



Assessment Policy

Brent International School Subic

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

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Table of Contents

Brent International School's Mission Statements	2
The IBO's Mission Statement	2
Expected Schoolwide Learning Results (ESLRs)	2
The IB Curriculum Model	4
The IB Learner Profile	5
The Assessment Policy	6
The Assessment Philosophy	6
Assessment Practices	7
A. Assessment and Learning	7
B. Elements of Educative Assessment	7
C. Standard-Based Assessment	8
D. Examinations	8
E. Best Practices	9
1. Late work	9
2. Effort/Behavior	9
3. Failing Grades	9
4. Additional Opportunities	9
5. Extra (Bonus) Credit	10
6. Grade Weighting	10
7. Internal Moderation	10
Achievement Variables	11
Brent Citizenship Rubric	12
Validity of Assessment	13
Generating Grade Data and Tracking Achievement	14
IB Grade Mapping	15
Brent Grade and Reporting	16
Purpose of Grading	16
Rights and Responsibilities of the School Community	17
Appendices	21
A. Sample Progress Report	22
B. Sample Report Card	23
C. Official Official Transcript	24
References	26

Brent International School's 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."

Brent International School's 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.

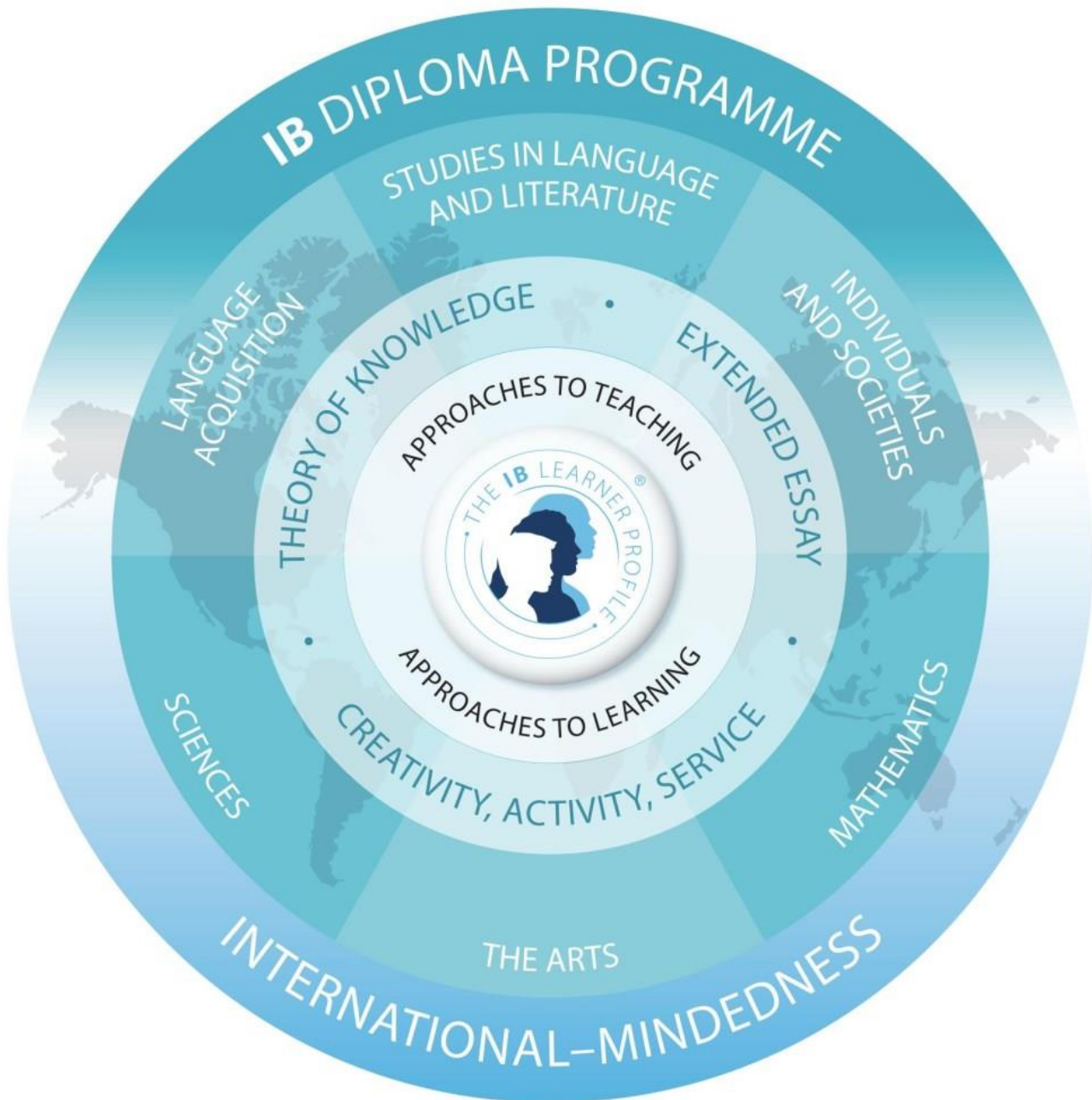
Effective Communicators who:

