

# KODAIKANAL INTERNATIONAL SCHOOL

## Assessment Policy for KIS Diploma and IB Diploma



## Table of Contents

Table of Contents.....	2
KIS Diploma Academic Policy.....	3
Introduction .....	3
Credit requirements.....	3
Credit transfer policy .....	5
Computer credits:.....	5
KIS Diploma - Procedures and Practices .....	6
Course auditing.....	6
Incompletes:.....	6
Academic observation.....	6
Policy on academic honesty.....	7
Instances of academic dishonesty .....	7
Teacher responsibility .....	7
Student responsibility .....	8
Sanctions for academic dishonesty.....	8
High School assessment policy .....	8
Nature of Assessment:.....	9
Quarter Assessments:.....	9
What is continuous assessment?.....	9
How does High School continuous assessment work? .....	10
What is criterion-based assessment? .....	10
Semester Examinations .....	10
Conversion of KIS Diploma to Letter Grade .....	11
The KIS Diploma and Indian Universities:.....	12
Appendix : Grade Descriptors in Subject Areas: .....	13
Group 1 - Language A1 grade descriptors (HL) .....	13
Group 1 - Language A1 grade descriptors (SL) .....	14
Group 2 - Language B grade descriptors (HL) .....	15
Group 2 A2 SL (self-study).....	16
Group 3- Individuals and Societies Grade Descriptors.....	17
Group 4 – Experimental Sciences Grade Descriptors.....	18
Group 5 -Mathematics Grade Descriptors.....	20
Group 5 -Computer Science Grade Descriptors .....	21
Group 6 -Music grade descriptors (HL, SLS, SLG, SLC) .....	22
Visual arts grade descriptors (HL, SLA, SLB) .....	23

# KIS Diploma Academic Policy

## Introduction

KIS High School offers a challenging academic program. Emphasis is laid on holistic student development and individual attention provides the supports necessary to meet the physical, emotional, spiritual and social needs of all students. Kodaikanal International School is unique in offering the IB Diploma program in parallel with the KIS Diploma since 1976. The IB Diploma program is fully integrated with the KIS Diploma which is accredited by the Middle States Association of Schools and Colleges. The KIS Diploma must be taken by all students from grade 9 to 12. However, students have the option of also doing the full IB Diploma or taking IB certificates in certain subjects if desired alongside the KIS Diploma. The IB curriculum is followed for the KIS Diploma thus ensuring their effective integration with one another.

- KIS Diploma has been US accredited by the Middle States Association of Schools and Universities, Philadelphia (MSA) since 1968 and has been recognized by the Association of Indian Universities since 1981 allowing KIS graduates direct entry to Indian universities (+2 secondary education).
- KIS has been offering the International Baccalaureate (IB) Diploma program since 1976 and was the first IB world school and international school in India, as well as among the first 20 schools in the world to take on this exciting program.

## KIS Diploma: grades 9 – 12

KIS Diploma credits are accumulated over 4 years (grades 9 – 12). Middle School students taking the IBO Middle Years Program (grades 6 – 10) start acquiring credits during grade 9 which are then transferred to High School at the beginning of grade 11..

## Credit requirements

KIS High School graduation is defined in terms of credits leading to the awarding of the KIS Diploma. These credits only apply to subjects taken in grades 9 to 12.

The minimum total credits required to receive the KIS Diploma is 250 with a minimum of 60 credits required per year. Students select required courses in consultation with KIS High School / IB Diploma Coordinator, Careers & College Advisor and their advisors. Credits are given for passing courses and students are required to have a total of 250 credits (plus PE credits and community service hours) to graduate and receive the KIS Diploma.

. Each course is assigned either 5 or 2.5 credits per semester depending upon how many hours the class meets per cycle. Students are awarded these credits upon successfully passing the course work required. For example, 40 credits required in English means students must take 8 semesters of English over a 4 year period (earning 5 credits per semester or 10 credits per year. 10 credits = 1 Carnegie unit)

**Credit requirements for the KIS Diploma are as follows:**

English	40
Mathematics	30
Science	30
Second Language	30
Social Studies	30
Religious Education	15
Computer Studies	2.5
Fine & Practical Arts	25
Health	7.5
Electives*	40
Total	250

\*Elective refers to any credits earned above the subject specific requirements.

