

## **MYP, DP and CP Assessment Policy**

Updated January 2026

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## 1. Introduction to Assessment at ISAlmere

At International School Almere, assessment is an integral part of teaching and learning and is designed primarily to support student learning and development. The school views assessment as a continuous process that informs instruction, provides meaningful feedback, and enables students to reflect on and improve their learning over time.

The school's assessment philosophy is grounded in the belief that effective assessment:

- supports learning rather than merely measuring performance
- provides students with clear feedback on strengths and areas for improvement
- encourages reflection, ownership, and responsibility for learning
- is fair, transparent, and based on professional judgment and agreed criteria

Assessment practices at International School Almere align with IB principles and are criterion-related rather than norm-referenced. This ensures that student achievement is measured against clearly defined standards and learning objectives, not in comparison to other students.

Across the Middle Years Programme (MYP), Diploma Programme (DP), and Career-related Programme (CP), assessment is used both to inform ongoing learning (assessment for learning) and to evaluate achievement at key moments (assessment of learning). Teachers use a variety of assessment methods to gather evidence of learning and to adapt instruction to meet students' needs.

Formative assessment plays a central role in monitoring progress and guiding improvement. Through feedback, reflection, and dialogue, students gain a clearer understanding of how to develop their knowledge, skills, and understanding. Summative assessment provides information about achievement at the end of a unit, course, or programme and contributes to reporting and certification, while remaining connected to learning goals.

Through this balanced approach, assessment at International School Almere aims to promote deep understanding, academic growth, and lifelong learning.

## 2. Rights and responsibilities

Assessment at International School Almere is a shared responsibility among students, parents/guardians, teachers, and school leadership. Clear articulation of rights and responsibilities ensures that assessment practices are fair, transparent, consistent, and focused on supporting student learning.

### Students

#### *Rights*

Students have the right to:

- Be informed in advance about assessment requirements, criteria, deadlines, and methods.
- Receive timely and meaningful feedback that supports reflection and improvement
- Be assessed using transparent, criterion-related assessment practices aligned with IB



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requirements.

- Have reasonable access to formative assessment opportunities that support learning.
- Request clarification regarding assessment decisions and outcomes.
- Appeal assessment decisions in accordance with the school's complaints and appeals procedures.
- Receive appropriate assessment accommodations when formally identified learning needs or access arrangements apply.

### *Responsibilities*

Students are responsible for:

- Engaging actively in the assessment process and using feedback to improve learning.
- Submitting work on time and in accordance with published deadlines.
- Ensuring that submitted work meets assessment requirements and reflects their own learning.
- Communicating with teachers in a timely manner if difficulties arise that may affect assessment performance.
- Familiarizing themselves with assessment expectations across subjects and programmes.

### **Parents/guardians**

#### *Rights*

Parents/guardians have the right to:

- Be informed about the school's assessment philosophy, practices, and reporting procedures.
- Receive clear information about their child's progress and achievement.
- Seek clarification regarding assessment outcomes and reporting.
- Appeal assessment-related decisions through the school's formal complaints and appeals procedures.
- Expect that assessment decisions are made fairly, consistently, and in line with IB requirements.

#### *Responsibilities*

Parents/guardians have the right to:

- Supporting their child in meeting assessment expectations and deadlines.
- Encouraging engagement with feedback and reflective learning.
- Respecting the professional judgment of teachers in assessment matters.
- Communicating constructively with the school regarding assessment concerns.
- Being aware of and adhering to the school's assessment and academic integrity policies.

### **Teachers**

#### *Rights*

Teachers have the right to:

- Exercise professional judgment in assessing student work using IB criteria and school-wide standards.
- Design assessments that support authentic learning and reflect programme requirements.
- Use a range of assessment methods to gather evidence of student learning.
- Consult with curriculum leaders, programme coordinators, or school leadership



regarding assessment concerns or decisions.

- Be supported by clear assessment policies, standardization processes, and moderation practices.