- 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



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The IB Learner Profile



The graphic features a silhouette of a person's head in profile, facing right. The interior of the head is filled with a word cloud of the ten IB Learner Profile attributes: INQUIRERS, KNOWLEDGEABLE, OPEN-MINDED, PRINCIPLED, REFLECTIVE, RISK-TAKERS, CARING, and COMMUNICATORS. To the right of the head is a circular logo with the text 'THE IB LEARNER PROFILE' around the perimeter and a smaller silhouette of the head inside. The background is a gradient of blue and white.


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:

<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>
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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.

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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, interviews, 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 Assessment Philosophy

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 form 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

Brent International School Subic upholds 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 an 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 predefined standards. Student grades, therefore, are evidence 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. Examinations

- Middle/Upper School students are regularly assessed according to department guidelines. Most courses have a semester evaluation and a semester exam.
- Students with identified learning or examination differences may receive shortened exams, more time, alternative exams, or other projects in lieu of semester or final exams.
- Students who are absent without a valid excuse on the day of a final examination receive a failing grade for the examination missed. This grade is included in the computation of the final semester grade.
- Students whose absence is excused will be allowed to take make-up examinations.
- Requests for early examination at the end of the school year may be approved by the Principal for sufficiently compelling reasons. Early examinations in December are considered only for those students leaving Brent School. (MS/US Student-Parent Handbook 2024-2025)

E. Best Practices

1. Late work

Grades 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.

For Upper School (US) students:

- 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.

For Middle School (MS) students:

- If the work is one class late, the teacher will notify the student and inform the school counselor and principal via the school's online tracking system (Engagement Tracker).
- If the work is two classes late, an email will notify parents/guardians and the headmaster. The tracking system will also be updated.
- If work is three classes late, a second email will update parents/guardians and the headmaster of the assignment's status. The tracking system will be updated, and the student must attend remedial sessions until the work is submitted.

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.
- Students 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

The teacher will set up their grade weighting to reflect by Content/Concept based on grading categories or assessment objective (AO) (as per our assessment policy)

For example: World History 11

20% - Knowledge and Understanding (AO1)
 20% - Application and Analysis (AO2)
 30% - Synthesis and Evaluation (AO3)
 20% - Use and Application of Appropriate Skills (AO4)
 10% - Semester Exam

7. Internal Moderation

Internal Moderation of IB Coursework

Brent International School Subic ensures the consistent application of IB Internal Assessment criteria to students' work. Teachers make certain that assessment criteria are consistently applied and that grading aligns with IB standards. To do this, teachers use the following practices to engage in their moderation work:

- refer to IB grade descriptors and grade boundaries
- review and analyze previously IB moderated samples
- review IA feedback, if any
- review subject reports

Brent International School Subic has IB courses assigned to one teacher only due to a low number of students in each cohort. To ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive, teachers across different Brent campuses engage in an internal moderation with their counterparts in the other Brent campuses (Brent Manila and Brent Baguio) where they grade or mark sample coursework done by IB candidates based on the IB assessment criteria for each respective class. The teachers in each subject group collaborate

and discuss how the marks are awarded to develop a shared understanding of the grading process based on the IB assessment criteria. This process is done during the all-Brent collaborative meetings on PD Thursdays (late start) and led by the Heads of Departments from all three campuses.

Internal moderation in MS and LS

Just as with IB, standardized moderation as defined by Brent Standards should be followed. This would ensure that all three Brent campuses follow the same standards-based criteria to avoid subjectivity in grading.

