



Assessment Policy

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IB Standards and the Assessment Policy

The following IB standards were kept in mind while drafting this policy:

Standards and Practices (2014)

Standard C4: Assessment

C4.1: Assessment at the school aligns with the requirements of the programme(s).

C4.1a: Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

C4.2: The school communicates its assessment philosophy, policy and procedures to the school community.

C4.3: The school uses a range of strategies and tools to assess student learning.

C4.4: The school provides students with feedback to inform and improve their learning.

C4.5: The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

C4.6: The school has systems for reporting student progress, aligned with the assessment philosophy of the programme(s).

C4.7: The school analyses assessment data to inform teaching and learning.

C4.8: The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

C4.9: The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

Standards and Practices (2020)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Culture 6.7: The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development. (0301-06-0700)

The purpose of this policy is to establish ground rules for assessment, evaluation, and reporting within LGS JT International.

It is mandatory for all teachers to read the assessment policy and act accordingly.

Why Is Assessment Important?

- The primary purpose of assessment is to support, guide, improve, and motivate learning for all students.
- Effective assessment measures the learner's achievement of clearly articulated learning outcomes outlined in the curriculum
- Effective assessment is essential to high quality instruction
- Effective Assessment yields accurate information that clearly communicates student achievement
- Effective assessment recognizes and involves students as the primary users of assessment data.
- Effective Assessment methods are varied, valid, reliable, and consistent, and yield meaningful results

What Do We Mean By Assessment?

The term assessment is defined as a dynamic process of gathering, evaluating, reporting, and utilizing learning feedback. Assessment involves:

- Collecting evidence of learning
- Evaluating learning and providing feedback to the learner
- Recording appropriate level of student achievement
- Reporting student achievement to various audiences

Formative And Summative Assessment

What Is Formative Assessment?

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and for students to improving their understanding. For example, a short quiz at the beginning or end of class.

What Is Summative Assessment?

The goal of summative assessment is to evaluate student learning at the end of an instructional unit against articulated learning outcomes in the curriculum. For example: grand tests, final presentations or comprehensive assessments at the end of a month, term or year.

In the context of LGS JT international, the minimum syllabus coverage required for an assessment to be considered summative is one month of instructional time.

Learning Platforms

The school's in house LMS, Managebac (only for IB DP students) and Microsoft Teams are the main platforms for students and teachers to communicate and track assessments. Evidence of learning from the students are uploaded on the platform. This platform is accessible by the students individually with their respective teachers reflecting on the student's learning journey. Parents will also have access to these platforms with individual sign on accounts and passwords provided by the school.

Kognity

Students in IGCSE and IB use the online interactive learning platform Kognity to complete their work. Kognity supports teachers in accessing content that is related to their curriculum. It also provides an opportunity for the teachers to design assessments and analyse the progress of the students in real time. Kognity can be used for both formative and summative assessments and students are also able to carry out self-diagnostic assessments and evaluations.

Assessment Structure in Junior and Middle School

In this branch of LGS, formal examinations were dropped many years ago in favour of continuous assessment which is a far more comprehensive type of evaluation. However, its accuracy depends on the consistency and regularity of the student's attendance.

Therefore, students need to be assessed for **at least 80%** of the total marks assigned to a specific subject in order to be graded.

At the end of the academic session, students also take a summative evaluation whose purpose is to measure the learning skills and subject content that they need to have before joining the next class so that revision targets can be identified.

Marks obtained in these summative evaluations are reported in the final results in the form of bonus points, therefore, grades obtained in the previous ongoing assessments are not affected.

This system encourages children to perform well without the fear of being penalized in case they fail to attempt some of the tasks successfully.

These evaluations also serve as a final examination for those students who are ungraded in some (or all) subjects.

Reporting Procedure in Junior And Middle School

The report cards are issued during the academic year:

The first term report in January and the final report before the summer vacation in June. The final report gives a complete picture of Academics, Sports and Co-curricular activities.

Progress reports with individual scores, total marks and grades are available on the LMS and can be consulted at any time. Students who have been assessed regularly are not required to take any examination. Students who miss a few assessments due to illness, or any other valid reason, are exempted and should still be graded, provided we can assess them for at least 80% of the total marks assigned to each subject by the end of the academic session.

Assessment Structure in IGCSE

IGCSE years will be divided into four terms. This is especially important for the purpose of reporting grades to universities and grades.

