



INTERNATIONAL SCHOOL OF FLORENCE

2025 - 2026 IBDP HANDBOOK



IB learner profile

The aim of all IB programmes 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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



The International School of Florence

International Baccalaureate Diploma Programme (IBDP) Handbook

2025 - 2026

This handbook provides information, policy, and procedures about the academic programs -- including the **International Baccalaureate Diploma Programme (IBDP)** -- offered to Grade 11-12 students at ISF, and must be read in conjunction with the ISF Parent-Student Handbook which also provides additional details on areas such as behavior, communication protocols, and so forth.

[ISF Policy: IBDP Course Descriptions \(2025-26\)](#)

The educational philosophy of the **International Baccalaureate** is found in their 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.”

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ISF Graduation Pathways

As students consider their academic plans at ISF and beyond, it is essential to note that ISF has three graduation pathway options. Students can choose from among:

1. the (*full*) International Baccalaureate Diploma Programme (IBDP)
2. the accredited US High School Diploma *PLUS* one or more IBDP Course Certificates
3. the accredited US High School Diploma

Choosing the right option

In Grade 10, students will review the graduation pathways available at ISF in several sessions which will also include an information session about the subjects available at ISF in Grades 11-12. Attendance at these meetings is vital if students and their parents are to make fully informed choices regarding both the most suitable graduation pathway and the most suitable course selections for that pathway.

Subject choices are made during Grade 10 and are binding; a subject or level change may be made only on college counselor and/or teacher recommendation, provided that there is space available in the new subject or level and that such a change is made in a timely manner (usually no later than the first weeks of Grade 11).

It is also important to note that each available graduation pathway may have an impact on university options. For example, a majority of public and private European (including those in the UK) universities require completion of the full IB Diploma in order to be considered for admission. The US High School Diploma alone may meet many university application requirements, particularly those of American universities at home and abroad. It may not meet admission requirements for other universities. Universities also may change their admission criteria and therefore students are strongly encouraged to investigate and confirm all requirements for each university of interest.

Full IB Diploma Programme (option 1 above) entrance recommendations

1. For existing ISF Grade 10 students:
 - a. The philosophy of the IB is to allow **any** student to register for the Programme and at ISF this philosophy is supported following specific teacher consent form and recommended entry criteria below.
 - b. Performance at a 6 or 7 level in a single subject in 10th grade indicates that a student should normally meet the academic demands of an IB Higher Level in that subject area, while performance at a 5 level in a single subject in 10th grade indicates that a student should normally meet the academic demands of an IB Standard Level in that subject area.
 - c. Students gaining less than a 4 average in Grade 10 will normally be advised **not** to take the full IB Diploma.
2. New enrollments (students enrolling into Grade 11):
 - a. Students will be admitted to the programme following a review of their past records which must meet the rigors of standard college preparatory curriculum
3. Transfer students (students enrolling into Grade 12):
 - a. from *other* IBDP schools: a transfer is potentially possible to continue in the full DP, but only when there is a close alignment with ISF offerings
 - b. from *non*-IBDP schools: these students will complete Grade 11 classes during their Grade 12 year

Overview: What is the International Baccalaureate Diploma Programme (IBDP)?

The International Baccalaureate Diploma Programme is a rigorous pre-university course of study, leading to examinations, that meets the needs of the highly motivated and academically-inclined secondary school student. Designed as a comprehensive curriculum that allows its graduates to fulfill requirements of the various national systems of education, the IB is based on the pattern of no single country. It provides students of different linguistic, cultural and educational backgrounds with the intellectual, social and critical perspectives necessary for the adult world that lies ahead of them.

As such, it is a demanding course which will exceed the boundaries of the school day, typically including work which will need to be completed during school holidays.

The international pass rate for the IB Diploma from year to year is a bit under 80%. Keeping this in mind, it is important to note that not all students are expected to earn the IB Diploma.

Students must fulfill all requirements stipulated by the IB and sit the final externally assessed examinations to be awarded this qualification (see specifics below). In summary, this option is determined by the IB with ISF having little control.

Overview: What is the US High School Diploma PLUS one or more IBDP Course Certificates?

This option is the US High School Diploma (as outlined below and which is accredited externally by MSA-CEES) with students fulfilling all DP requirements for the chosen course (or courses) in question, including sitting the final IB exam. The flexibility comes in not being required to fulfill the overall DP programmes requirements, such as a prescribed combination of Standard Level (SL) vs Higher Level (HL) courses, and not having to complete other DP requirements, such as the Extended Essay (EE). In summary, this option provides students with some flexibility and also gives them the potential to earn a IB course certificate for their chosen course(s).

Overview: What is the US High School Diploma?

This is an internal ISF program accredited externally by MSA-CEES. Students study in the same classes as full IB DP students and are responsible for the same content and complete the same assessments (such as the Internal Assessment (IA) for each course) but have much more choice in terms of their subject combinations and Standard Level (SL) vs Higher Level (HL) subjects, such as the possibility of taking 6 SL classes. Graduation is determined fully by the ISF Graduation policy (as outlined below). In summary, this option provides students more flexibility but may require further investigation regarding individual university admissions requirements.

