



OAKRIDGE INTERNATIONAL SCHOOL VISA KHAPATNAM

A NORD ANGLIA EDUCATION SCHOOL

OAKRIDGE INTERNATIONAL SCHOOL VISA KHAPATNAM

ASSESSMENT POLICY

AY2023-24

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IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate, and lifelong learners who understand that other people, with their differences, can also be right.

Oakridge Vision

To shape a generation of creative and resilient global citizens - a generation that will change our world for the better.

Oakridge Mission

To be the most forward thinking, technology-enabled educators in the world, using our global reach and world class teachers to create a learning experience like no other.

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

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

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

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

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

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

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

Risk-takers/Courageous: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas

¹ ©IB learner profile in review: Report and recommendation (April 2013)

and innovative strategies. We are resourceful and resilient in the face of challenges and change.

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

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

Overview

The purpose of this document is to highlight the importance of Assessment and to outline the Assessment Philosophy of OISV. At OISV, assessment helps in evaluating the learning needs of students and consequently in devising interventions through the year. Assessment helps in reviewing systematically, the progress in learning, and reporting to parents on the student attainment. Adaptive improvement of Pedagogical practices based on assessment data is the key to improved learning at the school.

Students are assessed both by internal examinations as well as external examinations conducted by IBO. All stakeholders like students, parents, teachers, Senior Leadership Team (SLT) and the Pedagogical Leadership Team (PLT) are required to make themselves familiar with this assessment policy. This document is made available to all members of the community through the school website and Managebac.

General Rationale

Assessment is an essential tool in determining whether the students are achieving the expected goals of the IB Diploma Programme. It helps in evaluating whether the programme is meeting the aims as stipulated in the mission statements of both OISV and International Baccalaureate Organisation. Assessment focuses on the process of learning during the teaching (Formative assessment) and on the product of the teaching-learning process (Summative assessment). Formative assessment helps the teacher to continuously structure the teaching as per the requirements of the students' learning needs. Summative assessment helps periodically in evaluating the students' final learning outcomes and hence reporting on their attainment to parents and other stakeholders.

Principles of Assessment

The OISV assessment policy:

1. Provides an accurate picture of students' performance to aid continuum in teaching and learning process.

2. Provides students with the various criteria before the assessment.
3. Acknowledges student performance by means of proper reporting.
4. Ensures that only genuine student work is assessed, following the School Academic Integrity Policy.
5. Gives feedback on the essential traits of learning process through the touchstone report.

Purpose of Assessment

Assessment is a key component of the instructional cycle. It helps in providing valuable information on students' learning and development.

Student assessment helps teachers to:

1. Understand the need for differential teaching.
2. Set tasks according to the previous level of understanding.
3. Determine strengths and weaknesses in the instructional methods.
4. Set goals for student attainment.
5. Identify specific problems a student is facing.
6. Develop students' learner profiles.
7. Broaden the learning opportunities provided to the students.
8. Provide the appropriate academic support classes at proper time.

Student assessment helps students to:

1. Identify their strengths and weaknesses.
2. Work on their weak areas.
3. Specifically point out conceptual difficulty.
4. Know where they stand in terms of academic achievement.
5. Determine career choices based on their strengths and weaknesses.

Student assessment helps parents to:

1. Know the time-bound progress of their ward.
2. Identify the strengths and weaknesses of their ward.
3. Counsel the student regarding career choices.

Student assessment helps Coordinator, SLT and PLT to:

1. Assess the student-learning outcome in each of the subjects taught.
2. Suggest/take appropriate corrective action to improve learning experience of students.
3. Determine training needs for teachers and administrators.

Roles and Responsibilities

Teachers:

1. Planning and executing a balanced assessment, both formative and summative.
2. Making necessary changes to feedforward by means of the feedback obtained from assessment.
3. Involving students in the assessment process, by explaining the objectives and process of assessment.
4. Designing assessments that are relevant and involve active participation of students.
5. Designing assessments based on students' prior knowledge, experience, capacity and learning style.
6. Determining the appropriate assessment required for individual student, aiding differential teaching.
7. Communicating effectively with students, parents and administrators on assessment needs as appropriate.
8. Providing advance notice of a summative assessment to both students and parents.

