REPORT GRADING POLICY

Guiding Statements

Learning and Academic Achievement

To promote a genuine love of learning and encourage creative, critical and reflective thinking for every student to attain the best academic achievement within each student's capabilities.

ACS (International) provides Termly reports to students and their families about their progress. The Policy below explains to parents what the grade descriptors represent and how they are determined.

Subject Attainment (Term 1, 2 and 3)

The Subject Attainment grade is an assessment of the student's academic progress in each subject from the beginning of the academic year to the current date in which the report is prepared for. The purpose for an accumulated approach, rather than reporting on a single term, is so that families have a holistic view on the student's attainment across the academic year. The weightage of accumulated grades from term to term differs between Faculties due to differences between subject curriculum structures. If you wish to know how an individual Faculty calculates the accumulated Subject Attainment grades please contact the relevant Head of Faculty.

The table below shows the Subject Attainment Grades that can be awarded, which are based on the IB grading system. The table also shows the Pass/Fail boundary, high level descriptor and an IGCSE convertor for those students in Year 3 and 4.

Subject Attainment Grades	Status	Grade Descriptors	IGCSE Conversion
7	Pass	Excellent	A*
6	Pass	Very good	A
5	Pass	Good	B
4	Pass	Satisfactory	C
3	Fail	Weak	D
2	Fail	Poor	E
1	Fail	Very Poor	F, G and U
-	Not Awarded	Grade unable to be awarded e.g. late start	

The Subject Attainment grade incorporates all tests and coursework, plus other formal and informal assessments based upon the teacher's professional judgment.

This means that each Term's grade comprises the following:

Term 1 – Term 1 assessment items;
Term 2 – Accumulated grade from Term 1 including Term 2 assessment items;
Term 3 – Accumulated grade from Term 2 including Term 3 assessment items;
Term 4 – Subject Achievement

Prepared By	*Approved By*	*Review and Revised*	*Reviewed by*	*Next Review*
SLT	SLT	T2 2024 T3 2026	SLT	T3 2028

Subject Achievement (Term 4)

The Subject Achievement grade is an overall assessment of the student's work for the whole academic year. The grade comprises:

- The accumulated Subject Attainment grade from Terms 1, 2 and 3.
- Term 4 assessment items.
- End-of-year written examination/Preliminary examination (IGCSE and IBDP).

Missing Prelim and End-of-Year Examinations

Valid Reason

On occasion, students may miss Prelim or End of Year examinations for a valid reason. Valid reasons include, but are not limited to:

- Sick with a valid Medical Certificate.
- Compassionate grounds, e.g. death of a close family member.
- Misadventure, e.g. accident on the way to the exam.
- School authorised absence.

Valid reasons must be supported with appropriate documentation. The school will decide whether the reason is valid or not.

Grade Calculation for <u>Valid</u> Absences

Preliminary Examination and End of Year Examination Grades

If a student is unable to complete a full subject examination due to a valid, approved absence, they will receive a '–' grade for the examination. The student's report will clearly indicate that a '–' signifies that the assessment was not completed due to a valid reason and does not represent the student's level of achievement in an exam. In the case where there are multiple exams that form the Examination Grade, and the student misses one or more, they have not completed the full subject examination so they should be awarded a '-'.

Predicted Grade (PG), Direct School Admission (DSA) and Subject Achievement (SA)

A student should not be disadvantaged in the calculation of their PG, DSA grade or SA because they missed an examination for a valid reason.

Teachers should determine the student's grade by using the most appropriate evidence available, which may include one or more of the following:

- Existing assessment tasks completed during the course as a substitute for the missed examination.
- Other examination papers completed during the same examination period in the subject (for example, where a student misses one of two examination papers).
- A substitute assessment, where appropriate.

The calculated grade should be a professional judgement of the student's demonstrated level of achievement and should reflect their true academic ability rather than the fact that they were unable to complete the examination.

Grade Calculation for <u>Invalid</u> Absences

Preliminary Examination and End of Year Examination Grades

If a student is unable to complete the full subject examination due to an invalid absence, they will receive a mark of zero (0) for the missed examination.

Where the Preliminary Examination mark or End of Year Examination mark is calculated using more than one examination paper, the zero (0) mark awarded for the missed examination must be included in the calculation.

Direct School Admission (DSA)
A key purpose of the Year 4 Preliminary Examinations is to determine a student's DSA grade. Accordingly, if a student does not attend a preliminary examination due to an invalid absence, this will be reflected in their DSA grade. The Preliminary Examination Grade, including any zero (0) awarded for a missed examination due to an invalid absence, will be used as the student's DSA grade.

Predicted Grade (PG) and Subject Achievement (SA)
Unlike the Preliminary Examination Grade, End of Year Examinations Grade, and DSA, the purpose of PGs and SA grades is to provide an accurate and holistic judgement of a student's level of achievement. PGs are also submitted to the IB and are intended to reflect the student's most likely examination performance.

Accordingly, a student should not be disadvantaged in the calculation of their PG or SA because they missed a Preliminary or End of Year examination even in the case of an invalid absence.