**Plus:**

- 3 credits for Personal Project in grade 10
- 3 Physical Education credits for each semester enrolled at KIS
- Social Experience requirements

## Credit transfer policy

Students who transfer to KIS in grades 9 - 11 are given 30 transfer credits per semester for work done in their previous schools

English	5
Mathematics	5
Science	5
Second Language	5
Social Studies	5
Electives	5

Transfer students are not required to make up required courses from previous years. For example, a student coming into grade 10 does not need to take grade 9 Religious Education (RE) and so needs only 10 RE credits to graduate.

Fine & Practical Arts (FAPA) credits for transfer students joining KIS in:	
Grade 9	25 FAPA credits
Grade 10	15 FAPA credits
Grade 11	5 FAPA credits
Grade 12	2.5 FAPA credits

## Computer credits:

Incoming transfer students who have sufficient computer literacy skills may test out of the required PC Applications course. Students will receive 2.5 computer credits for successfully passing the competency test at 80%. See 'Technology' for a definition of the competency skills required for graduation and the details of the competency test.

Requirements that are waived reduce the credits needed in the category as well as total credits for graduation, for example students joining KIS High School in:

Credit requirements		
Grade 10	225	+ personal project & physical education
Grade 11	215	+ physical education
Grade 12	212.5 credits	+ physical education

KIS Middle School students who have successfully completed the Middle School computer program with a grade 5 or higher are not required to take the PC Applications course.

Assessment is the gathering and analysis of information about student learning. It identifies what students know and understand, what they can do and how they feel at different stages in the learning process.

## KIS Diploma - Procedures and Practices

### Pass / Fail courses

- Some courses are offered on a P / F (Pass / Fail) basis
- S (satisfactory) is given for passing the course
- U (unsatisfactory) for a failure
- Passing level is 70% in a P / F course
- All 2.5 credit no-homework courses may be taken as P / F
- Pass / Fail options may be applied to one semester exchange students in all subjects

Students may choose to take courses as P / F or to be graded on an individual grade basis. If the course is for two semesters or more, the option of a grade or P / F must be arranged with the teacher at the beginning of the first semester within the first two cycles of classes.

All 2.5 credit homework courses (eg 2.5 credit RE courses) must be letter graded with the exception of Health grades 11-12 (Skills for Living) which is currently offered as a P / F course and also has a homework component. All courses giving 5.0 credits cannot be taken by regular students as P / F.

### Course changes

New students are permitted to add / drop courses only during the first cycle of their first semester at KIS. For continuing students, only music courses may be dropped, or courses in excess of the 8 subject area requirements, Religious Education and Health Education. Withdrawing from courses after the first cycle of 2nd quarter may only be done with prior permission from the respective Coordinator and / or KIS Academic Vice Principal and cannot be done in the last four weeks of a semester. If students drop courses, the following letter grades are used:

- WP = Withdrawal Passing (no credit)
- WF = Withdrawal Failing (no credit)

Students should always consult parents before dropping courses. Course 'add / drop' forms should be filled in and signed by advisors, subject teachers and KIS Guidance Counselor before being submitted to Coordinators in consultation with advisors. The respective Coordinator evaluates student requests and makes final decisions. Students should continue to attend classes until informed of Coordinator's decisions. Student schedules will be changed by the respective Coordinator if drop requests are approved.

### Course auditing

Grade 11 and 12 students may audit courses. Students must attend all classes and fulfill all course homework, assignments and tests to a 70% pass. Audited courses receive no grades or credits. Audit arrangements must be set up at the beginning of semester with the respective teachers and may be cancelled by teachers if students are not working to expectations.

### Incompletes:

Students receiving an "Incomplete" for any grade have two cycles into the next grading period to complete the work. An "incomplete" for a semester exam means that the student must take the exam within the first week of the start of the next semester. Failure to make up the work on time will result in an "F" for the grade.

### Academic observation

- Scoring grade 3 or below in a subject
- Weekly report

## Policy on academic honesty

The main objective of the policy on academic honesty at KIS is to create an intellectual climate in which sanctions and procedures which accompany academic dishonesty become superfluous.

## Instances of academic dishonesty

Academic dishonesty constitutes acts which result or may result in an individual gaining unfair advantage. The following is a list of such behavior, but is by no means exhaustive:

- Plagiarism: offering the words, ideas, works or arguments of another person (in whole or part) as one's own. This includes works of art whether music, film, dance, theatre arts or visual arts.
- Copying from another student or making information available to another student during a test or examination
- Fabricating or falsifying research data
- Submitting the same piece of work for more than one course (this is strictly forbidden by the IBO)
- Communicating with another student during examinations
- Bringing into the examination room materials which are not permitted
- Interfering in the scholastic work of another student, for example by stealing laboratory reports, computer files and library materials
- Altering grades awarded by a teacher
- Stealing examination papers
- Using an unauthorized calculator during a test or an examination
- Impersonating another student

## Teacher responsibility

Teachers at KIS are expected to encourage good practice among students. The following are some of the measures that should be adopted to avoid malpractice.

