



Brent International School Subic

## Assessment Policy

November 2014

## The BRENT INTERNATIONAL SCHOOL

### **MissionStatement**

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

### **The IBO’s Mission Statement**

“The International Baccalaureate Organization aims to develop inquiring, knowledge able and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the IBO works with schools, government 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.”



## EXPECTED SCHOOLWIDE LEARNING RESULTS

Brent School's philosophy is summarized in the [Expected School-wide Learning Results](#) which state that the school, in a Christian environment, prepares its students to be:

- **Responsible Citizens** who:
  - a. exercise leadership;
  - b. work effectively with others in diverse settings;
  - c. resolve conflicts productively and peacefully;
  - d. demonstrate a sense of civic awareness;
  - e. contribute responsibly to the community.
  
- **Critical Thinkers** who:
  - a. distinguish between facts and opinions;
  - b. construct and recognize the structure of arguments;
  - c. define, analyze, and solve problems;
  - d. organize and analyze materials and data;
  - e. integrate information and see relationships;
  - f. evaluate information by drawing inferences and arriving at reasonable conclusions;
  - g. apply understanding and knowledge to new and different problems;
  - h. remain open to new information, methods, values and beliefs.
  
- **Technologically Literate Individuals** who:
  - a. demonstrate basic technology skills;
  - b. apply technology ethically and productively;
  - c. communicate using technology;
  - d. conduct research using technology;
  - e. use technology to enhance critical thinking.
  
- **Healthy Individuals** who:
  - a. understand and demonstrate physical, mental, and spiritual health;
  - b. develop life-long health and fitness goals;
  - c. understand substance abuse, its effects and consequences.
  
- **Tolerant Individuals** who:
  - a. respect themselves and others;
  - b. understand and appreciate the diversity and interdependence of all people;
  - c. deal effectively with conflict caused by diversity of opinions and beliefs;
  - d. respect the role of gender, religion, culture and ethnicity in the world.
  
- **Effective Communicators** who:
  - a. articulate thoughts clearly;
  - b. demonstrate an understanding of their audience;
  - c. take responsibility for their message;
  - d. demonstrate the ability to listen actively;
  - e. use a variety of communication skills.
  
- **Life-long Learners** who:
  - a. demonstrate intellectual curiosity;
  - b. are self-directed;
  - c. integrate and apply what they learn to improve their own lives;
  - d. understand the value of continuous learning;
  - e. reflect on and evaluate their learning for the purpose of self improvement;

f. use a range of learning strategies and time management skills to enhance learning.

### The IB Curriculum Model



## The IB Learner Profile



### IB learner profile

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

As IB learners we strive to be:

#### INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

#### KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

#### THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

#### COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

#### PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

#### OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

#### CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

#### RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

#### BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

#### REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



## **The Assessment Policy**

Brent International School Subic highly supports formative and summative assessments in educating and promoting improvement in performance in all subject areas.

At Brent, assessment is integrated into daily classroom teaching. It is an ongoing process, based on multiple sources of evidence including tests, observations, portfolios, interview, performances and projects designed to inform the learning of both student and teacher: Regular assessment in which students are active participants allows students to take responsibility for their work and to support their growth as life-long, reflective learners (Brent Subic Handbook 2014).

Assessment is a process that involves the establishment and validation of goals, content, and skills. It functions as:

1. attainment of educational goals and objectives
2. platform for feedback
3. opportunity for data gathering for recording and reporting to students, parents, and stakeholders

The Brent International School Subic Assessment Policy adheres to the following tenets and philosophy:

1. Assessments, although used to record student achievement, emphasize the development of student learning.
2. Assessments, as part of instructions, are labeled formative assessments, which are used to impart content and skills and to check understanding in the course of study.
3. Assessments, as part of measure, are labeled summative assessments, which are used to test the aptitude of knowledge and skills of the students. Summative assessments may be in the forms of unit tests, written production, oral production, performances and projects.
4. Assessments is a combined duty of teachers and students as, in the process, a set of standards are developed both in the area of instruction and performance.
5. Assessments provide the students the opportunity to receive immediate feedback.
6. Assessments are reasonable and measureable, within the boundaries of the established goals; therefore, assessments verify the validity of student learning.
7. Assessments employ the use of rubrics in productions, performances, and projects. Generic and departmental rubrics are employed in the evaluations of assessment artifacts.
8. Assessments are used for data recording and reporting, which follows a set of specific and institutional standards.

