



Brent International School Subic

## Assessment Policy

May 2018

## **Mission Statement**

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, knowledgeable 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, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

## **Expected Schoolwide Learning Results (ESLRs)**

Brent School's philosophy is summarized in the ESLRs, 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.

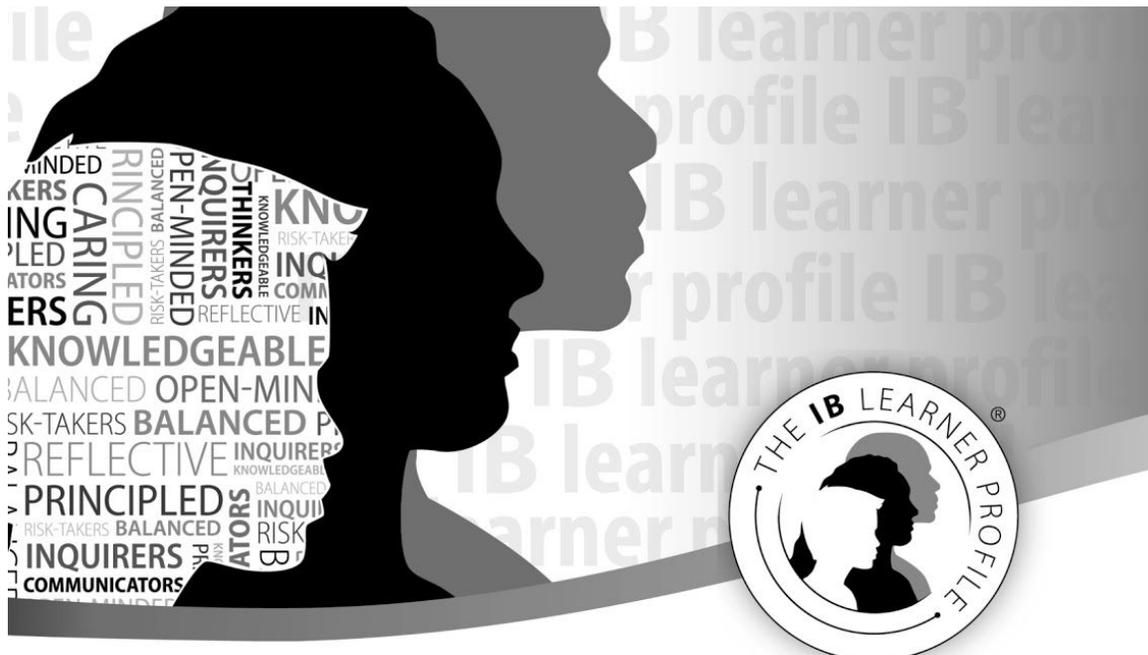
### **Life-long Learners** who:

- 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 measurable, 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.

## **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.

## **D. Best Practices**

### **1. Late work**

Grade will not be reduced in the event of late submission of an assignment. The following steps must be taken by the teacher when work is submitted after the due date.

- If work is 1 class late the teacher will sign the student's conduct card.
- If work is 2 classes late the teacher will sign the student's conduct card and send an email to the parents/guardians of the student.
- If work is 3 classes late the teacher will sign the conduct card and the student will be supervised in the library from 3:00pm - 4:30pm, until the work is completed.

### **2. Effort/Behavior**

Effort and behavior will not be included in the academic grade unless clearly outlined in the standard being assessed. Effort and behaviour will be reflected in the citizenship grade for each course.

### 3. Failing Grades

When a student gets a failing grade, teachers will consult with the student and if warranted, provide them with an additional opportunity to demonstrate learning.

*A zero may be entered on an impermanent basis for motivational purposes.  
Non-submission is not an option (see "late work").*

### 4. Additional Opportunities

Added opportunities to demonstrate learning are recommended, but should be used sparingly. The following will act as a guide when considering added opportunities.

- Professional judgement should be used to determine if there is a discrepancy between the expected outcome of the student and the actual outcome.
- Student must show evidence of preparing for the added opportunity (*ex. Coming to one or two remedials to study, or showing proof that a tutoring session was attended.*)
- This process must be initiated immediately following the original assessment, not three weeks later or right before report cards.
- Additional opportunities may also be used to adapt assessment type if a student struggles to demonstrate knowledge in a certain way.
- Additional opportunities should only be considered for those students who have achieved a grade of D+ or lower.
- If a retest is completed, the highest scoring grade of the two tests completed will be entered into BASIS. The questions on the retest **MUST** be different or varied from the original test.

### 5. Extra (Bonus) Credit

Extra Credit will not be given outside of regular assessment based on the predefined course related standard. Students must take their assessments seriously, and engage in a retest should the circumstances warrant it.

