



# المدرسة الأمريكية الخليجية AMERICAN GULF SCHOOL

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## IB Continuum Assessment Policy

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## Our Guiding Principles

### 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.

### American Gulf School Vision

We aim to create an environment where everyone aspires to build a peaceful world, to grow through intercultural understanding and respect, and to succeed in the 21st century.

### American Gulf School Mission

To provide a safe, friendly learning environment where our learners follow an innovative evolving 21st-century curriculum that promotes design thinking skills. We will focus on nurturing academic excellence through fun and engaging lessons that will encompass our values in our internationally minded future leaders.

## Assessment Policy

### Assessment Philosophy

At American Gulf School, we believe that a wide and varied approach to assessment supports and promotes student learning through on-going feedback and evaluation linked to specific subject areas to measure progress and attainment over time. Assessment across our school focuses not only on knowledge, but also on skill, concepts, attitude, and action.

Assessment also enables parents to engage more with the learning happening for their child.

## Rights and Responsibilities

### Language and the Learner Profile

**Knowledgeable:** We understand that good assessment allows students to demonstrate in depth knowledge and understanding across all subject areas.

**Principled:** We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

**Communicators:** We understand that assessment is about the communication of understanding, which can happen in many different formats.

**Risk-takers:** Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

**Standardization and Moderation:** Internal moderation and standardization take place regularly to check that all elements of the assessment have been duly marked and graded, that the standards of assessment are appropriate and in line with the guiding principles set out in the IB guides for each subject. This is supplemented through the use of sample assessments on My IB and feedback from assessment reports across the MYP and DP AND CP.

Person	Rights	Responsibilities
Students	<ul style="list-style-type: none"> <li>To receive success criteria</li> <li>To receive actionable feedback with next steps</li> <li>To be challenged with appropriate levels</li> <li>To be assessed in an environment that is supportive</li> </ul>	<ul style="list-style-type: none"> <li>To proactively engage with feedback in a positive way</li> <li>To behave appropriately in assessment</li> <li>To show academic integrity</li> </ul>
Parents	<ul style="list-style-type: none"> <li>To be informed about assessment</li> <li>To be involved in the feedback process through access</li> <li>To be directly communicated with assessment windows</li> </ul>	<ul style="list-style-type: none"> <li>To engage with their child on assessment next steps</li> <li>To provide a supportive growth mindset approach to assessment</li> </ul>
SLT, Teachers and Librarian	<ul style="list-style-type: none"> <li>To have access to professional development</li> <li>To have access to resources that support them in carrying out effective marking and feedback</li> </ul>	<ul style="list-style-type: none"> <li>To provide clear success Criteria</li> <li>To provide effective feedback</li> <li>To monitor and differentiate to support assessment</li> <li>To standardize assessment to communicate with families</li> </ul>

## Assessment in the Continuum

### Assessment Methods

Students will be exposed to various forms of assessment throughout the continuum as per the IB philosophy. American Gulf School embraces this philosophy at all levels of schooling.

Diagnostic	Assessment to understanding existing knowledge and experience
Self-Assessment	Student actively reflecting on progress and development of learning vs. performance in tasks
Peer Assessment	Students actively reflecting on each other's progress and development of learning vs. performance in tasks
Formative Assessment	Part of daily life in school, teachers and students gaining information based off performance indicators to raise awareness on gaps in learning and the curriculum
Summative Assessment	End of unit assessments that replace traditional termly examinations which are in a range of formats and contexts to demonstrate learning
Mock Exams (DP2)	Mock exams are held mid-way through the academic year in DP2 to ensure students are exposed to examination conditions. All IB requirements for external assessment are strictly followed.
Internal Assessment (DP)	A task that varies dependent on the subject but are assessed internally and moderated externally. The criteria for each can be found in specific subject guides.
Final Exams (MYP5, DP2)	Administered following IB policies and procedures and are held end of each year. Re-takes are held in November, if required. All accommodations will be used as per SEN policies of the IB.

