



Baltimore City College

**STUDENT
HANDBOOK
2026-2027**

Table of Contents:

1) About

- a. School information (page 3)

2) Arrival/Dismissal

- a. Bell schedule (page 8)
- b. Drop off locations (page 8)

3) Attendance

- a. Attendance Policy (page 10)
- b. Lateness Policy (page 10)
- c. Excused Absences (page 10)
- d. Early Dismissal (page 10)

4) Climate and Culture

- a. Uniform Policy (page 11)
- b. Cell phone/Electronics Policy (page 12)
- c. Hall Passes (page 12)
- d. Lunch Policy (page 13)
- e. Bullying/Harassment/Intimidation (page 13)

5) Academics

- a. Grading Policy (page 14)
- b. Assessment Policy (page 15)
- c. Academic Integrity (page 16)

6) Appendices/Resources

- a. Resources/Supports (page 18)

1) About

a. School Information

Baltimore City College

School Website: www.baltimorecitycollege.us

School Motto: *Palmarum Qui Meruit Ferat*
(Honor to the one who earns it)

School Mascot: Knights

School Colors: Black and Orange

Address: 1420 North Charles Street
Baltimore, Maryland 21202

Phone: 410-396-6557

Fax: 410-243-0669

School Song/Alma Mater:

“Castle on the Hill”

How firm she stands with tower high,
Our Castle on the Hill.
For we have pledged our faith to you,
To ever do your will.
Forever let us praise your name,
Forever let us be,
The stalwart knights of City College,
Dear old BCC.

Forever will her banner fly;
her torch burn ever bright;
And will we follow its broad beam,
which guides us in the right;
Forever let us praise her name and
proudly boast to be
The stalwart knights of City College,

Dear old B.C.C.

School Fight Song

“City Forever”

City forever,
We’ll praise her to the skies.
We’ll fight for old City
Until we do or die.
Rah! Rah! Rah!

Dear alma mater
Loyal we’ll always be.
City forever
And for victory.

Pledge of Allegiance (in Latin)*

Fidem meam obligo
Vexillo civitatum Americae
Foedaratum et rei publicae
Pro qua stat, uni nationi
Deo ducente, non dividendae
Cum libertate iustitiaque omnibus

****Traditionally recited by the student
body at the beginning of all assemblies.***

Baltimore City College School History

On October 20, 1839, Nathan C. Brooks, Principal, gathered forty-six students together to begin what was later to be called Baltimore City College. The students met in a rented building on Courtland Street. Their day was divided into two parts with a morning session from 9 to 12, and an afternoon session, from 2 to 5. During the first half of the day, Professor Brooks divided his time between the sixteen students who chose the Classical course and the thirty students who concentrated on the study of English and Mathematics. In the afternoon, everyone concentrated on the study of English. The Classical and English courses were identical except for the addition of Greek and Latin.

Professor Brook's pupils were chosen from among the best students of the elementary schools, which had first begun in Baltimore only ten years earlier in 1829. By 1839, there were four "Male Schools," each employing only one teacher regardless of the number of students. The resourcefulness of these early teachers and students must have been remarkable. In 1829, the Board of School Commissioners congratulated the William H. Coffin, the principal of the first public school in Baltimore, for his ability to handle his 212 students. To accomplish this task, the principals employed the more advanced students as monitors who acted essentially as assistant teachers, and separate classes were set up for their advanced studies. It was from among these monitors that the students were chosen for entrance into Professor Brooks' new high school.

There are few detailed records of the life of the first years of City College. No list of the early graduates exists since records were not kept until the school began to grant certificates of graduation in 1851.

The sole personal characterization that remains came from Professor Brooks in his annual report to the School Board in 1839:

It is no doubt, a matter of desire to be informed respecting the attendance, habits of study, behaviors, and general morals of the pupils under my care, as I am aware that an opinion prevails to some extent, that the children of the schools established by the Commissioners are rude, inattentive, ill-mannered, and vicious – I have conducted schools in the city and in the country – composed of day scholars, and boarders and last which I conducted was a select school of boys, carefully nurtured, and principally in the upper walks of life - and yet I must say that I have never superintended any school in which the boys were more generally prompt in attendance, more industrious, more respectful to myself, more kind and obliging to each other, or more correct in their general deportment, than students of the High School. Their conduct is truly praiseworthy.