9. Documenting a clear assessment profile of each student by means of teacher mark book.

Class Teachers:

1. Communicating to students and parents on the academic progress of the students. Where appropriate, communicating with the Coordinator and SLT on issues related to student progress.
2. Collaborating with the mentors to keep track of students' overall academic progress.

Students:

1. Being responsible for their own learning and assessment.
2. Participating actively in all assessment task carried out during class.
3. Understanding and acting upon the feedback provided by teachers.
4. Communicating effectively with teachers and peers on assessment.

DP Coordinator:

1. Providing opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
2. Ensuring that teachers review and reflect on their assessment practices on a continuous basis.
3. Ascertaining there is consistency in assessment across subjects.
4. Providing guidance, collaboration and coordination of assessment practices across the subjects.

Pedagogical Leadership Team:

1. Provisioning time for teachers to plan their assessment, to reflect on practices and to collaborate with other teachers in their Teacher Learning Communities (TLC) for effective assessment.

2. Ensuring that all teachers review and reflect on their assessment practices through appropriate appraisal system.
3. Provisioning of appropriate professional development for teachers to know the latest practices in assessment.
4. Providing appropriate time and forum for students, teachers, and parents to meet to discuss assessment.
5. Chairing the result analysis meetings after every summative assessment and preparing action plan for adaptive methods for individual students.

Parent:

1. Understanding the assessment practices of the school.
2. Actively participating in the assessment of their student.
3. Providing time for the student to keep up with the assessment requirements.
4. Providing an environment at home which is conducive to holistic learning.
5. Communicating constructively with both student and teacher.
6. Providing extra support at home when a student lacks understanding of a concept or subject content.

Types and means of assessment and reporting

Formative assessment

- a. Question answer: Teacher reviewing the previous lesson by means of asking questions in class and students responding as per their understanding. Teacher uses this information to correct or reinforce the knowledge as appropriate.
- b. Quiz: Teacher quizzes the students on what they know and assess whether they can recollect facts.

- c. Class discussions: Teacher involves the whole class in an ordered fashion to contribute their ideas related to a topic under discussion. Teacher moderates the discussion.
- d. Short test: Teacher administers a test, which gives essential feedback on whether the students understood the concepts.
- e. Student explaining a concept learnt: Teacher gives students opportunity to explain a concept learnt to other students. This allows students to become more responsible in their approach to learning.
- f. Role-play: Teacher provides opportunity for students to take up fictitious roles to explain a concept or a situation. This allows teacher to get active participation of all students.
- g. Debate: Students could debate on issues, which are controversial to enhance their understanding of the subject.
- h. Oral presentation: This helps teachers in enhancing the communication skills of the students.
- i. Field work: Involves students visiting a site outside the school to collect data to interpret. Appropriate assessment task is given to students after the visit.
- j. Concept mapping: A very good tool in reviewing the overall understanding of a student regarding a topic. Teachers get vital inputs to where students lack understanding.
- k. Simulations: Teachers recreate a situation through computer-aided simulations and frame appropriate question to assess students.
- l. Business games: A very good tool for business teachers to use business terms and practices at the same time assesses understanding of students.
- m. Classwork: This work is mostly the class worksheets, note taking etc which the teacher marks to gauge understanding of the students.

- n. Homework: This complements the work done in class and is essential to learning. Could involve homework worksheet, problem solving, small assignments etc.

Summative assessment

- a. Unit test: Written: Formal test conducted at the end of each subtopic or unit.
- b. Unit test: Oral: Formal oral test where student is given advance notice on all aspects of assessment, including the criteria rubric.
- c. Coursework: Research Projects: Task given to students with clear guidelines including the criteria rubric. This promotes information literacy skills among students.
- d. Coursework: Assignments: Short-term tasks given to students with clear guidelines.
- e. Coursework: Lab Report: After training for all the laboratory skills required, students write a detailed lab report to showcase their understanding and laboratory skills.
- f. Term End examinations: A formal examination at the end of each term. Students are informed of the examination portion and timetable well in advance.