About being data-driven: MAP testing and other standards-based data collection methods are implemented as a way to externally evaluate whether standards are covered and students have acquired the conceptual learning and competencies required at their learning level.

Achievement Variables

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

Summative assessments:

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

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

Formative assessments:

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

Approaches to Learning	Brent's Expected School-wide Learning Results (ESLRs)	N/A	1 - Not Meeting Expectations	2 - Approaching Expectations	3 - Meeting Expectations	4 - Exceeding Expectations
SELF MANAGEMENT SKILLS SCORE: <input type="text"/>	Exercises leadership					
	Is punctual for classes and in meeting deadlines					
	Is independent in completing assigned tasks					
	Applies technology ethically and productively					
	Completes his/her share of the work conscientiously					
SOCIAL SKILLS SCORE: <input type="text"/>	Avoids or resolves conflicts productively and peacefully					
	Works effectively with others					
	Is actively engaged					
	Demonstrates honesty and integrity					
THINKING SKILLS SCORE: <input type="text"/>	Uses a range of learning strategies to demonstrate learning					
	Is resourceful and resilient in the face of challenges and change					
	Demonstrates intellectual curiosity					
	Reflects on his/her learning in order to integrate and apply feedback for self improvement					

<p>Self-Management Skills:</p> <p><u>Exercises Leadership:</u></p> <ol style="list-style-type: none"> 1) Initiates the learning process/activity 2) Actively engages in the learning process 3) Facilitates in the learning process <p><u>Is punctual for classes and in meeting deadlines</u></p> <ol style="list-style-type: none"> 1) In the seat and prepared for classes. Be ready to go by the time class begins (not just arriving by start time) 2) Assignments are turned in on the due date <p><u>Is independent in completing assigned tasks</u></p> <ol style="list-style-type: none"> 1) Exhibits self initiative 2) Stays focus on a task 3) Proactive and requires little assistance 4) Produces original/authentic work <p><u>Applies technology ethically and productively</u></p> <ol style="list-style-type: none"> 1) Cite sources 2) Works on task 3) Using technology without malicious intent 4) Apply social media use within academic framework <p><u>Completes his/her share of the work conscientiously</u></p> <ol style="list-style-type: none"> 1) Dependable in completing task to the best of their ability 2) Quality/production of work is acceptable to the group 3) Complete work individually and in a timely manner 	<p>Social Skills:</p> <p><u>Avoids or resolves conflicts productively and peacefully</u></p> <ol style="list-style-type: none"> 1) Listens 2) Cooperates with all learners 3) Respects and tolerates others' ideas/differences 4) Seeks compromise and consensus**** <p><u>Works effectively with others</u></p> <ol style="list-style-type: none"> 1) Encourages opportunities for everyone to contribute 2) Communicates/provides input 3) Creates a positive environment 4) Participates in achieving intended goal in a timely fashion. <p><u>Is actively engaged</u></p> <ol style="list-style-type: none"> 1) Prepared for class 2) Whole body listening 3) Willing to contribute answers or discuss 4) Diligently works through tasks and avoids distractions 5) Self advocacy <p><u>Demonstrates honesty and integrity</u></p> <ol style="list-style-type: none"> 1) Avoids plagiarism/gives credit for others' work 2) Provides sources for research 3) Submits authentic work 4) Actively avoids mistruths when communicating 5) Acknowledges own mistakes and accepts consequences
<p>Thinking Skills:</p> <p><u>Learning strategies</u></p> <ol style="list-style-type: none"> 1) Applies and creates various forms of learning strategies* and demonstrates effective study skills and time management to show effective ability to meet class learning goals. <p><u>Resourceful and Resilient</u></p> <ol style="list-style-type: none"> 1) Taking risks and persevering even after mistakes are made 2) Seeks answers independently 3) Seeks helps when needed 4) Maintains a positive approach when challenged or in the face of change <p><u>Intellectual curiosity</u></p> <ol style="list-style-type: none"> 1) Asks questions related to content 2) Able to link content knowledge within, across and/or between classes 3) Demonstrates enthusiasm in learning the course content <p><u>Reflective and Apply</u></p> <ol style="list-style-type: none"> 1) Reflects on learning and demonstrated by improved performance in meeting course goals and/or vis written or oral reflection 2) Articulates (better?) awareness of own strengths and weaknesses as a learner. 	