ISF US High School Diploma and Graduation Requirements

ISF is authorized to offer an accredited American-style (US) High School Diploma. This is awarded at Graduation following a competition of the required credits and other school requirements, and symbolizes successful completion of High School; that is, Grades 9-12.

A total of 24 credits is required for graduation with the ISF High School Diploma. One year of classes in a single subject is equivalent to 1 credit. One credit is awarded for each course with a year-end grade of 2 or more (or a D in the case of TOK).

- 4 credits of Language A;
- 3 credits of Language B;
- 3 credits of Individuals and Societies;
- 3 credits of Experimental Sciences;
- 3 credits of Mathematics;
- 8 credits of Elective classes including but not limited to Art, Music and Theatre

Students who do not achieve 12 high school credits or more by the end of Grade 10 will not be able to pursue the IB Diploma Programme, but may be able to follow the US High School Diploma route following consultation with the MYP Coordinator and the DP Coordinator.

The school's policy for promoting a student into the next grade or for graduating from Grade 12 requires a minimum of 90% attendance during the school year. Special circumstances will be considered on a case-by-case basis and decisions will always be made in the best interests of the student, considering both academic and social-emotional impact.

Considering the importance of regular attendance, the school will make the final decisions regarding potential student absences.

CAS is required for all students in grades 11-12, regardless of their graduation pathway.

TOK is mandatory for *all* students in Grade 11 as it is a course developing critical thinking skills which are highly applicable regardless of being in or out of the DP as a programme. Each trimester of Grade 11 TOK is assessed on an A - E scale.

US High School Diploma students will:

- Get credit (0.5 per year) for TOK in Grade 11
- Be required to earn a minimum passing grade of D for the year in TOK in Grade 11 based on regular class assessments.

The International Baccalaureate Diploma Programme (IBDP) at ISF

The IB Diploma is an extremely demanding course both for teachers and students alike. It is designed for students who are hard-working and self-motivated and no amount of teaching can replace these vital ingredients for success.

It is expected that students take responsibility for themselves and realize that no one is going to complete work for them. The consequences of poor performance in the class will be poor exam results. Enrolment is *not* a guarantee of success. Students attending and passing IB Diploma courses at ISF, and who fulfill other passing requirements as outlined above, will earn the ISF US High School Diploma, regardless of whether they sit, or pass, their final IB Diploma exams. It should be noted that *all* courses in 11th and 12th Grade at ISF are IB Diploma classes.

It is essential that families and students plan ahead and have a solid understanding of their post-secondary plans so that they can make appropriate determinations about academic pathways available in high school. In particular, if students do not plan to pursue a full IB Diploma, it is important for them to determine which post-high school options will be open to them without an IB Diploma. Our College Counselors are available to help with questions families may have in their planning.

Students with special educational needs must be professionally tested and enrolled in our Learning Support Programme *before* embarking on the Programme to allow for the requesting of special consideration during examinations from the IB. Parents are required to provide all necessary documentation.

The IB Diploma is externally awarded by the IB Organization upon the successful completion of all the components of the course. Although it is an extremely demanding course, the rewards of success are the recognition by, and entry into, the majority of Higher Education Institutes throughout the world. Students and parents should ensure that the subjects they have chosen are accepted by the universities and colleges that they wish to attend after leaving school *before* selecting and starting the course.

The faculty at ISF has experience in teaching the IB (ISF was the 308th school to register as an IB School; there are now 3,686 schools offering the IB Diploma in 155 countries) and a good rate of success. They **cannot** compensate for lack of motivation or effort but they aim to create the conditions that allow students to **succeed at the highest level that their ability allows.**

The IBDP Curriculum at ISF

Group 1	Language A (Studies in Language and Literature) English A: Language & Literature English A: Literature Italian A: Language & Literature	HL/SL HL/SL HL/SL
Group 2	Language Acquisition English B French B Italian B Italian ab initio Spanish B	HL/SL HL/SL HL/SL SL only HL/SL
Group 3	Individuals and Societies Business Management Global Politics History	HL/SL HL/SL HL/SL
Group 4	Experimental Sciences Biology Chemistry Physics	HL/SL HL/SL HL/SL
Group 5	Mathematics Mathematics: Analysis and Approaches Mathematics: Applications and Interpretation	HL/SL SL only
Group 6	Arts and Electives Visual Arts or a <i>second</i> course from Group 2 or Group 3 or Group 4	HL/SL HL/SL
Interdisciplinary course	Environmental Systems & Societies (ESS) (may be offered as either a Group 3 or Group 4 option)	SL only

One subject from **each** of the above Groups must be chosen for the two years of the Diploma Programme (N.B. Students may opt to take **two** Language A/Group 1 courses *rather than* one Language A/Group 1 and one Language B/Group 2 course). At least three and not more than four must be taken at Higher Level (HL) and the others at Standard Level (SL) in order to pursue a full IB Diploma. Please note that HL courses represent 240 teaching hours while SL courses represent 150 teaching hours.

The school strives to satisfy as far as possible the requirements of its student body, which changes each year, but lack of numbers and other timetabling restrictions may further limit the proposed choices (including offering the HL version of a class) that are illustrated above.