### 6. Grade Weighting

Teacher will set up their grade weighting to reflect by Content/Concept (as per our assessment policy)

For example: World History 11

25% - Application and Interpretation  
25% - Synthesis and Evaluation  
20% - Knowledge and Understanding  
20% - Use of Historical Skills  
10% - Semester Exam

## **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: measurable and non-measurable.

### **1. Measurable Variables = Achievement Grade**

Measurable 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.

Measurable variables consist of summative assessments, which tests mastery and proficiency of knowledge and skills taken from chapters, units, and a semester's learning. Examples of assessment artifacts that can be produced measurable 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

### **2. 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:

# BRENT CITIZENSHIP RUBRIC

	<b>RESPONSIBLE</b>	<b>RESPECTFUL (TOLERANT)</b>	<b>HONEST (HEALTHY)</b>
<p><b>4 - EXCELLENT</b></p> <p>Behavior indicates consistent compliance with the vast majority of descriptor</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exhibits leadership, even when not required</li> <li><input type="checkbox"/> Cooperates with others</li> <li><input type="checkbox"/> Deals positively and effectively with conflict</li> <li><input type="checkbox"/> Demonstrates a sense of civic awareness</li> <li><input type="checkbox"/> Contributes responsibly to the community</li> <li><input type="checkbox"/> Regularly renders assistance above self</li> <li><input type="checkbox"/> Always completes his/her work conscientiously</li> <li><input type="checkbox"/> Exhibits responsible behavior, even without supervision</li> <li><input type="checkbox"/> Punctual for school, classes, and related assignments and responsibilities</li> <li><input type="checkbox"/> Shows increased independence in completion of assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Respects and advocates for the rights of others</li> <li><input type="checkbox"/> Shows appropriate respect during school religious activities and proper behavior at group assemblies and in the classroom</li> <li><input type="checkbox"/> Shows awareness of the value of criticism</li> <li><input type="checkbox"/> Behavior is indicative of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Honest in all dealings</li> <li><input type="checkbox"/> Demonstrates integrity when working with others</li> <li><input type="checkbox"/> No evasive behavior</li> <li><input type="checkbox"/> May have volunteered helpful information on others' dishonesty</li> <li><input type="checkbox"/> Able to make ethical decisions based on a sound integrated value system</li> </ul>
<p><b>3 - SATISFACTORY</b></p> <p>This is the expected minimal norm and indicates usual compliance with the majority of the descriptors</p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Exhibits some leadership</li> <li><input type="checkbox"/> Cooperates with others</li> <li><input type="checkbox"/> Deals positively and effectively with conflict</li> <li><input type="checkbox"/> Demonstrates a sense of civic awareness</li> <li><input type="checkbox"/> Contributes responsibly to the community</li> <li><input type="checkbox"/> May have rendered assistance above self</li> <li><input type="checkbox"/> Usually completes his/her work conscientiously</li> <li><input type="checkbox"/> Exhibits responsible behavior, even without supervision</li> <li><input type="checkbox"/> Usually punctual for school, classes, and related assignments and responsibilities</li> <li><input type="checkbox"/> Sometimes shows increased independence in completion of assigned tasks</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Respects others</li> <li><input type="checkbox"/> Usually respectful during school religious activities and demonstrates proper behavior at group assemblies and in the classroom</li> <li><input type="checkbox"/> Shows awareness of the value of criticism</li> <li><input type="checkbox"/> Behavior is indicative of good sportsmanship</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Honest in all dealings</li> <li><input type="checkbox"/> Demonstrates integrity when working with others</li> <li><input type="checkbox"/> No evasive behavior</li> </ul>
<p><b>2 - EMERGING Needs Improvement</b></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 students and the student has not shown significant improvement. Minor academic dishonesty or bullying and/or fighting automatically qualifies a student for this category, even if other descriptors are met. May have multiple minor infractions.</i></p>		
<p><b>1 - POOR Frequent Non-compliance</b></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 behavioral infractions or a combination of multiple minor infractions resulting in a suspension or parental contact automatically qualifies a student for this category.</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.

Evaluation of summative assessments follows the standard-based system, corresponding points are given to exceeding, meeting, or falling below the standard.

Within the structure set out by 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

teachers formulate a percentage-system to weigh the significance of specific standards, or skill content, represented within 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 adaptation 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
	6	Very Good	A-	90-92
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:

- 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**

The primary purpose of Brent assessment is to communicate student achievement, with “achievement” being defined as performance measured against published standards and learning outcomes. 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.

