

BENJAMIN FRANKLIN INTERNATIONAL SCHOOL

BFIS Secondary School Assessment Policy

Why Assessment?

At BFIS, assessment *is* learning. This policy document aims to outline how we make that happen at BFIS.

Coming from the Latin *assidere*, or "to sit beside", when we assess, students and teachers work in partnership to enable students to show what they have learned, where there may be gaps, and then identify and develop action specific strategies to close those gaps.



Teachers use multiple forms of formative assessment to inform students of their learning and progress. Formative assessments help students learn from mistakes, and are also the grounding and preparation for students to learn the skills needed for interim and summative assessments. The purpose of assessment is to provide students feedback on their learning and provide teachers feedback on their teaching. Research shows that corrective feedback is the most powerful learning tool for student performance growth.

Students can use evidence of their current progress to actively manage and adjust their own learning (Stiggins, Arter, Chappuis, 2006), and can answer:

Where am I now?

Where am I going?

How will I get there (and close the gap)?

Summative assessments are the teacher's opportunity to assess the summation of learning before moving on to new topics or skills. Grades are neither the result of an average of assignments, nor the result of a single summative assignment. Instead, semester grades will take into account the accumulated learning shown by a student using a best fit approach (most recent and most consistent) for making an inference about what students know and can do.

Types of Assessment

The three types of assessment are used to support the learning process and to have a complete understanding of a student's performance and progress. These practices may be formal or

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informal and internal or external. Students' learning is evaluated and future goals are set through a combination of these practices.

- **Assessment for learning**, also known as formative assessment, is used to inform teaching and promote learning. Students are given ongoing feedback on their learning and teachers use formative assessments to inform their instruction.
- **Assessment as learning** supports students in becoming self-regulated learners by teaching them how to monitor and evaluate their own learning process and make learning goals, self-assess their progress, and develop strategies to improve their learning.
- **Assessment of learning**, also known as summative assessment, is used to evaluate a student's knowledge, understanding or skills frequently at the end of an instructional unit.

Learning Principles

Or, what we believe is essential for learning to happen as we envision it.

- Learners are more motivated and successful in academic environments when they believe that they belong and are accepted in those environments.
- Learners can learn anything, and they learn it at different rates and at different times.
- Learners need to feel safe, seen, heard and valued. When constructing our learning environments, we use theories like Bloom's Hierarchy of Needs to ensure our environments are rich places for learning to take root easily.
- Learning occurs most effectively and has lasting impact when it happens 'in context,' which includes experiential learning and field trips.
- Retrieval ('finding' something learned) is a separate process from receiving.
- Learners learn new ideas by reference to ideas they already know.
- Learners have limitless individual potential.
- Learners learn with other people.
- To make learning exciting and stick, we focus on finding ways to know our learners' stories and, from there, design learning that is right for them.
- Learners show what they know, understand and can do in different ways. Related to this, assessments must assess exactly what learning we want to know about.
- Learners must be challenged with high standards to make progress.
- Learning is fully dependent on clear, actionable, and meaningful guidance and feedback.
- Learners have a right to experience regular inquiry, be exposed to things that make them light up and wonder, engage in abstraction of ideas, apply learning and participate in deliberate practice.
- To learn, we must transfer information from working memory (where it is consciously processed) to long-term memory (where it can be stored and later retrieved). We have limited working memory capacities that can be overwhelmed by tasks that are cognitively too demanding. Understanding new ideas can be impeded if we are confronted with too much information at once.

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- Cognitive development does not progress through a fixed sequence of age-related stages. The mastery of new concepts happens in fits and starts.
- Practice is essential to learning new facts and skills, but not all practice is equivalent.
- The transfer of knowledge or skills to a novel problem requires both knowledge of the problem's context and a deep understanding of the problem's underlying structure.
- We understand new ideas via examples, but it's often hard to see the unifying underlying concepts in different examples.