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 in the computation of the Grade Point Average (GPA). 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.

IB Grade Mapping

IB	Descriptor	Brent	Percentage	GPA
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
	Poor	D	63 – 66	1.0
2		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.

IB Grade Descriptors

It is important to understand that there is no direct conversion between the letter grades used in Brent classes and the IB Organization's 1-7 scale. The chart above provides a rough equivalent range to help those unfamiliar with the IB program understand their scale by comparison. It is furthermore important to know that the IBO assigns each IB course a 1-7 grade based on a set of prescribed IB assessments. The Brent letter grade includes a broader range of related assignments over the duration of the course. Therefore, a student's letter grade in a class may not correspond exactly to their IB 1-7 grade (MS/US Student-Parent Handbook 2024-2025).

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.

Progress Reports

The evaluation of students from the academic and citizenship perspectives is an on-going process. Academic and citizenship grades are formally assigned and reported to parents at the end of each semester. Midterm progress reports are issued for all students. The grades appearing on these reports do not form part of the student's official or permanent record (MS/US Student-Parent Handbook 2024-2025).

Rights and Responsibilities of the School Community:

A. Administration:

- **Rights:**

- Right to implement and enforce school-wide assessment policies that guide the school's educational framework.
- Right to oversee the assessment practices within the school to ensure compliance with internal policies and external regulations, including IB Standards and Practices
- Right to access and analyze assessment data to evaluate the effectiveness of teaching and learning, ensuring continuous improvement in educational practices.

- **Responsibilities:**

- Responsibility to develop clear and comprehensive assessment policies and clearly communicate them to all stakeholders, including teachers, students, and parents to ensure that all members of the community understand and adhere to the assessment practices as well as to IB standards and practices
- Provide professional development to support subject teachers in assessment practices, as well as IB Approaches to Teaching and Learning and assessment philosophy
- Allocate sufficient time for teachers to collaborate, plan, and teach all aspects of the curriculum while analyzing assessment data to inform instructional strategies
- Monitor the implementation of assessment policies and evaluate their effectiveness, making necessary adjustments based on data and feedback.
- Analyze and discuss student data to set goals for school improvement
- Provide adequate resources to support a diverse range of assessment tasks
- Communicate effectively and lead the reporting process to keep all stakeholders informed, encouraging collaboration and transparency.

B. IB Coordinator:

- **Rights:**

- Right to receive and utilize relevant International Baccalaureate (IB) guidelines, policies, and resources to inform assessment practices and ensure compliance
- Right to implement and oversee assessment policies and practices, ensuring that they are administered consistently and fairly according to IB requirements

- **Responsibilities:**

- Responsibility to provide overall leadership and vision for the IB Diploma Programme, ensuring alignment with IB's mission, values, and educational philosophy
- Keep all teachers informed of the latest updates and developments in IB assessment to foster a well-informed academic environment
- Collaborate with teachers to develop teaching and assessment strategies that meet IB standards and to establish a shared IB deadline calendar
- Communicate the shared deadline calendar to all stakeholders, ensuring that both teachers and students understand and meet established expectations
- Provide support and professional development opportunities to enhance teaching practices

- Analyze data to identify patterns in student progress, using these insights to inform the assessment strategies and instructional practices
- Coordinate and oversee mock examinations for both IB DP and Course candidates, ensuring a comprehensive preparation process
- Promote high standards of academic integrity and investigate any suspected instances of academic misconduct, adhering to the guidelines outlined in the Academic Honesty Policy
- Coordinate the submission of assessments and the accurate entry of predicted grades for IB DP and Course candidates, ensuring compliance with established standards
- Coordinate the logistics and administration of IB examinations, ensuring a smooth and efficient examination process

C. Teachers:

- **Rights:**

- Right to receive clear and comprehensive information regarding assessment policies, procedures, and expectations to effectively carry out their roles
- Right to access professional development related to assessment practices, data analysis, IB workshops and instructional strategies to enhance their effectiveness in the classroom
- Right to utilize their professional judgment in developing and implementing assessment practices that meet the needs of their students while aligning with the overall assessment policy