While this praise from Professor Brooks remains, as the only direct description of the first years of the school, there is considerably more direct evidence that can be used to develop an understanding of life at the school. Professor Brooks' institution was designed to be the capstone of the public system begun in 1829, and the program of the elementary school led naturally to its establishment. When the school opened, it represented the fulfillment of a campaign for public education that had begun many years before. From the account of this early campaign, reported in the newspapers of the day, it is possible to get some understanding of what the City and its educators intended to accomplish with Baltimore City College.

Mission Statement

Baltimore City College is committed to the pursuit of excellence. We are a citywide college preparatory institution with selective admissions and an emphasis on liberal arts. Baltimore City College is the flagship high school of the Baltimore City Public School System. We are charged to provide a unique program of studies and to hold all members of our community to the highest standards of academic achievement and personal development. It is our mission to prepare all of our students so that they can succeed in the best colleges. By engaging every student in a rigorous study of liberal arts, and by providing strong extended academic and social support services, we will produce graduates who enjoy studying and learning. City College students will have an appreciation for scholarship, perform well on meaningful assessments, and make meaningful contributions to school life outside the classroom, and behave with civility, respect; and perform as reasonable leaders.

Equity Goal and Directives

Baltimore City College is committed to building a generation of young people with the skills, knowledge, and understanding to succeed in higher education, careers, and community, every City Schools employee and partner operate from and are accountable to the racial equity standards set forth in this policy consistent with all applicable U.S. Constitutional rights, civil rights, federal and state privacy laws, rules, and regulations.

Baltimore City Schools Board of School Commissioners Equity Directives:

- Disrupting and Eliminating Systemic Inequities
- Honoring Culture, Experiences, & Humanity of Students, Families & Community
- Ensuring Access & Representation in Academic Programming
- Building Staff Capacity for Equity-based Teaching and Leading

Belief Statements

At Baltimore City College, we believe that:

1. We should prepare students to be *life-long learners who can approach*
2. *the world with an open-mind and intelligent empathy.*
3. All students have the right to appropriate instruction which assists them to progress and learn.
4. *Expecting students to achieve at the highest level* is a worthwhile and achievable goal.
5. Quality faculty and other staff are essential to school excellence.
6. Education is *a shared responsibility of all constituencies*: students and their families, school teachers, administrators and staff, community members, and governing authorities.
7. Understanding and *use of innovative technology* are essential components of learning for high school education.
8. School stakeholders will continuously implement thoughtful, *planned processes to safeguard and support*
9. *quality instruction and increased student achievement.*
10. All students have a right to a *safe, secure learning environment and physical plant.*
11. The culture and climate of the school are important in shaping individual attitudes and behaviors.
12. Resources will be used effectively and responsibly to achieve the mission and goals of the school community.
13. We believe that a strong, active alumnus instills a sense of tradition, history, and values of the school community.

Administrators

Administration	Assignment/Position	Email Address
Dr. Smith	Principal	SLSmith01@bcps.k12.md.us
Mrs. Smart-Smith	Assistant Principal – Grade 11 IB Coordinator	NSmart-Smith@bcps.k12.md.us
Mr. Hedderick	Assistant Principal – Grade 12 Business Manager	SHedderick@bcps.k12.md.us
Mr. Hopkins	Assistant Principal – Grade 10/12 Facilities Manager	JNHopkins@bcps.k12.md.us
Mr. Kennedy	Assistant Principal – Grade 9 Climate and Related Services Lead	RTKennedy@bcps.k12.md.us
Mrs. Pirali	Assistant Principal – Grade 10	YDPirali@bcps.k12.md.us
Mrs. Jeanblanc	9 th Grade OTG Lead MYP Coordinator	SEHeinrich@bcps.k12.md.us
Mr. Barnett	Educational Associate – Academics AP and Dual Enrollment Lead	KMBarnett@bcps.k12.md.us

Guidance Department	Assignment/Position	Email Address
Mrs. Givens	School Counselor – Grade 12 SWTT Lead	DGivens@bcps.k12.md.us
Dr. Gray-Rice	School Counselor – Grade 9 Cheerleading Head Coach	SPGray-Rice@bcps.k12.md.us
Mrs. Williams	School Counselor – Grade 10	ADWilliams@bcps.k12.md.us
Mrs. Carr	School Counselor – Grade 11 Ascension Lead Athletics Liaison	AMAnderson@bcps.k12.md.us
College Advising Dept.	Assignment/Position	Email Address
Michele Flores	College Advising Team Lead	MMFlores@bcps.k12.md.us
Kelly Tarini	College Advisor	KATarini@bcps.k12.md.us
Khaliyah Williams	College Advisor	KJWilliams01@bcps.k12.md.us

Baltimore City College Diploma Requirements

Credit Distribution

Class of 2027-Class of 2030

IB Full Diploma Student: 32 Credits including successful completion of the IB MYP Personal Project, IB Theory of Knowledge, and IB Extended Essay.