In addition to completing the six subjects, each Diploma candidate must meet the following requirements:

Extended Essay

A substantial piece of independent work of no more than 4,000 words in an area that interests the student and in one of the subjects of the IB curriculum. Additional points may be awarded to the final six subject score -- see section "The IB Marking System".

Theory of Knowledge (ToK)

A course in the Theory of Knowledge. Additional points may be awarded -- see section "The IB Marking System".

Creativity, Activity, and Service (CAS)

Activities that broadly cover the above mentioned areas are completed over the two years of the Programme, starting in September of the first year - see CAS section for more details.

Selecting Correct Classes for Specific University Programmes

In Grade 10 students need to make informed choices about their future IB subjects as this can have a direct effect on the choice of university/college degree programme. This is even *more* important if students are choosing to go to university in the UK. It is strongly advised, therefore, to research several universities to check their general entrance requirements for specific subjects.

Students can check with the College Counselor for degree course descriptions and entrance requirements and students can also check the site <https://www.ucas.com> for exact requirements at specific universities in the UK.

Those classes listed below are generally **requirements** for UK universities and are also *highly recommended* for the USA.

For the rest of the world, including France, Italy, and the Netherlands, the universities tend to be autonomous and parents/students need to check specific IB requirements by contacting the universities directly.

The courses and classes listed below are for *general guidance only* – students and parents are strongly advised to check with the College Counselor and the universities/colleges of their choice to confirm admission requirements.

GENERAL RULE	If you wish to take a subject you are studying at school at university level, you should take that subject at HL.
Architecture	Art and Math and/or Physics at HL
Bio-Technology/Engineering	Biology HL and another science at HL; may require Math HL
Business Management	Some may require Math at HL
Chemical Engineering	Usually require Chemistry at HL with Math and Physics at HL
Economics	Math HL
Environmental Science	At least one Science at HL, usually Chemistry
Law/Politics/Philosophy	History HL
Mechanical/Electrical/Aeronautical/ Automobile Engineering	Math and Physics at HL
Medicine/Dentistry	Chemistry HL and another Science at HL, usually Biology; Math at HL or SL
Modern Languages (French, Italian, Spanish)	Usually require Language B HL if you want to study that specific language at university
New language (Arabic, Russian, Greek, Japanese, Mandarin)	Check with the university but usually require a Modern Language at HL
Physiotherapy/Nursing	Usually require Biology at HL with some universities also needing Chemistry at SL
PPE (Philosophy, Politics, Economics)	History HL advisable; Math HL preferred
Psychology	May require Biology or Chemistry at HL; some may require Math HL
Veterinary Science	Biology and Chemistry at HL; Math at HL or SL

Creativity, Activity, and Service (CAS)

The General Regulations of the IB stipulate that all IB Diploma students must engage in extra-curricular activities to be eligible for the award of the Diploma. This is a very important aspect in the education of the “whole person” and is one of the “core” activities in the whole IB Programme. These activities must take place during the IB Diploma course that starts in September; therefore, activities completed during the summer prior to the commencement of the course (i.e. September of 11th Grade) are inadmissible.

Each Diploma student must keep a diary to record and reflect on the various activities undertaken. Proof of participation in activities is mandatory. Each student’s CAS diary will be reviewed and evaluated at regular intervals by the CAS Coordinator.

The three areas involved are:

Creativity

This includes regular individual or group activities in any form of art or craft, drama, debate, music, dance, film-making, photography, chess, etc. Such activities may be done outside the school as long as the CAS Coordinator is assured of the student’s regular participation and attendance.

Activity

This may include participation in organized school activities and also serious interests in which the student has outside of school, subject to the approval of the CAS Coordinator.

Service

The student’s community service, both within the school as an officer or member of committees, and outside school helping the less privileged and less fortunate or integrating with the local community, is taken into high consideration. This may be done during holiday time.

Evaluation will be based on a written report to be given to the CAS Coordinator. All students should bear in mind the relevance and importance of CAS activities. Both ISF and the IB organization consider such activities very significant and relevant to the development of the “whole” person. ISF expects that *all* 11th and 12th grade students participate in CAS activities, whether or not they are pursuing a full IB Diploma, as CAS participation and completion is a requirement of the ISF Diploma. CAS activities start in September of 11th Grade and must finish by March of 12th Grade.

Examples of CAS activities at ISF

During School Hours:

Tutoring: Math, Italian and English language

Classroom assistants: computer lab, Junior School Art, kindergarten, pre-school, 2nd grade physical education

Other: school office help, newsletter distribution, counselor’s assistant, school waste paper recycling, library assistant, journalism.

After School:

yearbook, charity fundraising activities, sports, visits to S.Teresa retirement home, church service, drama, Model United Nations (MUN), PA activities, musical activities, Scouts, hospital art project, veterinarian’s help, Soccorso Clowns, Corri La Vita, Legambiente.

IB Diploma Recognition by the Italian Ministry of Education

For the IB Diploma candidates wishing to apply to **Italian Universities**, the Italian Ministry of Education has officially approved the IB Diploma programmes outlined below.

