

GWA Senior School



Full DP and Diploma Courses Students

- They are Diploma Programme students
- They have the same expectations as full DP students, but for the Core.

Formative vs. Summative

An assignment at GWA can take several forms:

1. Class preparation work: readings, reflections, questions, etc.
2. Formative assessments: all or part of an assessment that is used to practice, as a first attempt or a rough draft where teachers will provide feedback for improvement.
3. Formatives are used to build a foundation so students can see success on their summative assessments ***which is the primary consideration teacher use for report and predicted grades.***

Timing of Assessments

- Class preparation work and formatives: posted on ManageBac by at least 5pm the day prior
- In the case of a formative assessment, returned to students within 1 week.
- Summative assessments: 1 week notice on ManageBac.
- Summative assessments are scheduled, for the most part, during 100-minute periods.
- 3 weeks to return them to students with feedback

Internal vs. External Assessments

- An Internal Assessment (IA) is an IB assessment that is graded by the teacher. Those grades are then submitted to the IB.
- Upon submission of grades, the IB will request a sample of selected students' work to be sent to the IB for moderation.

Internal vs. External Assessments

- An External Assessment (EA) is an IB assessment that is completed prior to World Exams, all of which are sent to the IB for grading.
- Teachers do not submit suggested grades and, unlike the IAs, all of the students in a course have their work submitted for grading.
- Teachers will communicate to students where they think they stand on their EA

Internal vs. External Assessments

- There are usually 2-3 Papers per course during World Exams worth anywhere from 25-80% of the course grade.
- World Exams take place in May of the second year of the programme and are entirely externally assessed by IB examiners.
- Students will receive a number grade based on the assessment grading descriptors (eg. 31/40) which is then converted to a 1-7 grade based on assessment grade boundaries somewhat based on previous exam sessions.

In-School Assessments vs. IB Assessments

- In-School: students complete “Papers” (IB term for tests or exams) that prepare students for the Papers they will write during the World Exams. Typically 2 per quarter.
- In-School: students will complete drafts or do “mock” assessments working toward a final copy/performance/presentation/commentary of the assessments that we upload to the IB for examination or moderation.

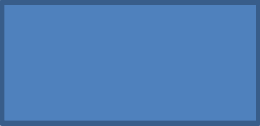




Assessment Grading Instruments

TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?						
Aspect	Level 5 Excellent 9–10	Level 4 Very good 7–8	Level 3 Satisfactory 5–6	Level 2 Basic 3–4	Level 1 Elementary 1–2	Irrelevant 0
Understanding knowledge questions	There is a <i>sustained focus</i> on knowledge questions connected to the prescribed title and are well chosen— developed with <i>investigation</i> of different perspectives and linked areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on knowledge questions connected to the prescribed title— developed with <i>acknowledgment</i> of different perspectives and linked to areas of knowledge and/or ways of knowing.	There is a <i>focus</i> on some knowledge questions connected to the prescribed title—with <i>some development</i> and linking to areas of knowledge and/or ways of knowing.	Some knowledge questions that are connected to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links</i> to areas of knowledge and/or ways of knowing.	The essay has only very limited relevance to the prescribed title—relevant points are <i>descriptive</i> .	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.
Quality of analysis of knowledge questions	Arguments are <i>clear</i> , supported by real-life examples and are <i>effectively evaluated</i> ; counterclaims are extensively explored; implications are drawn.	Arguments are <i>clear</i> , supported by real-life examples and are <i>evaluated</i> ; some counterclaims are identified and <i>explored</i> .	Some arguments are <i>clear</i> and supported by examples ; some counterclaims are identified.	Arguments are offered but are <i>unclear</i> and/ or <i>not supported</i> by effective examples .	Assertions are offered but are <i>not supported</i> .	

Scaffolding Assessments

TOK essay assessment instrument

Does the student present an appropriate and cogent analysis of knowledge questions in discussing the title?						
Aspect	Level 5 Excellent 9–10	Level 4 Very good 7–8	Level 3 Satisfactory 5–6	Level 2 Basic 3–4	Level 1 Elementary 1–2	Irrelevant 0
Understanding knowledge questions	There is a <i>sustained focus</i> on knowledge questions connected to the prescribed title and are well chosen— developed with <i>investigation</i> of different perspectives and 	There is a <i>focus</i> on knowledge questions connected to the prescribed title— developed with <i>acknowledgment</i> of different perspectives and 	There is a <i>focus</i> on some knowledge questions connected to the prescribed title—with <i>some development</i> and 	Some knowledge questions that are connected to the prescribed title are considered, but the essay is largely <i>descriptive</i> , with <i>superficial or limited links</i> to areas of knowledge and/or ways of knowing .	The essay has only very limited relevance to the prescribed title—relevant points are <i>descriptive</i> .	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.
Quality of analysis of knowledge questions	Arguments are <i>clear</i> , supported by real-life examples and are <i>effectively evaluated</i> ; 	Arguments are <i>clear</i> , supported by real-life examples and are <i>evaluated</i> ; some 	Some arguments are <i>clear</i> and supported by examples ; some counterclaims are <i>identified</i> .	Arguments are offered but are <i>unclear</i> and/or <i>not supported</i> by effective examples .	Assertions are offered but are <i>not supported</i> .	