IB Course Student: 30 Credits including successful completion of the IB MYP Personal Project

All Graduates:

- **Minimum Overall Unweighted GPA of 3.0**
- Passing all classes (Transcript must reflect a passing grade in all courses taken)
- Application to a minimum of 4 colleges (including FAFSA submission)
- **Completes all registered AP/IB Exams**

Note: Baltimore City College does not rank students based on their GPA or any other academic measurement.

Admission and Retention

Baltimore City College is a citywide high school offering a college preparatory, Advanced Placement, and an International Baccalaureate curriculum. To be accepted to Baltimore City College, eighth grade students must apply for admission through the Office of Student Placement. Students who meet our admissions criteria will be placed on a ranked eligibility list from which our next freshmen class will be chosen. At the end of each academic year, we will review the academic performance of each student. Students who demonstrate success in our academic programs will be allowed to remain at City College. Any failed course(s) must be made up in Summer School at the first possible opportunity in order to remain at City College. **Any student who accumulates three or more failures will be evaluated for placement regarding academic success.**

Baltimore City College Requirements for Success

Overview of Achievement Standard

Student academic achievement in rigorous programs is central to the mission of the college preparatory program at Baltimore City College. As a flagship school with traditions of excellence in education recognized nationwide, students experience a wide range of challenging coursework and assessment designed to meet standards for the most selective of universities.

As identified in the school profile, City requires course loads and credit earnings beyond the minimum requirements for the state of Maryland, meeting a distribution of social sciences, sciences, math, arts, and languages that align to university criteria for admission. These courses include required pathways to the demanding programs of International Baccalaureate and Advanced Placement.

In order to be eligible for graduation status at Baltimore City College, students must meet minimum credit requirements in the freshmen and sophomore years. This ensures good transcript standing by the start of the junior year which is the most critical year for transcript evaluation by college admissions. Students attending City must pass courses and maintain a GPA and test measurements (SAT, AP, IB) that not only ensure diploma status but also meet college application criteria. To support students and families who may struggle in this process, interventions for success are provided throughout the ninth and tenth grade years. These documented interventions include:

- Invitation to Conferences (group and individual)
- Access to Tutoring and Coach Classes
- Access to curriculum and monitoring tools via On-line Programs
- Referral to On-site Academic Support Centers, Counseling, OTG (On Track to Graduate) Team and Student Support Team Services
- Shared Progress and Grade Report

Bell Schedule

9th Grade	Period 1	7:30-8:55
	Period 2	9:00-10:25
	Period 3	10:30-11:00
	Lunch	11:05-11:45
	Period 3	11:45-12:35
	Period 4	12:40-2:20

10th Grade	Period 1	7:30-8:55
	Period 2	9:00-9:55
	Lunch	10:00-10:40
	Period 2	10:40-11:10
	Period 3	11:15-12:35
	Period 4	12:40-2:20

11th/12th Grade	Period 1	7:30-8:55
	Period 2	9:00-10:25
	Period 3	10:30-11:55
	Lunch	12:00-12:40
	Period 4	12:40-2:20

2) Arrival and Dismissal

- Academic Center: Student drop off occurs at Morton Street or Penn Station
- Business Center: Drop off occurs at Mount Royal
- MTA drop off occurs on North Charles
- All street crossing takes place at crosswalks
- Students are admitted for breakfast at 6:50
- Students are sent to first period at 7:20
- 1st period begins at 7:30
- Bell schedules are by grade (lunch period)
- Students are dismissed at 2:20

2-Hour Delay-9th Grade			
Period	Start	End	
1	9:30	10:30	
2	10:35	11:45	
3	12:25	1:20	Lunch 11:45-12:25
4	1:25	2:20	

2-Hour Delay-10th Grade			
Period	Start	End	
1	9:30	10:30	
2	11:10	11:45	Lunch 10:30-11:10
3	11:45	1:20	
4	1:25	2:20	

