AMERICAN CREATIVITY ACADEMY

IB ASSESSMENT POLICY

American Creativity Academy

Assessment Policy

Mission Statement of ACA:

The American Creativity Academy is a private school that delivers a standards based American curriculum within an environment in which Islamic values are respected and practiced. The school is dedicated to preparing students for university success.

Purposes of Assessment

The assessment at ACA evaluates:

1- The general level of learning within the school.
2- The progress of individual students.

Philosophy of Assessment

The assessment of student achievement is an integral part of the overall program of educational planning in the Academy. Its relationship to educational goals, curriculum, professional development of staff, and to the reporting of student progress to parents is integrated into a well-designed and documented process. The overall goals of that process are:

- identification of students' learning needs which leads to improvement in instruction
- clear and timely student feedback that advances student improvement
- positive reinforcement for every student which increases student motivation

Principles of Assessment

The implementation of student assessment policies should follow these principles and guidelines:

1. The assessment of student achievement is essential to improvement of learning.
2. All assessment should be directed toward meeting the Academy educational goals of academic excellence.
3. A program of assessment should encourage and lead to self-evaluation and improvement.
4. Teachers and Administrators should be consulted in decisions regarding student assessment programs and benchmarking.

5. The evaluation of individual student achievement should be made in the Academy and not be based on external assessment.
6. The results of Academy wide assessments of overall student achievements should be publicly reported only on a broad basis. Individual student results are not publicly available.
7. The methods and content of assessment devices should be compatible with the methods and content of instructions and are not limited to pencil and paper test. Oral, practical projects, performance, and on-going assessment will be taken into account.
8. Prior to implementation of an assessment program, the persons concerned should be informed about the reasons for assessment, what is to be measured, how assessment is to be administered, scored, and interpreted, and what reporting and feedback procedures will be followed.
9. Assessment results are to be interpreted and reported in a matter most suitable to the decisions for which they are intended.
10. Academy and external assessments should be coordinated to avoid redundancy and over testing.
11. School level and individual student assessment practices will be reviewed annually.

Rights and Responsibilities of Stake Holders

Parents and Students

Parents and students have the right to know how the student was assessed, and the ability to address concerns to the teacher regarding the assessment.

Teachers

Teachers have the responsibility to administer varied formal and summative assessments, and to use the data to drive and direct instruction.

Administrators

Administrators have the right to know how the student was assessed, and the ability to address concerns to the teacher regarding the assessment. Administrators also have the right to request the student to be re-assessed or cancellation of an assessment should there be a breach of policy.

Assessment Practices

American Creativity Academy recognizes that not all students learn in the same way, and that they need not always show their learning in the same manner. To this end, we aim to differentiate our instruction according to readiness and learner profile. Additionally, we provide opportunities for differentiated assessment.

Supportive Formative and Summative Assessment Practices

Our formative assessments are varied, and our feedback is meaningful, detailed and timely. The results of our formative assessments drive our instructional tack. Our goal is to direct student learning toward mastery of our curricular objectives and to maximize their performance on the summative assessment. A minimum of two formative assessments should be given per week. This can be in the form of classwork, homework or some other activity.

Our IB summative assessments are criterion-related. We use mark schemes to assess student performance on written tests and IB formulated rubrics for our internal assessments and those assessments made in preparation thereof. There should be a minimum of four summative assessments per quarter.

Our assessment methods are varied and are not limited to:

- Performance: Authentic Task
- Performance: Dramatization
- Performance: Lab Assignment
- Performance: Skill Demonstration
- Performance: Recital
- Written: Essay
- Written: Informative
- Written: Journal/ Diary
- Written: Narrative
- Written: Persuasive Essay
- Written: Report
- Oral: Debate
- Oral: Discussion
- Oral: Oral Report
- Oral: Presentation
- Oral: Speech
- Other: Peer Assessment
- Other: Quiz
- Other: Student Portfolio
- Other: Teacher Observation
- Project: Technology
- Project: Visual Arts
- Project: Personal
- Test: Common
- Test: Standardized
- Test: Written

Assessment Criteria

Summative Assessments that are modeled after DP internal and external assessments (e.g.unit tests, lab reports, sample Written Tasks, etc.) receive a score using the same assessment scale as IB. These assessment scales vary according to the subject area, and can range from a 0-7, A-E, 0-24, etc. Our teachers are aware of these scales, are provided with performance indicators for their subject area, and use them. Students receive grades for these assignments according to the IB scale. Reporting assessment marks in this manner familiarizes our parents and students with IB practices and provides them direction for improvement.