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Late Assessments

- “I” - Incomplete on reports
- Remain at school until completion
- Meeting with Grade Leader and/or counselor
- Meeting with parents and Head of Senior School
- Exclusion from classes

Not Completing Assessments

- In-school – an “I” for “incomplete” will appear on the report.
- Failure to complete an assessment component will result in no score for that course.

IB Diploma Programme Results · Résultats du Programme du diplôme de l'IB · Resultados del Programa del Diploma del IB

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The IB Diploma Programme | Le Programme du diplôme de l'IB | El Programa del Diploma del IB

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Neeranuch Vootivakinskul
entered by · présenté(e) par l'établissement scolaire dénommé · presentado(a) por el colegio denominado
GEMS world Academy - Dubai

has achieved the following results · a obtenu les résultats suivants · ha obtenido los resultados siguientes

Subjects taken at higher level Matières présentées au niveau supérieur Asignaturas del Nivel Superior	Grades Notes Calificaciones	Subjects taken at standard level Matières présentées au niveau moyen Asignaturas del Nivel Medio	Grades Notes Calificaciones
M16 ENGLISH A LANG AND LIT	7	M16 SPANISH B	7
M16 ECONOMICS (ENG)	7	M16 PHYSICS (ENG)	7
M16 CHEMISTRY (ENG)	7	M16 MATHEMATICS (ENG)	7

Additional requirements
Compléments requis
Requisitos adicionales

EXTENDED ESSAY MUSIC (ENG)	C
THEORY OF KNOWLEDGE	A
POINTS	2

All CAS (Creativity-Activity-Service) requirements have been fully satisfied.

Total 44



Dr. Siva Kumari
Director general · Geneva
Directrice générale · Genève
Directora general · Ginebra
01 August 2016



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 Diploma Programme
Programme du diplôme
Programa del Diploma

Grade Boundaries

- 1-7
- A-E in Theory of Knowledge and the Extended Essay
- "Best-fit"
- Assessment grade boundaries
- Course grade boundaries

Component Grade Boundaries

Higher level paper one

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 2	3 - 5	6 - 8	9 - 11	12 - 13	14 - 16	17 - 20

Higher level written tasks

Component grade boundaries

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 5	6 - 11	12 - 18	19 - 23	24 - 28	29 - 33	34 - 40



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Assessment component	Weighting
<p>External assessment (3 hours)</p> <p>Paper 1 (1 hour and 30 minutes) An extended response paper (50 marks) Assessment objectives 1, 2, 3, 4</p> <p>Section A Syllabus content: section 1—microeconomics Students answer one question from a choice of two. (25 marks)</p> <p>Section B Syllabus content: section 2—macroeconomics Students answer one question from a choice of two. (25 marks)</p> <p>Paper 2 (1 hour and 30 minutes) A data response paper (40 marks) Assessment objectives 1, 2, 3, 4</p> <p>Section A Syllabus content: section 3—international economics Students answer one question from a choice of two. (20 marks)</p> <p>Section B Syllabus content: section 4—development economics Students answer one question from a choice of two. (20 marks)</p>	<p>80%</p> <p>40%</p> <p>40%</p>
<p>Internal assessment (20 teaching hours) This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students produce a portfolio of three commentaries, based on different sections of the syllabus and on published extracts from the news media.</p> <p>Maximum 750 words x 3 (45 marks)</p>	<p>20%</p>



Assessment component	Weighting
External assessment (4 hours) Paper 1: Comparative textual analysis (2 hours) The paper consists of two pairs of unseen texts. Students write a comparative analysis of one pair of texts. (20 marks) Paper 2: Essay (2 hours) In response to one of six questions students write an essay based on at least two of the literary texts studied in part 3. The questions are the same at SL but the assessment criteria are different. (25 marks) Written tasks Students produce at least four written tasks based on material studied in the course. Students submit two of these tasks for external assessment. (20 marks for each task) One of the tasks submitted must be a critical response to one of the prescribed questions for the HL additional study. Each task must be 800–1,000 words in length; task 1 should be accompanied by a rationale of 200–300 words, while task 2 should be accompanied by a short outline.	70% 25% 25% 20%
Internal assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral commentary Students comment on an extract from a literary text studied in part 4 of the course. (30 marks) Students are given two guiding questions. Further oral activity Students complete at least two further oral activities, one based on part 1 and one based on part 2 of the course. The mark of one further oral activity is submitted for final assessment. (30 marks)	30% 15% 15%

Overall Grade Boundaries

Economics

Overall grade boundaries

Higher level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 12	13 - 26	27 - 36	37 - 49	50 - 61	62 - 75	76 - 100

Standard level

Grade:	1	2	3	4	5	6	7
Mark range:	0 - 11	12 - 22	23 - 33	34 - 47	48 - 59	60 - 73	74 - 100

Grade Descriptors for Reports and Predicted Grades

Available for ever course on the website.