2-Hour Delay-11th/12th Grade			
Period	Start	End	
1	9:30	10:30	
2	10:35	11:45	
3	11:45	12:40	Lunch 12:40-1:20
4	1:25	2:20	

Half Day/Early Dismissal		
Start	End	Period
7:30	8:25	1
8:30	9:30	2
9:35	10:30	3
10:35	11:30	4

3) Attendance Policy

ATTENDANCE OFFICE

All communication regarding attendance and any to the attendance office must be via email: attendance@baltimorecitycollege.us

Student Attendance & Punctuality

Students are expected to be present every day when school is in session. If students are absent for an entire school day, or more, they must bring legal documentation for the absence no later than 48 hours after returning to school for the absence to be considered lawful. **Further, all communication regarding absences, appointments, late arrival, and early dismissal must be directed to the attendance office at: bccattendance@CitySchools2013.onmicrosoft.com**

Maryland State Law (Section 7-301 of the Education Article) sets the criteria for a valid excuse from daily attendance:

- Death in the immediate family
- Illness of the student
- Court summons
- Observance of religious holiday
- State of emergency
- Approved work or other activity sponsored by the school (such as field trip)
- Suspension or disciplinary removal

If a student misses 3 days, unexcused, there will be a phone call and follow-up from the school. If a student misses 5 days, unexcused, there will be a home visit. If a student misses 10 consecutive days, unexcused, they are in jeopardy of being dropped from roll.

LATENESS POLICY

Students are expected to report to class daily and on-time. Following the start time for school, students are expected to be seated in class at the beginning of each period. **After 3 occasions of lateness to class of more than 10 minutes, the teacher will warn the student and notify the parent. At the 4th occasion, the teacher will assign classroom detention to the student. If chronic lateness continues to impact learning after 5 or more occasions, the teacher will refer the student using the administrative referral form and administration will follow up with student, parent, and teacher**

Early Dismissal

Early Dismissal from School Must Occur Prior to 1:45 PM

Requests for early dismissal must be submitted in advance to the Attendance Office via email at attendance@baltimorecitycollege.us. All requests must be documented and the parent picking the student up must present ID and be listed in the Infinite Campus Database for the student.

- Students who need to leave school early must have their parent/guardian come into the attendance office and sign them out with a valid ID.
- All student accidents, injuries, and illnesses must be reported immediately to a school administrator.

- Any student who becomes ill or who sustains an injury during the school day and who needs to leave school before the standard dismissal time must see the school nurse.

