



Brent International School

Assessment Policy

January 2025

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The BRENT INTERNATIONAL SCHOOL Mission Statement

The Mission Statement of all Brent International Schools states that, “Brent Schools, in a Christian ecumenical environment in the Philippines, are committed to develop individual students as responsible global citizens and leaders in their respective communities, with a multicultural and international perspective, and equipped for entry to colleges and universities throughout the world.”

The IBO’s Mission Statement

“The International Baccalaureate Organization 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 IBO 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.

The IB Curriculum Model



Source: http://occ.ibo.org/ibis/occ/img/programmeModelsNov12/DP_ENG.png

Brent International Schools

EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)

Brent School's goals and philosophy are grounded in the Expected School-wide Learning Results, which state that the school prepares students to be:



Responsible citizens who:
exercise leadership, work cooperatively with others, and are sensitive and responsive to the needs of their communities;



Critical thinkers who:
are self-directed, solve problems creatively, and contribute their talents to their communities;



Technologically literate individuals who:
use technology effectively to achieve personal, professional, and academic betterment, adapt their skills to respond to the needs of a changing world, and use technology in an ethically responsible manner;



Healthy individuals who:

exhibit behaviors conducive to physical wellness, understand the spiritual and emotional dimensions of health, and are appropriate role models of wellness in their communities;

**Tolerant individuals who:**

are familiar with and proud of their own cultural traditions, are familiar with and appreciate diverse cultures and value systems, and recognize that they are members of a global community;

**Effective communicators who:**

demonstrate accuracy and fluency in written and oral communication, demonstrate the ability to listen and understand, and take responsibility for the messages within their communications;

**Life-long learners who:**

are intellectually curious, have a passion for the truth, and integrate and apply what they learn.

The IB Learner Profile



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

<p>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.</p>	<p>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.</p>
<p>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.</p>	<p>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.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>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.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>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.</p>	<p>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.</p>

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

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Source: ibo.org

The Brent Philosophy of Assessment

At Brent International Schools, the primary aim of assessment is “to educate and improve student performance” (Wiggins, 1998). Assessment policies and procedures stated in the school’s *Student-Parent Handbook* read as follows: “At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances, and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as lifelong learners” (Brent Student-Parent Handbook, 2018).

Assessment involves processes and procedures that provide: 1) goals and educational objectives to attain; 2) feedback concerning student progress towards those goals; and 3) opportunities to gather, record, and report information regarding progress to students, parents, and other stakeholder groups.

The Brent Education Philosophy therefore believes that assessments:

- Are part of instruction – not simply an activity done separately by teachers after students have completed an assignment;
- Involve teachers in developing with students the expected standard for an assignment and then assisting them to measure the extent to which they have and have not attained the desired standard;
- Seek to be honest, objective, specific, and fair;
- Employ a variety of techniques such as grades, rubrics, portfolios, journals, student-led parent conferences, and standardized examinations;
- Involve reporting student achievement with known specific and institutional standards and objectives;
- Seek a reasonable and functional level of validity and reliability in measuring student achievement;
- Provide for the involvement of students in recording and communicating progress; and
- Are transparent and clearly understood in method and purpose

Assessment Practices

From the assessment philosophy, Brent Schools utilize the following rationale and practices:

Assessment and Learning

Behaviorist theorists (Thorndike, 1913; Skinner, 1950) suggested that learning is a process of developing connections between stimuli and responses. Learning is therefore motivated by the rewards or punishments that occur as responses to their behaviors. Behaviorist curricula consisted of learning experiences arranged sequentially from least complex to most complex (Gagne, 1968). While effective in explaining some basic behaviors, the behaviorists' limited explanations of learning gave way to theories, such as Bandura's (1989) social learning theory, that contribute to a cognitive perspective of learning.

Cognitive learning theories build on three major tenets (Resnick, 1989). The first is that learning is not the accumulation of knowledge, but the active construction of knowledge (Piaget, 1950). The second is that knowledge construction is built on existing knowledge and is dependent on existing knowledge (Vygotsky, 1978). The third is that learning is both social and context specific (Cobb and Bowers, 1999). Learning is therefore interpreting information based on existing knowledge and the nature of the context where learning occurs.

Later cognitive research on learning moved away from focusing only on the individual cognitive process of constructing knowledge, to the interactions between people in social contexts (Greeno, 1998). The perspective that emerged from the new focus on interactive systems is called the situative perspective (Cobb and Bowers, 1999; Greeno, 1998). Individual learners are participants in a greater dynamic where they make sense of knowledge based on their interactions with other learners within the social contexts in which learning occurs.

As a result of the progression of learning theory, models of assessment have adjusted from measuring the breadth of knowledge students acquire, to considering the performance of students acting on knowledge in specific contexts. The resulting Brent model of assessment is one that focuses on providing students with varied opportunities to perform or act on knowledge in context, and to transfer mastery of knowledge and skills to new contexts.

Elements of Educative Assessment

Understanding by Design (Wiggins and McTighe, 2005) suggests that "educative assessment" requires a known set of measurable goals, standards and criteria that make the goals real and specific (via models and specifications), descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are:

1. Standards-Based
 - Specifications (e.g. 80 wpm w/ 0 mistakes)
 - Models (exemplars of each point on the scale – e.g., anchor papers)
 - Criteria: conditions to be met to achieve goals – e.g., "persuasive and clear" writing.

2. Feedback
 - Facts: what events/behavior happened, related to the goal
 - Impact: a description of the effects of the facts (results and/or reactions)
 - Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results
3. Elements of Evaluation
 - Evaluation: value judgments made about the facts and their impact
 - Praise / Blame: an appraisal of an individual's performance in light of expectations for that performer
4. Elements of Guidance
 - Advice about what to do in light of the feedback
 - Re-direction of current practice in light of results

Defining achievement

Brent International Schools consider academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). The Brent academic standards are the goals of student achievement, and the benchmarks allow for achievement to be measured and reported. Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

Achievement variables are the focus of the assessment and reporting process. The assessment process should control for achievement variables, isolating them from non-achievement variables. Non-achievement variables include effort, behavior, attendance, etc. In-class participation can reveal true student achievement and can be a part of an achievement grade if measured by a rubric, and anchored to achievement variables such as mastery of content, thinking or reasoning, and communication. Participation grades should not be included based on subjective teacher perception and experience alone.