- Provide advice to students when necessary so that students have a clear idea of what constitutes plagiarism in the various subjects
- Ensure that the words, ideas, works from sources are acknowledged appropriately
- Be vigilant enough to spot inexplicable changes in the style and quality of student work
- Question students on written work, especially the extended essay, in order to determine whether the work is really that of the student
- Use a search engine / turnitin.com whenever possible to detect plagiarized work
- Authenticate student work whenever required. The IBO expects “each teacher to confirm that, to the best of his or her knowledge, all candidates’ work accepted or submitted for assessment is the authentic work of each candidate”
- Distinguish between collaboration and collusion to prevent allegations of collusion against students
- Be familiar with the IBO publication “Academic honesty: guidance for schools”
- Cooperate in the investigation of suspected cases of malpractice
- Write a statement for any report on malpractice to be submitted to the IBO. The IBO provides guidelines on what should be included in this statement.
- Not leave candidates unsupervised during examinations
- Not disclose the contents of an examination paper within 24 hours after the examination has been conducted
- Not permit a candidate additional time in an examination unless formal authorization has been granted
- Not start an examination before the scheduled time
- Not provide undue assistance to a candidate in components that contribute to the assessment requirements of the IB program. Guidelines on this are often provided in the various subject guides and teacher support material published by the IBO.

## Student responsibility

Ultimately it is the student's responsibility to ensure the integrity of all work and to understand what constitutes an offence against academic honesty. Students are strongly advised to abide by the following guidelines:

- Acknowledge all sources (eg books, journals, internet sites, CD-Rom, magazines, photographs etc) using any standard citation style when writing assignments
- Use footnotes and endnotes to acknowledge the source of an idea that emerged from a discussion with another person.
- Paraphrased ideas of another person should also be acknowledged
- Review all work before submission to check that all sources have been acknowledged
- As far as possible work independently with the support of the subject teacher
- When collaboration with other students is required or encouraged by teachers ensure that the final work is produced independently
- Do not attempt to submit a similar piece of work for different assessment components of your IB program (eg your internal assessment and the extended essay)
- Listen to and follow all instructions given before an examination

## Sanctions for academic dishonesty

Sanctions against academic dishonesty may range from warning to dismissal depending on the seriousness of the offence. Turnitin.com is being used to detect cases of plagiarism.

The consequences are (but not limited by):

- 1st offence: A grade of F or a 0 will be given for the assignment or test and a warning letter will be sent to the parents
- 2<sup>nd</sup> offence: A grade of F or 0 will be given for the assignment or test and referral to the Academic Vice principal. Suspension is considered.
- 3<sup>rd</sup> offence: A grade of F or 0 and suspension or expulsion from school
- If a teacher or the IB Coordinator has reason to believe that a piece of work to be submitted to the IBO is not authentic, that work will not be accepted. This will result in no grade being awarded for the subject.
- Proven cases of theft of examination / test materials will result in expulsion from school
- The set IB procedure will be followed in cases of any malpractices during IB examinations

## High School assessment policy

Academic progress is internally assessed and letter grades are awarded

### **KIS Assessment period and assessment weightage:**

KIS academic year is divided into 2 semesters:

#### **Semester I :**

Quarter 1 – 40 % weightage

Quarter 2 – 40 % weightage

Semester I Exam – 20 % weightage

#### **Semester II :**

Quarter 1 – 40 % weightage

Quarter 2 – 40 % weightage

Semester II Exam – 20 % weightage



## Nature of Assessment:

KIS gives 80% weightage for the formative assessments in the two quarter assessments and 20 % for summative assessment which consist of an examination at the end of each semester.

## Quarter Assessments:

The quarter assessments are based on the continuous assessment system, following the criterion referencing.

## What is continuous assessment?

Continuous assessment is a classroom strategy implemented by teachers to ascertain the knowledge, understanding, and skills attained by pupils. Teachers administer assessments in a variety of ways over time to allow them to observe multiple tasks and to collect information about what pupils know, understand, and can do. These assessments are curriculum-based tasks previously taught in class. Continuous assessment occurs frequently during the school year and is part of regular teacher-pupil interactions. Pupils receive feedback from teachers based on their performance that allows them to focus on topics they have not yet mastered. Teachers learn which students need review and remediation and which pupils are ready to move on to more complex work.