4) Climate and Culture

Uniform Policy

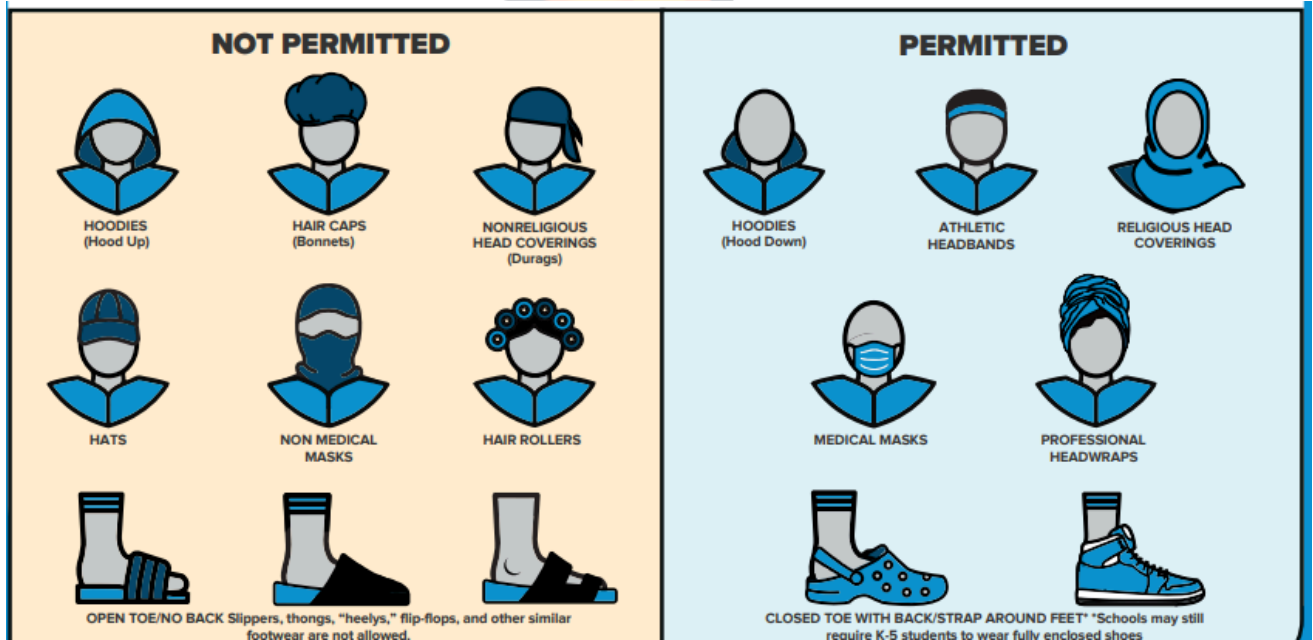
Baltimore City College Dress Code

City College will remain a uniform school for the 2026-27 school year which includes TAN or Beige colored Khaki bottoms and a City College logo shirt and/or City College logo outerwear. Please note that uniforms will be strictly enforced this year by the culture and climate team. Students unable to come to school in uniform will be issued a loaner shirt from the main office. Chronic uniform violations may lead to disciplinary actions via the code of conduct and/or parent conferences. All students will be expected to adhere to the Baltimore City Public School's Dress Code found on the website: <https://www.baltimorecityschools.org/code-conduct>.

Uniform Stipulations-as seen in photo below

- Baltimore City College Logo Top – Polo, Oxford, Sweatshirt, T-Shirt and/or Jacket (School issued UBALT shirts will be accepted this year only)
- Tan or Beige Colored Khaki Pants/Skirts/Shorts (all shorts and skirts must be fingertip length per district guidance)
- Khakis must be business casual (twill, cotton, chinos, corduroy or slacks) . Tan or Beige color only. Denim is not considered business casual.
- No leggings, pajama pants, sweatpants, cut or altered clothing as outerwear- per the district policy.
- Leggings and Tights are allowable under uniform shorts or skirts.
- No ski masks, hoods, bonnets or durags.





Uniform Policy Reminders

1. City College outerwear is acceptable. Students do not need to have a polo or oxford shirt underneath so long as they have on a sweatshirt, jacket or hoodie with the City logo on it.
2. Staff should not make any comments related to students bodies or the fit of clothing. That is inappropriate and disproportionately impacts our young ladies of color. We never want students to feel shame or insecure for what they are wearing.
3. The policy has nothing to do with the male gaze or reducing distractions. That is overtly sexist and discriminatory. What young ladies wear is completely irrelevant to how their classmates behave.
4. Our goal is to uphold the spirit of the rule. We are looking for the obvious, overt infractions. If it is clear a student is making an honest effort to be in dress code, they should be allowed to enter class.
5. Students should never be yelled at or talked down to based on what they are wearing. We aim to be partners with students and families and the enforcement of the policy should honor student's humanity.

Uniform Violation Consequences

Step 1: First Violation – Corrective Warning

- Student receives a verbal warning and review of the uniform expectations.
- Student is issued a loaner uniform item (shirt or appropriate replacement item if available) for the remainder of the day.
- Parent/guardian is notified via email, text, or phone call.
- Violation is documented in the universal referral system.

Step 2: Second Violation – Mandatory Intervention

- Parent/guardian notification and student conference with a grade-level administrator or designee.
- Student must wear a loaner uniform item for the day if needed.
- Student develops a corrective plan (contract) with grade-level administration to ensure future compliance.
- Violation is documented in the universal referral system.

Step 3: Third Violation and Beyond – Administrative Consequences

- Parent conference required.
- Student privileges are revoked. (i.e. suspension from club/team, loss of dance/prom etc.)
- Continued violations may result in additional behavioral interventions, attendance at a student support meeting, and/or referral to the Student Support Team.

Failure to comply with an assigned consequence or providing inaccurate information regarding uniform compliance will result in escalation to the next consequence level, similar to the progression outlined in the Electronics policy below.

