



Cactus Shadows High School

International Baccalaureate Program

ASSESSMENT POLICY

Purpose of Assessment

Assessment is a critical part of the learning cycle. A varied assessment approach provides information about student learning and development as well as a framework for planning, self-reflection, and collaboration. The primary objective of assessing students' learning and performance is to give feedback to key stakeholders:

- **Teachers**, who use that data to plan learning and select appropriate instructional methods; expand learning experiences; evaluate students' skills prior to introducing new learning; and collaborate effectively within and across disciplines.
- **Students**, who are then able to participate in self-assessment and goal-setting; understand the criteria necessary for high-quality performance; demonstrate a wide range of ability, knowledge and skills; express understanding of performance objectives in a number of ways.
- **Parents/Guardians**, who are provided with evidence of their student's learning and development, which provides them with opportunities to support their student's academic goals.

Types of Assessments:

A variety of assessments are used by CSHS IB subject teachers to assess student learning; those assessments fall under one of two categories: formative or summative.

- **Formative:** "Formative assessment refers to a wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course...[they] help teachers identify concepts that students are struggling to understand, skills they are having difficulty acquiring, or learning standards they have not yet achieved so that adjustments can be made to lessons, instructional techniques, and academic support...what makes an assessment 'formative' is not the design of a test, technique, or self-evaluation, per se, but the way it is used - i.e., to inform in-process teaching and learning modifications."

[\(https://www.edglossary.org/formative-assessment/\)](https://www.edglossary.org/formative-assessment/)

- Teachers are required to administer at least one formative assessment per week. Beyond that, the frequency of formative assessments depends on the unit of study and will vary by subject.
- The weight of formative assessments in determining the student's semester grade are determined by each department, and therefore vary across the disciplines. Please see your teacher's syllabus for details.

- **Summative:** “Summative assessments are used to evaluate student learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period - typically at the end of a project, unit, course, semester, program, or school year...what makes an assessment ‘summative’ is not the design of the test, assignment, or self-evaluation per se, but the way it is used - i.e., to determine whether and to what degree students have learned the material they have been taught.”

(<https://www.edglossary.org/summative-assessment/>)

- The frequency of summative assessments vary by subject; however, typically teachers administer a summative assessment at the end of each unit of study, and at the close of the semester (final exam).
- The weight of summative assessments, including the semester final exam, are determined by each department, and therefore vary across the disciplines. Please see your teacher’s syllabus for details.

In addition to subject-specific, teacher driven formative and summative assessments, CSHS IB students, whether they be Diploma or Certificate Candidates, are further evaluated through the following assessment tools:

- **State Mandated:** Prior to graduation, all students enrolled in a public high school in the state of Arizona are required to pass the Civics exam, as well as take the following assessments:
 - Grade 9 - ACT Aspire
 - Grade 10 - none
 - Grade 11 - ACT and AzSci
 - Grade 12 - none
- **Optional:** The assessments listed below are entirely optional; however, depending on their individual college and career goals, students are encouraged to take whichever exam(s) is most appropriate.
 - Grade 9 - PSAT
 - Grade 10 - PSAT
 - Grade 11 - SAT and ASVAB
 - Grade 12 - SAT and ASVAB

International Baccalaureate Assessments

IB Assessments include both internal and external components, as well the written examinations, which take place during May each year.

- **Internal Assessments:** According to IBO, “Internal assessment is an integral part of [each] course and is compulsory for both SL and HL students. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. The internal assessment should, as far as possible, be woven into normal classroom teaching....” IAs are scored by the subject-area teachers, and then moderated by external evaluators to ensure alignment with IB assessment criteria in each subject. The format of the IA varies across disciplines, from an investigation of a historical subject of the student’s choosing, to an exploration of advanced math concepts, to

research and personal engagement with a global political issue. CSHS teachers work closely with the IB Coordinator to submit the IA grades and moderated samples to IB by the April 20th deadline.

- **External Assessments:** Much like the IA, the external assessment allows students to demonstrate their acquired skills and knowledge without the time limitations associated with a traditional written examination. They too vary by discipline, and include: an essay on a prescribed topic in Theory of Knowledge, an extended literary analysis in English, a director's notebook in Theater, and the Extended Essay (for Diploma Candidates). External assessments are not evaluated by the subject teacher, but rather by an IB examiner. CSHS teachers work closely with the IB Coordinator to submit the external assessments to IB for evaluation by the April 20th deadline.
- **Written Examinations:** IB subject area examinations are administered in May each year. The format of the exams differs by subject, and may include a variety of questions including short-answer, essay, data-analysis, open-ended problem solving, case studies, and multiple choice. The exams are scored by IB examiners, with the resultant marks combined with those earned on the subject-specific IA and external assessments to determine the final subject score.

(https://resources.ibo.org/dp/subject/Economics-2022/works/dp_11162-413065?lang=en&root=1.6.2.6.13)

Standardization of Assessment

All CSHS IB teachers receive training in IB standards and practices within their content area. They are also expected to use the Program Resource Center in order to access subject guides, teacher support materials, specimen assessments and subject reports. In subjects where more than one teacher is responsible for delivering the curriculum and assessing student work, said teachers work collaboratively to ensure that the use of assessment criteria is consistent.

CSHS has adopted a Professional Learning Community model, which promotes collaboration within and across departments. As such, all CSHS IB teachers, regardless of content area, work together to ensure that assessments are authentic and adhere to IB course requirements.