## Assessment Support in American Gulf School

A range of supports are offered to guide students in assessment at American Gulf School. These help students narrow their focus and ensure success using a broad range of approaches.

These can include:

**Exemplars** Sample work that serves as standards to be compared to or judged against

**Portfolios/Projects** Collection of compositions that reflect student work over a long period of time to demonstrate understanding, creativity, and reflection

**Checklists** Lists of informative data, activities or elements that will support the student in achieving the outcomes

### **Rubrics**

Established criteria that are task specific to support exhibition of learning on a pre-determined scale

### **Continuum**

Showing progression of learning processes to be compared against

### **Observations**

Students being observed with focus on specific tasks or projects with feedback PBT

Performance based tasks that require knowledge being applied to a real-life situation

### **Assessment Continuum**

### **Reporting Cycle**

At American Gulf School, the whole school reports on the same cycle. The cycle is as follows:

- Semester 1    Progress Report
  - Mid-Term Parent Teacher Conferences
  - End of Term Report
- Semester 2    Progress Report
  - Mid-Term Student Led Conferences
  - End of Term Report

## Assessment Grading and reporting in the PYP

At American Gulf School, students begin each unit with diagnostic assessments to identify strengths and weaknesses in knowledge. Throughout the unit, formative tasks will take place across a wide variety of means. Students will be also using peer and self-assessment along with reflection skills to develop strong understanding of the learning process. By the end of the unit, a summative assessment, graded on a 4-point scale, will be conducted to evaluate students' overall progress.

## Assessment Criteria in the PYP

PYP at American Gulf School is assessed under the following criteria:

Letter Value	Description
<b>E</b>	The student demonstrates mastery of standards-based skills and knowledge for their grade level. They understand and apply key concepts and skills with sophistication, consistency, and independence.
<b>M</b>	The student demonstrates his/her ability to apply standards-based skills and knowledge for their grade level and can appropriately display abilities as indicated by class rubrics, scoring guides, etc.
<b>A</b>	The student is approaching competency in applying standard-based skills and knowledge at grade level. He/she has exhibited some abilities defined by class rubrics, scoring guides. etc.
<b>E</b>	The student is unable to demonstrate competency in applying standardsbased skills/meeting expectations at a basic level at this time. He/she has exhibited minimal abilities defined by class rubrics, scoring, guides, etc.
<b>F</b>	The student is unable to demonstrate competency in applying standardsbased skills/meeting expectations at a basic level currently. He/she is not quite able to exhibit ability competency defined by class rubrics, scoring guides at this time.

**PYP Overall grading scale:**

Performance Level 4-point scale	Standards Based Levels (SBL's)	Percent (%)	Performance descriptor Letter Grade
<b>4</b> Exceeding Exceptionally (High-Level)	3.75-4.0	99% - 100%	<b>A+</b> The student demonstrates mastery of standards-based skills and knowledge for their grade level. They understand and apply key concepts and skills with sophistication, consistency, and independence.
<b>4</b> Exceeding Adequately (Mid-Level)	3.26-3.74	96% - 98%	<b>A</b> The student demonstrates mastery of standards-based skills and knowledge for their grade level. They understand and apply key concepts and skills with sophistication, consistency, and independence.
<b>4</b> Exceeding (Basic-Level)	3.01-3.25	90%-95%	<b>A-</b> The student demonstrates mastery of standards-based skills and knowledge for their grade level. They understand and apply key concepts and skills with sophistication, consistency, and independence.
<b>3</b> Meeting Exceptionally (High-Level)	2.84-3.00	87%-89%	<b>B+</b> The student demonstrates his/her ability to apply standards-based skills and knowledge for their grade level and appropriately display abilities as indicated by class rubrics, scoring guides, etc
<b>3</b> Meeting Adequately (Mid-Level)	2.67-2.83	84%-86%	<b>B</b> The student demonstrates his/her ability to apply standards-based skills and knowledge for their grade level and appropriately display abilities as indicated by class rubrics, scoring guides, etc