- **Responsibilities:**

- Responsibility to implement and adhere to assessment practices that align with the school's assessment policy, IB course standards and ESLRs to maintain high academic quality
- Develop and implement assessments that are fair, objective, and designed to accurately reflect student learning and progress
- Provide timely and constructive feedback to students on their performance, ensuring that grading practices are transparent and based on established criteria and IB standards
- Collaborate with other teachers and faculty members within the school and with counterparts in other Brent schools to align assessment practices and share best practices to foster a cohesive approach to assessment across the curriculum
- Analyze assessment data to inform instruction, identify student needs, and adjust teaching strategies to support all learners
- Promote high standards of academic integrity and ensure that all assessments are conducted ethically and without bias
- Effectively communicate assessment expectations, results, and insights regarding students' progress to students, parents, or IB coordinator to foster understanding and engagement
- Maintain accurate records of student assessments and progress in Basis, ensuring compliance with the school's policies
- Adapt assessment strategies to meet the diverse needs of learners, including those with different learning styles, language proficiencies, and special educational needs

D. Students:

- **Rights:**

- Right to learn in an environment that foster growth and inquiry
- Right to receive clear and comprehensive information regarding assessment policies, procedures, and expectations, as well as the criteria that will be used to evaluate their performance
- Right to receive feedback that highlights both achievements and areas for improvement, fostering a supportive approach to learning. Feedback can be both positive and constructive
- Students should have access to information regarding how their assessments contribute to their overall grades and what the expectations are for each assessment task.
- Students have the right to participate in opportunities for remediation or reassessment in cases where they do not meet the required standards.
- Rights to request accommodations tailored to their learning style as long as supported by data (psychology assessments, etc.)¹

- **Responsibilities:**

- Responsibility to understand the assessment criteria and expectations for each task, as outlined in the school's policies and IB standards
- Responsibility to engage actively in their learning and assessment processes and seek assistance when needed, contributing to their academic success
- Responsible for submitting their assessments on time, adhering to the deadlines set forth by their respective teachers
- Engage in self-assessment practices and reflect on their learning experiences, using feedback to guide their future studies and improvements
- Uphold academic integrity by ensuring that their work is their own, avoiding plagiarism, and following ethical guidelines in their assessments
- Communicate with teachers regarding any concerns or questions they may have about the assessment process or their performance
- Show respect for their peers and educators during assessments, fostering a supportive and collaborative learning environment
- Strive to meet the Expected Schoolwide Learning Results (ESLRs), which may include skills such as critical thinking, effective communication, and responsible citizenship, all of which are important in the context of assessment

¹ Secondary School Assessment Policy." International School of Paris,
https://www.isparis.edu/uploaded/Documents/M/Secondary_School_Assessment_Policy.pdf
[March 13, 2025]

E. Parents/Guardians:

- **Rights:**
 - Right to receive clear and comprehensive information about the school's assessment policies, procedures, and expectations, including grading criteria and assessment methods to understand how evaluation is being conducted
 - Right to receive regular updates on student progress and assessment outcomes, facilitating informed discussions about academic growth
- **Responsibilities:**
 - Responsibility to provide a supportive learning environment at home, which may include encouraging good study habits, and fostering a positive attitude toward learning
 - Encourage their children to view assessments as opportunities for growth and improvement, fostering resilience and a growth mindset
 - Instill values of academic integrity in their children, ensuring they understand the importance of honest work and the consequences of academic dishonesty
 - Maintain open lines of communication with teachers and school staff regarding their child's academic progress and assessment expectations
 - Actively participate in parent-teacher conferences (PTCs), IB info sessions, and other events related to assessment and academic planning to stay involved in their child's education
 - Advocate for their child's academic needs and well-being, including seeking additional support when necessary, such as tutoring or special accommodations

Updates as of March 2025

This assessment policy is currently undergoing a comprehensive review to ensure that all three Brent Schools are fully aligned with their respective assessment practices. Our objective is to harmonize the policies across all campuses, fostering consistency and equity in the evaluation process while upholding the highest standards of academic integrity. Updates on the policy will be fully implemented in the school year 2025 - 2026.