## **The Assessment Practices**

The Brent International School Subic uphold academic standards that set student achievements as the goals of learning and teaching practices, and the benchmarks allow for achievement to be measured and reported. Brent considers academic achievement to include subject-specific content, thinking and reasoning skills, and general communication skills (Marzano, 2000). Student achievement, therefore, is the amount of subject-specific content students learn, the extent to which students demonstrate thinking and reasoning skills at an appropriate level, and student ability to communicate effectively the content and reasons they have engaged.

### **A. Assessment and Learning**

Assessment and learning are symbiotic elements of an educative environment. Assessment measures the scope of knowledge and skills learned through the guidance of teachers and teaching resources. Grant Wiggins (1994) states the notion that a test measures knowledge or ability, with the assumption that the product of learning will contain in itself all of the information that the evaluator needs to know about the students and the quality of their thinking processes.

Brent, therefore, ascertains the promulgation of assessments that provide the opportunity to perform knowledge in context learned, and transform mastery of knowledge and skills to new contexts.

### **B. Elements of Educative Assessment**

Brent International School Subic uses the format Understanding by Design (Wiggins and McTighe, 2005), which suggests that “educative assessment” requires a known set of measurable goals, standards and criteria that make the goals real and specific, descriptive feedback against those standards, honest yet tactful evaluation, and useful guidance. Elaborations for these elements are

#### **1. Standards-Based**

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

#### **2. Feedback**

- Facts: what events/behavior happened, related to goal
- Impact: a description of the effects of the facts (results and/or reactions)
- Commentary: the facts and impact explained in the context of the goal; an explanation of all confirmation and disconfirmation concerning the results

#### **3. Elements of Evaluation**

- Evaluation: value judgments made about the facts and their impact
- Praise / Blame: appraisal of individual's performance in light of expectations for that performer

#### **4. Elements of Guidance**

- Advice about what to do in light of the feedback

- Re-direction of current practice in light of results

### **C. Standard-Based Assessment**

Brent International School Subic has chosen to adopt a standards-based model for its academic program. Thus, Brent is committed to the following curriculum, instruction, and assessment practices:

- Appropriating academic standards which conform to the development of knowledge and skills;
- Developing and delivering curriculum from the standards and benchmarks;
- Implementing assessments that explicitly and tangibly measure student progress against the standards and benchmarks;
- Reporting student achievement through the standards and benchmarks to provide meaning

Brent implements the standard-based assessment model, and continuously develops and improves the system. This model ensures that the measure of learning outlines different levels of achievement as expressed in the benchmarks of every standard. IB DP, a programme Brent employs for Juniors and Seniors, promotes the use of assessment criteria, grade boundaries, and descriptors in evaluating students' tests and performances. Likewise, Brent, following the standard-based assessment model, awards grades that reflect student achievement based on the pre-defined standards. Student grades, therefore, are evidences of the following practices:

- Students attain the established academic standards and benchmarks, avoiding comparison and competition.
- Students are fully aware of the criteria and expectations by which they and their products will be measured.
- Students achieve proficiency through the pre-defined standards and benchmarks, which are the basis of assessments design.
- Students deviate from the norm of guessing, rather focus on mastery and proficiency.
- Performance assessments do not assume a single correct answer.

### **Achievement Variables**

Achievement is the result of students' work, and are the focus of assessment and reporting. In Brent International School Subic, achievement comes in two forms: measureable and non-measureable.

#### **A. Measureable Variables = Achievement Grade**

Measureable variables reveal student's mastery of content, thinking and reasoning, skills, and communication. These variables can be part of student's grades if measured by the standard-based system through the use of rubrics, reflecting the standards and benchmarks of the established goals.