<b>3</b> Meeting (Basic-Level)	2.50-2.66	80% - 83%	<b>B-</b> The student demonstrates his/her ability to apply standards-based skills and knowledge for their grade level and appropriately display abilities as indicated by class rubrics, scoring guides, etc
<b>2</b> Approaching (High-Level)	2.34-2.49	77% - 79%	<b>C+</b> The student is approaching competency in applying standard-based skills and knowledge at grade level. He/she has exhibited some abilities defined by class rubrics, scoring guides. Etc.
<b>2</b> Approaching Adequately (Mid-Level)	2.17-2.33	74% - 76%	<b>C</b> The student is approaching competency in applying standard-based skills and knowledge at grade level. He/she has exhibited some abilities defined by class rubrics, scoring guides. Etc.
<b>2</b> Approaching (Basic-Level)	2.00-2.16	70% - 73%	<b>C-</b> The student is approaching competency in applying standard-based skills and knowledge at grade level. He/she has exhibited some abilities defined by class rubrics, scoring guides. Etc.
<b>1</b> Emerging	1.76-1.99	67% - 69%	<b>D+</b> The student is unable to demonstrate competency in applying standards-based skills/meeting expectations at a basic level at this time. He/she has exhibited minimal abilities defined by class rubrics, scoring, guides, etc.
<b>1</b> Emerging	1.26-1.75	63% - 66%	<b>D</b> The student is unable to demonstrate competency in applying standards-based skills/meeting expectations at a basic level at this time. He/she has exhibited minimal abilities defined by class rubrics, scoring, guides, etc.

<b>1</b> <b>Emerging</b>	1.00 –1.25	60% - 62%	<b>D-</b> The student is unable to demonstrate competency in applying standards-based skills/meeting expectations at a basic level at this time. He/she has exhibited minimal abilities defined by class rubrics, scoring guides, etc.
<b>0 Below</b>	0.00-0.99	0 – 59%	<b>F</b> The student is unable to demonstrate competency in applying standards-based skills/meeting expectations at a basic level currently. He/she is not quite able to exhibit ability competency defined by class rubrics, scoring guides at this time

## Assessment in the MYP

The Middle Years Programme (MYP) includes eight subject groups that are listed in the table below. Together, they provide students with a balanced and holistic education that develops knowledge, skills, and attitudes essential for lifelong learning. Students are assessed on their ability to know and understand, investigate and inquire, communicate effectively, and apply skills in real-world contexts. Each subject group has specific criteria (A–D) designed to measure not only knowledge but also critical thinking, creativity, and reflection. The aim is to provide fair, transparent feedback that helps students grow as independent learners while making meaningful connections between subjects and global contexts. Through this broad curriculum, students are challenged to make meaningful connections across disciplines, explore global contexts, and grow as active, compassionate learners prepared for the demands of the 21st century.

## MYP Subject Groups

Subject	A	B	C	D
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Application of real life contexts
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on impact
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking creatively
Arts	Knowing and understanding	Developing skill	Thinking creatively	Responding
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
PHE	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving
Personal Project	Planning	Applying skill	Reflecting	
IDU	Evaluating	Synthesizing	Reflecting	

## Assessment Criteria in the MYP

MYP at American Gulf School is assessed under the following criteria:

### MYP Overall Attainment Grades:

Grade Boundaries	Level	% Grade	Performance descriptor Letter Grade
28-32	7	96-100	<b>A+</b> <b>Outstanding</b> Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real- world situations.
24-27	6	90-95	<b>A</b> <b>Excellent</b> Produces high-quality, occasionally innovative work. Communicates extensive, understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.