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 2024 - 2025

2nd Semester

STUDENT :
GRADE/SECTION :
CONTACT ADVISOR :

LEGEND:	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	

SUBJECT	TEACHER	PROGRESS GRADE
Mathematics 8	Tayco, Avernie	A

has consistently performed well in class. To maintain her success, she should begin developing her critical thinking skills, which will allow her to view topics from a broader perspective and apply concepts to various scenarios. Additionally, she needs to become more independent in understanding what a particular problem is asking for, particularly during long summative assessments.

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

Science 8	Castaneda, Miriam	A+
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arrives to class each day fully prepared and engaged in the learning process. Her enthusiasm and proactive nature create a positive atmosphere that enhances both her own learning and that of her peers. She is kind, responsible, and a role model in the classroom. consistently submits her work on time and often exceeds expectations, especially in labs and hands-on activities. While she initially faced challenges applying mathematical concepts in science, she overcame them with determination, regained her confidence, and reinforced her understanding through practical application. It has been a great learning experience for and I look forward to seeing her continue developing critical thinking skills and scientific practices in the fourth quarter.

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

Social Studies 8	Jorgensen, Liam	A+
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is an excellent student who consistently completes assignments on time and with great attention to detail. Her critical thinking and question asking are a great addition to the class. As for the class right now, we are in the middle of our unit about the Americas. To continue growing academically, should challenge herself further by exploring more complex topics or engaging in peer discussions beyond the classroom.

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

Physical Education 8	Dominguez, Christopher	A+
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has shown great improvement in her overall fitness this quarter. She consistently participates with enthusiasm and demonstrates excellent sportsmanship. She works well with teammates, showing great cooperation during frisbee activities. She is a supportive teammate who communicates effectively and encourages others during frisbee activities. She has shown dedication to improving her flexibility and agility. Keep up the good work,

CITIZENSHIP GRADE

- A. Self-Management Skills: Exceeding expectations
- B. Social Skills: Exceeding expectations
- C. Thinking Skills: Exceeding expectations

B. Sample Report Card



Brent International School Subic Upper School

RUNDATE: April 29, 2025

REPORT CARD

School Year 2024 - 2025

Student :
Grade and Section :
Contact Advisor :

COURSE TITLE	TEACHER	1ST SEMESTER	2ND SEMESTER	FINAL GRADE
IB Spanish 12 Ab Initio SL	Gardoce, Jeselle	B+	A-	A-
Theory of Knowledge 12	Clarke, Erik	A-		
IB Biology 12 SL	Mazo, John	B+	A	A-
IB Business Management 12 HL	Ong, Jenny	A	A	A
IB Economics 12 HL	Ong, Jenny	B+	A-	B+
IB Math Applications and Interpretations 12	Griarte, Sheila Marie	A-	B+	B+
IB English A: Literature 12 HL	Clarke, Erik	A-	A-	A-
Grade Point Average		3.79	3.98	

ATTENDANCE

	1st Sem	2nd Sem	Total
School Days	81.00	85.00	166.00
Days Present	74.50	63.50	138.00
Tardies	9.00	14.00	23.00
Absences	6.50	5.50	12.00

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.

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
P = Passed F = 59 and below

Inc = Incomplete ID = Insufficient Data
ND = No Data

* = Indicates modified curriculum
Please see attached academic evaluation

PROMOTED TO: COLLEGE

Homeroom Teacher

Middle and Upper School Principal /
Headmaster

C. Sample Official Transcript



BRENT INTERNATIONAL SCHOOL SUBIC

Subic Bay Freeport Zone, Philippines
 registrar@brentsubic.edu.ph

OFFICIAL TRANSCRIPT OF RECORD

Upper School (Grades 9 to 12)

Name :
Nationality :
Parent(s) :
Address :

Student No :
Gender :
Birthdate :
Date Graduated :

Grade 9		School Year 2021-2022		
SUBJECT	S1	S2	CRD	
Biology 9	A	A	1.00	
English 9	A+	A+	1.00	
Physical Education 9	A+	A+	1.00	
Band 9	A	A	1.00	
Religious Studies 9		A+	0.50	
Computer 9	A+		0.50	
Mathematics 9	A	A	1.00	
History 9		A	0.50	
Geography 9	A+		0.50	
Spanish Level 3	A+	A	1.00	
GPA	4.00	4.00	8.00	

Cumulative GPA: 1st Sem=4.00 2nd Sem=4.00
 School Days : 170 Absent : 4.0 Tardy : 7.0