A report card will be generated/issued every term.

Assessment Structure - IGCSE			
Term 1		Term 2	
Flipped Tasks – 10% Coursework – 40% End of Term Comprehensive Assessment – 50%		Flipped Tasks – 10% Coursework – 40% End of Term Comprehensive Assessment – 50%	
<i>Term 1 Breakdown</i>	<i>Weightage</i>	<i>Term 2 Breakdown</i>	<i>Weightage</i>
Over all flipped tasks	10%	Over all flipped tasks	10%
August Assessment		January- February Assessment	10%

September Assessment	10%	March Assessment	10%
October Assessment	10%	April Assessment	10%
November Assessment	10%	May Assessment	10%
Comprehensive Assessment (December)	50%	Comprehensive Assessment (June)	50%
Term 3		Term 4	
Flipped Tasks – 10% Coursework – 40% End of Term Comprehensive Assessment – 50%		Flipped Tasks – 10% Coursework – 40% End of Term Comprehensive Assessment – 50%	
<i>Term 3 Breakdown</i>	<i>Weightage</i>	<i>Term 4 Breakdown</i>	<i>Weightage</i>
Over all flipped tasks	10%	Overall flipped tasks	10%
August Assessment	10%	January-February Assessment	10%
September Assessment	10%	March Assessment	10%
October Assessment	10%	April Assessment	10%
November Assessment	10%	May Assessment	10%
Comprehensive Assessment (December)	50%	Comprehensive Assessment (June)	50%

Grading Key

Grading Key		
Grade	Sciences	Humanities
A*	85% and above	80% and above
A	80% - 84%	75% - 79%
B	70% - 79%	65% - 74%
C	60% - 69%	55% - 64%
D	50% - 59%	45% - 54%
U	49% and below	44% and below

We will be using the following methods of reporting student learning:

- Three way parent–teacher conferences
- Online transparent grades throughout the term using our LMS
- Final term reports with comments (twice a year)
- College transcripts
- Letters of reference

Assessment in the Diploma Programme

IB Diploma Passing Regulations

- The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Diploma is awarded to students who ensure that:

- CAS is completed.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The final award committee has not judged the candidate to be guilty of malpractice.

In the International Baccalaureate Diploma Programme (IBDP) learner development throughout the courses is monitored by means of formative assessment, and summatively assessed in the **formal IB assessment**. This formal assessment consists of

- (1) the external examinations in May,
- (2) internally assessed work that is externally moderated (the Internal Assessments)
- (3) the submitted coursework (written and oral) that is assessed by IB examiners.

Examinations form the basis of assessment for most courses because of their high levels of objectivity and reliability. They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions

- Case-study questions, and
- Multiple-choice questions, typically only in the Sciences

There are also a small number of other externally assessed pieces of work, for example, theory of knowledge essays and extended essays. These will be completed by students over an extended period under teacher supervision instead of examination conditions, and are then marked by external examiners.

DP Examinations are taken during the end of the school year. Usually, the examinations begin at the end of April and continue through mid-May. The student can earn a score between 1 – 7 on the assessment (1 being the lowest, 7 being the highest). A score of 4 is generally considered passing. IB Scores are released in July. A student who earns a combined score of 24 points on the external assessments will qualify for the IB diploma. In addition to the Extended Essay, ToK essay, and completion of CAS project, students must also earn 24 points in their 6 subject areas to earn the diploma.

The essays (EE & ToK) earn a grade of an A – E (A being the highest, E being the lowest). Students will not be awarded the IB diploma if an E is earned on an essay.

DP Internal Assessments

In nearly all subjects at least some of the assessment is carried out internally by the teacher. The teacher marks individual pieces of work produced as part of a course of study. These include:

- Oral work in languages
- Fieldwork
- Laboratory work
- Investigations
- Artistic performances/works
- Presentations and exhibitions

A sample of internal assessments are sent out to be reviewed by an external examiner. The internal assessments contribute between 20 – 30% of the total mark for the subject. Teachers use internal assessments as a part of the student's class grade. For information about a specific subject, please see the DP subject brief for each subject.

DP Formative Assessment:

Teachers can use a broad range of formative assessments to develop student skills. These include but are not limited to: short quizzes, partner work, group projects, short independent writing assignments and work done on Kognity.