Grading and Reporting Practices

The purpose of this part of the policy is to establish effective grading and reporting practices that reflect a student's academic achievement of the adopted curriculum content standards.

OISV grading and reporting system shall provide students, parents, teachers, and the community with a framework for accurately reporting student achievement. It is the school system's responsibility to the community that all school members will work to challenge and support all students in the pursuit of their highest levels of academic and personal achievement. Therefore, to

stimulate achievement as measured by its extraordinary expectations, a clear and accurate system of grading and reporting academic achievement shall be established.

Furthermore, such a system can serve as an open communication link between the school, home, and the community. It shall provide all parties with awareness of the student's work and an understanding of how the grade/rubric/scale/symbol reflects student achievement. Students will receive an academic rating/score that will reflect their knowledge/skills of the Oakridge International Schools' Curriculum Content Standards for each subject area. All classroom assessments, assignments (including homework), and activities will be directly linked to the OISV Curriculum Content Standards. Grades accumulate over the course of the term.

Students and parents will be able to use this data for future course selection and post-secondary plans. To provide several formats to receive this vital information, the reporting system will be multi-faceted. When the student graduates from Oakridge International School, the summary of these grades, the academic transcript, will provide a permanent and accurate accounting of the student's achievement. Employers and post-secondary institutions will be able to count on the accuracy of this historic document.

Oakridge International School Visakhapatnam is committed to supporting a system of guiding principles that will be used to arrive at a clear and accurate grading and reporting policy and procedures. To realize these goals, the grading and reporting system must:

1. Support and encourage student learning by providing timely and descriptive feedback on the learner outcomes and processes.
2. Promote positive student attitudes about learning.
3. Promote a deep understanding of subject content by supporting in their inquiries set in real-world contexts.
4. Promote the development of higher-order cognitive skills focused on rigorous academic content standards and evidence of outcomes.
5. Be honest, fair, transparent, credible, useful, and user-friendly.

6. Reflect consistency within and among courses, grade levels, departments, and/or schools.
7. Communicate information in a clear and timely manner.
8. Reflect high expectations of all students across all courses and programs.
9. Support the holistic nature of developmentally appropriate teaching and learning for all students.

Assessment Grading Guide

Throughout the academic school year, multiple measures are collected as a 'body of evidence' to inform the final grades. However, some measurements are more comprehensive and provide a more valid and reliable measure of student achievement. These measurements are "weighted" in the final grade to provide greater accuracy in assessing student proficiency on the course academic standards. Throughout the year students will be continuously assessed through formative and summative assessments to ensure they are meeting the grade level expectations. Grading weights will be applied based upon evidence-based best practices in assessment and aligned with the International Baccalaureate Organisation Diploma Programme Standards and Practices.

IBO IBDP Assessment includes:

1. Internal assessment component: This component is carried out within the school by the subject teachers and later marked or moderated by IBO appointed external examiners or moderators. Percentage of Internal assessment component varies from subject to subject as outlined in the subject guide.
2. External assessment component: An external examination is a written exam conducted and examined by IBO. The school conducts examinations in the May session each year. Students enrolled in the Diploma Programme or Course Certificate write the IBDP examination at the end of their second year.

IBO IBDP Assessment Reporting System

At the end of the second year, students who successfully complete their Diploma/Course are awarded grades in each subject ranging from 7 (Highest attainment) to 1 (lowest attainment). Additionally, attainment in the Extended Essay and Theory of Knowledge, produces a maximum of 3 bonus points. The students who do not fulfil the requirements (refer to IBDP General Regulations) of an IB Diploma are awarded Course certificates in the subjects they complete successfully.

OISV IBDP Assessment Reporting System

For each academic year there are two terms. A Progress Report is provided at the Mid-term and a Performance Report is provided at the End of term. A Touchstone Report, outlining the essential traits of learning outcomes, is included in the Mid-term Progress Report as well as in the Performance Report. Samples of the Progress Report and Performance Report are included in the annexure.