#### *Responsibilities*

Teachers are responsible for:

- Designing assessments that align with curriculum objectives and IB assessment criteria.
- Communicating assessment requirements, criteria, and deadlines clearly to students.
- Providing timely, constructive feedback that supports learning and improvement.
- Using formative assessment to monitor progress and adapt teaching accordingly.
- Applying assessment criteria consistently and participating in standardization and moderation processes.
- Maintaining accurate assessment records and reporting student progress fairly and transparently.
- Considering approved access arrangements and SEN provisions in assessment design and implementation.

#### **Leadership Team**

##### *Rights*

The Leadership Team has the right to:

- Establish and review assessment policies and procedures in alignment with IB requirements.
- Monitor assessment practices to ensure consistency, fairness, and reliability.
- Support teachers' professional judgment in assessment matters.

##### *Responsibilities*

The Leadership Team is responsible for:

- Ensuring that the school's assessment philosophy supports student learning and aligns with IB principles.
- Providing structures and time for collaboration, standardization, and moderation.
- Ensuring that assessment policies, procedures, and expectations are clearly communicated to the school community.
- Overseeing fair and transparent appeals and complaints procedures related to assessment.
- Supporting professional development related to assessment practices.
- Regularly reviewing assessment practices to ensure equity, inclusion, and consistency across programmes.

### **3. Reporting assessment**

Report cards are handed out at the end of each of the three terms of the school year. All assessments and reporting are documented on ManageBac.

**MYP:** The first report cards include the criteria levels and subject teacher comments whereas the following report cards will also state the students' projected Final Grade in the subject. In the first report card it is possible that not all criteria for all subjects are assessed. There is an

#### **Secondary**

exception made for MYP5 where all criteria will be assessed by the first report for the onscreen exam subjects.

The second report card includes the subject comments and achievement levels, final grades and feedback on service in action.

The third report card includes mentor comments, subject teacher comments, achievement levels, final grades and feedback on service in action. For **MYP5** personal project feedback is also included. The onscreen mock exam results will be included in the second report card.

For students who are in phase 1 or 2 in English language acquisition, only a subject comment is provided in the report card if the levels achieved are below 3 for all subjects for the first 6 months of the school year.

**DP:** The report cards include final grades and subject teacher comments for each subject, including the progress on Theory of Knowledge, Extended Essay and Creativity, Activity and Service. For the students of the first year of the programme, Report cards or Progress reports are published in December, April and July. For the students of the second year in DP, Report cards are generated in December and March. For the DP2 students, the Mock exam grades are published in report 2, in March.

**CP:** The report cards include final grades and subject teacher comments for each subject, including the progress on Personal and Professional Skills (PPS), Reflective Project, Community Engagement, and Language Development. For the students of the first year of CP, report cards are published in December, April and July. For the students of the second year of CP, report cards are generated in December and March. For the CP2 students, the Mock exam grades are published in report 2, in March.

For all IB programmes, the Final Grade earned at the end of Term 3 represents an overall judgment of the students' work throughout the entire school year, and the Final Grade, in conjunction with other requirements, is used to determine whether a student is promoted to the next year group. (please refer to the Promotion Policy MYP/DP/CP).

## 4. Deadline for summative assessment tasks

There is a clear policy for students not submitting summative assessment tasks in MYP/DP/CP according to the deadline. (Please refer to the **Deadline Procedure**).

## 5. Academic integrity

At ISAlmere academic integrity is emphasized with authentic formative as well as summative assessment tasks. Students are taught the importance of academic integrity through workshops and subject specific guidance. There are clear referencing and citing expectations for each year level. At the school the Modern Language Association (MLA) referencing convention is used. If a student is plagiarising within a summative assessment task, depending on the year level the

student will have a conversation with the teacher and be asked to redo the assignment without using any research tools. (Please refer to the **Academic Integrity Policy**).

For Language subjects, the following is also construed as plagiarism: memorizing text and then reproducing it in written or oral examinations.