There is a debate on the validity of late work penalties in the measure of academic achievement. While promptness is not a measure of the mastery of content, it is a necessary component of effective communication and is a part of effective reasoning. The International Baccalaureate (IB) honors the internal deadlines set by schools and also requires IB internal and external assessments to honor IB deadlines. Consistent with the IB policy and practices, therefore, the non-achievement variable of late submission of work can affect student achievement scores and reported grades.

Brent Schools believes there is a valid basis for providing feedback to students regarding non-achievement variables and will specifically report non-achievement variables in conjunction with achievement variables.

Varied Assessments of Achievement

Assessment is defined within the IB Diploma Programme Assessment Principles and Practice (2004, p.3) as “a term used to cover all the various methods by which student achievement can be evaluated.” Formative assessments lead to reflective practices by both the student and teacher. They direct future student learning as well as further instruction by the teacher. Summative assessments determine the level of knowledge

gained through a particular course of study. Formative and summative assessments together provide a picture of what a student has learned up to that assessment date.

Brent assessments provide a variety of methods of formative and summative assessments. "At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interviews, performances, and projects designed to inform the learning of both student and teacher. Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as lifelong learners" (Brent *Student-Parent Handbook*, 2018).

All grades from all classes will be on BASIS (Brent Academic and School Information System) where they are calculated and used to generate grade reports.

Philosophically, grades should not be a surprise to students or their parents. Students projected to earn a D or F in the semester should receive ample warning and opportunities to improve their grades. Their parents should also be notified at the earliest possible time. All students with D's or F's at the semester should also receive explanatory comments on their report cards. In the 2nd and 3rd quarters, all students will receive a citizenship grade and comment explaining their individual progress.

Likewise, individual achievements of stated learning goals are the basis for assigning grades.

1. Effort, participation, attitude, homework completion, adherence to deadlines, and other behaviors are not included in determining a student's grade but are reported separately in the Citizenship grade and articulated either in writing or in person at Parent-Teacher conferences. The exception to this can be when any of these factors are a stated part of a curriculum standard and/or subject learning goal that is taught e.g., cooperative or teamwork skills as a part of a PE unit.
2. Late work (a behavior issue) should also not count against the student by deducting points. This behavior may ultimately catch up to the student, as they are not as prepared as they should be for an upcoming summative assessment. Communication to the student and parents is crucial in helping our community understand the importance of turning in assignments on time.
3. Neither bonus nor extension work should be used to help determine a course grade.
4. Academic dishonesty is addressed with a behavioral consequence, not an academic consequence. Academic dishonesty is serious and as such has a serious consequence after exhausting all efforts to correct such behavior as identified in the academic integrity protocol.
5. Any assessment that is not a reflection of what the student has mastered (because he/she was academically dishonest) is not used to help determine a grade. If deemed necessary by the teacher in consultation with the principal, an alternative assessment task will be given to provide the teacher with sufficient evidence to determine the learning goal mastery level.
6. Only evidence of *individual* achievement is used to determine an individual's grade. Group work is a valid learning strategy, but the product of group work is not an adequate indicator of individual mastery of the stated learning goals.

Valid Points of Assessing Achievement

IB uses the words “latest” and “fullest” to describe the type of assessment that they believe will give the best picture, the best feedback, of student achievement. Both concepts come from sound assessment theory and are most assuredly a part of the Brent assessment process. “Latest” implies that assessment occurs after students have had ample opportunity and time to develop a mastery of content and skills in a conceptual area. “Fullest” implies that varied assessment methods are applied to the student experience to gain a fuller picture. Jay McTighe explains this concept effectively in the example of a snapshot versus a photo album. A photo album gives us a better and fuller picture of an event or a person because there are multiple pieces of evidence gathered in a variety of ways over a period of time. A snapshot is a one-time glimpse of a person or an event, providing limited exposure to the topic. It is the UbD philosophy to view the assessment process as a photo album, a collection of evidence of student achievement. The Brent academic program has been built on UbD principles.

The Brent assessment practice therefore addresses the fundamental importance of assessment by providing feedback about student mastery of specific concepts/content. It is therefore important that meaningful feedback be provided uniformly across subjects and teachers. In this case, the concepts and content are derived from the standards and benchmarks of the Brent curriculum. Brent operates on a unit-based curriculum. Using units breaks down the greater Brent curriculum into smaller concept-based units so that concepts can be sequenced into the best process of learning. Teachers teach individual units that connect to the greater conceptual progression of the curriculum. While connected to the greater curriculum, units stand alone and a unique assessment strategy is developed for each unit. Assessments should incorporate a variety of strategies that **promote critical thinking** and **holistic development**; be **differentiated** to cater to diverse learning styles and encourage **reflective learning**; and provide multiple forms of evidence to demonstrate students' achievement of standards and benchmarks. The Stage 3 Learning Plan requires teachers to strategically place assessments, content, and learning activities in a unit calendar so that they can shape and track student achievement throughout a unit, and collect evidence of student achievement at valid points of time. Brent does not consider the latest and fullest to apply to a semester, but rather to a unit of study.

Standards-Based Assessment

According to the Brent International School Position Paper on School Improvement (Brent, 2009, p.1),

“Brent International School Manila has chosen to adopt a standards-based model for its academic program. This means Brent Schools have committed to the following curriculum, instruction, and assessment practices:

- *Choosing and establishing academic standards that are benchmarked at appropriate developmental periods;*
- *Developing and delivering curriculum from the standards and benchmarks;*
- *Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;*
- *Reporting student achievement through the standards and benchmarks;*

- *Evaluating programs using student achievement data.”*

Brent schools engage the ongoing process of developing, improving, and establishing a standards- based curriculum, instruction, and assessment process. At no point do Brent Schools require or ensure a normal distribution of student achievement scores. It is firmly established that **Brent Schools do not employ a norm-based system in philosophy or practice.** Assessment and reporting are standards-based, and reflect the following practices:

- Students are not competing against each other, but are attaining against the established academic standards and benchmarks.
- Criteria and expectations by which students will be measured are not a secret, but are clearly understood and expected.
- Assessments are designed so that students can achieve proficiency.
- Assessments involve the demonstration of proficiency, not guesswork.
- Performance assessments do not assume a single correct answer.