Thus, the results of the assessments help to ensure that all pupils make learning progress throughout the school cycle thereby increasing their academic achievement.

## What are the benefits of continuous assessment?

The continuous assessment process is much more than an examination of pupil achievement. Continuous assessment is also a powerful diagnostic tool that enables pupils to understand the areas in which they are having difficulty and to concentrate their efforts in those areas.

Continuous assessment also allows teachers to monitor the impact of their lessons on pupil understanding. Teachers can modify their pedagogical strategies to include the construction of remediation activities for pupils who are not working at the expected grade level and the creation of enrichment activities for pupils who are working at or above the expected grade level. Hence, the continuous assessment process supports a cycle of self-evaluation and pupil-specific activities by both pupils and teachers.

Frequent interactions between pupils and teachers means that teachers know the strengths and weaknesses of their learners. These exchanges foster a pupil-teacher relationship based on individual interactions. Pupils learn that the teacher values their achievements and that their assessment outcomes have an impact on the instruction that they receive. One-to-one communication between the teacher and the pupil can motivate pupils to continue attending school and to work hard to achieve higher levels of mastery.

In continuous assessment, teachers assess the curriculum as implemented in the classroom. It also allows teachers to evaluate the effectiveness of their teaching strategies relative to the curriculum, and to change those strategies as dictated by the needs of their pupils. In addition, continuous assessments provide information on achievement of particular levels of skills, understanding, and knowledge rather than achievement of certain marks or scores. Thus, continuous assessment enables pupils to monitor their achievement of grade level goals and to visualize their progress towards those goals before it is too late to achieve them.

## How does High School continuous assessment work?

KIS academic year is divided into 2 semesters, each with 2 quarters. Teachers write grade reports at the end of 1st and 3rd quarters (September and March) and at the end of 1st and 2nd semesters (November and May).

In each quarter different types of assessments are given such as **tests, quizzes, presentations, group discussion, debates, assignments, project work, note taking skills, research papers, experiments, class participation, open book tests and assignments and so on**. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations) that will allow students to demonstrate achievement according to the objectives for each subject group.

It is mandatory to have at least four different types of assessments in each quarter in each subject area. The weightage is decided by the teacher according to the importance of each assessment.

The recording of the assessment is done in the KIS software entitled "My Classes" which has login provision for students, staff and parents.

At each mid-quarter interim reports are written for those on academic observation which includes those in their first semester at KIS.

In keeping with the ethos of approaches to learning, schools also make use of quantitative and qualitative assessment strategies and tools that provide opportunities for peer- and self-assessment.

- Each subject has a number of different criteria which are the conditions that must be met for an expected result.
- Criteria generally include knowledge, skills, and presentation.

## What is criterion-based assessment?

- Individual student work is not compared to other students' work but it is compared to set standards (the assessment criteria).

Teachers organize continuous assessment over the course of the programme according to specified assessment criteria that correspond to the objectives of each subject group. Task specific rubrics are prepared in accordance with the grade descriptors given in each subject area (Appendix 1).

Regular school assessment and reporting play a major role:

- in the students' and parents' understanding of the objectives and assessment criteria
- in the students' preparation for final assessment
- in the development of the curriculum according to the principles of the programme.

The recording and reporting of individual levels of achievement are organized in ways that provide students with detailed feedback on their progress as it relates to the assessment criteria for each subject group.

## Semester Examinations

Internal school examinations are given at the end of each semester, covering the course work of that semester using the IB subject specific criterion. Student may level for vacation only after their exams are over. The final day of exams is on the school calendar.

Students sitting for IB exams in may do not take KIS semester exams in their IB exam subjects.

Seniors sitting for Indian medical or engineering entrance exams do not need to take KIS second semester exams as follows:

**Engineering :** Chemistry, Physics, Maths

**Medicine :** Chemistry, Physics, Biology

The IB Grades in each subject area are based on their specific descriptors.(Appendix 1).

## Conversion of KIS Diploma to Letter Grade

### KIS Diploma and IB Diploma

Given the reality of KIS Diploma which uses letter grades while the IB grades are number grades, the table below illustrates the conversion of the two.