Cell Phone and Electronic Device Policy JICJ

In alignment with the BCPSS policy JICJ - Student use of portable electronic communication devices, City College will remain a cell-phone free school for the 26-27 school year. All students must store cell phones in their assigned Yonder secure pouches at the start of each day. Yonder unlocking stations will be open at 2:00pm prior to dismissal. A "portable electronic communication device" is any device carried, worn, or transported by an individual to receive, communicate, or record voice, image, and/or text content. **This includes cell phones, personal laptops, ipads/tablets, wireless headphones, META/smart glasses, airpods, headphones, earbuds, geolocation devices, and smartwatches.**

- ❖ Students will receive a cell phone pouch to start the year. Upon arriving at school, students will use their cell phone pouch to store their cell phone. They will place the powered off device in pouch, staff will lock the pouch, and students will store the pouch in their bag for the day. ****\$50 will be charged to any student who misplaces or loses/damages the device pouch and needs a replacement.**
- ❖ Upon dismissal, students will use an unlocking station to have their pouch unlocked and retrieve their phone for the evening.

- ❖ If a student comes to school late, they will still follow the process of placing their phone in the pouch and having it locked for the day. If a student has an early dismissal, they will have their device pouch unlocked upon their dismissal.
- ❖ In the event of an emergency, or a family related emergency, the main office will be the point of contact for facilitating communication between the student and home.

Consequences for violating policy JICJ

Each infraction should be recorded in the universal referral system

- **1st infraction** - Warning with notification to student and parent. (complete referral and send email from referral prompt)
- **2nd infraction** - Students must turn in all electronic devices in the main office of either the Academic Center or Business Center upon arrival for 5 consecutive school days. An administrator will secure the device until dismissal. *
- **3rd infraction and beyond** - Devices are secured by the administration and the parent must come and retrieve them. Device(s) will not be returned to the student. After 30 days, City College is not responsible for any devices that are not retrieved by the parent or guardian.

**If the student does not report to turn in their devices on their own or if they report that they do not have devices and are observed with devices by any City College staff member, then the infraction will escalate to the next level.*

**If a student does not bring the device pouch to school, the device will be maintained in a secure space by an administrator.*

HALL PASSES

1. Must be limited to after the first ten minutes of class, but not in the last 10 minutes of class (unless there is an extreme emergency)
 2. Students will not be released from any class without utilizing the pass system
 3. All passes must have the date, time, student name, destination, and teacher name and signature
- Failure to use passes/and or forging of passes will result in disciplinary measures from administration according to the BCPSS code of conduct.**

Cafeteria/Lunch

The breakfast and lunch periods provide a time for relaxation, social interaction, and a break from the rigors of the day. City College students are expected to demonstrate courteous manners at all times so that all students can enjoy breakfast and lunch. In order for this to happen, students must:

- ❖ Not allow their friends to cut the line.
- ❖ **Dispose of all trash and clean the eating area as soon as they have finished eating.**
- ❖ Avoid congregating/loitering in groups that impedes traffic, hampers visual supervision
- ❖ **Students are not permitted to walk the school building or grounds during lunch and are not leave the cafeteria until dismissed.**
- ❖ **Students are not allowed to eat in class during the lunch periods.**

Baltimore City College uses a schedule for 2 lunch periods:

- 9/10th grade students eat lunch in the cafeteria and Gordon Plaza from 10:35-11:20
- 11/12th grade students eat lunch in the cafeteria and Gordon Plaza from 12:05-12:50
- **By district policy, students are not allowed to leave school grounds or order outside food:** *New for SY 2024-2025 BCPSS Wellness Policy on Competitive Foods*
“Students can no longer receive food at school from meal delivery apps during the school day.”

Leaving the Campus

Students may not leave the campus without permission and will be subject to the Code of Conduct for violations.

Bullying, Harassment & Intimidation

Definition and Response

Bullying, harassment, or intimidation means intentional conduct-including verbal, physical, or written conduct, or an intentional electronic communication that creates a hostile educational environment. If you notice or are the victim of bullying, harassment or intimidation report it immediately any staff member and inform your parents. Bullying, Harassment, or intimidation reporting form is available in the code of conduct and in the guidance office. All reported allegations of bullying will be investigated by the appropriate staff.

Definition

- motivated by actual or perceived race, ethnicity, color, ancestry, national origin, religion, sex, sexual orientation, gender, gender identity, gender expression, marital status, pregnancy / parenting status, disability, age, or other legally or constitutionally protected attributes or affiliations; OR
- b) sexual in nature, OR
- c) threatening or seriously intimidating,
- d) and the intentional conduct occurs on school property, at a school activity or event, or on a school bus

Reporting Bullying, Harassment, and Discrimination

Baltimore City Public Schools and Baltimore City College are committed to promoting respect for and appreciation of the diverse religions, beliefs, and customs of all our students and their families. All students have the right to a safe, supportive school environment. Bullying, harassment, or intimidation will not be tolerated.