Homework Policy

Homework assignments are meant to provide students with opportunities to practice and extend their skills and/or content knowledge outside of the classroom. Generally speaking, students can expect approximately two to three hours of homework per class each week. CSHS IB teachers work together to ensure that homework loads are distributed equally so that students are not overloaded with assignments at any one time. For details on homework assignments in specific courses, please refer to your teacher's syllabus.

Recording and Reporting of Grades

CSHS Grading Scale

Percentage	Letter Grade	Regular Scale	Weighted Scale (Honors/AP/IB)
90-100	A	4.0	5.0
80-89	B	3.0	4.0
70-79	C	2.0	3.0
60-69	D	1.0	1.0
0-59	F	0.0	0.0

The unweighted/weighted Grade Point Average is determined by dividing the number of classes taken into the total number of points (weighted and/or unweighted) earned. Courses designated as Honors, AP (Advanced Placement) and IB (International Baccalaureate) have a weighted grade value. Student transcripts will detail both weighted and cumulative (unweighted) Grade Point Averages. Grades transferred in from other educational institutions as weighted (5.0 scale) are recalculated as unweighted (4.0 scale) unless they match Honors, AP, or IB courses offered at CSHS.

Teachers are required to post at least one formative assessment grade per week in Powerschool, our online Student Information System. Real-time grades are available 24/7 to students and parents/guardians either through the Powerschool website, or the Powerschool App.

Progress grades are reported every 9 weeks and report cards are issued every semester.

International Baccalaureate Subject Scores

Unlike the standard grade scale used at Cactus Shadows High School, the IB Diploma Program awards subject scores following a numerical scale (1 - 7, with 1 indicating very poor performance, and 7 demonstrating excellence in the subject matter) in each individual subject area. Additionally, the assessments for Theory of Knowledge and the Extended Essay follow a letter grade system (A - E). Please refer to the attached appendix for a detailed breakdown of the score/grade descriptors in each subject area.

IB scores are determined through the use of criterion-referenced rubrics, each of which aligns with the IB's standards and practices specific to individual content areas. The final subject score consists of the student's performance on an Internal and External Assessment, both of which are scored against the aforementioned rubrics. Those scores are reported by IB in July of each year,

and may be accessed on the International Baccalaureate website by students and their families using the student's personal code.

School-based grades and IB subject scores are separate. That is, official IB scores are not included in the calculation of a student's school-based grade; nor are school-based grades utilized by IB in the award of subject scores.

Communication of Assessment Policy

A copy of the assessment policy will be provided to each in-coming IB student during the first week of the semester. Additionally, the policy will be made available on the CSHS website. Parents and students are encouraged to communicate directly with their teachers and/or the IB Coordinator for clarification of any aspects of the assessment policy.

Policy Revision

This policy was revised in March, 2022.

Each Fall, the IB teachers will meet to review the current policy and propose changes as needed. A final copy of the revised document, including the date of the most current revision, will be communicated to all IB students and parents.

Appendix

IB Score/Grade Descriptors by Subject

IB English (HL)

- **Score 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).
- **Score 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).
- **Score 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).
- **Score 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.
- **Score 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.
- **Score 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.

- **Score 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.

IB Spanish/French (HL)

- **Score 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 of 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.
- **Score 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.
- **Score 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.
- **Score 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.

- **Score 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.
- **Score 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.
- **Score 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.

IB Spanish/French/Chinese (SL)

- **Score 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; 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.
- **Score 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; 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.
- **Score 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; 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.

- **Score 4** = 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.
- **Score 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 with limited success; make some attempt at basic organization; content is rarely convincing.
- **Score 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 a barely identifiable text type; lack organization to an extent that content is unconvincing.
- **Score 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.

IB History (HL) and IB Global Politics (SL)

- **Score 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.
- **Score 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 to solve problems competently.

- **Score 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.
- **Score 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.
- **Score 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 solve problems.
- **Score 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.
- **Score 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.

IB Biology (SL/HL) and IB Physics (SL/HL)

- **Score 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.
- **Score 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 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 innovative practical work with highly competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

- **Score 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. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no relevant material. Approaches investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.
- **Score 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.
- **Score 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.
- **Score 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.
- **Score 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.

IB Math (SL and HL)

- **Score 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 of 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.
- **Score 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.
- **Score 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).
- **Score 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).
- **Score 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.

- **Score 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.
- **Score 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.

IB Theater Arts (SL), IB Visual Arts (SL), and IB Dance (SL)

- **Score 7** = The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology. Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions. Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences. The student demonstrates highly effective critical reflection on both work created and work in progress.
- **Score 6** = The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.
- **Score 5** = The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques and competences. The student demonstrates developed critical reflection on both work created and work in progress.
- **Score 4** = The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology. Creative work and processes demonstrate a basic understanding of artistic ideas and intentions. Practical/performance work demonstrates basic subject-specific skills, techniques and competences. The student demonstrates basic critical reflection on both work created and work in progress.
- **Score 3** = The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology. Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions. Practical/performance work demonstrates undeveloped or limited

subject-specific skills, techniques and competences. The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

- **Score 2** = The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology. Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions. Practical/performance work demonstrates superficial subject-specific skills, techniques and competences. The student demonstrates superficial critical reflection on both work created and work in progress.
- **Score 1** = The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology. Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas. Practical/performance work demonstrates irrelevant or inadequate subject-specific skills, techniques and competences. The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Source: IBO, *Diploma Programme Grade descriptors: For use from 2017*. IBO: Cardiff, Wales, 2017.