Formal IB Assessments

All IB Subjects within the Diploma Program consist of both internal and external assessments. Internal Assessments are graded by the subject teacher using IB criteria. If there is more than one teacher for the subject, a sufficient range of samples is exchanged for peer moderation. If moderated marks are within a certain level of tolerance, the grades are unchanged. If, however, the moderated marks are beyond this limit, the teachers must agree on acceptable grades for the entire sample. The sample is then collected electronically by the IB Coordinator who in turns submits it to the IBO via their online platform.

External Assessments are not graded by the teacher. These external assessments vary and may be in the form of work written during the school year that is later sent to the IBO, or formal exams written in May. In any case, they represent the synthesis of two year's study.

The IBO combines the internal and external assessments to produce a single grade for the course. IB subjects are based on a 1-7 scale while the Extended Essay and TOK are scored from A-E.

Student results are then recorded by the school, analyzed for trends of growth and areas requiring improvement, given to the subject area teachers and reported to upper administration.

National Requirements

The Ministry of Education does not recognize grade reporting according to the IB format and requires American Schools to submit finalized grades according to a GPA. For that reason, the IB grade reported on particular assessments (e.g. mock exams, Internal Assessments, tests, etc.) is 'translated' into a percentage grade that figures into the overall mark of a student. This mark is based upon a percentage scale and contributes to the overall GPA reported to the Ministry of Education.

Assessment procedures:

All exams for IB subjects use IB questions, markschemes, and grade boundaries for grading.

Mock exams in grade 12

- Grade 12 students have the opportunity to experience the IB exam through the mock exams.
- The format of the mock exams is the same as the external IB exams.
- The mock exams happen directly after Spring break.

Procedures for Mid-Term Exams

- Mid-Term exams are based upon all material covered from the beginning of the course to the current term. Grade 12 will write a cumulative mid-term exam.

Procedures for grade 11Final Exam

- All students in grade 11 IB write the school final exams by the end of the school year. These exams consist solely of IB formulated questions, cover the entire content for the year, and be graded using IB markschemes and grade boundaries.

Procedures for grade 12 Final Exam / External Assessment (IB)

- By October 31, a list is sent to the respective teachers and the principals about the students who will write the IB external exam (MAY) and the ones who will write the school final exam.
- The grade 12 school final exam will be cumulative.
- The students who will write the school exam, based on senior procedure, will receive a final exam grade on the ACA gradebook.
- The students who write the IB external exam will receive ** on the ACA gradebook with a comment: "The student is exempted from the final exams because of IB exams."
- The students who will write the IB external exams in May and do not show up to the exams, even if they have paid, will write the final exam in school.

Grading/Marking

While ACA reports grades using percentages, preparatory internal assessments, actual internal assessments, final and mock exams are all graded by converting a raw score to an IB scale using grade boundaries. These marks are made available to students. The IB scale is then converted to a percentage for reporting. A sample scale (used for mock exams) has been provided below:

IB Score	**1**	**2**	**3**	**4**	**5**	**6**	**7**
ACA Letter Score	F	D	C	B-	B	A-	A
ACA Numeric Score	55	67 (1.8)	78 (2.8)	84 (3.5)	88 (3.8)	91 (4.2)	97 (4.5)

Grades are reported via PlusPortals, an online platform, using percentages to aid standardization across the various programs offered (IB, Honors, and American Diploma).

Letter Grade	Percentage	GPA	IB Courses
A+	98 – 100	4.0	4.5
A	93 – 97	4.0	4.5
A-	90 – 92	3.7	4.2
B+	87 – 89	3.3	3.8
B	83 – 86	3.0	3.5
B-	80 – 82	2.7	3.2
C+	77 – 79	2.3	2.8

C	73 – 76	2.0	2.5
C-	70 – 72	1.7	2.2
D+	67 – 69	1.3	1.8
D	63 – 66	1.0	
D-	60 – 62	0.7	
F	Below 60	0.0	0.0
I	Incomplete		
W	Withdrawn		

Informing students/parents upcoming major assessments:

The students and parents are informed 1 week prior to the major assessment the date of the assessment. The information goes out electronically over PlusPortals and also on whiteboards specific for every grade level put in the hallway. Students could have a maximum of 3 major assessments during the week. Teachers collaborate to assign the assessments so that students are not overloaded with more than 3 major assessments per week.