When components are submitted to the IB for assessment, the subject teacher/supervisor must authenticate the student's work. This can be done ONLY if the teacher sees development of the work in lessons during the two school years. Therefore, it is crucial that students show stages of their work during the school year and does not show only the final product. In case of non-authentication, the work will not be submitted to IB. Consequently, a grade will not be awarded for that component and therefore, the DP diploma, CP Diploma, or MYP certificate will be not awarded.

## 6. Standardization

In both programmes all assessments are standardized within the subject group. Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

## 7. Test weeks

In addition to continuous formative and summative assessment, test weeks are conducted two times in the year. In November, MYP5, DP1 and CP1 students have a test week and in June MYP4, DP1 and CP1 students have a test week. MYP5, DP2 and CP2 students have mock exams in January/February. This way students get used to exam conditions and a wider range of topics that will be assessed. For MYP4 and 5 the students are exposed to digital assessment using AssessPrep in order to prepare them for the e-Assessment (onscreen tests) at the end of MYP5.

## 8. Catch up tests

If a student is not there for a test on the day the test is scheduled, then parents need to inform the school beforehand. If no e-mail has been received from parents, then the student will receive a 0. If a student is excused for the test date, then the student has one week to make up the test. This is the only opportunity for the student. If the student does not take the opportunity, then this will result in a 0 for the test, unless of course there is a very valid reason.

The teacher must inform the student via ManageBac regarding the time, date and study topics of the test. (Please refer to the **Catch-up test Guideline**).

## 9. Special Educational Needs students

Students with special educational needs are given extra time or a computer to do the test depending on their diagnoses. In order for students to receive extra time an official document

needs to be presented to our school psychologist. For MYP5/DP2/CP2 exams the IB needs to approve the documentation of the students to receive extra time.

For students who are not proficient in English:

The students placed in an English language acquisition class in phases 1 or 2 do not get awarded an achievement level (especially if it is below 3) in subjects where the performance in various subjects is inhibited by the language barrier. The students instead receive subjective comments on where they have improved and what they should focus on next time. The subject teachers are supportive, give them time to acclimatize with the subject requirements and then after 6 months achievement levels are awarded. Parents are also kept informed of the progress of their child in the English language acquisition skills.

## 10. MYP Assessment

At the International School Almere, the IB Middle Years Programme system of assessment is followed. The MYP format of assessment is known as a “criterion related”. This means that the students are evaluated against subject-specific criteria and are not evaluated against their peers. Each subject group is assessed across four criteria. Students can receive a maximum achievement level of 8 in each criterion. A brief description of the criteria can be found in each of the reports published. The criteria are the same amongst all MYP schools worldwide. Students are assessed at least twice per strand within each subject group during the school year. In order to determine a final grade all criteria need to be assessed. Teachers use the best-fit approach to determine a final grade. In order to determine the best -fit a teacher review all of the work a student has completed throughout the year for a given criterion and determines the level of achievement that most accurately represents the student’s ability. Additionally, if a student receives more than two levels of achievement per criteria, teachers can use the highest sustained level approach to determine the final level of achievement for that criterion. This represents the level that the student was able to reach the most throughout the year.

## 11.IB description of MYP final grades

Grade	Boundary guidelines	Descriptor
1	<b>1–5</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.
2	<b>6–9</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.
3	<b>10–14</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.
4	<b>15–18</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.
5	<b>19–23</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.
6	<b>24–27</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.
7	<b>28–32</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.