19-23	5	80-89	<b>B</b> <b>Substantial</b> Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations,
15-18	4	70-79	<b>C</b> <b>Moderate</b> Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking.
10-14	3	60-69	<b>D</b> <b>Acceptable</b> Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	50-59	<b>E</b> <b>Limited</b> Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	**Below 50	<b>F</b> <b>Below</b> Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

## Personal Project

The MYP at American Gulf School culminates in the Personal Project, a year-long independent project where students choose a topic of personal interest and design a product or outcome that reflects their learning journey. This project represents the skills, knowledge, and attitudes developed throughout the MYP and challenges students to demonstrate initiative, creativity, and critical thinking. Each student works with an in-school supervisor who provides guidance and feedback throughout the process. Students are also required to complete a report of up to 3,500 words, which documents their research, planning, development, and reflection on the project. The final report is externally moderated by the IB to ensure global standards of assessment are met. The Personal Project concludes with a school-wide exhibition, where students present their products and share their learning process with the community, celebrating their achievements and growth as independent, internationally minded learners.

## PP Grading Scale.

### Grade Description

Level	Description
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support 1 Minimal achievement in terms of the objectives.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts.

## Assessment in the DP

The Diploma Programme differs from the other IB Programmes as most formal, summative tasks are assessed by outside examiners. Assessment for all DP tasks are criterion related. As part of the IB Diploma, students participate in six subjects of study, as well as completing the core elements of Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the Extended Essay (EE). The coordinator and teachers collaborate on an assessment calendar to ensure that there are aware and respectful of the number of assessment points in the programme.

### Assessment Grades in the DP

#### Grade Description

Level	Description
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

<b>6</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
<b>5</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>4</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
<b>3</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>2</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>1</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.



## DP Overall Attainment Grades

Grade Boundaries	Level	% Grade	Performance descriptor Letter Grade
28-32	7	96-100	<b>A+</b> <b>Outstanding</b> Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real- world situations.
24-27	6	90-95	<b>A</b> <b>Excellent</b> Produces high-quality, occasionally innovative work. Communicates extensive, understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
19-23	5	80-89	<b>B</b> <b>Substantial</b> Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations.

15-18	4	70-79	<b>C</b> <b>Moderate</b> Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking.
10-14	3	60-69	<b>D</b> <b>Acceptable</b> Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
6-9	2	50-59	<b>E</b> <b>Limited</b> Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1-5	1	**Below 50	<b>F</b> <b>Below</b> Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

## Theory of Knowledge Criteria for Essay

Please refer to the Theory of Knowledge Guide for more detailed information.

<b>A</b>	<b>90-100%</b>	Understanding knowledge questions: There is a sustained focus on knowledge questions connected to the prescribed title—developed with investigation of different perspectives and linked effectively to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.
<b>B</b>	<b>80-89%</b>	Understanding knowledge questions: There is a focus on knowledge questions connected to the prescribed title—developed with acknowledgment of different perspectives and linked to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are clear, supported by real-life examples and are effectively evaluated; counterclaims are extensively explored; implications are drawn.
<b>C</b>	<b>70-79%</b>	Understanding knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: There is a focus on some knowledge questions connected to the prescribed title—with some development and linking to areas of knowledge and/or ways of knowing.
<b>D</b>	<b>60-69%</b>	Understanding knowledge questions: Some knowledge questions that are connected to the prescribed title are considered, D but the essay is largely descriptive, with superficial or limited links to areas of knowledge and/or ways of knowing. Quality of analysis of knowledge questions: Arguments are offered but are unclear and/or not supported by effective examples.
<b>E</b>	<b>BELOW 60</b>	Understanding knowledge questions: Knowledge questions, where present, are weakly connected to the prescribed title—the essay is descriptive. Quality of analysis of knowledge questions: Assertions are offered but are not supported.
<b>F</b>	<b>0</b>	The essay does not reach a standard described by levels 1–5 or is not a response to one of the prescribed titles on the list for the current session.

## Extended Essay

Please refer to Extended Essay Guide for more detailed information.

