

EIS DP ASSESSMENT POLICY

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB learner profile

The aim of all IB programmers is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. IB learners strive to be:

Inquirers

They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

Knowledgeable

They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

Thinkers

They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

Communicators

They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

Principled

They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

Open-minded

They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

Caring

They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

Risk-takers

They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

Balanced

They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

Reflective

They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

EIS MISSION STATEMENT

Egyptian International School (EIS) aims to contribute to making the world a better place through education of a new generation. An education that results in generations who are passionate about their Egyptian identity, their mother tongue (Arabic) and who have a good command of the English language.

EIS works towards exposing students to different cultures locally and internationally to foster the development of their skills. EIS helps students develop their research and leadership skills, have strong sense of identity and also cares about young people who help to create a better and more peaceful world through intercultural understanding and respect. To fulfil this objective, the school provides its learners with high-quality international education in a local environment, which values respect for international as well as national cultures. EIS aims to enhance good manners, to develop life-long learners and to guarantee the satisfaction of the different stakeholders.

Purpose of Assessment for Teachers

- To enhance student learning
- To monitor the individual progress of student achievement
- To determine the effectiveness of teaching
- To guide curriculum development and review
- To guide instructional practice

Purpose of Assessment for Students

- To provide consistent, timely feedback and opportunity for reflection
- To give a “time stamp” of what students know at various points in learning
- To identify strengths and weaknesses in components of the subject area
- To promote student responsibility for and ownership of learning
- To encourage students to self-advocate

Purpose of Assessment for Parents

- To communicate consistent, timely feedback and opportunity for conversation
- To allow parents and teachers to work together as advocates of student learning
- To provide transparency of the curriculum

Principles of Assessment

- Tasks are designed to appeal to a variety of learning styles.
- Assessments are differentiated to account for students' diverse needs.
- Assessment tasks are rigorous, involving critical and creative thinking skills.
- Assessment tasks encourage transfer of skills, interdisciplinary learning, and real world contexts.
- Assessment tasks include clear, consistent use of command terms.
- Students with identified learning needs receive accommodations based on their learning plans.
- All work submitted for assessment must be the student's own work.
- Students will receive timely and meaningful feedback on their performance on assessment tasks.
- There is a balance between formative (ongoing throughout the unit) and summative (end of unit) assessment.

To determine a student's achievement level, teachers use a criterion related approach. This means that student performance is measured against pre-specified assessment criteria based on the aims and objectives of each subject area. It is not norm referenced, where students are compared to each other; nor is it criterion referenced, where students must master all strands of a specific criteria at lower achievement levels before they can be considered to have achieved the next level. Teachers must gather sufficient evidence from a range

of assessment tasks to enable them to make a professional and informed judgment.

EIS guided by criteria that are public and transparent to determine a student's achievement level. In order to do this, teachers analyze the recent scores on criterion tasks and determine the most consistent pattern of scores.

Types of Assessment

At EIS teachers assess all content areas through formative and summative assessments.

Formative Assessment

In formative assessment, teachers are expected to use different strategies and tools to assess students' learning, such as:

Quizzes, projects, oral presentations, power point presentations, class discussions, research work, model build-up, portfolios, essays, open-ended tasks, homework, and assignments.

These assessments are designed to help students to reflect on their weaknesses and strengths, develop own learning strategies, and identify where they stand regarding their own work.

The formative assessment is extremely essential for teachers as they use it to overview their teaching strategies and their assessment for learning. Throughout, teachers' formative grading depends on self-evaluation rubrics, exemplars, checklists, etc, that are aligned with the formal assessment of each subject.

Summative Assessment

Summative assessment is an assessment of learning. It helps in indicating a candidate's achievement level based on their performance in the six chosen subjects and the core elements. Whether the assessment is done at the end of a chapter, unit, trimester, or during the mock exams, or by submitting an inquiry report, video, etc, such assessments are used as an evidence of the students' progress and where do they stand with respect to the IB intended learning objectives.

IB Assessments

In addition to the IB official exams that take place at the end of IBDP Year 2, there are two types of assessments:

Internal Assessment (IA):

IA is marked internally by teachers based on strict and clear criterion detailed on each subject guide. IA includes oral work, laboratory practical hours, math's investigations, field work...etc.

The teachers award a predicted grade to students and submit them to the IB and samples of IAs are sent to IB for moderations.

Failure to submit IAs will lead to no grade for that subject.

External Assessment (EA)

Students take the final exams at the end of DP2 for all the subjects. Some subjects are totally externally assessed such as the Extended Essay, Theory of Knowledge essay, Language A: language and literature written tasks, Language B written assignment, and Language ab initio written assignment

The role of the teachers in terms of assessment

IB teachers must introduce to their students in each subject the nature of assessment expectations, standards and practices and criteria of assessment. In addition, they must fully understand the difference between internal and external assessments and how they are conducted in accordance with their IB subject guide as this directly contribute to the student's final qualifications.