Measureable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters, units, and semester's learning. Examples of assessment artifacts that can be produced measureable variable are:

- Projects
- Performance tasks
- Visual interpretations
- Written productions
- Oral productions
- Summative quizzes/tests

Contrary to the traditional point system, formative assessments are not conclusive as measurable variables. Formative does not demonstrate evidence of mastery due to, as the word connotes, the fact that it only provides the foundation for learning; thus, it is considered non-measurable. Formative may come in the form of:

- Activities in teaching a topic to students
- Worksheet for practice
- Questions and Answers for discussion
- Class discussions

**B. Non-measurable Variables = Non-achievement Grade**

Non-measurable variables include effort, behavior, attitude, attendance, and participation. Participation grade, may be part of measurable grade if graded against a set of assessment criteria. However, participation is not considered measurable if it is based on subjective perception and/or experience. Participation may come in formative assessments

Non-achievement grade is recorded through comments written on progress reports and Citizenship. Citizenship is scored based on the standards below:

RUBRIC SCORE	RESPONSIBLE CITIZENSHIPS	TOLERANT INDIVIDUALS	HEALTHY INDIVIDUALS
4 EXCELLENT  Behavior indicates consistent compliance with the vast majority of descriptors	Exhibits leadership, even when not required *Cooperates with others *Deals positively and effectively with conflict *Demonstrates a sense of civic awareness *Contributes responsibly to the community *Renders assistance above self regularly *Always completes his/her share of the work conscientiously *Exhibits responsible behavior without supervision *Punctual for school, classes, and related assignments and responsibilities *Shows increased independence in completion of assigned tasks	*Respects and advocates for the rights of others *Appropriate respect during school religious activities and proper behavior at group assemblies and in the classroom. *Shows awareness of the value of criticism *Behavior indicative of good sportsmanship.	*Honest in all dealings *demonstrates integrity when working with others *no evasive behavior *may have volunteered helpful information on others' dishonesty *Able to make ethical decisions based on a sound integrated value system.

<p>3 SATISFACTORY</p> <p>This is the expected minimal norm and indicates usual compliance with the majority of descriptors.</p>	<ul style="list-style-type: none"> <li>*Exhibits some leadership</li> <li>*Cooperates with others</li> <li>*Deals positively and effectively with conflict</li> <li>*Demonstrates a sense of civic awareness</li> <li>*May have rendered assistance above self</li> <li>*Usually completes his/her share of the work conscientiously</li> <li>*Exhibits responsible behavior without supervision</li> <li>*Usually punctual for school, classes, and related assignments and responsibilities.</li> <li>*Usually punctual for school, classes and related assignments and responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>*Respects others</li> <li>*Usually respectful during school religious activities and proper behavior at group assemblies and in the classroom</li> <li>*Shows some awareness of the value of criticism</li> <li>*Behavior indicative of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li>*Honesty in all dealings</li> <li>*demonstrates integrity when working with others</li> <li>*no evasive behavior.</li> </ul>
<p>2 EMERGING/ NEEDS IMPROVEMENT</p>	<p><i>The student frequently fails to meet the descriptors above and should be undergoing some self-examination as to citizenship deficiencies. This has been pointed out to the students and the student has not shown significant improvement. Minor academic dishonesty or bullying and/or fighting automatically qualifies for a 2, even if other descriptors are met. May have multiple minor infractions.</i></p>		
<p>1 POOR/ FREQUENT NON- COMPLIANCE</p>	<p><i>The student with this grade has been told that he/she is consistently failing to meet standards and is demonstrating little or no effort to improve. Major academic dishonesty or a combination of multiple minor infractions resulting in suspension or contact automatically qualify for a 1.</i></p>		

### Validity of Assessment

Assessment standards and benchmarks are central and are considered instrumental in the achievement of intellectual competence (Gordon Commission 2012). Assessment in education should inform and improve learning processes and outcomes. Therefore, assessment must embed content and skills to be considered valid.

Both achievement and non-achievement assessments must be valid in order to produce scores with meaning. Validity depends on:

- Standards and benchmarks meeting the ESLR's of Brent International School
- Measures the quantity of topics discussed and learned
- Adheres to the quality of education that Brent promotes
- Demonstrates the established goals in the curriculum
- Includes content, skills, and enduring learning
- Measured against a set of standards and benchmarks
- Summative assessment promotes development of learning

## Generating Grade Data and Tracking Achievement

Brent International School Subic is committed to generating grade data and tracking student achievement against the established academic standards and benchmarks.

