment task?
- How and when will the students receive feedback on the task?

Proper assessments will allow students to illustrate what they have learned to understand and can do in a variety of contexts through a range of learning styles in both formative and summative tasks.

"Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator." (IBO , 2015 : 79)
- In the DP, every course has Internal Assessments (IA) and these contribute to between 20-50% of the final grade depending on the subject.
- Students should practice accessing the IA criteria and creating a practice IA task, leading up to the final IA that will be submitted to the IB for assessment.
- Breaking up the practice IA work into smaller sections for formative assessment is suggested in order to stimulate students.
- For all DP work, students may receive feedback on one complete draft version of the work only. After this feedback, student must produce the final version and the next submission must be the final version.
- Externally assessed work in the DP is in the form of written exams at the end of grade 12 and as some components in several courses.

Frequency of assessment

Assessments should take place often enough throughout the year to enable students the chance to benefit from feedback and to illustrate their learning development during the year. As a rule of thumb for DP courses, 4-6 summative assessments should occur in the school year, but this will vary depending on the nature of the subject. Receiving feedback for both formative and summative tasks early enough in the year will allow students to be able to incorporate constructive advice into practice.

Summative assessments should occur late enough for students to be able to demonstrate their progress. When planning assessments, student and teacher workload should be

taken into consideration. Each year, the IBDP Deadline calendar is compiled by the IBDP Coordinator and the DP teachers. This calendar is published on ItsLearning and the MIS website so that students and parents can plan accordingly and learn to develop time management skills, an important ATL skill.

Feedback on Assessment

Feedback from teachers to students on the assessments is a fundamental principle at MIS for the improvement of teaching and learning. "To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students' prior knowledge and to provide logical connections" (Hattie & Timperley, 2007, p. 104). Feedback on student work may include written as well as oral comments, but editing of student work is not permitted.

- **"Task specific** – feedback requires learning context and therefore needs to be task specific. There is no advantage to tangential conversations when providing feedback.
- **Self-regulation** – feedback should encourage the learner's self-regulation by enhancing self-efficacy and self-esteem. This concept corresponds with teaching learners how to learn.
- **Low task complexity** – feedback should address tasks of low complexity. Goals should be broken down into manageable tasks, as this increases the effectiveness of feedback.
- **Timing** – the timing of feedback is not as straight forward as some may think. Quick turnaround on the correctness of simple tasks benefits students. While students may prefer instantaneous feedback, the literature supports that task process feedback benefits from a delay where students have time to think about difficult tasks before receiving the feedback." (Hermerda 59-63)

Reporting

Draft versions of DP IA tasks will be considered as summative assessments for MIS reporting purposes only. These marks will not be given to the IB and will not contribute to the grade in DP courses.

The DP Assessment Workflow

- IB DP assessment criteria / instruments are to be given to and discussed with the students in advance of any assessments. The use of teacher-designed tools to unpack the strands in the criteria / instruments is encouraged.
- The IB Deadline calendar will show the agreed deadlines for IB DP draft and final assessments for each school year. Teachers must consult the calendar when planning the work for IA including the formative assessments as well as planning for in-class assessments (tests, essays, etc). Extensions to these

deadlines are to be discussed with the IB DP Coordinator in advance of the deadline. The Coordinator will determine if a change is permitted. This is to ensure equity in these matters and to provide a general overview. The deadlines are established to spread student and teacher workload over the DP programme and ensure time for the entire process to be completed in advance of the IB imposed deadlines.

- Formative assessments or strands within the criterion may target one or more of the assessment criteria to give students the chance to learn to work towards improving their skills. Each access to the criteria should be on different tasks so as to vary the approaches and develop the skills.
- Diploma teachers are expected to provide formative feedback to students in a regular and timely fashion, in written form and also orally. Formative feedback will not contribute to grades for reporting.
- In grade 12, IB DP IA will have priority over in-class assessments for MIS reporting purposes.
- Summative assessments are ideally assessed and recorded within 1 to 3 weeks after the assessment, depending on the size of the task and the number of students.
- The achievement levels are entered into Schoolbase and provide feedback to students and parents. These entries must be made no later than 15 working days after the assessment.
- The time between draft and final submissions should be no less than 2 weeks to allow teachers time to develop and return the feedback to the students. Different DP assessments may require longer time intervals depending on the nature of the assessment.