Generating Grade Data and Tracking Achievement

Brent Schools are committed to generating grade data and tracking student achievement against the established academic standards and benchmarks. Grade generation is determined to meet the needs and expectations of the consumers of grade data, and the type of data they require. For example, up to 70% of students at any Brent campus are pursuing college and university acceptance in North America. A percentage of students at Brent Schools also take IB Diploma or IB Course exams. The IB assessment policy and procedures indicate that IB uses a 1 to 7 grading scale. Students in grades 11-12 who are diploma or course students, therefore, are provided with predicted grades and regular feedback using the 1 to 7 IB grade scale. Current Brent reporting uses an A to F scale in which a GPA can be determined. With IB courses we also grade using the 1 to 7 scale. Both scales are based on descriptors that represent standards of attained knowledge and skills.

To date, North American university admissions rely greatly on SAT I and SAT II results as well as Grade Point Average. For this reason, all grade 11 students and interested grade 10 students sit the PSAT, which provides both preparation for the SAT and a starting point for making college choices. The IB grades are the basis for providing advanced placement or credits. The vast majority of our student body should be able to present strong credentials, reflective of the wholeness of their education, and recommendations from teachers and guidance counselors who vouch for their active role in the education process, thus providing US colleges and universities with grades based on A-F and impressive GPA. To serve the vast majority of our student population, we uphold the use of grade reporting using A-F. The IBO, on its website clearly states, **“The IB Diploma is widely recognized by universities around the world. However, it is universities and not the IB that determine admissions criteria and these can vary significantly by country, university, course, and over time. Therefore, you are strongly advised to consult the university directly to ensure that you have the latest, most accurate information.”** This statement is a strong indication that the IBO recognizes and respects the uniqueness of each country and the university’s admissions policy. Educators at Brent Schools are then able to use grades A-F while simultaneously using the IB scale of 1-7 in preparation for the various internal and external assessment requirements that take place at intervals throughout the two-year program.

Validity and Reliability of Assessment

The Brent assessment model seeks to manage the validity and reliability of the assessment instruments/experiences, and the inter-rater reliability of those evaluating the assessment. To address the need for instrument validity and reliability, and inter-rater reliability between evaluators, teachers are charged with developing and implementing common assessments for units, as well as to moderate grading comparing assessment evaluations.

It is the Brent position that the quantity of work assigned to students does not have a direct relationship to student learning. Teachers and administrators must therefore monitor and determine collaboratively the quantity and quality of work required for both summative and formative assessments.

FORMATIVE ASSESSMENTS – are assessments for learning.

All or most formative assessments should be recorded in BASIS, with information to help students and parents understand the purpose and topic of this work, but in all cases, formative assessment will have 0% weighting. This is to ensure our grades reflect the student's own work and achievement. Feedback from formatives should guide instruction.

SUMMATIVE ASSESSMENTS – are assessments of learning.

Summative assessments examine how students measure against the set standards. These assessments can be comprehensive in scope requiring various amounts of knowledge and multiple skill components, or narrowly focused in terms of the information being addressed and skills required for the completion of a task. Students should have ample feedback from formative assessments regarding their learning before summative assessments are carried out.

OPPORTUNITIES FOR REASSESSMENT

The school firmly believes that students should gain mastery of the concepts. After a summative assessment has been completed and marked, the most important feedback and corrective measures provided to students should be able to support and enhance mastery of the concepts.

Students sometimes find certain assessment materials particularly extra challenging, despite frequent formative assessments provided beforehand. To support their success, additional opportunities are offered to help them improve their mastery of concepts and skills.

For re-assessments that are not given to all students during class, particularly those students who are below the criteria or determined the standard for all or part of a summative assessment, students may request a re-assessment to improve their results, and after going through the process outlined below:

To ensure a structured and meaningful reassessment process, the following steps will be followed:

1. Communication
 - a. Optional reassessment: Students must request a reassessment within 5 school days of receiving their original assessment results. If the request is accepted,

- the teacher and student work together to develop a plan for preparation and reassessment.
- b. Mandatory Reassessment: The teacher and student work together to develop a plan for preparation and mandatory reassessment.
2. Preparation:
 - a. Students must complete assigned review tasks or remediation activities to demonstrate readiness.
 - b. This may include attending teacher tutorials, completing extra practice, or participating in peer reviews.
 3. Reassessment Format:
 - a. Reassessments may take a different form than the original assessment (e.g., oral presentation instead of a written test) but will evaluate the same learning objectives or standards.
 - b. The better grade is recorded in BASIS.

Appendix 4 is an example of a request to re-test form of the Science Department.

Purpose of Grading

Peter Airasian (1994) identified five purposes for grading. They include, in order of importance:

1. Feedback about student achievement
2. Guidance
3. Instructional Planning
4. Motivation for students
5. Administration

Consistent with Airasian's purposes for grading, the primary goal of Brent assessment is to provide students with feedback about their achievement. Even the Measures of Academic Progress (MAP) tests, which are given in part for guidance in course selection and instructional planning, are primarily to inform students about their overall progress. This goal requires assessment to be connected to the measure of achievement (standard and benchmarks), to target the concepts (big ideas and understandings), to provide students the opportunity for transfer, and to utilize content and skills that support the above elements.

Brent Grade Reporting

Point Method

According to Marzano (2000, pp. 42-43), "...the point method makes sense if a teacher addresses

only one topic within a grading period...



Assessment #1 measures twice the information and skill in the topic as #3.

Assessment #4 measures five times the information and skill in the topic as #3.

An example of how the assessments measure the topic might be:

Assessment #1	13/20
Assessment #2	19/35
Assessment #3	6/10
Assessment #4	41/50

Total: = **79/115** which is **68.7%**.

Seventy-nine out of 115 points, or 68.7 percent, is probably a fair representation of the student's achievement in the topic."

The use of the point method depends on how a grading period is defined. In the Brent curriculum, a grading period can be defined primarily as the length of a unit. Grade reporting occurs on a semester and annual basis. Semester and annual grades can be derived from the accumulation of unit grades.

It is important to note that the following guidelines must be practiced if using the point method:

- Units must be clear about the topic/concept they are teaching and assessing.
- Assessments must not be weighted according to type, but according to the content/concept and skill they are assessing.
- Assessments must be clear about the depth and quantity of content and skill they are assessing and be weighted accordingly.
- Units must be weighted in significance, based on the topic, in order to derive a semester or annual grade.
- Raw data can be produced from teacher-defined possible scores as well as rubrics.
- Letter grades can be assigned, based on Rubrics, rather than raw numerical scores.
- Grade reporting includes content-specific feedback, as well as an overall grade.
- Non-achievement data is reported separately from achievement data.
- Grades are ultimately reported as an A to F letter grade (also +/-) where each number represents a category of achievement, A+ being the highest.