#### Letter Grades of KIS Diploma to IB Grade

Quarter 1 (40%)+ Quarter 2 (40%) + Semester Exam (20%) = Semester grade

Letter grade	Grade points *	IB Grade	Grade Descriptors
A+	4.0	7	Excellent
A	4.0	7	Excellent
A -	3.7	6	Very Good
B+	3.3	6	Very Good
B	3.0	5	Good
B -	2.7	5	Good
C+	2.3	4	Satisfactory
C	2.0	4	Satisfactory
C -	1.7	4	Satisfactory
D+	1.3	3	Mediocre
D	1.0	3	Mediocre
D -	0.7	3	Mediocre
F	0.0	2	Poor
F	0.0	1	Very Poor

\*  $GPA = \frac{\text{Grade Points} \times \text{Credits per course}}{\text{total credits}}$

#### Grade Point Average (GPA) :

The GPA is on a scale of 1 to 4. The GPA is calculated as follows  $GPA = \frac{\text{Grade Points} \times \text{Credits per course}}{\text{total credits}}$

The Honors list is prepared on the basis of GPA :

- Principal's List –Students GPA above 3.4 in each semester
- Vice Principal's List – Students with GPA between 3 to 3.39 in each semester.
- At the end of the four year High School Program , a transcript is given which reflects the students four years performance with the cumulative GPA and the class ranking.

## The KIS Diploma and Indian Universities:

KIS Diploma has been accredited by the Middle States Association of Colleges and Secondary Schools, Philadelphia (MSA) since 1968 and has been recognized by the Association of Indian Universities(AIU) since 1981 allowing KIS graduates direct entry to Indian universities .

This mark sheet and conversion is verified and approved by the Association of Indian Universities. For a minimum pass mark of 40% as used in India, the approximate percentage equivalents are :

### **Letter Grades of KIS Diploma to Indian Mark sheet (Percentage)**

Quarter 1 (40%)+ Quarter 2 (40%) + Semester Exam (20%) = Semester grade

Letter grade	Percentage range
A+	90 – 100
A	85 – 90
A -	80 – 84
B+	75 – 79
B	66 – 74
B -	60 – 65
C+	57 – 59
C	53 – 56
C -	50 – 52
D+	47 – 49
D	43 – 46
D -	40 – 42
F	< 40 and Failure

**Note :** 1. *The Pass in each subject is 40%.*

2. *Ungraded (pass-fail) subjects receive S (Satisfactory) or U (Unsatisfactory)*

3. *No Divisions are awarded.*

The KIS Diploma is awarded each year to all those who have successfully completed it by the end of May each year. All Graduates of KIS Diploma are given Indian Mark sheet in order to have direct access to Indian Universities at the under graduate level.

## Appendix : Grade Descriptors in Subject Areas:

### Group 1 - Language A1 grade descriptors (HL)

#### **Grade 7          Excellent performance**

Demonstrates: excellent knowledge and understanding of works and tasks; very strong and detailed appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

#### **Grade 6          Very good performance**

Demonstrates: very good knowledge and understanding of works and tasks; strong and detailed appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

#### **Grade 5          Good performance**

Demonstrates: sound knowledge and understanding of works and tasks; good appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

#### **Grade 4          Satisfactory performance**

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the effects of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

#### **Grade 3          Mediocre performance**

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the effects of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

#### **Grade 2          Poor performance**

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

#### **Grade 1          Very poor performance**

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

## Group 1 - Language A1 grade descriptors (SL)

### **Grade 7      Excellent performance**

Demonstrates: excellent knowledge and understanding of works and tasks; sound appreciation of the effects of technique and style; very strong evidence of independent and/or original perspectives on the works studied, where appropriate; consistently focused, carefully developed and persuasive presentation of ideas or argument; use of language that is varied, clear, concise, precise and convincingly adapted to tasks.

### **Grade 6      Very good performance**

Demonstrates: very good knowledge and understanding of works and tasks; adequate appreciation of the effects of technique and style; strong evidence of a personal engagement with the works studied, where appropriate; clearly focused, well-developed and purposeful presentation of ideas or argument; use of language that is varied, clear, concise and effectively adapted to tasks.

### **Grade 5      Good performance**

Demonstrates: sound knowledge and understanding of works and tasks; some appreciation of the effects of technique and style; good evidence of a relevant personal response to the works studied, where appropriate; clearly focused and effective presentation of ideas or argument; use of language that is clear, concise and appropriately adapted to tasks.

### **Grade 4      Satisfactory performance**

Demonstrates: adequate knowledge and understanding of works and tasks; adequate awareness of the elements of technique and style; adequate evidence of a relevant personal response to the works studied, where appropriate; generally focused and satisfactory development/presentation of ideas or argument; use of language that is generally clear, accurate, fluent and appropriate to tasks.