All three programmes are offered at ISF, with the subsequent IB Diplomas being recognized as the equivalent to the Italian “liceo linguistico,” “liceo scientifico,” or “liceo scienze umane.” In order for the particular category of liceo to be recognized, one assigned class must be taken at HL. This class is noted below with “HL” in bold.

According to the Italian Ministry of Education, one of the three programmes below must be followed by those IB Diploma candidates wishing to apply to an Italian University.

With their increased autonomy, however, Italian Universities may choose to accept other programme combinations. If a student wishes to follow another programme, it is *his* responsibility to present the programme to the Italian university of his choice for approval **prior to selecting and embarking on the course.**

Other countries and individual institutions in Italy may have similar restrictions. These restrictions must be checked **by students and parents prior to selecting and starting the IB course.**

In addition, although the Ministry documents do not specifically require it, ISF strongly recommends that all students wishing to apply to Italian universities take Italian A (either Language & Literature or Literature) in order to fulfill the Group 1 requirement below.

The IB Diploma can be legalized by the IB organization in Geneva after the end of the course for countries concerned. Legalization requests will be made during the second year of study.

	Liceo Scientifico	Liceo Linguistico	Liceo Scienze Umane
Group 1	Language A (ISF strongly recommends Italian A)	Language A HL (ISF strongly recommends Italian A)	Language A (ISF strongly recommends Italian A)
Group 2	Language B (or 2nd Lang. A)	Language B (or 2nd Lang. A)	Language B (or 2nd Lang. A)
Group 3	History	History	History HL
Group 4	Biology, Chemistry, or Physics	Biology, Chemistry, ESS, or Physics	Biology, Chemistry, ESS, or Physics
Group 5	Math HL	Math SL	Math SL
Group 6	Chemistry (only if not taking Chemistry in Group 4), ESS, or Art	Third Language	Art

(The above references the documents Decreto del Presidente della Repubblica 30 ottobre 1986, n. 738, further updated with art. 2 legge n.738/86 D.M. 18 ottobre 2010 applicativo del D.P.R. 2 agosto 2010 n.164.)

The IB Marking System

The grading scheme in use for IB examinations is from 7 to 1 and is described as follows:

- 7: excellent
- 6: very good
- 5: good
- 4: satisfactory
- 3: mediocre
- 2: poor
- 1: very poor

In many subjects, a part of the Programme ranging from 20 to 30% may be assessed by the subject teacher. This assessment is externally moderated by IB examiners and marks may be adjusted.

Core points

A maximum of three Core (or *additional*) points may be added to the total score awarded for the individual subjects based on performance in the Extended Essay and Theory of Knowledge. Performance in each of these requirements will be assessed using the following scale: excellent (A), good (B), satisfactory (C), mediocre (D), and elementary (E). Additional points will be awarded according to a candidate's combined performance in both areas, using the following matrix:

		<u>Theory of Knowledge</u>					
		Grade A	Grade B	Grade C	Grade D	Grade E	No Grade N
E x t e n d e d E s s a y	Grade A	3	3	2	2	Failing Condition	Failing Condition
	Grade B	3	2	2	1	Failing Condition	Failing Condition
	Grade C	2	2	1	0	Failing Condition	Failing Condition
	Grade D	2	1	0	0	Failing Condition	Failing Condition
	Grade E	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition
	No Grade N	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition	Failing Condition

Conditions for the award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a. CAS requirements have been met;
- b. The candidate's total points are 24 or more;
- c. There is no "N" [1] awarded for theory of knowledge, the extended essay or for a contributing subject;
- d. There is no grade E awarded for theory of knowledge and/or the extended essay;
- e. There is no grade 1 awarded in a subject/level;
- f. There are no more than two grade 2s awarded (HL or SL);
- g. There are no more than three grade 3s or below awarded (HL or SL);
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

[1] An “N” grade will mean one or more of the following: withdrawal from the examination; absence from one or all parts of the examination; failure to meet one or more of the examination requirements; breach of regulations (e.g. being found guilty of malpractice, including plagiarism, collusion, etc.).

English Level Requirements

Apart from Language B subjects and Italian A, all DP subjects at ISF are taught in English. Students who enter the school at the beginning of the DP will be required to demonstrate evidence of a sufficient level of academic English to access the program. This will include a WIDA Screening Test and evidence from official school records showing English language proficiency.

Language A and B Options

ISF offers both English A and Italian A courses to its students. ISF also supports the student choice of taking a Language A subject in their best language, if this is not either English or Italian. Whenever a minimum number of students has been met for a particular Language A course (e.g. French A: Literature), the school will investigate the possibility of a taught class in that Language A. In this case, the subject would be taught as part of the regular DP subject offerings and, therefore, be covered by school tuition. Where this is impossible, the school offers a "school supported self-taught" option for Language A: Literature. In this latter case, however, the cost of the language expert would be the family's responsibility.

Regarding Language B, the IB requires that Language B courses provide a *sufficient academic challenge* for students; consequently, ISF reserves the right to determine if a Language B course may not provide sufficient academic challenge for a student and therefore not allow that particular course selection (e.g. a student who has passed the Italian terza media exam in 8th grade would not normally be allowed to enroll in Italian B).