1st Sem = Bishop Brent Scholar's List
 2nd Sem = Bishop Brent Scholar's List

Grade 11		School Year 2023-2024		
SUBJECT	S1	S2	CRD	
IB English A: Literature 11 HL	A	A-	1.00	
IB Biology 11 SL	A-	A	1.00	
IB Business Management 11 HL	A-	A-	1.00	
Theory of Knowledge		A	0.50	
Junior Seminar 11	A-		0.50	
IB Math AA 11 SL	B	B	1.00	
IB Spanish B 11 SL	B	A-	1.00	
IB History Europe 11 HL	A-	A-	1.00	
GPA	3.76	3.90	7.00	

Cumulative GPA: 1st Sem=3.86 2nd Sem=3.87
 School Days : 167 Absent : 2.5 Tardy : 17.0

1st Sem = Headmaster's List
 2nd Sem = Headmaster's List

Grade 10		School Year 2022-2023		
SUBJECT	S1	S2	CRD	
Chemistry 10		A+	0.50	
Mathematics 10	B	B+	1.00	
Physical Education 10	A+	A+	1.00	
Physics 10	B-		0.50	
Band 10	A	A	1.00	
Religious Studies 10		A	0.50	
Computer 10	A+		0.50	
World History 10	A		0.50	
Geography 10		A	0.50	
English 10	A-	A	1.00	
Spanish Level 4	A	A-	1.00	
GPA	3.68	3.88	8.00	

Cumulative GPA: 1st Sem=3.89 2nd Sem=3.89
 School Days : 168 Absent : 2.0 Tardy : 8.0

1st Sem = Headmaster's List
 2nd Sem = Headmaster's List

Grade 12		School Year 2024-2025		
SUBJECT	S1	S2	CRD	
Theory of Knowledge 12	A-		0.50	
IB Biology 12 SL	A	A+	1.00	
IB Business Management 12 HL	A-	A	1.00	
IB Math AA 12 SL	B	B	1.00	
IB Spanish B 12 SL	B	A-	1.00	
IB History Europe 12 HL	B	B	1.00	
IB English A: Literature 12 HL	A-	A-	1.00	
GPA	3.66	3.82	6.50	

Cumulative GPA: 1st Sem=3.84 2nd Sem=3.84
 School Days : 166 Absent : 9.5 Tardy : 30.0

1st Sem = Headmaster's List
 2nd Sem = Headmaster's List

*** NOT VALID WITHOUT SEAL

BISS is recognized by the Republic of the Philippines through the Department of Education (Dep Ed) by Presidential Decree No. 2022.
 BISS is accredited by the Western Association of Schools and Colleges (WASC, USA).
 BISS is authorized International Baccalaureate (IB) Diploma Program School by International Baccalaureate Organization (IBO, Geneva).

BRENT MARKING		GRADE POINT AVERAGE (GPA)		HONORS AND AWARDS	
A+ = 100-97	C = 76-73	A+ = 4.0	C+ = 2.3	Bishop Brent Scholar's List	= 4.00 and above
A = 96-93	C- = 72-70	A = 4.0	C = 2.0	Headmaster's List	= 3.50 - 3.99
A- = 92-90	D+ = 69-67	A- = 3.7	C- = 1.7	Honors List	= 3.00 - 3.49
B+ = 89-87	D = 66-63	B+ = 3.3	D+ = 1.3		
B = 86-83	D- = 62-60	B = 3.0	D = 1.0		
B- = 82-80	F = 59 and below	B- = 2.7	D- = 0.7		
C+ = 79-77	INC = Incomplete		F = 0.0		
	P = Pass				
	ND = No Data				

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.
 IB Standard Level courses are marked (SL) and receive no additional weighting.
 C.A.S. stands for Creativity, Activity and Service. This is an extra curricular Pass/Fail requirement.

NUMBER OF CREDITS EARNED IN THIS SCHOOL

English	Math	Science	Social Sci	Language	Health/PE	Arts	Religion	Computer	TOK/J.Sem	Total
4.00	4.00	4.00	6.00	4.00	2.00	2.00	1.00	1.00	1.50	29.50

*** NOT VALID WITHOUT SEAL

CERTIFIED TRUE AND CORRECT:

Registrar

Brent International School Subic
 Upper School (Grades 9 to 12)
 Wednesday, September 24, 2025

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