Recording and Reporting Grades

Teacher grades are recorded in PlusPortals, which provides online, daily access to students and parents. Parents and students are provided their personal code. Grades are updated biweekly on PlusPortals. Teachers are also encouraged to maintain a hard copy of their classroom grades. Teachers use written and verbal feedback to encourage student progress, identify their needs, determine achievement, and assist in maintaining accountability.

Marking Periods

There are four marking periods identified as quarters (8 to 9 weeks). Progress reports are uploaded every 5 weeks. Report cards are issued at the end of each quarter.

Parent/teacher conferences are scheduled twice a year: in November and April. Individual parent and/or students conferences are held on an as needed basis.

Mark bands / curving

Teachers create mark bands for major assessments when necessary based on the class average and the number of students taking the test. Additionally, preparatory assignments for IB internal and external assessments use IB assessment descriptors for determining the appropriate grade. When using assessment descriptors, teachers should use a "best-fit" approach. If, for example, a student's work fell within the 5-6 level, but the student scored poorly in one particular strand, then the lower grade of five may be chosen instead of six.

Graduation requirements

Required Courses	Required Credits
English	4
Math	3
Science	3
Social Studies	3
Religion	4
World Language(Arabic is required for Arabs)	4
Physical education	1
Information Technology	1
Art	1
Electives	6

Homework

Homework provides students the opportunity to practice what they have learned in class. It is a means to review subject matter as well as to reinforce learning.

1. Homework should relate to the ability level for the student.
2. Teachers should assign homework that is meaningful.
3. A maximum of 2 hours of homework for student s in grades 7-11.
4. This time does not include time needed for daily review and study.
5. Full credit will not be given for work submitted late unless the teacher receives a valid excuse for late work.
6. Credit may be deducted for work submitted past due date.
7. An assignment is late if it is submitted past the due date and/or when the teacher collects it.

Additional time maybe required for those students who are not in solid grade level.

Turnitin.com

Students should submit all assignments through the turnitin.com website. Teachers may request a hard copy of the assignment. Students above 20% similarity in their assignments will be penalized following the Academic Honesty policy.

Collaborative IB / CCC meetings

Assessments are always subject to collaboration. Assessment tools and strategies should be discussed in every collaboration meeting or Cross Campus Collaboration meetings.

Links to Other Policies

Malpractice

When assessing students' work, teachers should also follow the Academic Honesty policy. If a student is suspected of malpractice, it is the teacher's responsibility to investigate further into the matter. Depending upon the level of the offence, the matter may be settled by the teacher and student or escalated further to include a panel and hearing. In all cases, teachers should record instances of suspected and verified malpractice in their electronic folder as described in the Academic Honesty policy.

Differentiation

All students should have equal access to the curriculum, regardless of challenges they may face to due language or learning style. Thus, teachers should be sure to differentiate assessments to ensure that all students have been given an equal opportunity to display their learning. In keeping with our Language and Inclusion policy, teachers should take care to make connections to prior learning, use visual aids in teaching, scaffold material, and consider their students' needs when developing their assessments.

Academic Probation

Students that fail to maintain above a 2.5 GPA in the IB subject or as a whole if an IB diploma student, will be placed on academic probation, as per our Admissions Policy. Students that fail to improve their performance risk being removed from the course or the program as a whole.

Assessment Policy Implementation

The Assessment policy should be implemented by teachers, students, administrators, counselors and parents. All stakeholders should be aware of it and use it as appropriate.

Evaluation and Review

This policy will be evaluated and reviewed during the IB self-study cycles or on the request of the Superintendent. The review will be done by a group of teachers, administrators, students and the IB coordinator.