## 12. Components of the assessment process:

Components	Short description
<b>Final grades</b>	The Final Grade is a score that ranges 1-7, where a 7 is the highest grade and a 1 is the lowest. The Final Grade is calculated by adding the students' level of achievement for each criterion in a subject and then applying the grade boundaries. At the end of term 2 and 3 students will be assessed for each assessment criteria in order to be awarded a final grade. See below a table with the descriptions of the final grades.
<b>Service as Action</b>	Participation in Service and Action projects is a requirement and expectation for all students at ISAlmere. Students must successfully complete the appropriate community and service requirements during each year of the MYP. (see SA booklet)
<b>IDU (interdisciplinary understanding)</b>	In each MYP year, students will have a IDU assessment combining two subjects. The assessment will appear on the final report for all year groups.
<b>Mock Exams</b>	At the end of January all students of MYP5 will have a mock exam for the following subject: Lang and Literature (Dutch, English), Individuals and Societies, Mathematics (core and extended), Science and IDU. A past exam will be used for each of the subject and with the help of the mark schemes provided the teachers will determine all levels of criteria for all subjects. The mock exam is used to have an additional grade on the report card but also for prediction of the subject for the May exam session.
<b>e-Assessment</b>	<p>The school participates in the e-assessment as a final externally assessed tool for all MYP5 students, earning a formal, internationally-recognized certificate if the students meet the success criteria (see criteria below). The school offers the following subjects:</p> <p><b>Onscreen exams:</b>            Lang and Literature (English A, Dutch A),            Individuals and Societies,            Integrated Science,            Mathematics (Math and Math Extended),            Interdisciplinary learning</p> <p><b>E-portfolio:</b>            Language acquisition: English B, French B, Spanish B, Dutch B            Students choose one subject out of: Product Design, Drama, Music, Visual Arts</p>
<b>Predicted grade</b>	Predicted grades are given to the IB for the onscreen examination subjects. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject in the onscreen exam, based on all the evidence of the candidate's work, the mock exams and the teacher's knowledge of IB standards.

## 13. MYP certificate

Candidates for the internationally recognized IB MYP certificate must complete eight eAssessment components.

There are:

- α. **on-screen examinations in:**
  - i. Mathematics
  - ii. Language and literature
  - iii. Sciences
  - iv. Individuals and societies
  - v. Interdisciplinary learning
  - vi. Language acquisition
- β. **ePortfolios (coursework) in:**
  - i. Arts, or design
- γ. **MYP Personal project.**

The maximum total score for the IB MYP certificate is 56, with a grade from 1-7 assigned to each required eAssessment. Students must achieve a total of at least 28 points, with a grade of '3' or higher in each eAssessment component, to be eligible to receive the IB certificate.

## 14. DP Assessment

In the table below are the components used in the assessment process at International School Almere. The abbreviations used are Diploma Programme (DP), Community, Activity and Service (CAS), Extended Essay (EE), Theory of knowledge (TOK).

Components	Short description														
<b>Grades</b>	<p>The progress is assessed with grades between 1 and 7. The grades are calculated based on percentages or overall grade boundaries from the IB last subject report. When percentages are used, the grades are as following:</p> <table border="1" data-bbox="711 563 1267 819"> <tr> <td data-bbox="711 563 917 601">0-14%</td><td data-bbox="917 563 1267 601">1</td></tr> <tr> <td data-bbox="711 601 917 640">15-29%</td><td data-bbox="917 601 1267 640">2</td></tr> <tr> <td data-bbox="711 640 917 678">30-43%</td><td data-bbox="917 640 1267 678">3</td></tr> <tr> <td data-bbox="711 678 917 716">44-57%</td><td data-bbox="917 678 1267 716">4</td></tr> <tr> <td data-bbox="711 716 917 754">58-71%</td><td data-bbox="917 716 1267 754">5</td></tr> <tr> <td data-bbox="711 754 917 792">72-86%</td><td data-bbox="917 754 1267 792">6</td></tr> <tr> <td data-bbox="711 792 917 819">87-100%</td><td data-bbox="917 792 1267 819">7</td></tr> </table>	0-14%	1	15-29%	2	30-43%	3	44-57%	4	58-71%	5	72-86%	6	87-100%	7
0-14%	1														
15-29%	2														
30-43%	3														
44-57%	4														
58-71%	5														
72-86%	6														
87-100%	7														
<b>Progress comments for EE and TOK</b>	<p>The EE and TOK works are divided throughout the two years according to the school calendar. The progress is commented by the supervisor/teacher in the report cards. The final EE and TOK are externally assessed using the IB assessment criteria. They contribute to the final number of points.</p>														
<b>Final grades</b>	<p>A final grade is given at the end of each term, representing the best fit of the grades obtained by the students from the beginning of DP1.</p>														
<b>End of year Exams</b>	<p>At the end of DP1, the students sit an exam for each chosen subject. The exams includes questions from all the topics studied in year 1. The main role of these exams is to expose students to exam conditions, as practice for the May examination session at the end of year 2.</p>														
<b>Mock Exams</b>	<p>In January of the second year of the programme, the students sit a mock exam for each chosen subjects. The results are given as a grade on the scale 1 to 7, with 7 being the highest grade, using the grade boundaries specific to each subject. The exams include questions from all the topics studied from the beginning of the programme. The subject teacher marks the exams according to the IB official mark schemes. A mock exams report card is produced by the school, in order to</p>														