### **Grade 3      Mediocre performance**

Demonstrates: some knowledge but superficial understanding of works and tasks; some awareness of the elements of technique and style; some evidence of a relevant personal response to the works studied, where appropriate; some evidence of a focus but ideas are neither appropriately developed nor presented; use of language that is limited in clarity, accuracy, fluency and appropriateness to tasks.

### **Grade 2      Poor performance**

Demonstrates: basic knowledge and/or understanding of works and tasks; basic awareness of the elements of technique and style; basic structure to the presentation of ideas; use of language that is lacking in clarity, accuracy and coherence.

### **Grade 1      Very poor performance**

Demonstrates: rudimentary knowledge and/or understanding of works and tasks; presentation without clarity or relevance; use of language that is barely intelligible.

## Group 2 - Language B grade descriptors (HL)

### **Grade 7      Excellent performance**

Demonstrates understanding of most of the subtleties in speech and writing. Communicates with sophistication, with very few errors and using a range of advanced language.

### **Grade 6      Very good performance**

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

### **Grade 5      Good performance**

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

### **Grade 4      Satisfactory performance**

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates coherently but with regular errors and little range.

### **Grade 3      Mediocre performance**

Demonstrates some understanding of speech and writing. Communicates effectively at times.

### **Grade 2      Poor performance**

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

### **Grade 1      Very poor performance**

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

## Language B grade descriptors 2007 (SL)

### **Grade 7      Excellent performance**

Demonstrates understanding of some of the subtleties in speech and writing. Communicates with ease and fluency, with few errors and using some advanced language.

### **Grade 6      Very good performance**

Demonstrates competent understanding of all essential meaning in speech and writing. Consistently communicates coherently, with some errors and some range.

### **Grade 5      Good performance**

Demonstrates competent understanding of basic meaning in speech and writing. Generally communicates coherently but with regular errors and little range.

### **Grade 4      Satisfactory performance**

Demonstrates some understanding of speech and writing. Communicates effectively at times.

### **Grade 3      Mediocre performance**

Demonstrates limited understanding of speech and writing. Shows limited ability to communicate.

**Grade 2 Poor performance**

Demonstrates very limited understanding of speech and writing. Shows very limited ability to communicate.

**Grade 1 Very poor performance**

Demonstrates no competence in understanding or communicating in the language.

## Group 2 A2 SL (self-study)

### Language A2 grade descriptors 2007 (SL)

**Grade 7 Excellent performance**

Demonstrates an appreciation and some understanding of the varieties and subtleties of the language. Organizes effectively and shows some critical thinking. Language is very fluent and appropriate, and mostly accurate.

**Grade 6 Very good performance**

Generally demonstrates an appreciation of the varieties and subtleties of the language. Shows analytical and organizational skills. Language is mostly fluent and appropriate, and quite accurate.

**Grade 5 Good performance**

Demonstrates an appreciation of some of the varieties and subtleties of the language. Shows some analytical and organizational skills. Language is generally fluent, appropriate, and fairly accurate.

**Grade 4 Satisfactory performance**

Demonstrates a limited appreciation of some of the varieties and subtleties of the language. Shows some ability to engage in meaningful discussion. Language shows some fluency and accuracy.

**Grade 3 Mediocre performance**

Demonstrates little sense of the varieties and subtleties of the language. Shows little ability to engage in meaningful discussion. Language shows little fluency and accuracy.

**Grade 2 Poor performance**

Demonstrates very little sense of the varieties and subtleties of the language. Shows little or no ability to engage in meaningful discussion. Language lacks fluency and accuracy.

**Grade 1 Very poor performance**

Demonstrates no sense of the varieties and subtleties of the language. Is unable to engage in meaningful discussion. Language lacks fluency and accuracy.



## Group 3- Individuals and Societies Grade Descriptors

### **Grade 7      Excellent performance**

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

### **Grade 6      Very good performance**

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

### **Grade 5      Good performance**

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

### **Grade 4      Satisfactory performance**

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or 'common sense' points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

### **Grade 3      Mediocre performance**

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

### **Grade 2      Poor performance**

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

### **Grade 1      Very poor performance**

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

## Group 4 - Experimental Sciences Grade Descriptors

### **Grade 7      Excellent performance**

Displays comprehensive knowledge of factual information in the syllabus and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles wide variety of contexts. Analyses and evaluates quantitative and/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, paying considerable attention to safety, and is fully capable of working independently.

### **Grade 6      Very good performance**

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, paying due attention to safety, and is generally capable working independently.