<b>A</b>	<b>90-100%</b>	<p>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 supports the reading of the essay; and present and correctly applied structural and layout elements.</p> <p>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.</p>
<b>B</b>	<b>80-89%</b>	<p>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; and 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.</p>
<b>C</b>	<b>70-79%</b>	<p>Demonstrates evidence of research undertaken, which has led to 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,</p>

		<p>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; and 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.</p>
<b>D</b>	<b>60-69%</b>	<p>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; the 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; and 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.</p>
<b>E</b>	<b>BELOW 60</b>	<p>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; and a layout that generally lacks or incorrectly applies several layout and structural elements.</p>

		Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.
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## Assessment in the CP

### The IBCP Core

#### Reflective Project (RP)

The Reflective Project (RP) is a comprehensive research project where the student must identify, analyse and critically discuss a moral or ethical issue stemming from their career-related study. It draws together key aspects of their studies, including the career-related study, community and service and approaches to learning.

Students should draw on their experiences of the taught curriculum as well as experiences gained through their work experiences.

The IBCP Coordinator will monitor students' progress carefully throughout the program. Each student will also have a supervisor from within the IBCP Core group of teachers to give them additional support.

#### Reflective Project Grading Overview

Criterion	Aspect of the Reflective Project	Marks Available
A: Focus and method	<ul style="list-style-type: none"> <li>Ethical dilemma and issue</li> <li>Research question</li> <li>Methodology</li> </ul>	6 marks
B: Knowledge and understanding in context	<ul style="list-style-type: none"> <li>Context</li> <li>Local or global example</li> <li>Alternative perspectives and perceptions of dilemma</li> </ul>	9 marks
C: Critical thinking	<ul style="list-style-type: none"> <li>Research</li> <li>Analysis</li> <li>Discussion and evaluation</li> </ul>	12 marks
D: Communication	<ul style="list-style-type: none"> <li>Structure</li> <li>Layout</li> </ul>	3 marks
E: Engagement and reflection	<ul style="list-style-type: none"> <li>Process</li> <li>Engagement</li> <li>Research focus</li> </ul>	6 marks
Total marks		36 marks

## Personal and professional skills (PPS) – Overview

Personal and professional skills is designed for students to develop attitudes, skills and strategies to be applied to personal and professional situations and contexts now and in the future. In this course the emphasis is on skills development for the workplace, as these are transferable and can be applied in a range of situations.

PPS is a compulsory part of the CP Programme and will be reported on to the IB and at the end of programme report card.

The required course minimum of 90 hours is timetabled over the two years of the programme.

### **Other qualities the course should encourage include:**

- responsibility
- perseverance
- resilience
- self-esteem
- academic integrity

There are five central themes which related to five learning objectives. Each of these themes will be explored with different inquiry-based opportunities and interactions between students and students as well as students and teachers and the wider school community.

### **The five central themes are:**

1. Personal development
2. Intercultural understanding
3. Effective communication
4. Thinking processes
5. Applied ethics

### **The five learning objectives are:**

1. Identify their own strengths and develop areas for growth
2. Demonstrate the ability to apply thinking processes to personal and professional situations
3. Recognize and be able to articulate the value of cultural understanding and appreciation for diversity
4. Demonstrate the skills and recognize the benefits of communicating effectively and working collaboratively
5. Recognize and consider the ethics of choices and actions.

Each of the five themes will be explored in three topics which are then further divided into three subtopics. Please find an overview on the following pages.