Criterion-related Assessment

IB Criterion-based assessment is when the performance is assessed against clearly established objective statements made known to the students in advance of any assessment. Theory of Knowledge uses global impression marking against the established assessment statements from the IB.
The IBDP criteria, published in each subject guide, are used for all DP courses. However, for some formative or draft versions of summative assessments, only some criteria or only some strands within a criterion will be the focus, in order to break up the work into manageable sized tasks.

Grade Descriptors

DP subjects have criteria levels for Internal Assessments. The teachers use the descriptor statements in order to arrive at the most appropriate descriptor for the student, using the 'best-fit' approach. (see Appendix 3 Using assessment criteria for internal assessment)

The IB assessment criteria, as published in the subject guides, must be used for all DP courses. Summative assessments should also be internally moderated by the DP teachers of the same subject. See Appendix 4 for the DP grade descriptors.

The reporting process here is described in the Student / Parent Handbook:

8.4.4 How students in Grade 11 are graded
1. The final grade for all students in Grade 11 will be based upon summative assessments done in class and home assignments (classwork and course work.)
2. The tasks are marked on a 1-7 basis against the generic subject descriptors/and or task specific criteria.
3. If a student fails to do a substantial part of the summative assessments, the grade should be lowered accordingly.
4. The end of year exams should be *weighted at 15-20 %.*
5. Internal Assessment drafts are to be summative (for the MIS grade).

8.4.5 How students in Grade 12 are graded (MIS Grade)
The final grade for all students will be based upon the following work done in 12th grade:
1. Summative assessments done in class and home assignments (classwork and course work.)   The tasks are marked on a 1-7 basis against the Generic subject descriptors/and or task specific criteria.   If a student fails to do a substantial part of the summative assessments, the grade should be lowered accordingly.
2. IB Internal Assessment drafts.
   Draft versions will be assessed as a summative assessment for MIS reporting.
3. IB Internal assessment final submission.
   Final versions will be assessed as a summative assessment for MIS reporting.
4. Work submitted to the IB for External Assessment in some subjects during the 12th grade, e.g. TOK essay, Group 6 external assessments.
5. The mock exam is diagnostic and a practice for the final, externally assessed, exam and should not be weighted higher than other major assessment and should not count for more than 20% of the MIS Grade.
6. Students not being externally assessed by the IB (referred as MIS Diploma students) are required to sit a final assessment in April or early May. This can be either coursework or a regular exam, that is internally assessed.

Internal Standardisation and Internal Assessments

Internal standardisation is a process by which teachers will consider the common expectations of the assessment for all students taking the same course. Teachers are expected to meet prior to an assessment to establish their common practice for developing and delivering the assessment. In the process of updating the mark schemes

and expectations for student responses, teachers reflect upon the demands of the assessment in relation to the teaching. Upon completion of the initial assessment, an exchange of a variety of assessed work must take place between the subject teachers, such as looking at borderline samples (6/7, 5/6 and 3/4 criterion levels as appropriate for the subject's criteria). Once all the work has been assessed, the criteria levels should be applied to the grade boundaries for the final grade on the student's work.

For the DP, Internal Assessments will be standardized by teachers of the cohort prior to submitting the IA marks to the IB. A sample IA work will be selected by the IB and moderated by IB examiners who will apply their moderation to the marks of the entire cohort. Teachers' marks can be moderated up, kept the same or moderated down for the whole group based on the moderation of the sample. Hence the importance for all the teachers of the subject group to come to a consensus on the assessments for the whole group.

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Appendices

1. Characteristics of Assessment Practices

At MIS assessment practice should conform to the following criteria:

- **Variety:** Assessment is varied to reflect the nature of the task and to provide opportunities for **all** students to show what they have learnt. Opportunity is given for self- and peer- assessment.
- **Consistency:** Assessment criteria are consistent across assignments, teachers and, where appropriate, across departments. Internal standardisation processes are used to ensure this.
- **Awareness:** Students are aware of the assessment criteria being used in advance of the assessment task. Students are also aware of the rubric to be used to evaluate all tasks in the summative assessments process.
- **Integrated:** Assessment should be integrated into the learning process from the beginning and should be considered at the early stages of planning units of work.
- **Reflective:** Opportunities for students to reflect upon their achievements on assessments, formative and summative, should be an integral part of all MIS classrooms.