Grade is the result of the average weight of the summative assessments and performances in all subjects.

Although evaluation of summative assessments follows the standard-based system, corresponding points are given to exceeding, meeting, or falling below the standard. The reason of which is apparent in the typical American Grading System.

<b>Letter Grade</b>	<b>Percentage</b>	<b>Common Meaning</b>	<b>GPA</b>
A+	97-100	Excellent	4.0
A	93-96		4.0
A-	90-92		3.7
B+	87-89	Good	3.3
B	83-86		3.0
B-	80-82		2.7
C+	77-79	Average	2.3
C	73-76		2.0
C-	70-72		1.7
D+	67-70	Difficulties	1.3
D	63-66		1.0
D-	60-62		0.7
F	59 and below	Failing	0.0

Each department, i.e.

- a. English Department
- b. Science Department
- c. Math Department
- d. Social Studies Department
- e. Modern Language Department
- f. English as a Second Language Department
- g. Physical Education and Health Department
- h. Religious Studies Department
- i. Arts Department

formulate a percentage-system to weigh the significance of the summative assessments in the classroom, and all of which result to the computation of the Grade Point Average. Brent Subic reporting uses an A to F scale in which a GPA is determined. With IB courses, we also grade using the 1 to 7 scale, but only with the emphasis on summative assessments that cover a semester's or a year's lesson. Brent Subic's scale adaption is based on descriptors that represent standards of attained knowledge and skills. Hence, IB Brent teachers are provided with an approximate comparative scale that connects the IB 1 to 7 scale to the Brent A to F scale. This is applied to IB assessments only, and is given as a predicted score in nature.

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

A percentage of students at Brent Schools take IB Diploma or certificate exams. The IB assessment policy and procedures indicate that IB uses a 1 to 7 grading scale. Students in grades 11-12 who are diploma or certificate students, therefore, are provided with predicted grades and regular feedback using the 1 to 7 IB grade scale.

The IB grades are the basis for providing advanced placement or credits. The vast majority of our student body should be able to present strong credentials, reflective of the wholeness of their education and recommendations from teachers and guidance counselors who vouch for their active role in the education process, thus providing US colleges and universities with grades based on A-F and impressive GPA. To serve the vast majority of our student population, we uphold the use of grade reporting using A-F. IBO recognizes and respects the uniqueness of each country and university's admissions policy. Educators at Brent Schools are then able to use grades A-F while simultaneously using the IB scale of 1-7 in preparation for the various internal and external assessment requirements that take place at intervals throughout the two-year program.