Using the point method a teacher's grade book report might look like the example in Appendix 1: The **BASIS** Teacher Grade Book showing breakdown of weighted topics.

Non-achievement data is reported via citizenship scores using the rubric below, and through comments written on progress reports.

Citizenship Evaluation

Citizenship grades are given on a scale from 1 = Not Meeting Expectations to 4 = Exceeding Expectations and reflect the students' conduct concerning the standards of behavior required of Brent International School Manila students. Students receive a quarterly grade for citizenship according to the following scale:

- 4 = Exceeding Expectations - Behavior that indicates consistent compliance with the vast majority of standards.
- 3 = Meeting Expectations - This is the expected minimal norm and indicates usual compliance with the majority of standards.
- 2 = Approaching Expectations - This indicates that the student frequently fails to meet the standards and should be undergoing some self-examination as to citizenship deficiencies.
- 1 = Not Meeting Expectations - The student with this grade is rarely/never meeting standards and is demonstrating little or no effort to improve.

Citizenship Standards and Rubric

Brent International School Manila students are expected to exhibit self-management, social, and thinking as part of the Brent ESLRs of Responsible Citizenship, Tolerant Individuals, and Life-long learners:

Student Name: _____ **Qtr:** _____ In the red box input the number of NA checks for the ATL section

Approaches to Learning	Brent's Expected School-wide Learning Results (ESLRs)	NA	1 - Not Meeting Expectations	2 - Approaching Expectations	3 - Meeting Expectations	4 - Exceeding Expectations
SELF MANAGEMENT SKILLS	Exercises leadership <input style="border: 1px solid red; width: 20px; height: 15px;" type="text"/>					
	Is punctual for classes and in meeting deadlines					
	Is independent in completing assigned tasks					
	Applies technology ethically and productively					
	Completes his/her share of the work conscientiously					
SCORE: <input style="width: 30px; text-align: center;" type="text" value="0.0"/>						
SOCIAL SKILLS	Avoids or resolves conflicts productively and peacefully <input style="border: 1px solid red; width: 20px; height: 15px;" type="text"/>					
	Works effectively with others					
	Is actively engaged					
	Demonstrates honesty and integrity					
SCORE: <input style="width: 30px; text-align: center;" type="text" value="0.0"/>						
THINKING SKILLS	Uses a range of learning strategies to demonstrate learning <input style="border: 1px solid red; width: 20px; height: 15px;" type="text"/>					
	Is resourceful and resilient in the face of challenges and change					
	Demonstrates intellectual curiosity					
	Reflects on his/her learning in order to integrate and apply feedback for self improvement					
SCORE: <input style="width: 30px; text-align: center;" type="text" value="0.0"/>						

*A student who commits academic dishonesty does not qualify for a score above a 2 in the class in which the infraction occurred.
 *Quarterly citizenship grades reflect the student's behavior for that quarter only.

Clear Form

A sample of the Progress report is in the Appendix, labeled as Appendix 2.

Mapping: IB Scale to Approximate Brent Grade

IB	Descriptor	Brent	Percentage	GPA
7		A+	97-100	4.0
6	Excellent	A	93-96	4.0
	Very Good	A-	90-92	3.7
		B+	87-89	3.3
5	Good	B	83-86	3.0
		B-	80-82	2.7
4	Satisfactory	C+	77-79	2.3
		C	73-76	2.0
3	Mediocre	C-	70-72	1.7
		D+	67-69	1.3
	Poor	D	63-66	1.0
2		D-	60-62	0.7
1	Very Poor	F	59 and below	0.0

IB or IB style assessments are graded using the IB assessment criteria and may be converted to letter grades after carefully referring to subject reports and grade descriptors to establish consistency between the Brent letter grades awarded vis-à-vis the IB grade scale of 1-7.

Predicted Grades and Grade Descriptors

Our school is committed to the integrity and accuracy of predicted grades, ensuring they are grounded in solid evidence and aligned with official grade descriptors. Predicted grades are issued in the second semester of Grade 11, following a structured process to uphold their reliability and utility for students' academic and college admissions goals.

To support students in achieving their potential, teachers work collaboratively to review assessment evidence and apply grade descriptors consistently when assigning predicted grades. Regular meetings are held to identify students who may be struggling, allowing for proactive communication with both students and parents to address challenges and explore tailored support strategies. In this effort, school counselors play a crucial role, guiding students through academic challenges and assisting them in meeting college and university admission requirements.

Our school's predicted grade accuracy reflects our rigorous approach: approximately 51% of predicted grades match final results, with around 97% falling within a margin of ± 1 grade point. Additionally, when universities share grades, students engage in discussions to reinforce their commitment to achieving these predicted outcomes truthfully.

Summary of Brent Assessment Practice

In summary, the Brent model of assessment utilizes the following practices. Brent assessments: In theory:

- are based on recent learning theories including cognitive theories and situative theories;
- are consistent with the practices of Understanding by Design; and
- follow the elements of educative assessment.

In practice:

- assess both achievement variables and non-achievement variables, but **isolate** them as separate reporting categories;
- utilize assessment strategies for each unit so that the latest and fullest measure of student achievement can be measured for conceptual areas;
- are directly linked to the Brent academic standards and benchmarks;
- are checked for validity and reliability using collaborative processes and moderation; and
- are designed to balance the quantity of work required for students in both formative and summative assessments.

In reporting:

- prioritize assessment as a method for providing students with feedback about their achievement; and
- report student achievement in specific conceptual areas that are derived from the Brent standards and benchmarks. In the case of IBDP courses, student achievement is derived from IB syllabus objectives, assessment criteria, and grade descriptors.
- Missing assessments are recorded as “M” in the school’s reporting and recording platform i.e. Brent Academic School Information System (BASIS). Teachers inform students that they should actively participate in remedial sessions until the work is completed and submitted.

Assessment Policy

I. General Policies

- A. Brent Education Alignment: Consistent with the Brent Schools, Inc. board-mandated alignment of all Brent schools, any Brent School delivering the Brent Education will implement a common assessment policy.
- B. Grading Period: An assessment strategy should be developed for each grading period. A grading period is defined as the length of a concept-focused curriculum unit, developed in the format of Understanding by Design (UbD).
- C. Student Achievement: For Brent's assessment, student achievement is defined as subject-specific content, thinking and reasoning skills, and general communication skills.
- D. Achievement Variables: The assessment process must control for achievement variables. Non-achievement variables may also be reported, but are isolated in a separate reporting category.
- E. Standards-based: Assessments are explicitly to assess student achievement against the Brent academic standards and benchmarks.
- F. Assess Understandings: Assessments are to assess students on the Understanding by Design concept of Enduring Understandings.
- G. Transfer: Assessments are to assess students' capacity to apply concepts and skills in new situations, in appropriate ways.
- H. Quantity Regulation: Determining the appropriate quantity of work covered on an assessment is important because it can affect student achievement.