Theme	Topics	Subtopics
1. Personal development	1.1 Self-awareness	<ul style="list-style-type: none"> <li>Self-appraisal</li> <li>Emotional intelligence</li> <li>Reflection</li> </ul>
	1.2 Self-management	<ul style="list-style-type: none"> <li>Effective organization</li> <li>Numeracy and finance</li> <li>Managing change</li> </ul>
	1.3 Relationship management	<ul style="list-style-type: none"> <li>Collaboration</li> <li>Conflict strategies</li> <li>Leadership</li> </ul>
2. Intercultural understanding	2.1 Cultural identity	<ul style="list-style-type: none"> <li>Personal context</li> <li>Assumptions, values and attitudes</li> <li>Social norms and behaviours</li> </ul>
	2.2 Cultural diversity	<ul style="list-style-type: none"> <li>Language and customs</li> <li>Perspectives</li> <li>Commonalities and differences</li> </ul>
	2.3 Intercultural engagement	<ul style="list-style-type: none"> <li>Interactions</li> <li>Insights</li> <li>Impact and change</li> </ul>
3. Effective communication	3.1 Interpersonal skills	<ul style="list-style-type: none"> <li>Social awareness</li> <li>Active listening</li> <li>Non-verbal cues</li> </ul>
	3.2 Literacies	<ul style="list-style-type: none"> <li>Understanding literacy</li> <li>Digital literacy</li> <li>Information and media literacy</li> </ul>
	3.3 Self-expression	<ul style="list-style-type: none"> <li>Writing for purpose</li> <li>Presentation skills</li> <li>Interview skills</li> </ul>
4. Thinking processes	4.1 Critical thinking	<ul style="list-style-type: none"> <li>Compare and contrast Analysis and synthesis</li> <li>Evaluate</li> </ul>
	4.2 Creative thinking	<ul style="list-style-type: none"> <li>Imagine</li> <li>Predict</li> <li>Innovate</li> </ul>
	4.3 Application of thinking	<ul style="list-style-type: none"> <li>Practical thinking</li> <li>Problem-solving</li> <li>Implementing and adapting</li> </ul>



5. Applied ethics	5.1 Introducing ethical dilemmas	<ul style="list-style-type: none"> <li>• Introduction to ethics: exploring right and wrong</li> <li>• Identifying ethical dilemmas</li> <li>• Approaches to ethical dilemmas</li> </ul>
	5.2 Case studies in applied ethics	<ul style="list-style-type: none"> <li>• Case studies of ethical dilemmas: business ethics</li> <li>• Case studies of ethical dilemmas: environmental ethics</li> <li>• Case studies of ethical dilemmas: biomedical ethics</li> </ul>
	5.3 Professional ethics	<ul style="list-style-type: none"> <li>• Expectations and standards of professional behavior</li> <li>• Debates about professional ethics</li> <li>• Case studies of ethical dilemmas: professional ethics</li> </ul>

## Service Learning

Service Learning at AGS is a core component of the Career-related Programme that enables students to successfully undertake reflective and Service Learning projects. They will do this by identifying areas of need within their community, plan and undertake projects, work collaboratively with peers, staff and the wider community; including companies and organizations.

Students will also develop the skills and interests of the students, instilling cultural awareness and understanding. This will be achieved through collaboration with the IBCP teachers and mentors, support from the school's links within the community and student reflection. IBCP students will use Service Learning to develop a sense of care and responsibility, while enhancing their experience of the IBCP curriculum.

We will endeavor to provide students with the support to build on their prior knowledge and enable them to make links between academic learning and Service Learning experiences, in keeping with the principles of experiential learning. Service Learning at

AGS will link to the ***careerrelated study (BTEC Business)*** and may have links to other subject content to further develop their knowledge of the greater world.

AGS will provide opportunity to fulfil the needs of this course in the following ways:

The Service Learning coordinator and IBCP coordinator will provide links for the students to agencies, organizations and companies, helping students to link Service Learning to their career related study.

Each student will be assigned a Service Learning mentor, who will help and advise the student regarding their ongoing learning experience, throughout each year of the course. The mentor will offer support and guidance, while monitoring progress. Students will be given support to determine the nature of their own Service Learning activities, plan and manage their activities and reflect on their experience.

Students will be given the opportunity to plan and reflect using online software resources. At present we are using ManageBac.

Students will have a regularly scheduled lesson on their timetable dedicated to discussing components of the CP Core, in which they will receive feedback, support and engage in discussion with their peers about their reflective and service projects.

AGS will inform IBCP students and their parents of the requirements of Service Learning, whilst a system of monitoring and reporting will be developed, enabling thorough communication with students and parents.

AGS IBCP reflective and service projects will be further supported and enhanced by;  
Work experience / internship programme

Students will link with organisations and companies within the community throughout their career-related study. In Year 1 of the programme, students will attend a week-long experiential learning session with an organization or company to gain practical experience, supporting the academic element of their learning.