Components	Short description
	give student and parents an accurate overview of the preparation stage of the exams and information on the topics and skills which still need to be developed.
<b>Two-years calendar</b>	<p>The school sets internal deadlines for different stages of the internally and externally assessed components of each subject (internal assessments, written tasks and assignments, TOK presentations and essay, CAS, EE), which are mentioned in the school calendar.</p> <p>In order to spread the deadlines and give students an opportunity to deliver quality work the school has organised a <b>deadline calendar</b> that is distributed across the year. It is important for students (and parents) to be aware as it is crucial to meet all the deadlines mentioned in the calendar.</p> <p>The school <b>deadlines policy</b> is applicable for Internal Assessments, Written assignments, Written tasks, Extended essay, TOK essay.</p>
<b>Predicted grade</b>	<p>Predicted grades are given to the IB for all subjects in the month of March of the second year of Diploma Programme. The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject in the exam, based on all the evidence of the candidate's work, the mock exams and the teacher's knowledge of IB standards.</p> <p>During the two years programme, the student can request predicted grades for the further studies admission process. For all subjects, predicted grades might be subject of change depending on the quality of completion of IB examination components and student achievements of skills and knowledge in preparation for the IB exams.</p>



The internal assessments are completed by the student during the course, assigned by the teacher and moderated by the IB. There are internal deadlines mentioned in the two-year calendar.

In the May session, the students sit external examinations, which are externally assessed. The school offers a November session for the school retake students only.

CAS, TOK and EE are at the core of the DP programme. The specific tasks will be described briefly in this booklet.

In the table below there is a short description of the internal and external assessment and their weightage to the final grade of each subject.

## 15. Short description of CAS, EE and TOK and their specific assessment details

Component	Short description	Requirements	Assessment
<b><i>Creativity, Activity and Service (CAS)</i></b>	<p><b>Creativity</b> can be defined as arts, and other experiences that involve student's creative thinking, experimenting and expression.</p> <p><b>Activity</b> can be defined as physical exertion contributing to a healthy lifestyle, that is new and challenging for the student.</p> <p><b>Service</b> can be defined as an unpaid and voluntary exchange that has a learning benefit for the student, while maintaining the rights, dignity and autonomy of all those involved.</p>	<p>Students will reflect on their CAS experiences <u>before, during and after</u> an activity. (With evidence of the achievement of the eight CAS learning outcomes)</p> <p>Students will receive their DP diploma <u>only</u> if the CAS is completed, as it is compulsory and at the core of the DP.</p>	Students are expected to complete a CAS portfolio as evidence of their CAS engagement and achievement of the learning outcomes.
<b><i>Extended Essay</i></b>	<p>The EE is an in-depth study of a focused topic chosen from the list of approved DP Subjects — normally one of the student's six chosen subjects for the IB diploma. It is intended to promote high-level research and writing skills, intellectual discovery and creativity.</p>	<p>A 4,000 word study of a topic of special interest</p> <p>Independent research while having a teacher as an advisor</p> <p>It is a mandatory component of the IB diploma.</p> <p>Essays will be assessed externally</p>	Essays are externally assessed against five general assessment criteria and the maximum score possible is 34.
<b><i>Theory of Knowledge</i></b>	<p>The TOK course, a flagship element in the Diploma Programme, encourages critical thinking about knowledge itself, to try to help young people make sense of what they encounter. Its core content is questions like: What counts as knowledge? How does it grow? What are its limits? Who owns knowledge? What is the value of knowledge? What are the implications of having, or not having, knowledge?</p>	<p>The TOK course takes about 100 hours over two years and is a mandatory component of the IB Diploma.</p>	TOK and EE combined can add up to three points extra to the total IB Diploma result.