II. Classroom Assessment Policies

- A. Varied: The assessment strategy for a unit must utilize various assessments that include diagnostic, formative, and summative assessments.
- B. Differentiated: The assessment strategy must incorporate differentiation strategies to accommodate different learning styles and language needs.
- C. Weighting: Grade weighting will only be applied to how the assessment relates to the depth or quantity of content and skills that it will address.
- D. Evidence: All items that are assessed must be assessed using a tangible instrument, i.e. a rubric or a scale.
- E. Common: All courses where multiple sections exist must deliver at least one identical diagnostic, formative, and summative assessment for each unit that is taught. One of these assessments should be a performance-based transfer task.
- F. No Norms: Teachers must not norm student achievement scores. This includes the use of curving grade distributions.
- G. Validity and Reliability: The performance task for every unit will be moderated by common teaching teams to ensure validity/reliability and consistent marking. Self-assessment, peer-assessment, and self-reflection of student learning are incorporated in every IB course.

III. Reporting Policies

- A. Student Feedback: The primary reason for grade reporting is student feedback.
- B. Timely: Feedback for assessments must be provided in a timely manner. In addition to semester and annual grade reports, students will receive a timely grade for each unit of study, and each component of a unit at the earliest possible time and not exceeding two weeks.
- C. Content Specific: Overall grade reporting will include disaggregated reports of

student achievement in specific content areas.

- D. Standards-based: Grade reports are to explicitly report student achievement against the Brent academic standards and benchmarks. This may be done by reporting on the big ideas (concept and content areas) of the standards and benchmarks chosen for a unit of study.
- E. IB Diploma Courses: Grade reporting for IB diploma courses will include both the Brent grade and an IB grade based on the IB 1 to 7 scale or the IB assessment criteria for the specific assignments that contribute to the IB Diploma grade, and for assessments that mimic or approximate the official IB assessments.

IV. Homework Policies In the Upper School

Schoolwork done regularly at home needs to support learning in the classroom. Reasonable quantities of homework are part of the learning process and are considered an important component of our overall learning program. In assigning homework, teachers need to be aware of deadlines in all curriculum areas, of what other teachers are doing, and what is happening in other classes. The IB Coordinator produces a calendar of major due dates that should be consulted and followed.

Homework should also be monitored carefully and started in class with adequate teacher direction. Homework is formative, in that it, is an opportunity for students to check their understanding and to give teachers feedback on student learning progress.. Faculty needs to coordinate through their HOD and department colleagues the amount, schedule, and type of homework assignments so that students taking the same course from different teachers will have comparable experiences.

V. IB Diploma Programme Assessment Policy

(Lifted from the Diploma Programme Assessment: Principles and Practice. Appendix B © International Baccalaureate Organization 2004)

- A. All assessments in Diploma Programme subjects should relate directly to the course of study and its objectives via a policy, as far as it is practicable, of discrete testing within each assessment environment (written papers/internal assessment and so on). A full range of assessment techniques should be used that reflect the international breadth of the IBO. The same assessment methodology should apply to related subjects but any substantial difference in the nature of higher level and standard level in a subject should be mirrored in their respective assessment models.” (Appendix B. p. 54)
- B. Diploma Programme assessment and grading procedures should ensure parity of treatment for all candidates irrespective of school, subject, response language, or examination session. All grading and assessment judgments should be based on evidence and should not be subject to any form of bias. (Appendix B. p. 54)
- C. All courses should normally have either three or four separate assessment components. Where appropriate, these components will include internal (school-based) assessment as well as external assessment. No individual assessment component should normally be worth less than 20% or more than 50% of the overall assessment, and internally assessed components should in total contribute no more than 50% of the overall assessment. The balance between internal and external assessment must be such as to ensure that all

- the objectives of the course are adequately and appropriately assessed. (Appendix B, p. 54)
- D. The duration of written examinations must not exceed five hours in total at higher level and three hours at standard level. No single written examination paper should be longer than three hours. Wherever possible, examination paper durations should be less than the prescribed maximum, as long as the examinations still provide for valid and reliable assessment. This restriction on duration is particularly relevant in those subjects where internal assessment or other externally marked components form a significant part of the overall assessment model. (Appendix B, p. 54)
 - E. The marking of teachers and examiners will be moderated using a mark/re-mark model followed by a statistical comparison to generate a moderation equation. There will be no cross-component moderation. All such re-marking will be based on identical assessment criteria to the original marking and will be based on sample work sent to an examiner acting as moderator. (Appendix B, p. 54)
 - F. Internal assessment should primarily address those skills and areas of understanding that are less appropriately addressed through external examination papers; it should not be treated as another means for candidates to demonstrate, in a different context, what they could also do in an examination. There should be no undue duplication of skills assessed in both internal assessment and external examination. (Appendix B, p. 54)
 - G. Internal assessment should not be used as a tool for monitoring syllabus coverage but should be focused on assessing student learning of particular skills. Where necessary, the breadth of syllabus coverage should be assessed within external examinations. (Appendix B, p. 54)
 - H. Internal assessment tasks should not duplicate the kind of work that is carried out for extended essays in the same subject. (Appendix B, p. 54)
 - I. Wherever possible, internal assessment tasks should become an integral part of normal classroom teaching (and/or homework) for that subject. They should not be “add-on” activities. The work carried out for internal assessment is meant to be part of each student’s learning experience. (Appendix B, p. 54)
 - J. For internal assessment marks to make a reliable contribution to a candidate’s subject grade, the work contributing at least half of the total internal assessment mark must be susceptible to moderation. This is a minimum, it being preferable wherever possible for all of the work that gives rise to the internal assessment mark to be available for moderation. (Appendix B, p. 54)
 - K. Where different internally assessed tasks are carried out over a prolonged period within a Diploma Programme course (to make up a portfolio of work, for example) allowance must be made for student improvement over this period. Thus the final internal assessment mark should reflect a student’s best level of performance during the course and not be merely an average of performance over the whole course. (Appendix B, p. 55)
 - L. Although the internal assessment may contribute from 20% to 50% towards any single subject result, the higher values in this range should only be used where there are particular grounds for giving a high weighting to internally assessed work. (Appendix B, p. 55)
 - M. Internally assessed work must be produced under conditions that are well documented and common to all schools for each course. In particular, the role of collaborative work, the degree of assistance that teachers can provide, the extent to which students can use external resources and the permitted amount of redrafting of work, must be fully described. (Appendix B, p. 55)

- N. The quantity of internally assessed work specified for a course must be no more than the minimum needed to satisfy its aims. Defined word limits should be given where possible for internally assessed tasks. The maximum word limit should be no more than is necessary to complete the task. (Appendix B. p. 55) (IBO, 2004).