### **Grade 5      Good performance**

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

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, paying attention to safety, and is sometimes capable of working independently.

### **Grade 4      Satisfactory performance**

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension of most basic concepts and principles but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, paying some attention to safety, although requiring some close supervision.

**Grade 3      Mediocre performance**

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally paying attention to safety, and requires close supervision.

**Grade 2      Poor performance**

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

**Grade 1      Very poor performance**

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety, and requires constant supervision.

## Group 5 -Mathematics Grade Descriptors

### **Grade 7          Excellent performance**

Demonstrates a thorough knowledge and understanding of the syllabus; successfully applies mathematical principles at a sophisticated level in a wide variety of contexts; successfully uses problem-solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and reasonableness of results, and draws full and relevant conclusions; communicates mathematics in

a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology proficiently.

### **Grade 6          Very good performance**

Demonstrates a broad knowledge and understanding of the syllabus; successfully applies mathematical principles in a variety of contexts; uses problem-solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and

explains the significance and reasonableness of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills

from different areas of the course; uses technology proficiently.

### **Grade 5          Good performance**

Demonstrates a good knowledge and understanding of the syllabus; successfully applies mathematical principles in performing routine tasks; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; successfully uses problem-solving techniques in routine situations; communicates mathematics effectively, using suitable notation and terminology; demonstrates an awareness of the links between different areas of the course; uses technology appropriately.

### **Grade 4          Satisfactory performance**

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical principles in performing some routine tasks; successfully carries out mathematical processes in straightforward

contexts; shows some ability to recognize patterns and structures; uses problem-solving techniques in routine situations; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; uses technology satisfactorily.

### **Grade 3          Mediocre performance**

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical principles in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; communicates some mathematics, using appropriate techniques, notation or terminology; uses technology to a limited extent.

### **Grade 2          Poor performance**

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; uses technology inadequately.

### **Grade 1          Very poor performance**

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; is unable to make effective use of technology.

## Group 5 -Computer Science Grade Descriptors

*Note: statements in italics refer to the program dossier component.*

### **Grade 7      Excellent performance**

Near perfect recall of technical knowledge with few gaps. Excellent comprehension, application and analysis. Able to synthesize topics, and discuss and select data structures as appropriate. Able to interpret and construct fairly complex algorithms, and produce workable and mostly efficient solutions. Able to analyse a problem; plan, implement and test a solution effectively. Able to thoroughly evaluate a solution.

### **Grade 6      Very good performance**

Very good recall of technical knowledge with some gaps. Good comprehension, application and analysis. Able to select data structures and describe their suitability for a given task. Able to interpret and construct fairly complex algorithms with few errors and produce workable, partly efficient solutions. Able to fully describe a problem. Good evidence of ability to plan, test and evaluate a solution to a problem.

### **Grade 5      Good performance**

Good recall of technical knowledge without broad gaps. Good comprehension, application and analysis. Able to comment on alternative data structures suitable for a given task. Able to interpret and construct fairly complex algorithms and produce partially workable solutions. Able to describe a problem well. Shows some evidence of ability to plan, test and evaluate a solution to a problem.

### **Grade 4      Satisfactory performance**

Reasonable recall of technical knowledge with some broad gaps. Able to produce evidence of comprehension, application and analysis. Able to list data structures that may be suitable for a given task. Able to interpret and construct simple algorithms. Able to describe a problem. Able to plan or test or evaluate a solution.

### **Grade 3      Mediocre performance**

Some recall of technical knowledge but with evident broad gaps. A little analysis and application. Some general knowledge of data structures. Able to interpret or construct simple algorithms. Able to outline a problem and produce a partly workable solution. Some evidence of ability to plan or test or evaluate a solution.

### **Grade 2      Poor performance**

Very limited recall of technical knowledge. Weak knowledge of application and analysis. Limited knowledge of data types and structures. Some evidence of being able to interpret or construct simple algorithms. Able to construct simple solutions that work at least partially. Limited ability to plan, test or evaluate solutions.

### **Grade 1      Very poor performance**

Little or no recall of technical knowledge. Application and analysis are absent. Little or no ability at algorithm construction and interpretation. Largely unable to construct solutions to problems. Little or no ability to plan, test or evaluate solutions.

## Group 6 -Music grade descriptors (HL, SLS, SLG, SLC)

### **Grade 7      Excellent performance**

Demonstrates in a highly consistent manner: excellent perceptual skills in response to music, excellent and secure knowledge and understanding of music in relation to time and place, and a sound use of musical language to reflect thorough critical understanding; excellent performance skills and/or excellent compositional skills.