DP External Assessment:

External Assessment refers to work that is conducted and overseen by teachers, and then graded externally by examiners. End of course exams are the primary means of external assessment, but it also includes work such as the Extended Essay and the TOK essay.

External Assessment dates are fixed by the IBO and adhered to by LGS JTi. The IB Exam Calendar is published for the students and parents of IB DP.

IB DP at our school follows the May Examination Schedule.

Recording of Grades:

DP Teachers keep accurate records of student learning:

- All grades are recorded on Managebac along with the assessment criteria
- Internal Assessments are recorded and submitted to the DPC who ensures their submission to IBIS
- In DP2, students receive a Mock Examination Grade for each academic subject. One-to-one feedback and guidance is provided to each individual student who then has the opportunity to reflect and to set personal goals towards the end of the program.

Predicted Grades:

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all of the evidence of the candidate's work and the teacher's knowledge of IB standards. Predicted grades may be used:

- by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade
- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers

Teachers are required to submit Predicted Grades to the DPC at the time specifically mentioned in the two-year internal calendar. The date for submitting these records is reviewed with faculty at the start of the academic year.

Computation of Predicted Grades:

Teachers should base their predicted grades on the expected overall performance of the student in a subject. The predicted grade should reflect a student's overall understanding and their likely performance in the subject as a whole, not just on coursework or tasks.

The relevant IB Diploma Programme grade descriptors should be read carefully to determine which grade most closely describes the student's work, rather than certain aspects of it. Grade descriptors are holistic and the relevant skills should be evident within a student's body of written, oral and practical work for a subject to justify awarding a particular grade.

In our school, the teachers are advised to use the following formula for the computation of the predicted grades:

- 1) Student's performance in DP 1 internal Mid year exams
- 2) Student's performance in DP 1 internal final exams
- 3) Student's performance in Internal Assessments
- 4) Student's performance in DP 2 internal Mid year exams

Grade standardization practices:

In cases where more than one teacher is teaching a subject, the diploma programme coordinator will ensure that teachers follow procedures of standardization across the department. Teachers are expected to meet regularly to use common tests, discuss evaluation and engage in paper swaps and double mark from different sections to ensure consistency.

Grade Descriptors are:

Grade 7: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.

Grade 6: A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students generally demonstrates originality and insight.

Grade 5: A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

Grade 4: A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation. 10

Grade 3: Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situation with full support.

Grade 2: Very limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

Grade 1: Minimal achievements in terms of the objectives.

Grade	Scale
7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

Key Components and Practices for DP Academic Year 1 & 2:

DP Year 1:

1. The assessment modules will vary from one subject to another as some subjects have a unique assessment criteria.
2. Formal reporting system i.e. an assessment report will be issued for all semester assessments through a comprehensive document.
3. Parent teacher conferences will be organized twice a year to apprise parents of the curriculum and assessment expectations.
4. Teachers will use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

DP Year 2:

1. To encourage students to synthesize their prior knowledge and apply it in a self-directed manner through various tools like written tests, practical work, projects, portfolios, class discussions and oral work.
2. During the first summative examination of year 2, student will be assessed on the TOK essay and presentation that s/he has worked upon during the preceding months.
3. Students in DP year 2, who have external examination in May and graduate before the end of the school year will receive their mock reports after their examinations around 25th March.

Exams

IB DP exams will be conducted in strict accordance with IB regulations. The written language for all exams except Urdu Literature and French ab initio will be English.

Exam invigilation is performed by our school's staff and faculty. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam

room when their subject exam is in session. Security for examinations is the responsibility of the Head of School, IB Diploma Program Coordinator and school administration.

The schedule of the exams/assessments conducted during the IB DP is as follows.

Sr.	Category	Timeframe	Type
1	Monthly Assessment	End of month/Topic	Teachers choice
2	Internal Assessments	As per calendar	Subject Objectives
2	Mid year exams	DP 1 December	Summative
3	EoY Exam	DP 1 May	Summative
4	Mock	DP 2 Feb-March	Summative
5	External	DP 2 April-May	Summative

Mock exams are conducted during the last week of February and the first week of March. The mock exam calendar is set by the IB Diploma Program Coordinator in conjunction with DP teachers and administration. The results of mock exams are used to inform students of their level of competencies in the subject and are used as a basis for review and exam preparation.