Academic Progress

Monitoring the academic progress of our students is the key to identifying problems early and finding solutions that satisfy the needs of all concerned. Teachers may send email progress reports at any point if they wish to alert parents to a problem, but it is less likely at the start of the class as it is difficult to assess students during the first weeks of the IB course.

The first teacher / parent and student conference day in Grade 11 will most likely be the first communication of student progress, which gives parents the opportunity to talk to all of the teachers, together with their children.

There is a fixed procedure for highlighting students with potential problems:

Grade 11

Students receiving grades that reflect either an ISF or a DP failing condition (fewer than 12 points in HL subjects, a 2 in any subject, fewer than 24 total points, etc.) on their 1st trimester report cards will have such scores highlighted to their parents by the IB Coordinator so that appropriate action can be taken to improve results.

Students who repeat such scores for two consecutive trimesters may be considered to be at risk of struggling significantly with the demands of the full IB Diploma program and will likely be counseled against their pursuit of a complete IB Diploma.

For unconditional entry into the second year of the full Diploma Programme each student is required to score a total of at least 24 points in the final trimester of the first year and/or in the end-of-year average.

In practice, such cases will be highlighted earlier as explained above and a ‘provisional’ decision regarding full Diploma suitability will be taken in consultation with both teachers and parents after the second trimester and by the end of the year.

Grade 12

Students receiving grades that reflect being at risk of not receiving ISF course credit or a possible DP failing condition (fewer than 12 points in HL subjects, a 2 in any subject, fewer than 24 total points, etc.) on their 1st trimester report cards will have such scores highlighted to their parents by the IB Coordinator so that appropriate action can be taken to improve results and ensure continued enrollment in the full Diploma.

The above procedures are designed to give students the best chance of success in the IB Diploma. While ISF believes in giving each student an opportunity to pursue this programme, we also equally believe in ensuring that this programme will lead to student success.

11th and 12th Grade Report Cards

11th and 12th Grade receive written reports as follows:

11th Grade:

- First Trimester (mid December)
- Second Trimester (late March)
- Third Trimester (late June)

Each trimester result in 11th Grade is weighted as 25% of the end-of-year grade, with the final exam making up the final 25%.

12th Grade:

- First Trimester (mid December)
- Mock Exam Report (early February)
- Second/Third Trimester (early May)

In 12th Grade, the First trimester is weighted at 35%, the Second/Third trimester at 40%, and the mock exams at 25% of the end-of-year grade.

ISF DP Assessment

ISF DP Teachers present to students the assessment criteria for each component of their course. This usually occurs in the first weeks of teaching and/or immediately before starting a particular component of the course.

ISF DP assessment tasks are assessed using the DP criteria that most closely correspond to a specific DP component. ISF DP assessment uses the most appropriate grade boundaries, as decided in departments and based on the IB's published grade boundaries, which are communicated to students in a written and/or electronic format. If an ISF DP assessment task does not exactly correspond to a DP component, the grading criteria for this assessment will nevertheless be communicated to students.

Grade 11 DP assessment criteria and boundaries may be adjusted slightly as decided in departments to emphasize the building of skills over final competence. It is usual practice that by the beginning of Grade 12, IB final grade boundaries will be applied to internal work.

In general, it is expected that ISF DP trimester content will include a mixture of formative and summative assessment. The frequency of this per trimester is decided in departments, but instructors will aim to provide a minimum of three summative assessments per trimester in each course, covering at least two criteria, to give students multiple opportunities to demonstrate their progress and skills. When it is not possible to include three summative assessments, due to time constraints and the nature of the subject, teachers should have at least two summative assessments, and additional, documented formative assessments in ManageBac that have provided students with opportunities to demonstrate their knowledge and skills.

Regarding DP Internal Assessment (IA), please note that while teachers are expected to give feedback to students on first drafts of the IA (including general advice about where and how to improve with references to the grading criteria), teachers are not permitted by the IB to edit these IA drafts in any way.

Further details regarding ISF assessment practices can be found in the ISF Assessment Policy.

Predicted Grades

Students in the IB Diploma receive an IB Predicted Grade for each class in late March of 12th Grade, about six weeks before their final exams, which is reported to the IB. This IB Predicted Grade takes into account the students' progress throughout the course, with particular emphasis on Internal Assessment (IA) performance, the mock exams, and other major assessments over the two years of the class. The purpose of the IB Predicted Grade is to give the IB a final indication of how students should perform overall in their courses, something that can protect them in the unlikely event that they are not able to complete a part of an exam due to illness or accident, or in case an exam is misplaced in transit to, or at, the IB exam center.

Increasingly, universities around the world are asking IB schools for Predicted Grades as part of the college application process. Considering that the college application process usually begins at the end of 11th grade and is completed by January of 12th grade, most classes will not have finished their IAs and no class will have completed the Mock Exams by the time universities need these grades, making it extremely difficult for teachers to provide Predicted Grades so early in 12th grade.

ISF, therefore, has instituted what we have called Preliminary University Predicted Grades, to distinguish them from the official IB Predicted Grades described above.