VI. Review Cycle

- A. Frequency of Review: The school reviews the assessment policy every two years within the period under review.
- B. The composition of the reviewing committee is as follows:
- The Head of School (Headmaster)
 - The Head of Section (US Principal)
 - DP Coordinator
 - Heads of Department
 - Teachers
- C. Location of Publication
- The school's website: brent.edu.ph
 - The Uppers School Portal
 - The IB Portal in the Upper School Portal

General Statement on the Integration of the School's Assessment Policy with Access and Inclusion, Language, and Academic Integrity Policies

Our school's assessment policy is purposefully designed to reflect and reinforce our commitments to access and inclusion, language support, and academic integrity. Through these interconnected policies, we strive to create an equitable, linguistically supportive, and ethically grounded assessment environment for all learners. Key connections are outlined below:

Access and Inclusion: Students should have a fair opportunity to demonstrate their learning. Our assessment practices include differentiated instruction and a variety of accommodations, such as extended time, rest breaks, word processors, and accessible formatting, to support students' individual needs.

Language Policy: Recognizing that language proficiency underpins all learning, our policy embraces the principle that "All teachers are language teachers." We offer linguistic support by permitting the use of dictionaries in non-language assessments and crafting assessment materials with varying levels of complexity to ensure accessibility for students with diverse language backgrounds.

Academic Integrity: Upholding academic honesty is integral to our school's values. Our assessment policy aligns with the academic integrity policy by embedding clear guidelines and consequences for maintaining ethical standards. Any infraction during assessments is handled promptly according to these established protocols, reinforcing our culture of trust and accountability.

Roles and responsibilities:

The School Leadership and Diploma Programme Coordinator

1. Ensure that teachers, legal guardians, and students understand the curriculum and the assessment requirements of the IB Diploma courses;
2. Ensure that teachers provide meaningful formative and summative assessments that equip students with skills and knowledge to sit examinations confidently and successfully.
3. Provide teachers with up-to-date information about the courses, assessment requirements, and assessment administration.
4. Ensure that teachers have access to the relevant sections of the DP Assessment Procedures, particularly those relevant to the specific courses and levels they teach.
5. Collaborate with teachers to set internal deadlines for the internal assessment and other external assessment requirements.
6. Establish dedicated time with the head of the department to engage in internal standardization or moderation.
7. Publish an internal calendar of deadlines for the various internal and external assessment materials.
8. Ensure that teachers access e-Coursework when submitting students' assessment materials.

9. Submit requests for inclusive assessment arrangements one year in advance of the examination session.
10. Provide students with their personal written examination schedule.
11. Submit for approval recommendations for resolving conflict in schedule.
12. Administer IB examinations in accordance with the IBO's regulations and conduct of examinations.
13. Ensure the security and integrity of the examination papers.
14. Develop the attributes of the IB Learner Profile in the quality of assessment materials administered.
15. Promote the school's academic integrity policy, including statements about the use of artificial intelligence (AI).
16. Ensure that assessments drive the curriculum and approaches to teaching and learning.
17. Ensure that assessments reflect the school's philosophy, particularly equity in access to the programme and student wellness.

Teachers

1. Generation of Assessment materials

- a. Ensure that assessment tasks are varied and address the objectives of individual courses.
- b. Provide students with strategies to succeed in examinations.
- c. Develop the confidence of students by providing formative assessments that will lead to the successful completion of summative assessments.
- d. Provide assessment criteria to students.
- e. When two or more teachers teach the same course, collaboration between and among teachers should take place to ensure consistency in assessment materials.
- f. Engage students in the discussions of assessment criteria for clear and thorough understanding of the details of the criteria.
- g. The school has a huge resource bank of examinations and mark schemes from previous examination sessions that teachers can use to produce IB examination-like assessment tools.
- h. Teachers provide assessment feedback in a timely manner.
- i. Teachers engage students in active reflection and evaluation of their learning. This is an important process to authenticate student work, particularly those concerning internal assessment materials and all written essay papers as external assessments.
- j. Teachers use the internal and external assessment criteria specific to the courses that they are teaching.
- k. Teachers promote the academic integrity policy to their students, such as in research, presentations, exhibitions, explorations, and every assessment tool that teachers use.
- l. Teachers must be mindful of classroom assessment schedules that will provide enough time for students to meet the different dates of submission of all students' internal and external assessment requirements.
- m. Teachers develop within students the attributes of the IB Learner Profile, as evident in the depth and quality of examination questions.
- n. Teachers promote the school's academic integrity policy and protocol in addressing issues concerning breaches of academic integrity.
- o. Teachers generate examinations that promote differentiation, inclusion, and the language proficiency of students.

2. Recording and Reporting

- a. Teachers record assessment results in the Brent Academic Information System (BASIS)
- b. Regular updates of student accomplishments must be done in BASIS.
- c. Communicate with parents on a timely basis any change that teachers identified as potential barriers to student success.
- d. Aim to provide accurate predicted grades based on the 18-month student performance and the Predicted Grade Descriptors published by the IBO.
- e. Teachers communicate to school counselors, parents, and students any issues and difficulties that students may have for the needed support to succeed.
- f. Teachers communicate with the school's head of section (principal), deputy head of section (assistant principal), DP coordinator as needed, and counselors regarding student support in difficult situations.
- g. Teachers participate in the Parent-Teacher-Student Conferences twice per academic year.