2. Examples of assessment types

Subject	Pre-assessment	Formative	Summative
Literature / Language and literature	Class discussion about prior knowledge	In class feedback on language skills	1000-word essay
Language acquisition	Class discussion about prior knowledge	In class feedback on language skills	400-word essay
Individuals and societies	Online survey, pre- test on the unit vocabulary, concepts to ascertain previously acquired knowledge Circles of inference What do we know? What do we want to know? How are we going to find out?	In class feedback on skills demonstrated by the student: Mapping, source analysis, graphing,	35-minute written exam style question. Business Report Economics Commentaries, ESS Investigation, Geography, Fieldwork, Historical Investigation
Sciences	Pre- test on the unit Vocabulary, concepts to ascertain previously acquired knowledge	In class feedback on skills demonstrated by the student: Drawings, calculations, sketches Experimental work	Unit test on knowledge and skills acquired in the unit. Use of DP past paper questions. Investigation
Maths	Pre- test on the unit Vocabulary, concepts to ascertain previously acquired knowledge	In class feedback on skills demonstrated by the student: Calculations and conceptually thinking	Unit test on knowledge and skills acquired in the unit. Use of DP past paper questions. Exploration / Project
The Arts	Discussion, open questioning, peer sharing	In class feedback on performance or production:	Final project, production, presentations
Theory of Knowledge	Discussion, open questioning, peer sharing, blog entries	Practice presentations and essays	Presentation and essays

3. Using assessment criteria for internal assessment-

"For internal assessment, a number of assessment criteria have been identified. Each assessment criterion has level descriptors describing specific achievement levels, together with an appropriate range of marks. The level descriptors concentrate on

positive achievement, although for the lower levels failure to achieve may be included in the description.

Teachers must judge the internally assessed work at SL and at HL against the criteria using the level descriptors.

- The aim is to find, for each criterion, the descriptor that conveys most accurately the level attained by the student, using the best-fit model. A best-fit approach means that compensation should be made when a piece of work matches different aspects of a criterion at different levels. The mark awarded should be one that most fairly reflects the balance of achievement against the criterion. It is not necessary for every single aspect of a level descriptor to be met for that mark to be awarded.
- When assessing a student's work, teachers should read the level descriptors for each criterion until they reach a descriptor that most appropriately describes the level of the work being assessed. If a piece of work seems to fall between two descriptors, both descriptors should be read again and the one that more appropriately describes the student's work should be chosen.
- Where there are two or more marks available within a level, teachers should award the upper marks if the student's work demonstrates the qualities described to a great extent; the work may be close to achieving marks in the level above. Teachers should award the lower marks if the student's work demonstrates the qualities described to a lesser extent; the work may be close to achieving marks in the level below.
- Teachers should not think in terms of a pass or fail boundary, but should concentrate on identifying the appropriate descriptor for each assessment criterion.
- The highest-level descriptors do not imply faultless performance but should be achievable by a student. Teachers should not hesitate to use the extremes if they are appropriate descriptions of the work being assessed.
- A student who attains a high achievement level in relation to one criterion will not necessarily attain high achievement levels in relation to the other criteria. Similarly, a student who attains a low
- achievement level for one criterion will not necessarily attain low achievement levels for the other criteria. Teachers should not assume that the overall assessment of the students will produce any particular distribution of marks." (IBO , 2016:152-3)

4. **Diploma Programme Grade descriptors from 2017**

"Grade of 7

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 analyse, 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.

Grade of 6

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 analyse, 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.

Grade of 5

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.

Grade of 4

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.

Grade of 3

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.

Grade of 2

The student demonstrates little knowledge or understanding of the content, 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.