Evaluation of the CAS experiences and performance will be based on the criteria given in the "Creativity, Activity, and Service Guide". School CAS Coordinators must inform

The IB Coordinator who in turn notifies the IB whether or not candidates have completed their CAS programmer.

In line with the academic honesty policy, IB subject teachers must ensure to their best the authenticity of their learners' internal assessment (IA) before submitting it to IB. Student's work suspected of plagiarism will be dealt with in accordance with the school policy and the IB Honesty Code. The school uses

the turning program to detect plagiarism and implement the academic honesty policy.

Diploma Internal Calendar

- On a yearly basis, IA and EA deadlines are collaboratively scheduled between the DPC, HOD and DP teaching staff in an internal calendar that is devised according to the IB timetable and communicated to the parents and students at the beginning of the academic year. The calendar includes all types of assessments conducted throughout Year-1 and Year-2 taking into consideration to not overburden the students with multi tasks at the same time.

Frequency of Assessment

- Formative assessment is done regularly as planned through the unit planners of each subject and taking into consideration the DP internal calendar.
- Four summative assessment are done internally; one in the middle of the year and another at the end of the year for DP1. As for DP2, one summative assessment (Pre Mock) after the first term in year 2 and the other is the mock exam during term 3 in year 2.

Forms of assessment

- Within each component there is a variety of assessment tasks,
- Multiple choice questions
- Short-response questions
- Extended-response questions
- Essays
- Presentations
- Performances

Standardization System

Standardization aims at finding the best way to assess all students' work. At EIS, we standardize both questions and checking students' work.

Questions standardization :

All teachers of the same subject meet to decide on the material covered and start designing the exam questions. For subjects that have only one teacher, The sponsoring school mentor does this task.

Students' work standardization :

Each teacher checks three papers of different levels without putting the mark on the paper . Other teachers check the same papers then, teachers of the same subject meet to standardize the exam. For subjects that have only one teacher, The sponsoring school mentor does this task

Analyzing of results

After each assessment formative or summative results are analyzed to detect areas for improvement and students with academic needs and problems and accordingly plans of actions are developed according to students' individual needs in order to support them to reach their objectives.

Reporting to Parents

We believe that parents, teachers, and students are partners in education. Open and consistent communication strengthens this partnership. Students and parents are kept informed in the following ways:

- Teacher and/or Counselor emails, phone calls, and meetings
- Progress Reports
- Parent/Teacher Conferences
- Report Cards (one after the second term and another at the end of the year)

Grading Policy

Each subject group teacher's grading policy and curriculum materials will be communicated to parents at the beginning of the school year.

Teachers check students' work, their levels are recorded in an excel matrix sheet. Teachers prepare the reports writing their comments on the students' performance

A summative semester end score, given for each criterion within each subject area, reflects a student's level of demonstrated competence. Scores for each criterion are reported as whole number.

Grade descriptors

Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors.

Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, qualities of a typical performance are given. However, the work of few candidates will be consistently characterised by a single grade descriptor, most work will display some of the characteristics of more than one grade. Senior examiners therefore review the work of many candidates to determine a grade boundary—the lowest mark at which characteristics of a grade are consistently shown in candidate work—allowing for some compensation across the different aspects.

The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates' grades. (Attached the grade descriptors for all subjects)

Misconduct during examinations

During a written or an oral examination, academic misconduct may occur (for example, taking unauthorized material into the examination or showing disruptive behaviour) that is witnessed by the coordinator and/or invigilators of the examination.

Alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff, by sending a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident.

Any evidence, such as photographs of unauthorized materials, must be included with the report. Coordinators and candidates should be aware that a candidate will be in breach of regulations if an unauthorized item (such as an electronic device, other than a permitted calculator, notes, a mobile/cell phone, smart watch) is taken into an examination room, regardless of whether an attempt is made to use that item.

Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation

. Coordinators and teachers are required to ensure that all assessments are conducted according to IB regulations and the procedures stated in DP Assessment procedures. Non-compliance with the regulations and procedures will be investigated by the IB and considered by the final award committee.

Examples of non-compliance include, but are not limited to:

- unauthorized rescheduling of an examination
- failing to keep the examination papers secure prior to an examination
- opening examination paper packets prior to an examination
- providing a candidate with undue assistance in the production of any work that contributes to the assessment requirements of the DP
- leaving candidates unsupervised during an examination
- allowing additional time in examinations without authorization from the IB
- releasing an examination paper, or otherwise disclosing information about the content of a paper, within 24 hours after the examination

For further information, please refer to The responsibilities of IB World Schools in ensuring the integrity of IB assessments (November 2017).

The IB reserves the right to inspect a school's examination arrangements.