Students in the IB can calculate their Preliminary University Predicted Grades in June of 11th grade as follows:

- Grade 11 trimester results $(T1 + T2 + T3) \div 3 =$ Grade 11 trimester average
- Grade 11 end-of-year exam
- $(\text{Grade 11 trimester average} + \text{Grade 11 end-of-year exam}) \div 2 =$ Preliminary University Predicted Grade
 - Preliminary University Predicted Grades are used by the college counselor for applications submitted before the December break

After Grade 12 Trimester 1 reports have been published, the University PG is then updated as follows:

- Preliminary University Predicted Grade $\times .75$
- G12 Trimester 1 results $\times .25$
- $(\text{Preliminary University Predicted Grade} \times .75) + (\text{G12 Trimester 1 results} \times .25) =$ Final University Predicted Grade
 - Final University Predicted Grades are used by the college counselor for applications submitted after 15 December

The purpose of this process is to ensure that the University Predicted Grades are built on previous student achievement, enabling transparency and avoiding predictions based on student lobbying and unrealistic wishful thinking.

For more information regarding College Counseling and services, please refer to the [ISF Counseling Handbook](#).

Student Commitment

As a school we feel the following points constitute the *minimum* commitment for IB students:

Attendance

It is expected that IB students will attend at least 90% of their classes. All absences are to be justified by a note or medical certificate, in accordance with the school attendance policy. The consequences of missed school time are often poor grades. Students going on school-organised trips must attend the last day of school before the trip and the first day of school after the trip.

Attitude and behaviour

All students are expected to cooperate with teachers and to work in, and out of, class without the continued supervision of teachers. Failure to do so, or disruption of classes, will result in a review of the student's status. Students should not expect always to sit next to, or work in a group with, their friends and should accept directions on seating and group composition. The IB and ISF put a large emphasis on the ability to work with others.

Equipment and IT Requirements

Aside from obvious supplies such as pens, pencils, notebooks, binders, and so forth, and in addition to the required TI-84 calculator for Mathematics and Science courses, all students must have access to a reliable computer and printer. This is very important because the majority of ISF and IB work must be completed on a computer. Furthermore, a working printer is essential if students are to respect deadlines for their assignments (a broken printer is not an acceptable excuse for late work!). Finally, Internet access is a requirement in most IB courses.

Organization

All students need to organize themselves for each class with the required equipment as suggested by the teacher. Each student should use a diary -- whether electronic or paper -- in which they record homework, tests and other requirements. Though the IB teachers try to spread work as evenly as possible it is inevitable that students will experience 'busy' periods. Keeping up to date with assignments and not leaving anything to 'the last minute' is vital. This self-organization is one of the challenges of the IB Diploma. It must be noted that three to four hours of study time each night is expected of all IB students, so they must be willing and able to organize their time.

Punctuality

Students should not be late to class without a compelling reason. Collecting books, making telephone calls, etc. should all be done either before or after the school in the student's own time.

Submission of work

Work must be submitted on the day it is due. Late work may be marked down for ISF report card assessment purposes. Students who are absent are fully responsible for finding out about missed course content and homework assignments from their classmates or teachers before the work is due. If a student is absent for an extended period of time, an individual homework plan may be worked out with teachers and the IB Coordinator.

IB Internal Assessment Deadlines and Dates

A calendar of IB Internal Assessment deadlines is provided to students, teachers, and families in September of the second year of the IB. Teachers work to ensure that all assignments can be successfully completed by the deadline date by providing guidance, input, and assistance before the final copies of assessment are due.

On deadline days, students must hand in final and complete copies of their work to the IB Coordinator at the beginning of school, before 8:15 (in most cases, the submission of work will be completed through ManageBac). If a student fails to respect a deadline, the student will be placed on immediate external suspension (that is, the student will be asked to leave the school) until the work is completed and a finished copy (electronic or printed, as required) is received.

Please note that in the case of absence on an official due date, a medical certificate will be required from the student's doctor in order for the absence to be considered excused. Without this medical certificate, any assessments, including the assignment that was to be handed in, will be given a zero for ISF grading purposes.

In addition, there are several dates over the two years of the Diploma that indicate not turning in a finished product, but completing an oral exam or completing in-school work (e.g. the Group 4 Individual Investigation). Attendance on these dates is obligatory as such evaluations are a required component for the classes and cannot be repeated.

Plagiarism, Academic Misconduct, and Academic Integrity

Essential details regarding Academic Integrity, Academic Dishonesty, School Maladministration, Roles and Responsibilities, Use of Artificial Intelligence, and Consequences for Academic Misconduct are provided in the **ISF Policy: Academic Integrity**, which should be read each year by all students and parents/guardians along with the **IBO's Academic Integrity Policy** and **IBO's Effective Citing and Referencing guide**. The information in italics below in the remainder of this section provides excerpts from the ISF Academic Integrity Policy, but students, families, and faculty are still expected to read the ISF Academic Integrity Policy.

Academic honesty refers to the authenticity of work submitted by students for the purposes of evaluation and/or assessment. All work submitted should be the students' individual work, except in the case of collaborative assessed tasks. In the case of collaborative tasks, each student's individual contribution should be clearly identified. Where a work is inspired by, derived from, or supported by evidence from the work of another, including any use of generative AI, the source should be clearly and appropriately referenced.