Our Assessment Practices

In order to support learning for all of our students, we believe:

Design for Learning

- Assessment tasks are routinely designed ahead of teaching.
- All summative assessments clearly indicate the intended learning, drawn from the school wide set of intended learning (standards/benchmarks).
- It is required that teachers provide students with rubrics and assessment criteria that clearly outline expectations and to use them as a tool for summative evaluation.
- Exemplars and success criteria should be routinely shared with students
- Teaching partners use shared rubrics for assessment outcomes.
- Teachers should assign a maximum of 3 criteria to a summative assessment task. An exception to this would be if various aspects of the task are non-reliant on one-another and there are separate due dates.
- Tasks are designed for local and global context.
- When learners participate in assessment design and timing, it is more meaningful and authentic for them
- Curriculum documents include a wide range of on-going assessment tasks for teachers to select from.
- Learners are fully aware of what is expected of them.
- Incorporate Universal Design for Learning (UDL) principles into the assessment design process through collaboration with the Learning Support Team (EAL/Counseling/Learning Support).
 - Assessment tasks are regularly differentiated to meet student needs.

Collect Evidence

- Collect both formative and summative assessments as evidence of learning.
- Tasks routinely collect evidence of the most important learning.
- Pre-assessment is common practice and a way to identify the student's needs.

Feedback to Learners

- Feedback and guidance is at the center of the discussions about improving assessment.
- There is clear guidance for the type of required feedback and guidance, and the timing:
 1. Feedback should be student-centered and as **specific as possible**: strengths, areas to improve, and what they are doing differently from before (if possible).

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2. The **sooner the better**: learning increases significantly when feedback is sooner. The time frame maximum is ideally two weeks for summative assessments.
 - a. Feedback should be returned a minimum of 2 classes *before* the next and connected summative assessment is assigned in that criteria.
 3. **Addresses the goal** the student is working towards. The feedback should clarify how it will help the student meet the next learning goal.
 4. Clarify the **intention of the feedback** - to help the student do better than before and grow for their next personal best.
 5. **Involve learners** in the collecting and analyzing of performance-based information: Feedback on how they read, research, reflect, analyze, or study (et al) has high learning value.
- Learning cannot happen without feedback and guidance.
 - School structures are designed to ensure that students are able to act on feedback and guidance.

Evaluate Evidence

- Learners are full participants in the evaluation process, which includes students' self and peer assessment.
- There is no grade averaging, but use of “best fit”.
- The teacher uses the appropriate IB rubrics to evaluate evidence
- There is as much emphasis on student Approaches to Learning (ATLs) as content/subject learning.
- Learners routinely have additional formative opportunities to show evidence of their learning without penalty.
- Teachers use on-going assessment strategies routinely and use the results to modify teaching; policy is in place and monitored that commits all to routine use.

Recording and Reporting

- Teachers should record assessment information in PowerSchool. Whenever possible, these recorded assessments should be done in class.
 - Criterion-based assessment should be recorded as 0-8 in PowerSchool
 - Each *criterion* (A, B, C, D) must be assessed at least two times per semester
 - Each *strand* of a the subject specific criterion must be assessed twice within the academic year
- Students record teacher and peer feedback and self reflections as a way to monitor and identify growth and next steps.
- Teachers should record and provide feedback on Approaches to Learning (ATLs) on each report card

Communicate Evidence.

- All feedback on student assessments and on report cards is action-oriented, suggesting next steps for learners around criterion referencing or Approaches to Learning goals.
- Teachers will provide written feedback in semester 1 reports.

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- Students will set and communicate their goals twice a year, presenting them to parents during Student Parent-Teacher Conferences (SPTCs) and/or in their Learning Portfolio.

Student Responsibilities

- Strive to be autonomous and connected learners
- Analyze and monitor their own formative and summative assessment data by self assessing and reflecting on their own progress to create actionable goals for growth.
- Provide constructive peer-feedback with an emphasis on strengths and actionable next steps
- Arrange meetings with subject teachers to get personalized feedback and guidance as needed.
- Prepare purposefully for all assessments to maximize learning.
- Proactively contact their teachers when they may have a planned or unplanned absence to discuss missed information and/or learning opportunities and create an agreed upon deadline to complete the assignment.
- Submit work on or ahead of time, adequately attending to draft and final deadlines posted on BFIS's learning platforms.
 - Long-term projects must be submitted on time even if they have an unplanned absence due to the nature of the assessment and time allotted in class.
 - Extensions will be granted in cases of extenuating circumstances. If a student needs to request an extension, they must send an email to their teacher at least 24 hours in advance. In the email, they should provide a rationale for the extension and a suggested new deadline. The teacher will review the request and if approved, confirm the agreed-upon deadline for the late submission. Please note that each extension will be evaluated on an individual basis.
- Follow the BFIS academic integrity policy
- Communicate with classroom teachers when their might be an issue with assessment grades or semester grades
 - If the discrepancy persists, complete an [IB Academic Appeal Form](#) when there may be an issue with final achievement levels (MYP), semester grades (MYP/DP) or predicted grades (DP)