# Appendices

- A) Sample Progress Report
- B) Sample Report Card
- C) Sample Official Transcript

## A) Sample Progress Report



**BRENT INTERNATIONAL SCHOOL SUBIC**  
Subic Bay Freeport Zone, Philippines

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

### PROGRESS REPORT School Year 2017 - 2018 2nd Semester

**STUDENT** :  
**GRADE/SECTION** :  
**CONTACT ADVISOR** :

<b>LEGEND:</b>	A+ = 100 - 97	B = 86 - 83	C- = 72 - 70	F = 59 and below	S = Satisfactory
	A = 96 - 93	B- = 82 - 80	D+ = 69 - 67	INC = Incomplete	U = Unsatisfactory
	A- = 92 - 90	C+ = 79 - 77	D = 66 - 63	ND = No Data	ID = Insufficient Data
	B+ = 89 - 87	C = 76 - 73	D- = 62 - 60	P = Passed	

<b>SUBJECT</b>	<b>TEACHER</b>	<b>PROGRESS GRADE</b>
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<b>Algebra 1</b>		<b>A+</b>
<p>continues to excel in math class. She has mastered our new topics very quickly and is able to apply them to challenging application based problems. She works well with classmates and will help those who struggle with understanding the material. never hesitates to ask a question and participates in class discussions frequently. She puts forth her best effort in class and wants to be challenged. is capable of maintaining this high level of achievement over the rest of the semester.</p>		

<b>Science 8</b>		<b>B-</b>
<p>has shown a quiet interest in the areas we have covered in science. She generally understands new scientific concepts well and is beginning to be able to use these to explain her assignments or activities. has a sensible, mature approach to working in a group and this makes her a favorable partner among her peers. Her written work in science has got much better over the year and she has learnt to be more careful to organize her answers in a logical way. Her group lost a few points on the site plan drawing that they have been working on for lack of detail. I would like to encourage her to double-check her group's work before submitting it for final review.</p>		

<b>Social Studies 8</b>		<b>A-</b>
<p>Since January, we have completed our study of the Roman Empire and begun to examine the medieval ages. has shown understanding of the concepts covered and submits assigned work in a timely manner. She typically demonstrates strong citizenship skills in the classroom, works effectively with others, and contributes constructively to classroom discussions.</p>		

<b>Mandarin 8</b>		<b>A+</b>
<p>is a model student in my Chinese class. She shows a keen enthusiasms for learning Chinese language. She shows great understanding of the class. She attends class activities actively and often play the role of a leader. She is able to answer teacher's questions confidently. She submits neat and conscientious work. She currently has the highest possible grade in my class. I am looking forward seeing her continue to make great progress.</p>		

<b>Physical Education 8</b>		<b>A+</b>
<p>showed consistent progress this quarter. She showed some amazing plays in soccer, doing nice fakes and getting around defenders. She should be a candidate for soccer varsity and it's just too bad that she didn't join the tryouts. She also showed a lot of dribbling skills in basketball and good shooting. Even in badminton, performance was above average displaying good forehand and backhand strokes. Her smashes are slowly getting more accurate. Great job. Keep up the good work.</p>		

<b>Art 8</b>		<b>A+</b>
<p>has mastered the fundamental skills of drawing. She can draw realistic human hands and objects. This is evident in her recent artwork on using proper tonal value in a composition. She also puts value in the creative process. is encouraged to continue exploring various art making forms in order for her to eventually discover her own artistic style.</p>		

<b>Computer 8</b>		<b>A-</b>
<p>is a diligent student. She is always on task. I hope to see more engagement and participation from her as the semester progresses. As a goal for next quarter, continue showing hardwork and cooperation in class.</p>		

<b>English 8</b>		<b>A+</b>
<p>In English 8, we just finished reading our class novel, The Outsiders by S.E Hinton, and we will be working on character analysis. continues to be an active listener, who consistently submits quality assignments. Her reading quizzes demonstrate proficient comprehension and writing skills. I encourage to review the novel carefully as we move forward with the summative assessment and rely on the text to achieve in-depth character analysis.</p>		

## B) Sample Grade Report



### Brent International School Subic Upper School

RUNDATE: April 17, 2018

#### GRADE REPORT

School Year 2017 - 2018

Student :  
Grade and Section :  
Contact Advisor :

COURSE TITLE	TEACHER	1ST SEMESTER		2ND SEMESTER		FINAL GRADE
		Grade	Citizenship	Grade	Citizenship	
Theory of Knowledge 12	Cosca, Roy Rolando	A	4			
Math Studies SL 12	Griarte, Sheila Marie	A	4			
Biology SL	Senina, Jehnez Lhea	A-	4			
IB World History 12 HL	Keshka, Brandon	A-	4			
Spanish 12 Ab Initio	Perez, Jameela	A+	3			
Business Management HL	Means, Cyril	A	4			
Band 11 and 12	Sedo, Steve	A	3			
English A: Literature HL	Chandler, Jonathan	A+	3			

Grade Point Average    **4.11**

#### ATTENDANCE

	1st Sem	2nd Sem	Total
School Days	83.00	93.00	176.00
Days Present	82.50	52.50	135.00
Tardies	0.00	1.00	1.00
Absences	0.50	5.50	6.00

#### CITIZENSHIP

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

#### LETTER GRADE POINTS

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

**NOTE:** The GPA is calculated over all subjects and weighted according to time.  
IB Higher level courses (for Grades 11 and 12 only) receive an additional weighting of 0.5.