## 16. CP Assessment

Students in CP will take at least two DP classes and will be assessed according to the DP standards. There is no differentiation for CP students regarding the DP assessments, except that they need to have at least a 3 for at least 2 DP courses if they want to achieve their CP certificate.

For the Career-related Studies (CRS) CP students follow an International BTEC Level 3 Diploma Course in Information Technology. The BTEC course is divided into several units spread over CP1 and CP2. At the end of each unit, CP students will be assessed in one or more assignments. A summative unit grade can be awarded a pass, merit or distinction:

- α. To achieve a 'pass' a learner must have satisfied all the pass grading criteria.
- β. To achieve a 'merit' a learner must additionally satisfy all the merit grading criteria.
- γ. To achieve a 'distinction' a learner must additionally satisfy all the distinction grading criteria.
- δ. Students who complete the unit but who do not meet all the pass criteria are graded 'unclassified'.

The learner will be taught the background information by doing class activities and research tasks. Then they will be given an assignment to complete. The assignment will be a written or practical task(s) to give the student the opportunity to achieve the basic Pass level.

The more complex tasks that require more research and independence will allow the student to achieve Merit and Distinction grades. It is very important to meet deadlines so that they can get feedback and understand how to reach higher grades. Evidence of a student's coursework may be a written piece of work, an information poster, or presentation. Evidence may also be submitted by 'witness/observation statement records' where the assessor writes a short account of a practical activity the student has undertaken. They can include videos and photographs that show the skills they have learned.

If a student does not meet the Pass criteria on their first submission, the following procedure applies:

### 1. Resubmission Opportunity

The student will receive *formative feedback* (without detailed guidance on how to achieve higher grades) and be given one opportunity to resubmit the assignment. This resubmission must be completed within a clearly set deadline and must show genuine improvement.

### 2. Retake Opportunity (New Assignment)

If the student still fails to meet the Pass level after the resubmission, they may be allowed one final retake, which involves completing a new assignment that covers the same learning aims. This decision is made at the discretion of the CP Coordinator and subject teacher, based on the student's effort, attendance, and circumstances.

### 3. Final Grade

In the case of a retake, the maximum grade the student can achieve is a Pass, even if the work would otherwise meet Merit or Distinction criteria.

It is important for students to meet deadlines and engage seriously with each assignment from the beginning. Regular support is provided, and all students are encouraged to ask questions, attend feedback sessions, and make use of available resources to achieve their best.

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

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

The total amount of points a student gets over the BTEC course determines their final qualification grade. If a student fails to meet the minimum number of points to Pass, they receive a U. For the BTEC Diploma, students can score from a PP all the way up to a D\*D\*. The table below shows how the final qualification grade can be calculated.

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
U	0	U	0	U	0	U	0	U	0
Pass	18	P	36	P	54	PP	72	PPP	108
						MP	88	MPP	124
								MMP	140
Merit	26	M	52	M	78	MM	104	MMM	156
						DM	124	DMM	176
								DDM	196
Distinction	42	D	74	D	108	DD	144	DDD	216
						D*D	162	D*DD	234
								D*D*D	252
Distinction*	48	D*	90	D*	138	D*D*	180	D*D*D*	270

## 17. Short description of the CP Core and their specific assessment details

CP students will complete four core components next to their DP courses and their CRS. In the table underneath these are briefly explained and answered how these will be assessed.