Appendix

Internal Assessment Timeline

2019-2020

	Year 1	Year 2
September	**Art – Summer Assignment (September 1st)** **Art – Media tests/ style tests (September 29th)**	Extended Essay – Second formal reflection w/ supervisor (Sep. 8th). Interim reflection Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (Sep. 15th). Finish first draft of essay. Extended Essay—Check in Session 3 w/ supervisor (Sep. 29th) Make adjustments to first draft of essay. TOK – Presentation Rough Draft / Peer Feedback (Sep. 19th) Comp. Sci. – Planning (Sep. 14th – 18th) **Art – Summer Assignment (comparison study) (Sept 1st) - go over comparison study guidelines again so students can fix this.** **Art – Artwork and PP 6+7 (September 29th)** History – Proposal – Thesis + 3 Sources (Sep. 30th) Physics IA Topic (Sep. 15th) Economics IA #2 (Sep. 23 Micro) Physics – IA Part I (Sep. 29th)
October	**Art – Artwork 1 (October 13th) process portfolio 1 (October 18th) Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.**	Comp. Sci. – Design (Sep. 23rd – Oct. 22nd) **Math– Introducing IA- (October 22nd)** **Math – Start to choose topic and make initial plan (October 27th)** TOK – 2nd draft of presentation (Oct. 10th)

	Arabic—Written task #2 first draft (Oct. 22nd) Arabic – Written Task #2 final draft (Oct. 30th)	**Art - Artwork and Process Portfolio Part 8+9 (October 31st)** Arabic -- Written Task #3 first draft (Oct.22nd) Physics IA Parts II and III (Oct. 27th) History – Annotated bibliography + 5 to 10 academic sources + OPVLC 2 sources (Oct 29th) Arabic – Written Task #3 final draft (Oct. 30th) Extended Essay: October 1st: Submit first draft via Turnitin.com
November	**Art – Artwork 2 (Nov 10th) process portfolio 2 (nov 14th) Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.**	Economics Article 3 (Nov. 4th) Micro/Marcro **Art - Artwork and Process Portfolio Part 8+9 (November 28th)** Extended Essay-- Check in session 4 and prepare to submit final draft **Math – Submit choice of topic and initial plan (Nov 3rd)** **Math—Meetings (Nov 7th –14 th)** Biology IA Introduction (Nov. 5th) Comp. Sci. – Development (Oct. 22 – Nov. 20th) Physics IA Final Draft Submitted into Turnitin.com (Nov. 11th) TOK Presentations (Nov. 18th) **Math – First draft of exploration [No individual comments] (Nov. 21st)** Biology IA Part 1 (Nov. 28th)
December	Arabic FOA #1 (Dec. 11th)	History – Investigation Section draft (December 1st)

	Art – Artwork 3 (Dec 8th) process portfolio 3 (Dec 12th) Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection. Dec 5 Econ I-Micro-First Draft	Comp. Sci. – Video (Nov. 20th – 1st Dec) Comp. Sci. – Evaluation (1st Dec- 11th Dec) Arabic – IOC (Dec. 11th) **Math – Exploration 2nd draft – With Comments (Dec 5th)** History – Reflection Section draft (Dec. 12th) **Art – Comparative Study draft 2 (December 12th)** **English - Written Task Draft (Dec. 15th)**
January	**Art – Comparison study – analysis notes of 3 artworks (Jan 12th)** Extended Essay -- Stage 1: Subject, Topic and supervisor Selection. Check in session 1 with Supervisor (Jan 6th) – Meet w/ EE Coordinator	**Art – Comparative Study Final draft due (Jan 30th) Fix/ improve/change any artwork and process portfolios for IB ART SHOW** **English – Written Task Final Draft (Jan. 9th)** Extended Essay: Final draft of EE submitted (Jan. 5th) - January 5th: Submit Final Draft of EE via Turnitin.com **Math – Meetings (Jan 5th-16th)** **Math—Due date (Jan 26th)** TOK – TOK Essay Draft 1 (Jan. 12th) Biology IA Due (Jan. 16th) Psychology – Experimentl Study Report 1st Draft (Jan 30th) Global Politics 1st Draft (Jan 30th)