5) Academics

Grading Policy

HOLISTIC GRADING:

Grades represent a “snapshot” of a student’s current achievement based on recent summative performance, with an emphasis on growth throughout the grading period and across the year. This approach provides a clear picture of a student’s strengths, areas for development, and progress towards achieving the challenging goals of the IB curriculum.

Grading Practices & Reporting Timeline

Report card grades are based on students’ academic performance and content mastery. Therefore, they will be determined based exclusively on the grades students earn on summative assessments,

which include portfolio tasks. Formative tasks are integral to the learning process and must align directly to summative tasks, but they are not used in determining overall course grades.

Mastery Level	IB	General Grade Descriptor	MYP Criteria	%	GPA Weighted
Excellent	7	Quality of work: High and frequently innovative Understanding: Comprehensive Critical thinking: Consistently sophisticated Application: expertise in a variety of complex situations, frequently with independence	28 - 32	100%	5.5
Substantial	6	Quality of work: High and sometimes innovative Understanding: Extensive Critical thinking: Frequently sophisticated Application: familiar and unfamiliar situations, often with independence	24 - 27	95%	5.5
	5	Quality of work: Generally high Understanding: Secure Critical thinking: Sometimes sophisticated Application: in familiar situations independently, unfamiliar with support	19 - 23	87%	4.5
Adequate	4	Quality of work: Good Understanding: Basic with occasional minor gaps Critical thinking: Often basic Application: Some flexibility with familiar situations, unfamiliar needs support	15 - 18	80%	4.5
	3	Quality of work: Acceptable Understanding: Basic with occasional significant gaps Critical thinking: Beginning Application: Often inflexible, often needs support even with familiar situations	10 - 14	70%	3.5
Limited	2	Quality of work: Limited Understanding: Significant misunderstandings/gaps Critical thinking: Infrequent Application: Generally inflexible, infrequently uses knowledge/skills	6 - 9	55%	0.0
	1	Quality of work: Very limited Understanding: Lacking for most concepts/skills Critical thinking: Very rarely Application: Very inflexible, rarely uses knowledge/skills	0 - 5	50%	0.0

Grade Descriptors and Conversions

As an IB World School, all grading is completed using the IB 1 - 7 scale. Equivalent percentages are not used internally, but will be shown on report cards and final grades as mandated by the school district. The table below includes IB grade descriptors and conversions for all grading scales. Non-IB and AP classes will have grades reported as percentages with associated letter grades.

The Baltimore City College Assessment and Learning Policy

Supporting Students to Challenge Themselves and Succeed

Assessment Philosophy

BIG PICTURE:

How do assessments tie into the IB mission and our school vision?

As an IB World School, we embrace the IB mission “to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” Our assessment philosophy aligns with this mission and our school vision of supporting students to challenge themselves and succeed. At BCC, assessments go beyond

measuring achievement; they fuel a love of inquiry and a growth mindset. By providing opportunities for self-reflection and skill development, assessments empower students to achieve their full potential and contribute meaningfully to the world.

TEACHING AND LEARNING:

How do assessments support teaching and learning at our school?

To achieve these goals, teachers utilize a series of ongoing formative assessments that culminate in a set summative assessment for each unit. Formative tasks align to MYP and DP rubrics used to evaluate student learning on summative assessments to ensure a seamless progression for students as they practice and refine essential skills. Teachers use these assessments to gather data, adapt instruction, and provide timely, specific feedback that allows students to self-reflect and adjust their approach. This continuous cycle of learning, assessment, and feedback fosters the development of mindsets, knowledge, and skills that are essential to student success.

Communicating Assignments

Clear communication of expectations and deadlines is integral to student success. Teachers will post task descriptions in the online classroom on the day that an assessment is assigned so they can be easily found and referenced. For summatives, the task description must be posted at least one week prior to the exam date or assignment deadline.

All assessment task descriptions must include the following:

- Task-specific rubric (aligned to MYP or DP rubrics as appropriate)
- Expected time required to complete
- Deadline and method of submission
- List of formative assessments required for resubmission (summative task descriptions only)

Throughout the unit, teachers should also provide models of strong performance against a rubric for student evaluation and analysis.

Missing or Incomplete Work

Meeting deadlines is an important practice for learning, IB assessments, and college readiness. When student work is not submitted on-time it jeopardizes progress and is indicative of a skill or organizational concern.