## **Brent Grade and Reporting**

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

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

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

## **Purpose of Grading**

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

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

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

# Appendix

Sample Progress Report  
Sample Report Card  
Sample Transcript of Records



**BRENT INTERNATIONAL SCHOOL SUBIC**  
**Brent Subic Campus**  
**Bldg.6601 Binictican Drive, Subic Bay Freeport Zone**

\*Grades represent student's average as of 11-18-2014

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

**PROGRESS REPORT**  
**School Year 2014 - 2015**  
**1st Semester**

<b>Student</b>	:	
<b>Grade and Section</b>	:	<b>12</b>
<b>Contact Advisor</b>	:	
Legend:    A+ = 100-97    B = 86 - 83    C- = 72 - 70    F = 59 and below A = 96 - 93    B- = 82 - 80    D+ = 69 - 67    INC = Incomplete A- = 92 - 90    C+ = 79 - 77    D = 66 - 63    ND = No Data B+ = 89 - 87    C = 76 - 73    D- = 62 - 60		
<b>Subject</b>	<b>Teacher</b>	<b>Progress Grade</b>
<b>English B HL</b>	<b>Calimlim, Nancy</b>	<b>B+</b>
is a very capable individual. His academic saliency and proficiency supersedes the expectation I set for him. The degree of difficulty of the task doesn't seem to matter because he proves that he can do everything and anything. Hyunki is, indeed, an outstanding student that every teacher wishes to have in class. I am definitely honored to have him in my English B. With this said, I expect Hyunki to get the highest score in his English B Diploma and Brent Grade. He can do it!		
<b>Mathematics SL</b>	<b>Tayco, Avernier</b>	<b>A-</b>
uncaring attitude towards school in general does not match his real abilities when it comes to mathematics. It seems that it is always a drag for him to go to school everyday. He is always reminded to wear his uniform properly, to be engaged during discussion and to show more conviction in everything that he does. He tends to be very robotic and very apathetic. It is such a waste because he is a really smart boy.		
<b>Business Management SL</b>	<b>Means, Cyril</b>	<b>A+</b>
has an A+. He is an absolute pleasure to teach. He performs almost flawlessly in class and on exams. I have no concerns to share with you. I would encourage you to influence him to watch more news programs in preparation for his IB Business & Management exam in May.		
<b>Biology HL</b>	<b>Senina, Jehnez Leah</b>	<b>A</b>
continues to possess a high sense of responsibility. However, he needs to focus more, especially during class discussions. He has a tendency to slow down. It seems that he is not 100% mentally engaged in class.		
<b>Chemistry SL</b>	<b>Senina, Jehnez Leah</b>	<b>B+</b>
seems to understand concepts in Chemistry easily. However, he seems to lack enthusiasm this year. I would like to encourage him to keep working hard. I know he can do better if he is motivated.		
<b>Korean A : Literature HL</b>	<b>Park, Yeonyi</b>	<b>A</b>
He has good language skills and is able to express himself clearly with relevance to the subject. His ideas are based on consistent structure. He can retain knowledge well. If he improves his ability to express his own ideas with more insightful comprehension, he will achieve success.		
<b>Study Hall</b>	<b>Willison, Rebecca</b>	
<b>TOK</b>	<b>Cosca, Roy Rolando</b>	<b>B-</b>
After reading the submitted work, I found essay as still underdeveloped. He needs to show evidence of more analysis with regard the knowledge issue connected with the title. He needs to really set the definition of his terms to set the boundaries of his discussion thus making it more focused. You can do it,		

\_\_\_\_\_  
**Mrs.Avernier Tayco**  
 Homeroom Teacher

\_\_\_\_\_  
**Mr. Patrick Higgins**  
 Upper School Principal



**BRENT INTERNATIONAL SCHOOL SUBIC**  
**Brent Subic Campus**  
**Bldg.6601 Binictican Drive, Subic Bay Freeport Zone**

RUNDATE: November 18, 2014

**GRADE REPORT**  
 School Year 2013-2014

**Student** : 100233  
**Grade** : 12  
**Contact Advisor** :

COURSE TITLE	TEACHER	1ST SEMESTER		2ND SEMESTER		FINAL GRADE
		GRADE	CITIZENSHIP	GRADE	CITIZENSHIP	
English A : Literature HL	Chandler, Jonathan	A	4	A	4	A
Business Management HL	Means, Cyril	A+	3	A+	4	A+
Math Studies SL	Griarte, Sheila Marie	A	4	A	4	A
Biology HL	Senina, Jehnez Leah	A-	4	A	4	A-
Spanish SL	Pascual, Jacqueline	A+	3	A	3	A
TOK	Cosca, Roy Rolando	A+	4			
Theatre HL	Fernandez, Louise	A	3	A+	4	A+
<b>Grade Point Average</b>			<b>4.24</b>		<b>4.33</b>	<b>4.28</b>

**ATTENDANCE**

	1st Sem	2nd Sem	Total
School Days	88.00	91.00	179.00
Days Present	83.00	90.00	173.00
Tardiness	3.00	1.00	4.00
Absences	5.00	1.00	6.00

**CITIZENSHIP**

- 4 Outstanding
- 3 Satisfactory
- 2 Needs Improvement
- 1 Unsatisfactory

**LETTER GRADE POINTS**

- A+= 100-97
- A = 96-93
- A- = 92-90
- B+= 89-87
- B = 86-83
- B- = 82-80
- C+= 79-77
- C = 76-73
- C- = 72-70
- D+= 69-67
- D = 66-63
- D- = 62-60
- F = 59 and below

NOTE: The GPA is calculated over all subjects and weighted according to time.  
 IB Higher Level courses are marked (HL) and receive an additional weighting of 0.5.