Through meaningful and purposeful Service Learning experiences, students will develop the necessary skills, attributes and understandings to achieve the five Service Learning outcomes.

Learning objective LO 1	Learning objective LO 2	Learning objective LO 3	Learning objective LO 4	Learning objective LO 5
Students are able to see themselves as individuals with various abilities and skills, of which some are more developed than others.	Students can articulate the five stages from investigating and conceiving an idea to executing a plan for a Service Learning experience or series of learning experiences.	Students can identify and critically discuss the benefits and challenges of collaboration gained through Service Learning experiences.	Students can identify and demonstrate their understanding of global issues, make responsible decisions and take appropriate action in response to the issue either locally, nationally or internationally.	Students show awareness of the consequences of choices and actions in planning and carrying out Service Learning experiences.
	Students may show their knowledge and awareness by building on a previous Service Learning experience, or by launching a new idea or process, or by advancing the work of others.  This may be accomplished in collaboration with other participants.			

As a result of reflecting on the Service Learning experience and use of the model, our students should have an increased awareness of community connections, community problems, citizenship and social responsibility.

## Career-related Study

### BTEC International Level 3 Foundation Diploma in Business

BTEC courses are under the umbrella of Pearson Edexcel. Pearson Education Ltd is one of the UK's largest awarding organisations, offering academic and vocational qualifications and testing to schools, colleges, employers and other places of learning, both in the UK and internationally.

This course focuses on the key knowledge and practical skills required in many careers. It is flexible and the school has a choice of emphasis through the optional units. It is broadly equivalent to 1.5 GCE A Level.

The diploma in Business consists of 9 units, of which 5 are mandatory and two of these are assessed using a Pearson set assignment.

The BTEC qualification is 100% coursework which is all completed in school and externally moderated. The deadlines for the qualification cannot be amended and any students failing to meet an internal deadline will subsequently fail the course.

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment where applicable. Units are assessed using a grading scale of Distinction (D), Merit (M), Pass (P) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade, for example a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D\*, or PP to D\*D\*, or PPP to D\*D\*D\*. The relationship between qualification grading scales and unit grades will be subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

Eligibility for an award in order to be awarded the qualification, a learner must complete all units AND achieve a Pass or above in all mandatory units unless otherwise specified. To achieve any qualification grade, learners must:

- complete and have an outcome (D, M, P or U) for all units within a valid combination
- achieve the required units at Pass or above, abiding by the minimum requirements in the compensation table below
- achieve the minimum number of points at a grade threshold.

Learners who do not achieve sufficient points for a qualification or who do not achieve all the required units may be eligible to achieve a smaller qualification in the same suite, provided they have completed and achieved the correct combination of units and met the appropriate qualification grade points threshold.

## Compensation table

Qualification	Compensation rule	Unit equivalence
Certificate (180 GLH)	No compensation allowed	0 units
Subsidiary Diploma (360 GLH)	Mandatory must be passed, 60 GLH only at U grade permitted from optional	1 * 60 GLH unit
Foundation Diploma (510 GLH)	Mandatory must be passed, 120 GLH only at U grade permitted from optional	e.g. 2 * 60 GLH units OR 1 * 120 GLH unit
Diploma (720 GLH)	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit
Extended Diploma (1080 GLH)	Mandatory must be passed, 180 GLH only at U grade permitted from optional	e.g. 3 * 60 GLH units OR 1 * 60 GLH and 1 * 120 GLH unit

## Calculation of the qualification grade

The final grade awarded for a qualification represents an aggregation of a learner's performance across the qualification. As the qualification grade is an aggregate of the total performance, there is some element of compensation in that a higher performance in some units may be balanced by a lower outcome in others. In the event that a learner achieves more than the required number of optional units, the mandatory units, along with the optional units with the highest grades, will be used to calculate the overall result, subject to the eligibility requirements for that particular qualification title. BTEC International Level 3 qualifications are awarded at the grade ranges shown in the table below.