Grade of 1

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." (IBO , 2017)

5. Reporting on Approaches to Learning (AtL)

At MIS we have noticed that by having approaches to learning skills become an explicit focus for teaching and learning, students are beginning to take responsibility for their own development.
Embedding these skills further into our reporting is additionally helping with student improvement.

Teachers are expected to build in regular reflection of learning and skills in teaching and learning during different stages of a unit of inquiry, in order to facilitate the student's ability to self-reflect.

Students are required to do a formal self-assessment on designated AtL skills to support their Mid-year report. They identify themselves and their competence using terms like the following:

- Novice/beginning— (observation)
- Learner/developing— (emulation)
- Practitioner/using— (demonstration)
- Expert/sharing— (self-regulation)

They also provide specific evidence and examples to support their selection.

Teachers will report bi-annually on AtL skill areas (mid-year report and end of year report). On the report card the achievement levels will be displayed and additionally AtL comments on strengths and weakness. Teachers consider the skills the students need to improve/ develop in order to support their learning further, as well as identifying the current strengths which are significantly contributing to their successes.

Teachers must select one ATL comment that reflects ATL progress
- Max 2 comments about strengths (listed below)
- Max 2 comments about areas for improvement (listed below)
- Optional: subject specific comment

The list of statements below outlines some generic comments for teachers to select. There is the additional option to include comments which focuses more explicitly on discipline specific skills to differentiate for those learners needs.

DP (11/12) Areas of strength	DP (11/12) Areas in need of improvement
1. *Is able to fully engage in class to understand concepts and content* 2. *Is able to meet deadlines and is well prepared for learning and assessments* 3. *Is able to demonstrate extended knowledge and understanding with further reading/study/application* 4. *Is able to apply feedback to improve learning and achievement* 5. *Is able to effectively organise information and class notes* 6. *Is able to work effectively with a range of students and in groups* 7. *Is able to negotiate goals and limitations with peers and teachers* 8. *Is able to apply skills and knowledge in unfamiliar situations* 9. *Is able to make connections between subject groups and disciplines* 10. *Is able to analyse, evaluate and synthesise information effectively* 11. *Is able to consider multiple ideas and can adapt / change viewpoints* 12. *Is able to creatively generate original ideas, products and/or processes*	1. *Needs to engage more in class to better understand concepts and content* 2. *Needs to improve preparation (time and resources) for learning and assessments* 3. *Needs to extend knowledge and understanding with further reading/study/applications* 4. *Needs to effectively apply feedback to improve learning and achievement* 5. *Needs to better organise information and class notes* 6. *Needs to improve collaboration when working with diverse groups* 7. *Needs to consider individual subject goals and reflect on learning more effectively* 8. *Needs a stronger understanding of content and concepts in order to apply skills and knowledge in unfamiliar situations* 9. *Needs to make more connection between subject groups and disciplines* 10. *Needs to analyse, evaluate and synthesise information more effectively* 11. *Need to extend thinking to consider opposing, contradictory and complementary arguments* 12. *Needs to experiment more to develop original ideas*

6.   Additional Nomenclature

I   Used to designate work that is incomplete. A teacher may give an 'I' for incomplete work on the report card, but only if there are serious and genuine reasons why the work has not been completed. This must be approved by the Principal or Guidance Counselor. If the work is not completed within two weeks from the end of the marking period, it will be scored at the lowest level.

W   Withdrawal from a course (credit to be determined by the Guidance Office)

•   Weighted Course

**   Not in GPA

ME   Medically Excused

For EAL students
SP   Satisfactory Progress
IS   Improving Slowly (For EAL students only)
UP   Unsatisfactory progress (no credit given)
W   Withdrawal from a course (credit to be decided by the Guidance Office)
ME   Medically Excused

Beginning and intermediate level EAL students who have been placed in courses which are particularly challenging relative to their proficiency in English may receive an SP (Satisfactory Progress) IS (Improving Slowly) or UP (Unsatisfactory Progress) instead of a 1G7 grade. This allows them time to learn new vocabulary, develop more skill in reading and writing and to adjust to the style of the classroom teacher before having to earn 1G7 grades. Teachers working with EAL students attempting the MIS Diploma can use this option in consultation with the EAL department.