### **Grade 6      Very good performance**

Demonstrates in a most consistent manner: very good perceptual skills in response to music, very good and secure knowledge and understanding of music in relation to time and place, and sound use of musical language to reflect mostly competent critical understanding; very good performance skills and/or very good compositional skills.

### **Grade 5      Good performance**

Demonstrates in a consistent manner: good perceptual skills in response to music, good knowledge and understanding of music in relation to time and place, and mostly sound use of musical language to reflect some competent critical understanding; good performance skills and/or good compositional skills.

### **Grade 4      Satisfactory performance**

Demonstrates in a fairly consistent manner: satisfactory perceptual skills in response to music, some appropriate knowledge and understanding of music in relation to time and place, and mostly appropriate use of musical language to reflect some critical understanding; satisfactory performance skills and/or satisfactory compositional skills.

### **Grade 3      Mediocre performance**

Demonstrates: mediocre perceptual skills in response to music, some knowledge and understanding of music in relation to time and place, and some appropriate use of musical language to reflect partial critical understanding; mediocre performance skills and/or mediocre compositional skills.

### **Grade 2      Poor performance**

Demonstrates: poor perceptual skills in response to music, little knowledge and understanding of music in relation to time and place, and little adequate use of musical language to reflect limited, if any, critical understanding; poor performance skills and/or poor compositional skills.

### **Grade 1      Very poor performance**

Demonstrates: very poor perceptual skills in response to music, very little, if any, knowledge and understanding of music in relation to time and place, and very little, if any, use of musical language to reflect very limited, if any, critical understanding; very poor performance skills and/or very poor compositional skills.

## Visual arts grade descriptors (HL, SLA, SLB)

### **Grade 7      Excellent performance**

Demonstrates in a highly consistent manner: excellent growth and a strong relationship between research and artistic production; thorough command of topics/concepts; highly developed understanding of sociocultural and historical perspectives in more than one cultural context; excellent critical analysis; excellent exploration of ideas, and meaningful and creative studio works (HL/SLA); excellent technical ability and effective setting and solving of artistic problems.

### **Grade 6      Very good performance**

Demonstrates in a very consistent manner: very good growth and a sound relationship between research and artistic production; thorough understanding of most topics/concepts; understanding of sociocultural and historical perspectives in more than one cultural context; very good critical analysis; very good exploration of ideas, and meaningful and creative studio works (HL/SLA); very good technical ability and setting and solving of artistic problems.

### **Grade 5      Good performance**

Demonstrates in a consistent manner: good growth and a good relationship between research and artistic production; generally sound understanding of most topics/concepts; understanding of socio-cultural and historical perspectives in more than one cultural context; good critical analysis; good exploration of ideas, and mostly meaningful and creative studio works (HL/SLA); good technical ability and setting and solving of artistic problems.

### **Grade 4      Satisfactory performance**

Demonstrates in a fairly consistent manner: satisfactory growth and an adequate relationship between research and artistic production; satisfactory understanding of most topics/concepts; adequate understanding of sociocultural and historical perspectives in more than one cultural context; satisfactory critical analysis; satisfactory exploration of ideas, and some meaningful studio works (HL/SLA); satisfactory technical ability and solving of basic and routine formal and technical problems.

### **Grade 3      Mediocre performance**

Demonstrates: mediocre growth and a partial relationship between research and artistic production; mediocre understanding of some topics/concepts; partial understanding of sociocultural and historical perspectives in more than one cultural context; limited critical analysis; some mediocre exploration of ideas, and the limited development of a few meaningful studio works (HL/SLA); mediocre technical ability and solving of some basic and routine formal and technical problems.

### **Grade 2      Poor performance**

Demonstrates: poor growth and a limited relationship between research and artistic production; weak understanding of topics/concepts; poor understanding of sociocultural and historical perspectives in one or sometimes more cultural contexts; little capacity for critical analysis; poor exploration of ideas and the limited development of studio works (HL/SLA); poor technical ability and solving of a few basic or routine formal and technical problems.

### **Grade 1      Very poor performance**

Demonstrates: very poor growth and a very limited relationship, if any, between research and artistic production; very weak understanding of topics/concepts; very poor understanding of sociocultural and historical perspectives in one or sometimes more cultural contexts; very little capacity for critical analysis, if any; very poor exploration of ideas in studio works (HL/SLA); very poor technical ability and very occasional solving of basic or routine formal and technical problems.