7: Demonstrates excellent understanding...

6: Demonstrates very good understanding...

5: Demonstrates good understanding...

4: Demonstrates adequate knowledge and understanding...

3: Demonstrates some knowledge and some understanding...

2: Demonstrates superficial knowledge and understanding...

1: Demonstrates very rudimentary knowledge and understanding...

Sample full descriptor

Demonstrates *good understanding* and appreciation of the interplay between form and content in regard to the question or task; responses that offer *generally considered* and valid analysis, synthesis and / or evaluation; *good levels* of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 11 - Number of Reports

- Four reports – all reports will include reporting on two ATLs
- Quarter 1 - November: a preliminary grade (*it is early*) and comments from advisors
- Quarter 2/Semester 1 – February: two comments from teachers of each course being taken
- Quarter 3 – April: progress report with course grades and comments from advisors
- Quarter 4/Semester 2 – June: end-of-year grade that will appear on school transcript and a comment on areas to focus on for Grade 12

Grade 12 – Number of Reports

- Three reports – all reports will include reporting on two ATLs
- Quarter 1 – November: progress report with course grades and comments from advisors
- Quarter 2 – February: semester report with grades and two comments from teachers of all courses
- Quarter 3 – April: a final grade that will appear on high school transcripts and is the predicted grade we send to the IB.

Reporting on the ATLs

- The five Approaches to Learning (ATLs) will be reported on using the following descriptors:
 - Exceeding expectations
 - Meeting expectations
 - Approaching expectations
 - Below expectations

Approaches to Learning

- Thinking Skills
- Communication Skills
- Social Skills
- Self-management skills
- Research skills

Points

- $6 \times 7 = 42$
- $+ 3 = 45$
- 12
- 24
- High School Diploma – 3s
- Courses results

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

Examinations

- Grade 11 Final Exams
 - June, 2018
- Grade 12 Final Exams
 - January 8-16, 2018
 - Note: last day of classes for Grade 12s is April 20th.
- Grade 12 World Exams
 - April 27-May 18, 2018
- Results information evening in March



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El Programa del
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GEMS World Academy - Dubai

has been awarded the · a obtenu le présent · ha obtenido el

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of the International Baccalaureate

Diplôme

du Baccalauréat International

Diploma

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D. S. K.

Dr. Siva Kumari
Director general - Geneva
Directrice générale - Genève
Directora general - Ginebra
01 August 2016



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Diploma Programme
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HL7 ENGLISH A: Literature	SL	4
HL7 SPANISH AB	SL	3
HL7 GLOB. POL. (ENG)	SL	4
HL7 ECONOMICS (ENG)	SL	3
HL7 BIOLOGY (ENG)	SL	4
HL7 MATH. STUDIES (ENG)	SL	5

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Director general - Geneva
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31 July 2017



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THEORY OF KNOWLEDGE
Points

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GEAIS World Academy

Dubai

This certifies that

as prescribed by the Governing Board is awarded this

High School Diploma

presented in Dubai, United Arab Emirates,
twenty sixth day of May, two thousand and sixteen.



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Predicted Grades

What are Predicted Grades?

- The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of *IB specific work* and the teacher's knowledge of IB standards.

When are Predicted Grades?

- University: In November-January before we have all assessments and content completed
- IB: In April after Grade 12 GWA Final Exams have been completed and all assessments submitted to the IB.

How are predicted grades decided upon?

- Each prediction is made as accurately as possible, with a conscious effort made to not under-predict or over-predict the grade.
- *With reference to the grade descriptors*, teachers examine IB Internal/External Assessments and assessments based on Papers 1, 2, (3), with preference given to most recent assessments and the exclusion of outliers i.e. the best-fit model of assessment.

Grade Descriptors

Available for every course on the website.

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What is the difference between the GWA grade and a predicted grade?

- The predicted grade is solely focused on an estimate as to how teachers feel students will score on their World Exams combined with the IB Internal and External Assessments.
- The GWA grade is based on how students are performing at the time of the report and based on the IB assessments done to that point in the programme.

The Predicted Grade Process

- Role of the teacher
- Role of the student
- Role of the parent
- A thorough explanation of the predicted grade process is available on the school website.

How do we compare?

GWA

- Under prediction by 3+: 0%
- Under prediction by 2: 1%
- Under prediction by 1: 20%
- Perfect prediction: 55%
- Over prediction by 1: 21%
- Over prediction by 2: 2%
- Over prediction by 3+: 0%

70 school non-random sample

- Under prediction by 3+: 0%
- Under prediction by 2: 3%
- Under prediction by 1: 24%
- Perfect prediction: 51%
- Over prediction by 1: 20%
- Over prediction by 2: 2%
- Over prediction by 3+: 0%

Senior School Website and Facebook Page

- <http://www.gemsworldacademy-dubai.com/learning/curriculum/>
- <https://www.facebook.com/GEMS-World-Academy-Dubai-Senior-School-440605996341084/>