Teacher's Responsibilities

- Prioritize our awareness of the rich neurodiversity in all of our classes by using a variety of assessment and teaching strategies including adhering to specific students' learning plans.
- Give a mix of timely, detailed, actionable written and/or oral feedback and guidance on learning.
- Assess formatively with feedback and guidance and record it, before assessing summatively. Bonus and extra credit opportunities must not be provided or used as part of the assessment process. A student can retake or resubmit components of their assessment where the teacher believes it will help their learning
- Communicate what a student should be able to know and do in this unit of assignment.
- Provide assessment rubrics for assessment with task-specific clarifications as needed.

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- Model and provide opportunities for self assessment and peer feedback
- Adjust teaching strategies based on the learning that has occurred and insights gained from formative assessment data. Analyze assessment data to identify individual student learning patterns and determine their readiness for the next stage of learning.
- Communicate with parents when students have excelled or been challenged by an assessment.
- Use the school's grading communication platform (PowerSchool/Toddle) regularly to communicate student achievement levels with the BFIS community
 - As a guideline, assessment information should be added to the grading communication platform as soon as it is available with a maximum of 6 weeks between data points
- Communicate assessment concerns with a student's parents / caregivers, advisors and grade level leaders using an Academic Concern Form when a student earns a 3 or below on an IBDP summative task or IB MYP criterion-based assessment taking into account student profiles and context, or a pattern emerges of ongoing challenge.
- Work in collaborative teams to design and administer common summative assessments across the same subject and grade level wherever possible.
- Work in collaborative teams to standardize and moderate summative assessments within the department
 - This should occur for every summative assessment when there is a common grade-level teaching partner
 - This should occur during assessment cycles (at the end of October and March /reporting time) for teachers who do not have a grade-level teaching partner
- Compare common assessment data with other teachers to assess where students are learning more and learning less.
- Support students' co-curricular activities and their whole academic schedule while upholding the work expectations to be completed. For more information, please reference the [BFIS Sports Policy](#).
- Make assessments meaningful by designing tasks that elicit evidence of learning.
- Follow expectations for posting assessments on **Google Classroom**.
 - Post due dates as an assignment on Google and on the Assessment Calendar
 - Study guides should be provided and labeled on the Google Classroom
 - Use the assessment calendar to ensure that students do not have more than two (2) exams in one day. .
 - Balance long term project due dates (see assessment calendar)
- Collaborate regularly with the Learning Support Team (Bilingual and Multilingual Learning teachers/Counselors/Learning Support Teachers) to design, adapt, and review assessments, ensuring they are inclusive and fair for students with diverse learning needs.
- Update **PowerSchool** with "missing" or "incomplete" assessments as soon as possible

Secondary Leadership Responsibilities

- Observe and encourage peer-to-peer observations that cultivate a culture of dialogue and reflection surrounding the assessment of learning and assessment for learning.

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- Offer training on using and interpreting data and support staff in the use of multiple assessment strategies.
- Collate, distribute and encourage the use of student related summary data (for example, IBDP assessment data, assessment grades, MAP data, report card grades) to inform teachers of the fuller picture of student learning.
- Provide time in the school day for teachers to plan and reflect.
- Analyze whole school data trends and plan related professional development to support learning and teaching.

The BFIS Grading Scale

The International Baccalaureate overall grading scale in both the MYP and DP is a numerical system from 7 (top of scale) to 1 (bottom of scale).

Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills

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	with independence and expertise in a variety of complex classroom and real-world situations.
*N/A	Not assessed due to insufficient evidence. For semester reports, credit towards graduation is not awarded.

The student's 1-7 grade is a direct measure of the competency a student has shown in terms of skills and knowledge.

*INC (Incomplete)

Teachers and teams in all subjects design learning experiences for a course that collectively represent a full body of learning evidence. Teachers use this full body of learning evidence to be able to award a grade. When it is partially complete, teachers may not be able to award a grade. When students do not complete the required assessments that make up that full body of evidence, the most appropriate grade for the assessment or a report or transcript may be an "Incomplete" or "INC". When students miss or do not complete assessments, the assessment must be completed at the earliest next opportunity. **If an INC is awarded (or the field is left blank) at the semester, credit towards graduation is not earned and may put students off track towards graduation.** In this way, attendance and assessment are inextricably linked. Students cannot show evidence of school learning if they do not consistently attend school and classes all day every day.

BFIS Learning Approaches & Attitudes

In addition to the academic achievement grade for each subject, students are assessed on the following Approaches to Learning. Students and teachers also engage in regular reflection on these areas.

Approaches to Learning (AtLs)	Attitudes to Learning	E Exceeding Expectations	M Meeting Expectations	N Not Meeting Expectations	I Insufficient Evidence (due to absences/enrollment)
Self-Management Skills	<i>Comes to class on time with materials ready</i>	Consistently organized, prepared and on time to class.	Usually organized, prepared and on time to class. Lapses are rare.	Should be better organized, prepared, and on time to class.	Insufficient Evidence
	<i>Manages time effectively in class</i>	Consistently on task. Proactive in managing time, tasks and workload.	Usually on task. Usually manages tasks and workload effectively.	Should better manage time, tasks and workload.	
	<i>Completes home learning carefully and on time</i>	All home learning is completed to the best of the student's ability and is submitted on time.	Most home learning is completed to the best of the student's ability and is submitted on time. Lapses are rare.	Should complete home learning on time and to the best of their ability.	
	<i>Reflects</i>	Consistently reflects	Usually reflects	Should reflect	

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	<i>meaningfully on learning and takes action to improve</i>	meaningfully on learning, and seeks guidance if needed. Proactive in taking action to improve.	meaningfully on learning, and seeks guidance if needed. Regularly takes action to improve.	meaningfully on learning and seek guidance when needed. Should take action to improve.	
Social Skills	<i>Engages positively in learning activities</i>	Consistently engages positively in learning activities and demonstrates an inquiring attitude and a desire to learn.	Usually engages positively in learning activities and demonstrates an inquiring attitude and a desire to learn. Lapses are rare.	Should engage more positively in learning activities. Should demonstrate more of an inquiring attitude and a desire to learn.	Insufficient Evidence
	<i>Collaborates effectively with others</i>	Consistently respectful and cooperative with others when working in a group. Takes initiative to ensure the group works effectively. Provides constructive and meaningful feedback for peer progress.	Usually respectful and cooperative with others when working in a group. May need occasional reminders to collaborate effectively. Often provides constructive and meaningful feedback for peer progress.	Should be more respectful or cooperative with others when working in a group. Should work without being reminded to collaborate effectively. Sometimes provides appropriate feedback to their peers.	
Thinking Skills	<i>Critically analyzes and evaluates issues and ideas</i>	Consistently thinks critically about issues, and analyzes and evaluates ideas effectively.	Usually thinks critically about issues, and analyzes and evaluates ideas effectively.	Should think more critically about issues, analyzing and evaluating ideas more meaningfully.	Insufficient Evidence
	<i>Creatively generates new ideas and considers multiple perspectives</i>	Consistently looks at various and creative ways to explore new ideas and considers multiple perspectives.	Usually looks at various and creative ways to explore new ideas and considers multiple perspectives.	Should look at various and creative ways to explore new ideas and consider multiple perspectives.	

IB MYP Assessment: Grades 6-10

MYP Assessment is internal and teachers grade the work using internationally benchmarked IB objectives and correspondingly aligned assessment criteria for each subject (see table 1). Teachers at BFIS develop tasks and strategies in alignment with these criteria to help their students reach the subject's learning objectives.