Policies and Procedures

Conduct of Examinations:

Exam invigilation is performed by our school's staff and faculty. All invigilators must undergo a training exercise to review exam procedures and policies. Teachers whose exam is being conducted and parents whose children are examining are not allowed to invigilate. Teachers whose exams are being conducted are required to remain a minimum of 50 meters away from the exam room when their exam is in session. Security for examinations is the responsibility of the Head of School, IB Diploma Program Coordinator and school administration.

SEN Assessment Procedures: Arrangements for inclusive requirements:

Special Education Needs and Inclusion Students with identified learning difficulties are allowed inclusive access arrangements and reasonable adjustments which can include additional time, use of assistive technology, breaks, etc for all assessments in one or more subjects throughout the year or as appropriate to their needs. In the DP, the procedure for identifying students' needs and granting access arrangements requiring authorization are in compliance with the IB Access and Inclusion Policy requirements. Some access arrangements require prior authorization from the IB while others are at the discretion of the school. *For more information about access arrangements, please see our school's Access and Inclusion policy.*

Academic Honesty:

Students will be explicitly taught about plagiarism by their teachers during their classes, and by the Head Librarian during academic integrity workshops. In order to facilitate academic honesty, LGS JT has an institutional license with **Turnitin**. Both students and teachers are encouraged to use **Turnitin** regularly to ensure academic integrity of student work. Work submitted that does not meet the standards for academic honesty will not be assessed and the teacher will assign a zero for the work. In addition, the teacher will notify the parent/guardian and the IB Diploma coordinator.

Additionally, any student failing to meet the requirements or found involved in maligned practices during examinations, will face the consequences laid in the Academic Integrity and Honesty document. These penalties will be applicable to all levels according to the severity of the malpractice. *Please see our school's Academic Honesty Policy for further clarity and reference.*

Late Work Policy

Assignments are given to students to create opportunities for individual learning, to assess understanding, and to measure progress. Thus, it is expected and required that students submit formative and summative assignments on the designated due date. Any extenuating circumstances need to be discussed in advance directly with the teacher and the student may submit a written request for a due date extension. A grade of zero will be assigned when an assignment is not turned in on time. Acceptance of this request is at the discretion of each teacher. Students and parents must be aware that late work, or work not submitted, disrupts learning and instruction.

Reassessment Policy

In order to qualify for reassessment, a student must demonstrate adequate preparation, personal responsibility and reflection. This can be achieved by taking the initiative to see the subject teacher for extra help, completing assessment corrections, practice exercises and by being an active participant in his or her own learning.

Conditions for Reassessment

Any student in IGCSE will have the opportunity to request reassessment once per subject regardless of the grade. This request must be made **within three days** of receiving the grade on the original assessment. This only applies to summative assessments such as projects, writing assignments, tests and quizzes. In order for the reassessment request to be approved, a student must demonstrate an improvement mindset by discussing with the teacher and completing the Reassessment Agreement Form.

If a teacher has incorrectly entered assessment marks in the LMS or in Mangebac, a student has a maximum of two weeks to raise his case with the teacher and administration. **Two weeks after the assessment has been entered, grades will be locked.**

School Reporting Period and Conferences:

- *Grades* will be available to teachers and students as they are entered into the LMS or on to Managebac by the teachers
- *Report cards* will be issued twice a year: In the middle of January for Midterms, and in the end of June for end of year exams.
- *Parent/teacher conferences*: Two parent/teacher conferences will be held annually, two in the fall; two in the spring. These are formal opportunities to address goals and concerns.
- *Teacher-student conferences*: Two parent teacher conferences will be held each year. One will be in the end of November, two weeks before the midterm, and the second will be in May, three weeks before the end of year exams commence.

Equivalence of IB Diploma with Pakistan's IBCC:

The Pakistani government recognizes IB programmes and offers equivalence as per the following policy for IB DP:

The International Baccalaureate Diploma Programme (DP) with a minimum of five required subjects from external Examining body Geneva, Switzerland is equivalent to HSSC (relevant group) of Pakistan.

- Pre-Medical Group: Five subjects (including English, Physics, Chemistry and Biology and one overall best academic Subject) with a minimum of 3 grades.
- Pre-Engineering Group: Five subjects (including English, Physics, Chemistry, Mathematics and one overall best subject in grades) with a minimum of 3 grades.
- General Science Group: Five subjects including English, Physics, Mathematics and Computer and one overall best subject in grades) minimum of 3 grades.
- Humanities group: Five subjects including English and Four elective subjects with minimum 3 grades.