Academic misconduct includes the following:

- *plagiarism: the representation of the ideas or work of another person or entity (including generative AI) as the student's own; that is, copying, summarizing, or paraphrasing information from a source without appropriate citation*
- *facilitating plagiarism: "facilitating the sharing or copying of their work, or the work of third parties, to peers and/or forums/essay mills" (IBO, Academic Integrity Policy, 2022)*
- *collusion: such as allowing one's work to be copied by another student, whether at ISF or elsewhere. Note that collaboration may be specifically permitted, encouraged, and expected by instructors in some aspects of coursework, but collusion refers to unauthorized sharing of student assignments and assessments when individual work is expected by the instructor and/or the IBO.*
- *Exam/test/quiz cheating: communicating with another candidate in an exam, bringing unauthorised material into an exam room, accessing a mobile phone or other device capable of storing or accessing information, or consulting such material during an exam in order to gain an unfair advantage, or accessing any unauthorized support during an exam. Note that during IB examinations at the Diploma Programme level at ISF, being in possession of a smart device is strictly prohibited.*

- *duplication of work: such as the presentation of the same work for different assessment components and/or IB Diploma requirements*
- *any other behaviour that gains an unfair advantage for a student or that affects the results of another student. Examples include but are not limited to:*
 - *using outside help (such as a parent, peer, or tutor) for researching and writing of assessments*
 - *falsification of data*
 - *inclusion of citations or references in submitted coursework that were not actually used in the student's research (i.e. creating a fake bibliography)*

Use of Artificial Intelligence

ISF recognizes the transformative nature of developments in artificial intelligence in current and future study, careers, innovation, creativity, and collaboration. We expect that an ISF education will include gaining familiarity with the potential benefits and pitfalls of AI in current and future work and study. However, students should assume and expect that use of generative AI is not permitted for assigned coursework and assessments unless the use of generative AI for that coursework or assessment is specifically approved or requested by the instructor. In circumstances where the use of generative AI is permitted or requested by the instructor for a portion of assigned coursework, assessment, or process, students will be expected to cite the use of AI appropriately both within the body of the work and in the works cited page. The International Baccalaureate Organization has published a statement on the IBO's approach to AI [here](#), and ISF will stay abreast of evolving guidance as we help educate students on academic honesty and on appropriate use and citation of AI.

Note that even if a student uses applications to rewrite, reword, humanize, paraphrase, and/or summarize ideas, words, and other content (including images) from other sources (including AI), if the ideas and/or material did not come from the student themselves, it should be cited. Just because it is no longer recognizable from the original version or did not come initially from a human does not mean it has become 'original' content and that the student has avoided plagiarism. Students are responsible for citing appropriately and acknowledging use of outside sources, including AI. Students should never engage in reworking content from another person or entity (including generative AI) and trying to pass it off as their own, but must always cite use of outside sources.

Use of software to improve language and grammar

Again, students are expected to follow teacher guidance in the use of language and spelling tools and language translation tools. In particular, in courses focused on language acquisition (Italian, French, Spanish, English B), and in courses in which Language is specifically assessed as one of the examination criteria (Language and Literature A, and Literature A, students can expect that they will NOT be permitted to use language improvement or translation applications for work they submit for homework and/or for a grade, since it may impede the teacher from being able to understand and assess the students' language development.

In the IB Diploma Program, based on guidance from the IBO's own Academic Integrity policy, for IB assessments in language acquisition courses (Language B), the use of tools to improve language and grammar is NOT permitted. Students in the IB Diploma Programme are NOT permitted to write essays in one language and then translate them into another language and submit them to IB in a language subject (International Baccalaureate Organization, Academic Integrity Policy).

Even for non-language subjects, students should be aware that use of basic or sophisticated tools to support spelling and grammar, even if permitted by an instructor, can quickly slide into possible overuse of AI given that many applications such as Grammarly and others now have generative AI capabilities. In all circumstances, the guiding principle is that work should be the authentic work of the student, and any use of outside sources must be cited appropriately. Extensive use of generative AI, even with appropriate citation, may result in the teacher not being able to certify the student's work as being the student's 'own' work or to provide it high marks.

Supports for Students and School Response to Academic Misconduct in the Upper School

Each year, the MYP Coordinator, DP Coordinator or designee will provide one or more presentations (in person or online) to students in Grades 6-12 during Trimester 1 to ensure students are familiar with the ISF Academic Integrity policy, the importance of responsible and ethical behaviour within our school community, forms of academic misconduct to avoid, and potential consequences for academic misconduct.

Students will be expected to read the Academic Integrity Policy and to sign off indicating that they have read and understood the policy.

In the Diploma Programme (Grades 11 & 12): *During the first year of the DP, meetings with Students are held to ensure that students are familiar with the expectations and conventions for acknowledging sources and for paraphrasing, as well as ensuring that students are familiar with the consequences of plagiarism and other forms of academic misconduct. Students have access to key documents from IBO through ManageBac, including the IB Academic Integrity policy and Effective Citing and Referencing and are expected to read, understand, and adhere to expectations detailed in those documents.*

Teachers will usually insist that rough drafts be submitted to them to ensure authenticity. Students are expected to complete this work in a Google Document, shared with their teacher with edit access, so the document history can be viewed. Students may also be asked to complete work in class under test conditions. If rough drafts are not handed in, work may not be graded or authenticated.