Students are graded on four criteria (see table 2). These criteria differ from subject to subject. The total score for a student's report card grade is calculated as follows: Each criterion is divided into bands, and each band contains general statements called descriptors. The levels 1 and 2 appear as

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the first band, levels 3 and 4 as the second band, and so on (see table 3.) All criteria have four bands with two levels of achievement and a maximum of eight achievement levels. MYP criteria are equally weighted. To determine the student's achievement level in a particular subject, teachers gather evidence from a range of learning experiences and assessments. At a grading period like the end of a semester, the teacher looks across all assignment grades for each criteria. They then assign an assessment level grade of score 0-8 that represents the band the student has attained and sustained for that criterion. Teachers add together the student's final achievement band scores in all criteria for the subject group to obtain a score of 0-32.

In the different subjects teachers engage in internal standardization. The process involves teachers meeting to come to a common understanding about the criteria being used to assess work and achievement bands and how they are applied. By doing this, teachers increase the reliability of their inferences about what students know, understand, and can do. Standardization throughout the school year promotes consistency and builds common understanding.

Assessment plays a significant role in the development of approaches to learning (ATL) skills. These processes of thinking enable students to arrive at an enhanced understanding of their strengths and limitations. To support ATL skills, the 6-10 program stresses the importance of both student and teacher self-assessment and reflection.

Generalitat de Catalunya / Spanish Government - Local Requirements

For those students who are into the Spanish Section looking to obtain the "Credencial de la Homologación de la ESO," BFIS will follow the process for the homologation (covalidation) of the ESO stage (Enseñanza Secundaria Obligatoria). This follows the Law for Schools providing regulated education at levels equivalent to the compulsory levels of education to the country of Spain. As this is an equivalency system, the Spanish section of BFIS will follow the methodology and assessment practices as the rest of the secondary school.

MYP Assessment Criteria

Each subject group is assessed in four criteria that represent the use of knowledge, understanding and skills that must be taught. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory for all IB schools such as ours. Schools then develop criteria for MYP years 2 (grade 7) and 4 (grade 9) to bridge the learning steps along the way.

Table 1: The MYP assessment criteria across subject groups can be summarized as follows.

	Criteria				
	Subject Group	A	B	C	D

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MYP Areas of Learning	Language and Literature	Analyzing	Organizing	Producing text	Using language
	Language Acquisition	Listening	Reading	Speaking	Writing
	Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
	Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impact of science
	Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics to real-world contexts
	Arts	Investigating	Developing	Creating/ Performing	Evaluating
	Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
	Design	Inquiring and analyzing	Planning	Creating the solution	Evaluating
	Personal Project	Planning	Applying Skills	Reflecting	
	Interdisciplinary	Evaluating	Synthesizing	Reflecting	

For example, Year 5 (grade 10) Language and Literature Criterion A levels are calculated using a rubric that indicates in writing the criteria that show student achievement at each of the performance bands. (See table 2).

Table 2. Example of a Criterion Referenced Assessment for Language and Literature (Year 5)

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.

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1–2	The student: i. makes minimal use of organizational structures though these may not always serve the context and intention ii. organizes opinions and ideas with a minimal degree of coherence and logic iii. makes minimal use of referencing and formatting tools to create a presentation style that may not always be suitable to the context and intention.
3–4	The student: i. makes adequate use of organizational structures that serve the context and intention ii. organizes opinions and ideas with some degree of coherence and logic iii. makes adequate use of referencing and formatting tools to create a presentation style suitable to the context and intention.
5–6	The student: i. makes competent use of organizational structures that serve the context and intention ii. organizes opinions and ideas in a coherent and logical manner with ideas building on each other iii. makes competent use of referencing and formatting tools to create a presentation style suitable to the context and intention.
7–8	The student: i. makes sophisticated use of organizational structures that serve the context and intention effectively ii. effectively organizes opinions and ideas in a sustained, coherent and logical manner with ideas building on each other in a sophisticated way iii. makes excellent use of referencing and formatting tools to create an effective presentation style.