Teachers should determine the student's PG and SA grades by using the most appropriate evidence available, which may include one or more of the following:

- Existing assessment tasks completed during the course as a substitute for the missed examination.
- Other examination papers completed during the same examination period in the subject (for example, where a student misses one of two examination papers).
- A substitute assessment, where appropriate.

The calculated grade should be a professional judgement of the student's demonstrated level of achievement and should reflect their true academic ability rather than the fact that they were unable to complete the examination.

Progression and Subject Entry
Progression into the following year level is based upon End of Year Exam grades with consideration given to a student's Subject Achievement.

In boundary cases, the school may ask a student to sit additional diagnostic tests as a substitute for the end-of-year examinations, e.g. entry into IBDP from FIB/Pre IB, IGCSE Additional Mathematics, IGCSE triple science combination, IBDP Higher Level subjects, etc.

Attitude to Learning (All Reports)

The Attitude to Learning grade is the judgement of the teacher as to how well a student has engaged with their own learning in class for the term (not accumulated). The key components of this judgement are as follows:

- **Behaviour** – Follows the teacher's instructions and is respectful to teachers and peers.
- **Engagement** – Actively learns through participation and constructive contributions.
- **Organisation** – Has the required equipment and organises their classwork and homework.

The descriptors below provide a guide as to how this is judged[1].

Grade	Behaviour	Engagement	Organisation
7	Consistent model behaviour	Proactive and frequent positive contributions	Always organised
6	Model behaviour	Positive contributions	Always organised
5	Meets class expectations	Active in class activities	Mostly organised
4	Meets class expectations	Involved in activities as instructed	Fairly organised
3	Below class expectations	Passive in class activities	Sometimes organised
2	Disruptive to the class	Inattentive in class activities	Occasionally organised
1	Disruptive to the class	Rarely engaged	Rarely organised
-	*Judgement unable to be made e.g. student joined school late or prolonged absence.*		

Completion of Work (All Reports)

The Completion of Work grade is the judgement of the teacher as to how well a student has managed their studies in the production of work (not accumulated). The key components of this judgement are as follows:

- **Work Submitted** – Did the student submit all the work for the term?
- **Timeliness of Submissions** – Did the student submit all work on time and as required?
- **Accuracy of Work** – Did the student complete the work as per criteria and as advised?

The descriptors below provide a guide as to how the grade is judged[1].

Grade	Work Submitted	Timeliness of Submissions	Accuracy of Work
7	All work submitted	All work submitted on time	Relevant self-extension of work performed
6	All work submitted	All work submitted on time	Work completed as expected
5	All work submitted	Most work submitted on time	Work completed as expected
4	Most work submitted	Most work submitted on time	Most work completed as expected
3	Some work submitted	Some work submitted on time	Some work completed as expected
2	Little work submitted	Work rarely submitted on time	Some work completed as expected
1	No work submitted	No work submitted on time	Work not completed as expected
-	*Judgement unable to be made e.g. student joined school late or prolonged absence.*		

[1] The student's performance may not exactly fit the descriptors for the Grade in each component, however the Grade awarded is indicative of the student's average performance across each of the three components.

Rounding Policy

Rounding is applied only to the final calculated mark after all assessment components and weightings have been applied. Intermediate assessment marks are not rounded. Final marks are rounded to the nearest whole number i.e. 0.5 and above rounds up and below 0.5 rounds down.

Examination Grading

Students sit formal examinations at various points throughout the year. The results of these examinations are published in the school reports. The following grade systems will be followed for examinations:

Junior Division
Examination Grades reported using 1-7 as per Subject Attainment.

Middle Division – IGCSE
Examination Grades reports using A*, A, B, C, D, E, F, G and U to reflect the IGCSE examination system.

Senior Division – IBDP
Examination Grades reported using 1-7 as per IBDP.

Year 1 to 4 - Mother-Tongue Subjects
The exception to the above is Mother-Tongue subjects in Years 1 to 4, where the school will grade using the Singapore-Cambridge GCE 'O' Level grading system: A1, A2, B3, B4, C5, C6, D7, E8 and F9.

A '-' indicates that a student did not complete the full set of exams.

School Academic Awards

Each term, the school will use School Report data to determine Academic Awards.

With regards to termly Academic Awards, the school uses a calculation of grades to determine a Grade Point Average (GPA). The sole purpose of the GPA is for determining student awards; it is not used for any other academic decision making. The GPA is generated from the grades of all three criteria – Subject Attainment, Attitude to Learning and Completion of Work.

The qualifications for school Academic Awards are as follows:

Principal's List
GPA of 6.60 or higher

Distinction
GPA of 6.40 – 6.59

Effort and Achievement
GPA of 6.20 – 6.39

Commendation for Effort
Commendation for Effort is awarded to student who meets the criteria for both Attitude to Learning and Completion of Work:

- Minimum x6 grades of 6 or 7.
- At least x4 grade 7s.
- All grades 4 or above.