Students

1. Students thoroughly understand the processes and expectations of assessment principles and practices
2. Students complete all IB requirements, such as internal assessments, external assessments, and the May examination session specific to subject and level.
3. Students are accountable for their learning and produce the best quality of work and performances that reflect their best ability.
4. Students acknowledge their sources in their written internal and external assessments.
5. Students promote and understand the school's **academic integrity policy**.
6. Students understand the details of the assessment criteria and use them as guides to produce their best work.
7. Students develop their management skills by being able to manage their time more effectively;
8. Students recognize that attributes of the IB Learner Profile are being developed by the different varieties and depth of assessment tools that are available.
9. Students engage in meaningful self- and peer-assessments.
10. To further support students and their responsibility in managing their time and priorities, the school has developed an Assessment Submission and Student Accountability protocol.
11. Students, as well as teachers, focus on the benefits of the Student Accountability protocol, such as below:

Benefits of the Assessment Submission and Student Accountability Protocol

Working with students in remedial time offers numerous benefits to students and the educational community.

1. Students gain a second chance to demonstrate their knowledge and skills, improving their academic performance.
2. Students are fostered with a sense of responsibility and self-discipline, helping them become more proactive in managing their coursework.
3. Teachers can better assess students' capabilities and provide targeted support to address learning gaps.
4. Meeting students' individual needs contributes to a positive school culture by reinforcing the notion that every student's success is valued and supported.
5. Over time, holding students accountable helps reduce incomplete assignments,

leading to improved graduation rates and student success.

Parents

1. Parents are the school's partners in ensuring that their children are supported at home.
2. Parents are encouraged to be familiar with the submission dates and requirements of their children's courses.
3. Parents support their children in managing their time effectively at home.
4. Parents communicate with their children's teachers to identify possible means to support their children's progress.
5. Parents participate in the Parent-Teacher-Student conferences two times per academic year.
6. Parents are informed about the school's assessment policy, how assessments develop the attributes of the IB Learner Profile in students and approaches to teaching and learning.

APPENDIX

SAMPLE OF REPORTING TOOLS

Appendix 1. BASIS Teacher Grade Book

Sample 1

Summative Original Score (0%) SA1RSP1 (20) On 2/28/19	Summative Original Score (0%) SA1RSP2 (31) On 3/3/19	Major Summative (60%) SA1 (100) On 3/3/19	Formative Assessments (0%) MockP1 (46) On 3/17/19	Formative Assessments (0%) MockP1IB (7) On 3/17/19	Formative Assessments (0%) MockP2RawScore (95) On 3/17/19	Formative Assessments (0%) MockP2IB (7) On 3/17/19	Summative Original Score (0%) IARS (24) On 4/23/19	Major Summative (60%) IA (100) On 4/22/19	Summative Original Score (0%) SA2P1RS (19) On 4/23/19	Summative Original Score (0%) SA2RSP2 (33) On 4/23/19	Major Summative (60%) SA2 (100) On 4/23/19	Summative Original Score (0%) P3RS (45) On 4/29/19	Summative Original Score (0%) P3 IB score (7) On 4/29/19	Major Summative (60%) SA Paper 3 (100) On 4/29/19
15	17	74	20	3	33	3	16	85	9	8		18	4	75
17	24	87	31	6	73	7	16	91	15	23		32	7	93
18	28	94	33	6	74	7	19	91	19	30	96	31	6	
15	22		34	7	73	7	17	87	16	28	91	33	7	93
17	25	85	32	6	55	5	14	80	15	20	80	27	6	87
9	7		14	2	31	3	11	73	8	8	56	9	2	50
19	23	87	32	6	74	7	15	83	14	16		32	7	92
17	23		30	6	47	4	19	91	19	28	94	35	7	95
20	24		32	6	78	7	21	94	19	24	90	35	7	95
11	23		35	7	66	6	22	96	18	31	95	42	7	98
16	24		37	7	79	7	19	91	18	22	88	42	7	98
13	13	63	13	2	29	3	15	83				9	2	50

Sample 2

summative assessments (60%) test (100) On 4/5/19	summative assessments (60%) major summative (100) On 3/25/19	summative assessments (60%) major summative 1 - re-test (100) On 2/12/19	formative assessments (0%) major summative 1 (100) On 2/7/19	Written summative assessments (30%) lab 2 (10) On 2/7/19	Written summative assessments (30%) lab 1 (10) On 2/1/19	formative assessments (0%) lab 1 (5) On 1/24/19
93	92	93	76	10	10	5
69	77	79	59	10	9.5	5
85	84	77	62	10	10	5
53	68	55	51	10	9	5

Appendix 2. Progress Report



BRENT INTERNATIONAL SCHOOL MANILA
Brentville Subdivision, Mamlasan, Biñan, Laguna

These are progress grades. Official grades for the semester will be given at the end of the semester.

PROGRESS REPORT

School Year 2023 - 2024

2nd Semester

STUDENT	:	
GRADE/SECTION	:	12A
CONTACT ADVISOR	:	

LEGEND:	A+ = 100 - 97	B = 86 - 83	C- = 72 - 70	F = 59 and below	S = Satisfactory	Exceeding expectations	= 4
	A = 96 - 93	B- = 82 - 80	D+ = 69 - 67	INC = Incomplete	U = Unsatisfactory	Meeting expectations	= 3
	A- = 92 - 90	C+ = 79 - 77	D = 66 - 63	ND = No Data	ID = Insufficient Data	Approaching expectations	= 2
	B+ = 89 - 87	C = 76 - 73	D- = 62 - 60	P = Passed		Not meeting expectations	= 1