Conversion of IB Diploma into Higher Secondary School Equivalent Certificate

- Pre-Medical: Five subjects of IB including English, Physics, Chemistry, Biology and one overall best academic subject.
- Pre-Engineering. Five subjects of IB including English, Physics, Chemistry, Mathematics and one overall best academic Subject.
- Humanities/General Group. Five subjects including English and Four Elective subjects.

Note:

- I. IBCC only considers IB Diploma comprising six subject groups and the Diploma Programme (DP) core, comprising Theory of Knowledge (TOK), Creativity, Activity, Service (CAS) and the extended essay equivalent to grade 12/HSSC (relevant group) and IBCC doesn't consider IB certificate as equivalent to HSSC.

- II. All Pakistani nationals appearing for examinations from Pakistan shall have to pass Urdu, Islamiyat and Pakistan studies along with other required subjects to qualify for equivalence.

IBCC Conversion Formula for Grade of International Baccalaureate Programme:

The conversion formula for grades of International Baccalaureate Diploma Programme (DP) awarded by International Baccalaureate Geneva, Switzerland from Examination Session 2022 Onwards.

Grades	Pak. Equivalent Marks (For External Exams)
7	Above 90
6	85
5	75
4	65
3	55
2	Zero
1	Zero

References:

IB. DP: From Principles into Practice. Cardiff: International Baccalaureate, 2009.

IB. DP Assessment: Principles and Practice. Cardiff: International Baccalaureate, 2004.

IB. Extended Essay Guide. Cardiff: International Baccalaureate, 2007. Print.

IB. Guidelines for Developing a School Assessment Policy in the Diploma Programme. Cardiff: International Baccalaureate, 2010. Print.

IB. Theory of Knowledge Guide. Cardiff: International Baccalaureate, 2013. Print.

ISA. LS Staf Handbook. Amstelveen: International School of Amsterdam, 2013. Print. ISA.

IBCC: Interboard Committee of Chairmen, Pakistan, 2020. <https://ibcc.edu.pk/>. Digital.

Sample Report Card comments and Grade descriptors. <https://www.managebac.com/ib-diploma/dp-report-card-sample>

Sample Report Card



LAHORE GRAMMAR SCHOOL

JOHAR TOWN INTERNATIONAL

2023 – 2024

End of Year Report Card

254- F/1 Johar Town Lahore, Pakistan
042-35310841 – 42 | www.lgsjt.edu.pk

Understanding Your Report:

Grade Descriptors

Grade	Descriptor
7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

Name: Ahemd Sultan

Class: DP1

Age: 16 years 8 months

ID: 20291029220

Picture of Student

Urdu A Language and Literature HL

Zohair Latif

Attendance:							
Present	88	Absent	3	Late	1	Exempted	2
Final Grade							7
Remarks: Ahmed consistently shows a strong passion for literature, and always seeks to learn the additional context that frames a work beyond the text itself. I am continually impressed by his eagerness in class and his ability to engage other students in the works as we discuss them. His contributions to group work are always readily apparent, and he is a clear leader willing to spearhead group projects and ensure that work is completed thoroughly, all while holding himself and his group members to standards of excellence. This was particularly evident in our end of term presentations. Beyond developing skills of literary analysis, Ahmed has also continued to progress in his vocabulary and writing structure.							

French ab initio SL

Dr. Asmah Hyat

Attendance:							
Present	64	Absent	3	Late	1	Exempted	2
Final Grade							7
Remarks: Ahmed has done outstanding this term! I am very pleased with the amount of effort he has put into his presentations and projects, and am extremely excited about his interest in traveling to France for advanced study. He is consistently prepared for class and turns in his assignments on time without question. His extracurricular study of French culture outside of class is also admirable, and he continues to do well as the president of the French Honor Society.							

IB Diploma Core

TOK Essay

Anum Maqsood

Topic:	
Overall Progress	Excellent
Remarks:	

Extended Essay

Ahsan Ali

Topic:	
Overall Progress	Excellent
Remarks:	

CAS

Sara Khalid Ismail

Experiences:	
Cricket club, Robotics Club, Piano lessons, SOS village tutoring visits.	
Overall Progress	Excellent
Remarks:	