A consistent numbering system of 1 to 7 is awarded as grades based on grade boundaries, where 1 is the lowest attainment and 7 is the high attainment. A detailed subject specific grade descriptor is mentioned in the report card for the purpose of easy reference. Grade boundaries are set by the subject teachers based on a provisional grade boundary (as per previous IBO examination) and later calibrated using professional judgment to match the assessment carried out.

Parent educator meetings are conducted at the end of each term to discuss the performance of the students. Parents meet each subject teacher and discuss the progress of the student.

OISV Report Card for IB Diploma students

Oakridge report card reports both continuous assessment and Term grades. As part of continuous assessment, the teachers integrate the Approaches to Learning within various Units throughout the term reach a professional judgement of where a student stands relatively on attaining the ATL skills.

These attainments in Approaches to Learning are shown on a continuum scale called the touchstone colours.

Colours are used to display the level of Learning process traits and competencies acquired. The description of each colour is given below.

Advanced  Proficient  Standard  Emerging 

- Advanced – Student can teach others the skill and no teacher scaffolding required.
- Proficient – Student can demonstrate the skill on demand and minimal teacher scaffolding is required.
- Standard – Student performs the skill to the standard and a medium level of scaffolding is required.
- Emerging – Student observes others performing the tasks using the skill and high levels of scaffolding from the teacher is needed.

Approaches to Learning Attributes assessed are:

Communication Skills	<ul style="list-style-type: none"> • Exchanging thoughts, messages, and information effectively through interaction • Reading, writing, and using language to gather and communicate information.
Social Skills	<ul style="list-style-type: none"> • Working effectively with others
Self-Management	<ul style="list-style-type: none"> • Managing time and tasks effectively • Managing state of mind • (Re)considering the process of learning, choosing, and using ATL Skills.
Research Skills	<ul style="list-style-type: none"> • Finding, interpreting, judging, and creating information • Interacting with media to use and create ideas and information.
Thinking Skills	<ul style="list-style-type: none"> • Analysing and evaluating issues and ideas • Generating new ideas and considering new perspectives • Using skills and knowledge in multiple contexts.

Approaches to learning (ATL) included in the Sample Touchstone Report

ATL Skills	Touchstone Colours*
Communication Skills	Red
Thinking Skill	Yellow
Social Skills	Green
Self-Management Skills	Blue
Research Skills	Yellow

** The colours given here indicate learning trait competencies achieved by the student.*

Assigning Predicted Grade

The following points are considered to arrive at an evidence based predicted grade.

Summative Assessment marks

This parameter is more targeted at the summative assessment (Term end exam marks, Unit test and Coursework marks) carried out which assess the skills needed to do well in IBO external examination and Internal assessment.

1. PG Worksheet

This worksheet is systematically designed for all teachers to assess based on the IBDP1 Year Grade as well as the IA draft marks because it makes the teacher look closely at the knowledge/skills required in each exam paper and assign predicted marks for each IB exam component.

2. Holistic

Teacher also takes into consideration, the subject specific IB grade descriptor that best describes the student overall.

Finally, after evaluating all the factors above and based on the teachers' knowledge and professional judgement of each student's motivation level, personal challenges etc, the teacher arrives at a balanced, evidence based predicted grade. A collective overall predicted grade is shared with the stakeholders to help them make an informed decision about college and further applications.

Graduation Policy

To be able to graduate from Oakridge International School, students should fulfil these conditions:

- Student has at least 90% cumulative attendance as per school records.
- A minimum of grade 3 in all subjects in both OISV Performance Report as well as IB examinations (this may include retake grades).
- Student should not have more than two Principal's Warning Letters.
- Student does not have any issue pending on plagiarism or malpractice.
- Student should have satisfactorily completed (with required documentation) 18 months of CAS (Creativity, Activity and Service) requirements.