Qualification Certificate	Available grade range
Subsidiary Diploma, Foundation Diploma	P to D*
Diploma	PP to D*D*
Extended Diploma	PPP to D*D*D*

Learners who do not meet the minimum requirements for a qualification grade to be awarded will be recorded as Unclassified (U) and will not be certificated. They may receive a Notification of Performance for individual units.

## Points available for unit size and grades

The table below shows the number of points available for internal units. For each internal unit, points are allocated depending on the grade awarded.

	Unit size		
	60 GLH	90 GLH	120GLH
<b>U</b>	0	0	0
<b>Pass</b>	6	9	12
<b>Merit</b>	10	15	20
<b>Distinction</b>	16	24	32

#### Calculation of qualification grade

Certificate	Subsidiary Diploma	Foundation Diploma	Diploma	Extended Diploma					
180 GLH	360 GLH	510 GLH	720 GLH	1080 GLH					
Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold	Grade	Points threshold
Unclassified	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	51	P	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	73	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	104	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	130	D*D*	180	D*D*D*	270

## Links to Other Policies

### Assessment Policy and Language Policy

At American Gulf School, student language level and ability are acknowledged and incorporated into the planning of assessments. Language is under continuous assessment in both Language A, Language B/Acquisition or Ab Initio. All four main areas of reading, writing, listening, and speaking are promoted, and students receive feedback on all four throughout daily practice, in formal assessments and in informal tasks. There is a common system for marking language mistakes that is carried through departments.

### Assessment Policy and Admissions Policy

All students entering American Gulf School will undergo CAT4 testing to determine predicted levels in language ability. Additionally, this will be triangulated with a written task to assess vocabulary and language construction. These screening tests allow for placement of students

into the correct phases upon admission at the discretion of the pedagogical team. Students coming from a non-IB background from MYP4-DP2 will be required by the local authority to undergo equivalency procedures. American Gulf School in the future hopes to further compare this to NGRT testing.

### **Assessment Policy and Inclusion Policy**

At American Gulf School students with identified learning difficulties are permitted adjustments and arrangements as dictated by their need (if supported by the correct documentation). In the MYP, DP and the CP, students with additional needs will be only granted access arrangements based on compliance with the IB Access and Inclusion Policy.

### **Assessment Policy and Academic Integrity Policy**

The American Gulf School we strive to develop in students the skills needed to demonstrate integrity when completing assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

## **IB Standards and Practices for Academic Integrity**

**Culture 5:** The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

**Culture 5.1:** The school implements and reviews an assessment policy that makes the schools philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

**Culture 5.2:** The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301- 05-0200)

**Culture 5.3:** The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

**Culture 5.4:** The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

**Culture 5.5:** The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

**Culture 6:** The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (030106)

**Culture 6.1:** The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

**Culture 6.2:** The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

**Culture 6.3:** The school considers physical and virtual spaces in all of its IBmandated policies. (0301-06-0300)

**Culture 6.4:** The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

**Culture 6.5:** The school considers the learner profile in all of its IB-mandated policies. (0301-060500)

**Culture 6.6:** The school considers international-mindedness in all of its IBmandated policies. (0301-06-0600)

**Approach to assessment 2:** The school uses assessment methods that are varied and fit for purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

**Approach to Assessment 2.1:** Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

**PYP 1:** Teacher's document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

**MYP 1:** Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)

**MYP 2:** The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)

**DP 1:** The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

**DP 2:** The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)

**Approaches to assessment 3:** The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03) Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)



**MYP 1:** Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)

**DP 1:** Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)

**Approaches to assessment 3.3:** The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)

**DP 1:** The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)

**Approaches to assessment 4:** Students take opportunities to consolidate their learning through assessment. (0404-04)

**Approaches to assessment 4.1:** The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

**MYP 1:** All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)

**DP 1:** The school ensures that students submit the extended essay toward the end of the DP and focuses on providing students with opportunities to engage in topics of their own choice. (040404- 0131)

## Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published in December 2022 and applies from January 2023. After this point, all policies will be reviewed and updated during August inset each year.