February	**Art – Artwork 4 (Feb 2nd) process portfolio 4 (feb 6th)** **Art – Artwork 5 (feb 23rd) process portfolio 5 (feb 28th)** **Art – Due dates can be changed depending on the difficulty of artwork and medium. Process portfolio should be due a week after artwork to allow for reflection.** Extended Essay: Check in Session 2 w/ EE Coordinator (February 2nd) Extended Essay: meeting with the librarian Extended Essay – Check in Session 2 w/ EE supervisor (February 16th) - to plan RRS Economics IA #1 (Feb. 28th)	**Art – Curatorial essay and Catalogue page (Feb 28) Fix/ improve/change any artwork and process portfolios for IB ART SHOW** TOK – Essay Second Draft (Feb. 2nd) Economics IA #3 (Feb. 4th) Intro/Macro History—Final Submission (Feb. 6th) Arabic – Written Task # 4 first draft (Feb. 13th) Arabic – Written Task #4 final draft (Feb. 20th) Chemistry Introduction (Feb. 13th) TOK Essay – Final Draft (Feb. 16th) Global Politics – PEA 2nd draft (Feb. 14th) Extended Essay: Viva Voce/final reflection (February 2nd) VIVA VOCE - Fill out RPPF form **Math—Final drafts graded by teachers (Feb 20th)** Psychology – Experimental Study Report 2nd Draft (Feb 20th)
March	**Art – Fix/ improve/change any artwork to submit to the IB ART SHOW** Group 4 Project starts (Mar. 1st) Arabic – Written Task #1 first draft (Mar. 12th) Extended Essay: First formal reflection w/ Supervisor (Mar. 8th) - Meet with supervisor for first formal reflection session.	**English -- Written Task draft (Mar. 1st)** Chemistry – First Draft (Mar. 12th) **English - Written Task final (Mar. 8th)** Global Politics: PEA Submission (Mar. 21st) Chemistry – Final Draft (Mar. 29th)

	Extended Essay: Development and discussion of parts of the essay – meet w/ Coordinator (March 15th, 2020) Arabic – Written Task #1 final draft (Mar. 19th) Arabic – Written Task #1 final draft (Mar. 19th) Group 4 Project Ends (Mar. 31st)	**English -- FOA starts (Mar. 29th)** **Spanish / French Orals (Mar.22– 25th)** **Art- Comparison study, process portfolio, exhibition photographs and curatorial essay – all in correct format (March 24th)** ART EXHIBITION 19-20
April	Introduction to Computer Science IA (5 stages) April 19th TOK Presentation Rough Draft April 12 English -- IO (April 19th) TOK Presentation Draft 2 (April 22nd) Extended Essay -- Check-in session 3 w/ supervisor (April 26th) Extended Essay: coordinator meeting 4 (April 16th)	Psychology – Experimental Study Final Report (April 22) MOCK EXAMS April 12th – 16th (Students need to come on the 16th which is a Parent-Conference Day)
May	**Art – Comparison study – Analysis notes (May 3rd)** Arabic – FOA #2 (May 14th)	

	TOK Presentation May 3rd Economics –IA Final Micro Summer-IA 2 Micro Extended Essay – Check-in session w/ EE coordinator May 3rd, 2020 - Begin composing the body of the extended essay. Summer - **WRITE FIRST DRAFT OF EXTENDED ESSAY**	IB EXAMS May 6th – May 24th

Studies in language and literature

Name	Assessment	Raw Score	ACA Score	IB Score

Comments

Grade 7

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

Grade 6

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

Grade 5

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

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

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

Grade 2

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

Grade 1

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

Language ab initio (SL)

Name	Assessment	Raw Score	ACA Score	IB Score

Comments

Grade 7

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

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

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

Grade 6

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

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

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

Grade 5

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

Interactive skills: students respond accurately and generally demonstrate comprehension; pronunciation and intonation often facilitate the understanding of the message; students generally sustain participation and make some independent contributions. The message is often clear.

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

Grade 4

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

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

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

Grade 3

Receptive skills: students sometimes respond clearly to basic information.

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

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

Grade 2

Receptive skills: students rarely respond clearly to basic information.

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

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

Grade 1

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

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

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

Individuals and societies

Name	Assessment	Raw Score	ACA Score	IB Score

Comments

Grade 7

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

Grade 6

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

Grade 5

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

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and

understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

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

Grade 2

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

Grade 1

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

Sciences

Name	Assessment	Raw Score	ACA Score	IB Score

Comments

Grade 7

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

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

Grade 6

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

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

Grade 5

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

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

Grade 4

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

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

Grade 3

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

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

Grade 2

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

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Mathematics

Name	Assessment	Raw Score	ACA Score	IB Score

Comments

Grade 7

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

Grade 6

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

Grade 5

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

Grade 4

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

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some

mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

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

Grade 1

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