Heads of school, coordinators, teachers and other school representatives are expected to cooperate fully with an inspector by allowing access to the location where examination materials, stationery and other confidential documents are securely stored.

If it is not satisfied that an examination has been conducted in accordance with the regulations, and according to the seriousness of the violation, the IB reserves the right to declare the examination(s) null and void, to disqualify any or all of the candidates involved, and to cancel the participation of the institution.

Inclusive access arrangements

All inclusive access arrangements that require authorization are listed in the Access and inclusion policy. The policy also articulates the eligibility criteria for each arrangement.

In addition to the standard list of arrangements, reasonable adjustments that are uniquely planned for a candidate based on individual need can also be considered. All reasonable adjustments will need authorization from the IB. Advice may be sought from the IB for the most suitable reasonable adjustments for a candidate.

If a candidate's learning support requirement is moderate to severe, deferring one or more subjects to a future examination session may be supportive and improve access to the assessment. In these circumstances, a split examination session can be requested.

A split session is when assessment of one or more subjects is deferred to a future examination session to improve a candidate's access to assessment.

All requests for inclusive access arrangements must be submitted using the online system on IBIS. The "Request for inclusive access arrangements" is located under the "Candidate" tab and must be submitted no later than 15 November/15 May, six months before the written examinations (with the exception of requests for access arrangements for temporary medical conditions, which must be submitted no later than 15 February/15 August, three months before the written examinations). Requests for modified papers will not be authorized after this deadline. Before completing the request, the candidate must be registered for the intended examination session.

When it is determined that a candidate's learning support requirement is moderate to severe and that deferring one or more subjects to a future examination session would be supportive and improve access to the assessment, a split examination session can be requested.

Inclusive access arrangements approved for a candidate will automatically apply for all examination sessions for which they are registered. The exception is for

additional language learners, where a new request will need to be completed for each examination session.

A candidate's access arrangements can only be altered where there is evidence of a change in circumstance after the initial request. All changes must be approved by the IB; requests may be submitted using the "Access and inclusion" email link under "Contact us" on IBIS.

Access arrangements for candidates registered in the retake category will not normally be amended.

Evidence and information required for authorization

The following supporting documentation must be submitted (uploaded) on IBIS with the Request for inclusive access arrangements.

- Medical/psychological/psycho-educational documentation or a language test report (for additional language learners). These documents must be translated into English, French or Spanish where necessary.
- At least one piece of educational evidence

The purpose of the educational evidence is to show that the access arrangements requested have been the candidate's usual way of taking part in classroom activities and tests. Examples of educational evidence include:

- anecdotal observations from the school, such as records or correspondence from a class teacher, a learning support/inclusion coordinator or school counsellor
- an individualized educational plan (IEP)
- samples of the candidate's work (for example, showing unsuccessful work owing to lack of access or successful work owing to access given); the work submitted, which only needs to be in one subject, must be work that has been written in English, French or Spanish
- evidence of correspondence or records from a previous school where the candidate was enrolled and whether the access arrangement was used

A request for modified papers will not be authorized if it is submitted after 15 November/15 May, six months before the written examinations.

- For a candidate with a visual impairment, please provide specific details of the Braille code required.
 - For candidates who require enlarged papers, the IB offers a standard enlargement on A3 paper (420 × 297 mm) with a font size of 18 point. Coordinators are encouraged to use this standard enlargement. An enlarged font size of 24 point on A3 paper may also be requested.
 - For candidates who require an enlarged font size on A4 paper (297 × 210 mm), the IB offers a standard 16 point font size
 - Any request for an alternative font size or format not listed here may be considered only in exceptional circumstances.
 - For candidates with colour blindness, modified papers can be requested.
 - For a candidate with visual impairment who requires three-dimensional shapes of diagrams, this has to be requested separately as the IB does not offer it as standard with modified papers.
 - Examination papers can be produced on coloured paper. The available colour options can be viewed here and in the IBIS library.
 - Examination papers can be produced in an electronic (PDF) version of the paper for use with reading software.
- * For some components, such as language A: language and literature paper 1 and the geography resource booklet, it is not possible to produce the content in 16 point on A4 size paper. Therefore, these components are produced on A3 size paper in 18 points font size.

Oral components

When a candidate is supported with inclusive access arrangements for recorded submissions, teachers must:

- mention the authorized arrangements in the “Teacher (marking) comments” section on the “Teacher criteria mark entry” screen for all recorded submissions of internal components

- announce the authorized arrangements at the start of the recording for all recorded submissions of external components.

This applies for all oral and presentation assessments that are recorded and uploaded on IBIS. For further clarification, please contact inclusion@ibo.org

The current failing conditions and codes

As mentioned above, when the results are issued for an examination session, for any diploma or retake candidate who does not achieve the diploma a failing condition is indicated on the IB information system (IBIS). The current failing conditions and codes are as follows:

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

The theory of knowledge/extended essay matrix

TOK / EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Communication Plan

The Assessment Policy is available on the schools website and will be shared with parents and students at the beginning of each school year.