- Dis = Distinction
- P = Pass
- F = Fail
- Inc = Incomplete
- Id = Insufficient Data
- Nd = No Data

PROMOTED TO      GRADE 10    

\* = Indicates modified curriculum.  
 Please see attached academic evaluation.

**Ms. Sheila Marie Griarte**  
 Homeroom Teacher

**Mr. Patrick Higgins**  
 Upper School Principal



**BRENT INTERNATIONAL SCHOOL, SUBIC**  
 Bldg. 6601 Binictican Drive, Subic Bay Freeport Zone, Philippines 2222  
 (63) 47 252-6871 to 72

**OFFICIAL TRANSCRIPT  
 UPPER SCHOOL**

Name :  
 Nationality :  
 Address :  
 Parent or Guardian :

Student No. : 100233  
 Gender :  
 Birthdate :  
 Date Graduated :

Grade 9		School Year 2010-11		
SUBJECT	1ST	2ND	CRDT	
English	A+	A+	1.00	
Geometry	A	A	1.00	
Biology 9	A	A	1.00	
Physical Geography/SE Asian History			0.00	
Geography 9		A+	0.50	
History 9	A+		0.50	
Spanish 3&4	A+	A+	1.00	
Physical Education	A+	A	1.00	
Choir 9		A+	0.50	
Religious Studies	A		0.50	
Computer 9		A+	0.50	
Drama 9	A		0.50	
<b>AVERAGES</b>	<b>4.00</b>	<b>4.00</b>	<b>8.00</b>	

Grade 10		School Year 2011-12		
SUBJECT	1ST	2ND	CRDT	
English 10	A	A+	1.00	
Algebra 2	A-	B+	1.00	
Integrated Physical Science	A-	A+	1.00	
Human Geography 10	A+		0.50	
World History 10		A	0.50	
Upper School Spanish Level 4	A+	A+	1.00	
Physical Education	A	A	1.00	
Choir		A+	0.50	
Religious Studies		A+	0.50	
Computer	A		0.50	
Drama 10	A+		0.50	
<b>AVERAGES</b>	<b>3.93</b>	<b>3.91</b>	<b>8.00</b>	

School Days: 178    Absent: 1    1/2 Absent: 0    Tardy: 0

School Days: 179    Absent: 1    1/2 Absent: 0    Tardy: 1

**GPA AND HONORS**  
 1st Semester GPA = 4.00 Bishop Brent  
 2nd Semester GPA = 4.00 Bishop Brent

**GPA AND HONORS**  
 1st Semester GPA = 3.93 Headmasters List  
 2nd Semester GPA = 3.91 Headmasters List

Grade 11		School Year 2012-13		
SUBJECT	1ST	2ND	CRDT	
English A : Literature HL	A	A	1.00	
Business Management HL	A+	A	1.00	
Math Studies SL	A	A	1.00	
Biology HL	A+	A	1.00	
Spanish SL	A+	A+	1.00	
Choir	P	P	0.50	
Junior Seminar	A		0.50	
TOK		A+	0.50	
Theatre HL	A	A	1.00	
<b>AVERAGES</b>	<b>4.29</b>	<b>4.29</b>	<b>7.50</b>	

Grade 12		School Year 2013-14		
SUBJECT	1ST	2ND	CRDT	
English A : Literature HL	A	A	1.00	
Business Management HL	A+	A+	1.00	
Math Studies SL	A	A	1.00	
Biology HL	A-	A	1.00	
Spanish SL	A+	A	1.00	
TOK	A+		0.50	
Theatre HL	A	A+	1.00	
<b>AVERAGES</b>	<b>4.24</b>	<b>4.33</b>	<b>6.50</b>	

School Days: 176    Absent: 0    1/2 Absent: 0    Tardy: 3

School Days: 179.00    Absent: 6.00    1/2 Absent:    Tardy: 4.00

**GPA AND HONORS**  
 1st Semester GPA = 4.29 Bishop Brent  
 2nd Semester GPA = 4.29 Bishop Brent

**GPA AND HONORS**  
 1st Semester GPA = 4.24 Bishop Brent  
 2nd Semester GPA = 4.33 Bishop Brent