Component	Short description	Requirements	Assessment
Reflective Project	A sustained piece of academic work exploring an ethical dilemma associated with the student's career-related studies.	It can be structured as an essay, presentation, or even multimedia pieces, all with the goal of encouraging critical thinking and personal reflection.	Internally marked, externally moderated by the IB. Assessed against five criteria including ethical awareness, research, and critical reflection.
Community Engagement	A series of purposeful, authentic experiences that address identified needs in the community.	Minimum of 50 hours; includes planning, action, and reflection. Must involve interactions outside the student's immediate school environment.	Students maintain a learning journal to reflect on experiences and growth. Completion is internally determined based on consistent engagement and demonstrated achievement of Community Engagement learning outcomes over two years.
Personal and Professional Skills	A taught course that develops transferable skills such as communication, resilience, and ethical thinking.	Minimum of 100 contact hours. The curriculum covers five skill development areas aligned with lifelong learning.	Not assessed by the IB. Schools track participation and progress through portfolios and reflections.
Language and Cultural Studies	Encourages students to improve proficiency in an additional language and explore cultural contexts.	Minimum 70 hours. Involves language acquisition and cultural investigation tailored to the student's context and level.	Assessed internally through a learning journal that students keep for the duration of the program. Journal should show completion of progress in learning outcomes as well as sustained engagement.

## 18. Award of the IBDP Diploma

(Excerpt from IB Handbook of procedures for the Diploma Programme)

A candidate will not qualify for the award of the diploma if certain requirements have not been met. The following codes indicate which requirements have not been met.

- α. CAS requirements have not been met.
- β. Candidate's total points are fewer than 24.
- χ. An "N" has been given for theory of knowledge, extended essay or for a contributing subject.
- 4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- 5. There is a grade 1 awarded in a subject/level.
- δ. Grade 2 has been awarded three or more times (SL or HL).
- ε. Grade 3 or below has been awarded four or more times (SL or HL).
- 8. Candidate has gained fewer than 12 points on HL subjects.
- φ. Candidate has gained fewer than 9 points on SL subjects.

## 19. Award of the IBCP Diploma

To achieve a CP certificate, a candidate must meet the following requirements.

- α. The school has confirmed that the candidate has completed the specified career-related study.
- β. The candidate has been awarded a grade 3 or more in at least two of the DP courses.
- χ. The candidate has been awarded at least a D grade for the reflective project.
- δ. The school has confirmed that all personal and professional skills, community engagement and language and cultural studies requirements have been met.
- ε. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

In addition to the usual certificate, a "bilingual certificate" can be awarded to a CP candidate who completes:

- φ. two DP language courses selected from studies in language and literature with the award of a grade 3 or higher in both a DP language course from studies in language and literature and completes a DP course from individuals and societies or sciences in a response language that is not the same as that taken from studies in language and literature. The candidate must get a grade 3 or higher in both courses.
- γ.

## 20. Physical education assessment for DP and CP students

The school offers Physical Education to DP1/CP1 and DP2/CP2 students. The aim is to provide CAS opportunities for DP students, to enjoy high energy, relaxation and fun. This provides for holistic and balanced educational activities that the DP and CP students need. The students have 60 minutes of Physical Education lessons per week. All students are expected to join all activities and follow the program completely. In the report cards, each student will get an effort grade as well as a written comment from the subject teacher. The students do not have to prepare/study for lessons, but only to take part and enjoy having a balanced week.

If one of these activities is used as CAS experience, the student will show evidence and reflection on ManageBac as any other CAS activity. In this case, the Physical Education teacher is the CAS supervisor.

## 21. Review of this policy

This policy was reviewed in June 2025. This policy will be reviewed every 2 or 3 years. In case an urgent clarification is needed then the policy will be reviewed at the end of the school year during the end of year meetings.