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Appendix I – Mid-Term Progress Report

		<h3>PROGRESS REPORT</h3>			
Assessment Period:					
Name:		Class:		Working Days:	
Student ID:		Section:		Days Present:	
Subject:		Level:		% Attendance:	
S/No.	Components	Max Marks	Marks earned	Teacher's Comments	
1	Course work				
2	Unit Tests				
TOUCHSTONE					
S/No.	Approaches to Learning Traits	Level	Comments		
1	Communication Skills · Exchanging thoughts, messages and information effectively through interaction · Reading, writing and using language to gather and communicate information	Proficient			
2	Social Skills · Working effectively with others	Proficient			
3	Self-Management Skills · Managing time and tasks effectively · Managing state of mind · (Re)considering the process of learning; choosing and using ATL skills	Advanced			
4	Research Skills · Finding, interpreting, judging and creating information · Interacting with media to use and create ideas and information	Proficient			
5	Thinking Skills · Analysing and evaluating issues and ideas · Generating novel ideas and considering new perspectives · Using skills and knowledge in multiple contexts	Advanced			
 Advanced  Proficient  Standard  Emerging					
Subject teacher general comments:					
Teacher Signature:					
Parent's/Guardian's Comments or Questions:					
Signature of Parent/Guardian:					
Students are required to discuss their progress reports with their parents/guardians; this signed report must be returned to the class teacher.					

Appendix II – Term Performance Report



ACADEMIC YEAR

Assessment Period:

Subject :

TERM - 1					TERM - 2					Year Grade
Coursework	Unit Tests	Trial 1	Total	Grade	Coursework	Unit Tests	Trial 2	Total	Grade	Grade

TOUCHSTONE

S.No	Learning Process Traits	TERM-1	TERM-2
1	Self management skills	<div></div>	<div></div>
2	Thinking skills	<div></div>	<div></div>
3	Social skills	<div></div>	<div></div>
4	Communication skills	<div></div>	<div></div>
5	Research skills	<div></div>	<div></div>

Term	Teacher Comment
TERM - 1	
TERM - 2	

COORDINATOR

PRINCIPAL

Appendix III – IB Grade Descriptors

Group 1 (studies in language and literature) grade descriptors

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.

Group 2 (language acquisition) grade descriptors Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skilfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some

awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Group 2 (language acquisition) grade descriptors Language B (SL)

Grade 7

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 6

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 5

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 4

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of

average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.

Grade 3

Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.

Grade 2

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.

Grade 1

Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

Group 2 (language acquisition) grade descriptors Language ab initio (SL)

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.

Group 3 (individuals and societies) grade descriptors Individuals and societies

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.

Group 4 (sciences) grade descriptors Sciences

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. Evidence 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 evidence 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 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.

Group 5 (mathematics) grade Mathematics

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.

Group 6 (arts) grade descriptors Arts

Grade 7

The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology. Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions. Practical/performance work demonstrates highly effective subject-specific skills, techniques, and competences. The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques, and competences. The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques, and competences. The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology. Creative work and processes demonstrate a basic understanding of artistic ideas and intentions. Practical/performance work demonstrates basic subject-specific skills, techniques, and competences. The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology. Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions. Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques, and competences. The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology. Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions. Practical/performance work demonstrates superficial subject-specific skills, techniques, and competences. The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

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

Interdisciplinary subjects grade descriptors Environmental systems and societies SL

Grade 7

Demonstrates: comprehensive and sound knowledge and understanding of relevant environmental systems and societies (ESS) concepts and issues; well-structured, clearly expressed accounts with consistently appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that show some originality; some informed appreciation for a range of viewpoints or value systems alongside their own; thorough, well-balanced and insightful analysis or argument with thorough evaluations; ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence or arguments, and that include some critical reflection. Analyses and evaluates quantitative and/or qualitative data thoroughly. Practical work demonstrates insight and independence to design and complete innovative practical investigations with thorough regard to ethical issues and highly competent investigative and analytical techniques; innovative and effective conclusions to resolve authentic problems; an appreciation and effective attempt to minimize the potentially harmful impacts of the study; thorough discussion of an environmental issue that provides a detailed explanation of the research question.