SUBJECT	TEACHER	PROGRESS GRADE
IB English A Lang Lit HL 2		A-
<p>This semester in Language and Literature HL, we are delving into the significance of IB concepts and the broader resonance of themes in literary and non-literary texts. As we approach the culmination of our studies with HL essay submissions and Paper 2 and Paper 1 exams, has demonstrated notable strengths in his academic endeavors. In his HL Essay First Draft, showcased a strong grasp of literary analysis, offering an appropriate and occasionally insightful evaluation of textual features and authorial choices. He adeptly utilized references from the text to support his ideas, particularly in relation to the chosen Line of Inquiry. Additionally, writing exhibited effective organization, providing a coherent analysis of how the author conveyed themes through their choices. Furthermore, has consistently submitted formative assessments on time, indicating a responsible approach to his studies. However, there is room for improvement in further refining the depth and complexity of his analysis and ensuring consistency in the application of critical skills throughout his essay. I encourage to continue leveraging feedback to enhance his critical thinking abilities. While actively engages in learning activities and demonstrates leadership qualities, attending remedial sessions on Monday or Thursday from 2:45-3:30pm could provide him with additional support and enrichment.</p> <p>IB predicted grade: 6</p> <p>CITIZENSHIP GRADE</p> <p>A. Self-Management Skills: Exceeding expectations B. Social Skills: Exceeding expectations C. Thinking Skills: Exceeding expectations</p>		
IB Math AA SL 2		A
<p>comes to class ready to learn. He is attentive, polite and works well with his classmates. showed a strong understanding of the concepts and targeted skills, as evidenced on the unit assessment. He keeps pace with the daily class work, uses class time in a productive manner and has met all academic deadlines. I recommend that reflects on the mistakes made on the previous unit quiz and test, as he did not show improvement on the reassessment. is currently working at a predicted grade of 6, based primarily on the last two semester exams and how he matches with IB math grade descriptors overall in the classroom. We have one more unit assessment, the mock exams and then we will be focusing on preparing for the exam. Written 02/18/23</p> <p>IB predicted grade: 6</p> <p>CITIZENSHIP GRADE</p> <p>A. Self-Management Skills: Exceeding expectations B. Social Skills: Meeting expectations C. Thinking Skills: Exceeding expectations</p>		
IB Biology HL 2		A
<p>remained a strong student in class. He is a strategic student and a self-directed student. He knows how to manage his time well and spends it productively. He can perform tasks with minimal supervision. He sets goals for himself and has been achieving them. He demonstrates a sophisticated and well-articulated understanding of science concepts through high order application and performance. His test scores indicate a high level of understanding of skills and concepts. He will surely finish strong in this course.</p> <p>IB predicted grade: 7</p> <p>CITIZENSHIP GRADE</p> <p>A. Self-Management Skills: Exceeding expectations B. Social Skills: Exceeding expectations C. Thinking Skills: Exceeding expectations</p>		
IB Chemistry SL 2		A+
<p>is a highly motivated and independent learner with very good time management skills and a proactive approach to seeking clarifications. His analytical abilities allow him to dissect quantitative problems and identify trends, highlighting his</p>		

academic strengths. However, his low self-confidence can sometimes negatively affect his mood. should adopt relaxation and mindfulness techniques to alleviate stress and maintain a positive mindset when tasks are overwhelming. His practice of timing test-taking sessions is a strategic preparation for the final IB exams, likely to improve his performance under pressure. The broad spectrum of topics in cumulative assessments, particularly the spatially demanding Organic Chemistry, poses a significant challenge. continued dedication and strategic preparation are key to navigating these challenges successfully.

IB Predicted Grade: 7

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

IB Geography HL 2 **A+**

continues to be as consistent as a student possibly can be. He works diligently, engages in lessons, takes notes, and asks insightful questions. His ability to interact and help his peers with a better understanding of the material is a truly special trait that will serve him well as he moves past high school. is also able to maintain constantly high marks on assessments and has a well-crafted Internal Assessment. As we move toward exams, I believe is well prepared to do his best and will be able to perform well on these.

IB predicted grade: 7

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

IB Chinese B SL 2 **A+**

has displayed a positive attitude towards the subject. The exam result is encouraging. He should keep up the good effort. Class participation and interaction are productive. He is very faithful in completing all homework on time. has done well IB predicted grade: 7

CITIZENSHIP GRADE

- A. Self-Management Skills: Meeting expectations
- B. Social Skills: Meeting expectations
- C. Thinking Skills: Exceeding expectations

C.A.S.

has completed all requirements for CAS. I hope he found the process rewarding and enlightening and he continues to reflect on all things that he does. Congratulations!

	08/10/2023 - 3/12/2024
ABSENCES	5.0
TARDIES	1.0

Guidance Counselor

Deputy Headmaster and Upper
School Principal

Appendix 3. Report Card

(including the separated non-achievement data that the school refers to as Citizenship Grade-cross-reference)



Brent International School Manila
Upper School

RUNDATE: May 21, 2024

REPORT CARD

School Year 2023 - 2024

Student : 103602
Grade and Section : 12A
Contact Advisor :

COURSE TITLE	TEACHER	1ST SEMESTER	2ND SEMESTER	FINAL GRADE
IB English A Lang Lit HL 2		A-	A-	A-
IB Math AA SL 2		A-	A	A-
IB Biology HL 2		A	A	A
IB Chemistry SL 2		A	A+	A
IB Geography HL 2		A+	A+	A+
IB Chinese B SL 2		A+	A+	A+
IB Theory of Knowledge		A		
C.A.S.		P	P	P
Grade Point Average		4.13	4.20	

ATTENDANCE

	1st Sem	2nd Sem	Total
School Days	80.00	88.00	168.00
Days Present	80.00	83.00	163.00
Tardies	1.00	0.00	1.00
Absences	0.00	5.00	5.00

NOTE: The GPA is calculated over all subjects and weighted according to time.
IB Higher level courses (for Grades 11 and 12 only) receive an additional weighting of 0.5.

LETTER GRADE POINTS

A+ = 100 - 97 C+ = 79 - 77
A = 96 - 93 C = 76 - 73
A- = 92 - 90 C- = 72 - 70
B+ = 89 - 87 D+ = 69 - 67
B = 88 - 83 D = 66 - 63
B- = 82 - 80 D- = 62 - 60
P = Passed F = 59 and below

Inc = Incomplete ID = Insufficient Data
ND = No Data
* = Indicates modified curriculum
Please see attached academic evaluation

PROMOTED TO: **COLLEGE**

Deputy Headmaster and Upper
School Principal

Headmaster

Appendix 4. A sample of the Request to Re-test form



Request to Retest – Science Department

This form needs to be completed within 2 weeks of getting the results of the assessment back from the teacher.

Information

Course: _____

Name: _____

Today's Date: _____

Assessment Topic(s): _____

Original Score: _____

Reflection

Brief statement of why you earned an unsatisfactory score.

List the three most important tasks you will complete to improve your performance and improve your understanding of this concept.

Evidence of Remediation - Attached to this form

In addition to showing me the assessment, with explanations of why your answers were incorrect and what the correct answers are and why they are correct, share two more pieces of evidence that prove you are now more prepared to take the assessment. You must also show that you have done all of the HW assignments related to the topic.

1. Original assessment with corrections made as outline above.
2. All of the completed HW assignments related to the topic.
3. Your choice of evidence
4. Your choice of evidence

As you can see from the evidence I have provided, I have worked hard to improve my understanding of this concept and am requesting an opportunity to demonstrate my new and improved understanding.

Student Signature: _____

Approved. Date to Retest:

Teacher signature: _____

Declined. Reason declined:

Teacher signature: _____

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