Inc = Incomplete    ID = Insufficient Data  
ND = No Data    NG = No Grade  
\* = Indicates modified curriculum  
Please see attached academic evaluation

PROMOTED TO:

\_\_\_\_\_  
Homeroom Teacher

\_\_\_\_\_  
Principal

C) Sample Official Transcript



**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. :  
 Sex :  
 Birthdate :  
 Date of Graduation :

**Grade 9 School Year 2013-2014**

SUBJECT	1st	2nd
English	A+	A+
Geometry	A+	A+
Biology 9	A+	A+
Geography 9		A
History 9	A+	
Spanish	A	A+
Physical Education	A	A
Band	A	A
Religious Studies	A	
Computer 9		A
<b>AVERAGES</b>	<b>4.00</b>	<b>4.00</b>

School Days: 179 Absences: 2 ½ Absence: 0  
 Tardies: 1

**GPA AND HONORS**

1<sup>st</sup> Semester GPA = 4.00 Bishop Brent Scholars List  
 2<sup>nd</sup> Semester GPA = 4.00 Bishop Brent Scholars List

**Grade 10 School Year 2014-2015**

SUBJECT	1st	2nd
English 10	A	A+
Algebra 2	A	A
Integrated Physical Science	A	A
Human Geography 10		A
World History 10	A	
US Spanish Level 4	A+	A
Physical Education	A	A
Band	A	A+
Religious Studies		A+
Computer	A+	
<b>AVERAGES</b>	<b>4.00</b>	<b>4.00</b>

School Days: 180 Absences: 3 ½ Absence: 0  
 Tardies: 1

**GPA AND HONORS**

1<sup>st</sup> Semester GPA = 4.00 Bishop Brent Scholars List  
 2<sup>nd</sup> Semester GPA = 4.00 Bishop Brent Scholars List

**Grade 11 School Year 2015-2016**

SUBJECT	1st	2nd
Theory of Knowledge		A+
Mathematics SL	A	A+
Biology HL	A+	A+
Chemistry SL	A	A+
Business Management HL	A+	A
IB Spanish SL 11	A	A
Band 11	A-	A
Junior Seminar 11	A+	
English A: Literature HL	A-	A
<b>AVERAGES</b>	<b>4.11</b>	<b>4.19</b>

School Days: 180 Absences: 1 ½ Absence: 0  
 Tardies: 6

**GPA AND HONORS**

1<sup>st</sup> Semester GPA = 4.11 Bishop Brent Scholars List  
 2<sup>nd</sup> Semester GPA = 4.19 Bishop Brent Scholars List

**Grade 12 School Year 2016-2017**

SUBJECT	1st	2nd
Mathematics SL	A	A+
Biology HL	A	A
Chemistry SL	A	A
Business Management HL	A+	A
Theory of Knowledge	A+	
English A: Literature HL	A+	A+
IB Spanish 12 SL	A-	A
<b>AVERAGES</b>	<b>4.17</b>	<b>4.25</b>

School Days: 178 Absences: 14 ½ Absence: 1  
 Tardies: 6

**GPA AND HONORS**

1<sup>st</sup> Semester GPA = 4.17 Bishop Brent Scholars List  
 2<sup>nd</sup> Semester GPA = 4.25 Bishop Brent Scholars List

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LEGEND	HONORS AND AWARDS	GRADING SYSTEM	GRADE POINT AVERAGE
US Upper School	Bishop Brent Scholar's List = 4.00	A+ = 100 - 97	A+ = 4.0 C+ = 2.3
SL Standard Level	Headmaster's List = 3.99 - 3.50	A = 96 - 93	A = 4.0 C = 2.0
HL Higher Level	Honors List = 3.49 - 3.00	A- = 92 - 90	A- = 3.7 C- = 1.7
		B+ = 89 - 87	B+ = 3.3 D+ = 1.3
		B = 86 - 83	B = 3.0 D = 1.0
		B- = 82 - 80	B- = 2.7 D- = 0.7
			F = 59 and below
			Inc = Incomplete
			F = 0.0

NOTE: The GPA is calculated over all subjects and weighted according to time.

### CERTIFIED TRUE AND CORRECT:

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*Registrar*

**\*\*\* NOT VALID WITHOUT SEAL**

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