Review of the Assessment Policy

The assessment policy will be reviewed and updated annually by the EIS community.

Attachments

Grade Descriptors

Group 1 (studies in language and literature)

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and

clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Group 2 (language acquisition) Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some

difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Language ab initio (SL)

Grade 7

Receptive skills: students respond clearly and effectively to all basic and most complex information and ideas.

Interactive skills: students respond accurately, communicate effectively and demonstrate comprehension; pronunciation and intonation always facilitate the understanding of the message; students sustain participation and make good independent contributions. The message is always clear.

Productive skills: students develop ideas well using an effective, logical structure; they successfully use a range of simple and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make occasional errors in complex structures; they use varied and effective vocabulary and appropriate register; they demonstrate clear evidence of intercultural understanding where required.

Grade 6

Receptive skills: students respond clearly to all basic and most complex information and ideas.

Interactive skills: students respond mostly accurately, communicate almost always effectively and demonstrate comprehension; pronunciation and intonation almost always facilitate the understanding of the message; students almost always sustain participation and make independent contributions. The message is usually clear.

Productive skills: students develop ideas well using a logical structure; they successfully use a range of basic and some complex cohesive devices; they use both basic and complex grammatical structures accurately. However, they may make several errors in complex structures; they use varied vocabulary and appropriate register; they almost always demonstrate clear evidence of intercultural understanding where required.

Grade 5

Receptive skills: students generally respond clearly to basic and some complex information and ideas.

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding

of the message; students generally sustain participation and make some independent contributions. The message is often clear.

Productive skills: students develop some ideas using a logical structure; they often use a range of basic and some complex cohesive devices; they use basic grammatical structures accurately. However, complex structures are rarely accurate; they use a range of basic vocabulary and appropriate register; they often demonstrate evidence of intercultural understanding where required.

Grade 4

Receptive skills: students respond clearly to most basic information and ideas.

Interactive skills: students respond accurately and demonstrate comprehension in simple exchanges; pronunciation and intonation usually facilitate the understanding of the message; students sustain participation in simple exchanges. The message is usually clear.

Productive skills: students develop basic ideas using a logical structure; they use a range of simple cohesive devices successfully; they use most basic grammatical structures accurately; they use basic vocabulary and appropriate register successfully; they usually demonstrate evidence of intercultural understanding where required.

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

Interactive skills: students sometimes respond accurately and sometimes demonstrate comprehension in simple exchanges; pronunciation and intonation sometimes facilitate the understanding of the message; students sometimes sustain participation in simple exchanges. The message is sometimes clear.

Productive skills: students sometimes develop basic ideas; they sometimes use simple cohesive devices successfully; they sometimes use basic grammatical structures accurately; they sometimes use basic vocabulary and appropriate register successfully; they sometimes demonstrate evidence of intercultural understanding where required.

Grade 2

Receptive skills: students rarely respond clearly to basic information.

Interactive skills: students rarely respond accurately or demonstrate comprehension; pronunciation and intonation rarely facilitate the understanding

of the message; students rarely sustain participation in simple exchanges. The message is rarely clear.

Productive skills: students rarely develop basic ideas; they rarely use simple cohesive devices; they rarely use basic grammatical structures accurately; they rarely use basic vocabulary or appropriate register successfully; they rarely demonstrate evidence of intercultural understanding where required.

Grade 1

Receptive skills: students very rarely respond clearly to basic information.

Interactive skills: students very rarely respond accurately or demonstrate comprehension; pronunciation and intonation very rarely facilitate the understanding of the message; students very rarely sustain participation in simple exchanges. The message is very rarely clear.

Productive skills: students very rarely develop ideas; they very rarely use simple cohesive devices; they very rarely use basic grammatical structures accurately; they very rarely use basic vocabulary or appropriate register successfully; they very rarely demonstrate evidence of intercultural understanding where required.

Group 3 (individuals and societies)

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding

which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 (sciences)

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.

Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring

considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Group 5 (mathematics)

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Interdisciplinary subjects grade descriptors

Literature and performance

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; a good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s); clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; an adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s); an appreciation of literary style and an engagement with the act of transforming literature into performance; recognizable involvement to work with others in a cooperative manner.

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored; some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored; little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; a rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; a very rudimentary structure within which the thoughts and feelings of the work(s) are explored; very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

Extended essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.

Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.

Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted

application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.

Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing.

Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.

Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of knowledge

Grade A

Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.

Grade B

Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/ or assumptions, and includes some consideration of counterclaims and/or different perspectives.

Grade C

Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.

Grade D

There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

Grade E

There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.