It should be noted that, for every assignment submitted to the IBO, each student must sign documentation that attests that the assignment is the "authentic work" of the student. The signing of such documentation should not, of course, be taken lightly. Teachers are asked to authenticate the student's work and IBO expects that teachers will not submit work to the IBO if they have doubts about the work's authenticity.

Sanctions at the Upper School

If a teacher suspects a case of academic misconduct has occurred, they will inform the relevant Head of Department and USELT. For Grade 11 and 12, the DP Coordinator will be involved in following up on the concern

along with other members of USELT and the instructor as appropriate. The teacher, with the Head of Department if the teacher requests, will inform the student of the teacher's concerns and give the student the opportunity to respond to the accusations.

Any other students involved in this case of academic misconduct, through collusion or otherwise, will also have their work investigated and appropriate action will be taken. Students will receive due process in accordance with ISF's policy.

The Head of Department will consult with the DP Coordinator (Grades 11 & 12) or MYP Coordinator (Grades 6-10) to determine if there was a case of academic misconduct. Note that the IBO itself uses a "balance of probabilities" approach when evidence beyond a reasonable doubt is not available. (International Baccalaureate Organization, Academic Integrity Policy). The Head of Department will communicate this determination in the first instance to the student and then via email to the parents.

It is at the discretion of the Upper School Educational Leadership Team to determine the consequences. ISF Leadership will take into account the student's age, level of awareness, severity of the dishonesty, and background and history of academic dishonesty. ISF has no means of knowing if an act of academic dishonesty was deliberate or not on the part of the student, and so intent cannot be taken into account.

The consequences may include, but are not limited to:

- The work may not be counted towards a trimester grade, although the teacher may give some feedback to the student on the work
- The student may be asked to resubmit the work within an agreed time period
- The student may receive a zero grade for the work
- A parent meeting may be held with the student and Head of Department and/or DP Coordinator, or MYP Coordinator. The student may be required to take further examinations in adjusted conditions (for example, using analog rather than digital means or in a location away from other students).
- A report of academic dishonesty will be made on the student's permanent school record and disclosed to other institutions if requested by them.

An incident of plagiarism or academic misconduct may result, in consultation with the Head of School, in an internal or external form of suspension. All incidents of academic misconduct will be reported within the ISF student information system. In all cases, students will receive support in developing their knowledge on academic misconduct and how to prevent further concerns.

In cases involving academic misconduct with the submission of IB DP coursework and examinations, ISF will adhere to IB regulations. Severe consequences can result in:

- The student being disqualified for the whole IB DP subject for the exam session
- The student being disqualified for all IB DP subjects and barred from entering again for a period of time

If it is discovered that any official work for the IB DP, including official drafts submitted to the instructor, is not the authentic work of the student, the student may be withdrawn from the Diploma Programme and may also automatically fail the IB course or component in question, in addition to any ISF disciplinary consequences.

A student found guilty of academic misconduct by the International Baccalaureate Organization is considered to have breached regulations and consequences can include not receiving the IB Diploma. ISF will cooperate with any IBO investigation into academic misconduct or school maladministration.

If a student submits work that is not the student's own for IB assessment, the responsibility lies entirely with the student. Please note that both ISF and the IB have no means of knowing if an act of academic

misconduct was deliberate or not on the part of the student and, consequently, intent cannot be taken into account. ISF intends to support students in skill development, but appropriate decision-making and adherence to academic integrity expectations are ultimately the responsibility of the student. It is essential, therefore, for students to ensure through proper citation that the reader of a student's work is able to clearly distinguish between the words/ideas of the student and the words/ideas of others.

School Maladministration is defined by IBO as “an action by an IB World School or an individual formally associated with an IB World School that infringes IB rules and regulations, and potentially threatens the integrity of IB examinations and assessments. It can happen before, during or after the completion of an assessment component or completion of an examination” (International Baccalaureate Organization, Academic Integrity Policy). Examples could include providing students with multiple rounds of editing on an IB assessment, providing support during IB examinations, or release of exam content without authorization from IBO.

ISF will investigate any reports of school maladministration and will cooperate with any IBO investigation. Staff involved in academic maladministration may experience sanctions within ISF and the IBO.

In order to ensure that all students fully understand the IB's and ISF's expectations of academic integrity, all Grade 11 and 12 students are asked to sign an agreement confirming that they will uphold and respect expectations included in those key documents.

International Baccalaureate Organization. Academic Integrity Policy. International Baccalaureate Organization, 2022.

International School of Florence. Academic Integrity Policy (2024-25). International School of Florence, 2024.

International Baccalaureate Organization. Effective Citing and Referencing. International Baccalaureate Organization, 2022.

International Baccalaureate Organization. Mission. IBO, 2024, www.ibo.org/about-the-ib/mission/