IB MYP 6-10 General Grade Descriptors

At the end of a grading period, such as towards the end of a semester, the teacher looks across all assessment levels for each criterion. By the end of the academic year, each criterion must be assessed at least twice, (with the goal of three times if possible). They then assign an overall 1-7 grade (see below) that represents the band the student has attained and sustained.

MYP Grade Boundaries

Using the MYP 0-32 scale a teacher then uses the grade boundary guidelines (below) to determine semester



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MYP grades. The table provides the means of converting the criterion band totals into a grade from 1–7.

Grade	Boundary Guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.

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7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
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The International Baccalaureate Diploma Program (IBDP)

At BFIS, we follow the International Baccalaureate Diploma Programme (IBDP), which is renowned for its rigorous and comprehensive assessment system. The IB Diploma assessment policy is designed to provide a holistic evaluation of a student's knowledge, skills, and understanding across a wide range of subject areas. The grading in the IB Diploma Programme is based on a combination of internal and external assessments, ensuring a fair and objective evaluation of each student's performance.

As above, the grading system in the IB Diploma Programme utilizes a scale of 1 to 7, where 7 represents the highest level of achievement. Internal assessments, carried out by teachers within the school, contribute to a portion of the final grade. These assessments can take various forms, including coursework, projects, oral presentations, and laboratory work, depending on the subject. External assessments, conducted by IB examiners worldwide, consist of written examinations that cover the content and skills taught throughout the program. These assessments are standardized and provide an impartial measure of student achievement.

To be awarded an IB Diploma, students must meet specific requirements outlined by the International Baccalaureate. These requirements include successfully completing six subject areas, which must include one subject from each of the six IB groups: Studies in Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Mathematics, and The Arts. Additionally, students must fulfill the three core components: Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (CAS).

The Theory of Knowledge (TOK) course encourages students to critically analyze knowledge and its acquisition across different disciplines. It explores the nature of knowledge, the ways of knowing, and the role of knowledge in various contexts. The Extended Essay (EE) requires students to undertake in-depth research on a topic of their choice, demonstrating independent thinking, research skills, and academic writing abilities. Lastly, Creativity, Activity, Service (CAS) engages students in a variety of creative, physical, and service-oriented activities to foster personal growth and contribute to the community.

To be eligible for the IB Diploma, students must achieve a minimum total of 24 points from their combined subject grades. Additionally, students must receive a minimum of 12 points from their combined Higher Level (HL) subjects and a minimum of 9 points from their combined Standard

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Level (SL) subjects. The maximum total points achievable in the IB Diploma Programme is 45, which includes the subject grades, TOK, EE, and CAS.

There are a number of ways a candidate may not earn an IB Diploma. These are:

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

IB Diploma Specific Assessments

The IB uses internationally benchmarked criterion-referenced assessments and awards points leading to an IB Diploma. The grading guidelines and rubrics used are identical for all IB schools across the world.

Internal Assessment

Some assessments are required by IB that are internally graded by the classroom teachers. These assessments can count for up to 50% of the students final IB subject grade. Samples of teachers grading are shared with IB examination teams each year and these marks are subsequently moderated by examiners and senior examiners ensuring consistency of grading from school to school. Orals, science lab reports, projects and portfolios in math, and investigations in subjects in History are examples. Although these assignments will be used by the IB to determine the student's IB Diploma grade, they will also be used to make an inference about the student's internal BFIS class grade during the two year program.

External Assessment

In grade 12, May exams are an example of external assessments that are sent to examiners who subsequently grade and determine scores. However, there are other assessment tasks that are solely externally graded by examiners. For example, certain essays, such as the TOK essay or Extended Essay, are sent to IB Diploma examiners for external assessment. BFIS teachers support students on these assessments and send predicted grades on such assessments to the external examiners.

Transition to 1-7 grade scale for all secondary school subjects

Transcripts will begin to show only 1-7 starting in the 2023-24 school year. Many US based and international schools across the world grade on the 1-7 scale and report out to universities as such. Universities are highly familiar with 1-7 based transcripts.

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Related Policies

- [Academic Integrity Policy](#)
- Examination Procedures (pending)
- [Inclusion Policy](#)
- [Language Policy](#)

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Works Cited and Referenced

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