Grade 6

Demonstrates: a wide breadth of sound knowledge and understanding of relevant ESS concepts and issues; structured, clearly expressed accounts with appropriate and precise use of ESS terminology; effective use of pertinent, well-explained examples that may show hints of originality; some informed acknowledgement of a range of viewpoints or value systems alongside their own; thorough, well-balanced analysis or argument with valid evaluations; some ability to solve complex and unfamiliar problems; explicit judgments or conclusions that are well-supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Practical work demonstrates: some innovative thinking and independence to design and complete investigations in an ethical manner with competent investigative and analytical techniques; highly competent and reasonable conclusions to resolve authentic problems; an appreciation and valid attempt to minimise the potentially harmful impacts of the study; highly competent discussion of an environmental issue that provides a clear explanation of the research question.

Grade 5

Demonstrates: several areas of sound knowledge and understanding of relevant ESS concepts and issues; generally clearly expressed accounts with largely appropriate use of ESS terminology; effective use of relevant examples that include some explanation; some informed awareness of a range of viewpoints or value systems alongside their own; clear analysis or argument that shows a degree of balance and attempts at evaluation; some ability to engage effectively with complex or unfamiliar problems; identifiable judgments or conclusions that are partially supported by evidence/arguments. Analyses and evaluates quantitative and/or qualitative data competently. Practical work demonstrates: some independence to complete investigations in an ethical manner with appropriate investigative and analytical techniques; relevant and pertinent conclusions to resolving authentic problems; some appreciation of the potentially harmful impacts of the study and some reasonable attempts at minimising them; a competent discussion of an environmental issue that generally explains the research question.

Grade 4

Demonstrates: one or two areas of sound knowledge and understanding of relevant ESS concepts and issues; sometimes clearly expressed accounts and largely appropriate use of ESS

terminology; some use of relevant examples with very limited explanation; some awareness of other viewpoints or value systems alongside their own; some clear but patchy analysis or argument with a limited attempt at balance; some ability to solve simple or familiar problems; identifiable judgments or conclusions that are supported by very limited evidence or argument. Demonstrates some analysis or evaluation of quantitative or qualitative data. Practical work demonstrates: an ability to complete routine investigations in an ethical manner with some appropriate investigative and analytical techniques; some conclusions relevant to the problem under study; occasional appreciation of the potentially harmful impacts of the study; an outline of the environmental issue and identifies a link to the research question.

Grade 3

Demonstrates: only vague, partial knowledge and understanding of relevant ESS concepts and issues; generally unclear accounts and relevance with some isolated use of ESS terminology; examples that lack relevance and explanation; very limited awareness of viewpoints or value systems other than their own; analysis/argument is lacking or no more than a list of facts/ideas; very limited ability to solve simple or familiar problems; judgments or conclusions are unclear and not supported by evidence or argument. Practical work demonstrates: an ability to complete a basic investigation, with vague recognition of ethical issues and simplest of analytical techniques; some partial conclusions of some relevance to study; very limited appreciation of the potentially harmful impacts of the study; a limited grasp of environmental issue and link to the research question.

Grade 2

Demonstrates: fragmented or limited knowledge but little understanding of relevant ESS concepts and issues; generally incomprehensible accounts with very little, if any, use of ESS terminology; examples (if any) that are incomplete and or irrelevant; limited ability to express their own viewpoints or value system; no evidence of real analysis/argument; attempts to solve simple or familiar problems are incorrect/unsuccessful; no clear attempt to make judgments/conclusions. Practical work demonstrates: an ability to undertake basic investigations with little recognition of ethical issues and requiring considerable guidance and instruction; attempts at conclusions that are largely incorrect or irrelevant; no valid appreciation of the potentially harmful impacts of the study; identification of environmental issue is unclear or absent and may not be linked to the research question.

Grade 1

Demonstrates: very little knowledge of relevant ESS concepts and issues; incomprehensible accounts with no use of ESS terminology; no recognisable use of examples; expresses no clear viewpoint/value system; no analysis/argument; no significant attempts to solve simple or familiar problems; no judgments/conclusions. Practical work demonstrates: an ability to undertake very basic investigations with limited regard for ethical issues and completely dependent on supervised instruction; attempts at conclusions are either absent or completely incorrect/irrelevant; no recognition of the potentially harmful impacts of the study; no identification of an environmental issue.

Extended essay grade descriptors Extended essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material

and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research

with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of knowledge grade descriptors Theory of knowledge

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions, and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent, and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.