Missed Summative Deadline

If a student does not submit a summative on time, teachers will notify the student and their family via the online gradebook. Since the student has not provided evidence of standard mastery, the summative score will default to a zero in the gradebook.

Missed In-Class Exam

If a student does not attend class on the day of an in-class summative assessment, the score will be marked as a zero and missing in the online gradebook. If the absence is **unexcused**, the summative grade remains a zero and the student is not eligible to resubmit. If the absence is **excused**, the student should be prepared to take the assessment **on the day that they return to class**.

For an absence to be considered “excused,” students must provide an official signed note or email that is approved by the school attendance office and shared with all of the student’s teachers.

Academic Integrity

Academic integrity is the process of acting in an honest and responsible way in producing original academic work. The processes by which students learn are as important as their completed assignments. Unless it is designated as a collaborative assignment, it is expected that each student will do their own work, whether it is a formative assignment (e.g., homework, class work, quiz) or a summative assignment (e.g. report, project, research paper, unit test, mid-term/final).

Students who submit academic work that uses unoriginal ideas, words, research, or images without proper credit and documentation, or citation are in violation of the Academic Integrity Policy. A student who helps another to act dishonestly is also violating the Academic Integrity Policy.

All written work must be uploaded to the school plagiarism checker, Turn-It-In.

For students: In general, AI may be used to help you learn, but not to show your learning for any work that is submitted, including formative and summative assessments, unless your teacher indicates what specific AI tool may be used for that assignment.

Consequences for Violations

First Violation of Academic Honesty Policy

1. No credit on the assignment. Student is required to check in with teacher to clarify expectations and requirements around violation. Student is directed to attend peer-led Academic Integrity session at the Writing Center, and/or Reed Math and Science Center.
2. Guardians are notified the same day, Student is required to resubmit work after completing an Academic Integrity Review session within a reasonable time frame agreed upon by teacher and student.

Second Violation of Academic Honesty Policy

1. In addition to the no credit and parent notification, no resubmission of the work is possible. Students are ineligible for honor societies, elected offices, and tutoring positions in Writing, Math and Science Centers.

Third and Subsequent Violation of Academic Integrity Policy

1. In addition to the steps from the second violation, the student is referred to their grade level counselor for SST (Student Support Team) meeting and counseling support.
2. Administrative consequences could include, for third or subsequent violations, notation in student record, letter to university as addition to transcript, forfeiture of City Diploma, or loss of privileges such as sitting for IB exams.

Violations of the Academic Integrity Policy include, but are not limited to, the following:

Unapproved materials/device	Plagiarism	Collusion
------------------------------------	-------------------	------------------

-cheat sheet -calculator -cell phone -notes -talking during testing or breaks -taking pictures of tests/work -using AI or chat bots to generate essays, or using AI to paraphrase a response	-not citing sources (including AI) -copying/cut and paste work from online research or sources -using paid for essay services -searching the internet for answers and copying and pasting them as your work -reusing your own work from another class or assignment - using AI to generate a prompt or repose, or to generate ideas that you then represent as your own.	-using another student's work -allowing another student to use your work/answers -cheating off a friend on a test -helping a friend cheat -distributing answers of assessment materials (including essays)
--	---	--

Misunderstanding the code is not an excuse for dishonest work. Students who are unsure about the Academic Integrity Policy should meet with a teacher or administrator.

Exceptions and Further Guidance:

1. Academic Integrity violations on Midterms and Final Exams cannot be resubmitted.
2. If a student commits a second or higher offense on a task that must be completed for graduation purposes, such as the Personal Project or an IA, the student does still need to complete the work. Students in these circumstances should have additional measures enacted, such as requiring work within the Writing Center or having to restart the task with a new prompt.
3. If a teacher is unable to contact a student or parent, a counselor should be brought in for support.

Academic Integrity Pledge

I have received and carefully read the BCC Academic Integrity Policy. I have asked any questions that have occurred to me at this time, and know that I can always ask my teachers or administrators more questions if I need to. I commit to submitting only my original work, words, and ideas in [insert your course name here], and to citing sources of quotes, evidence, and factual information appropriately. I know that my education is only as valuable as the effort that I put into it, and that when a student cuts corners by using ideas or words that are not their own, they cheat themselves of the skills and expertise that the assignment would have helped them develop. I know that when I need help to know how to complete my assignments with my own original work, my first step is to contact my teachers or go to the peer tutoring centers to get the support that I need.

Signed _____ Date _____

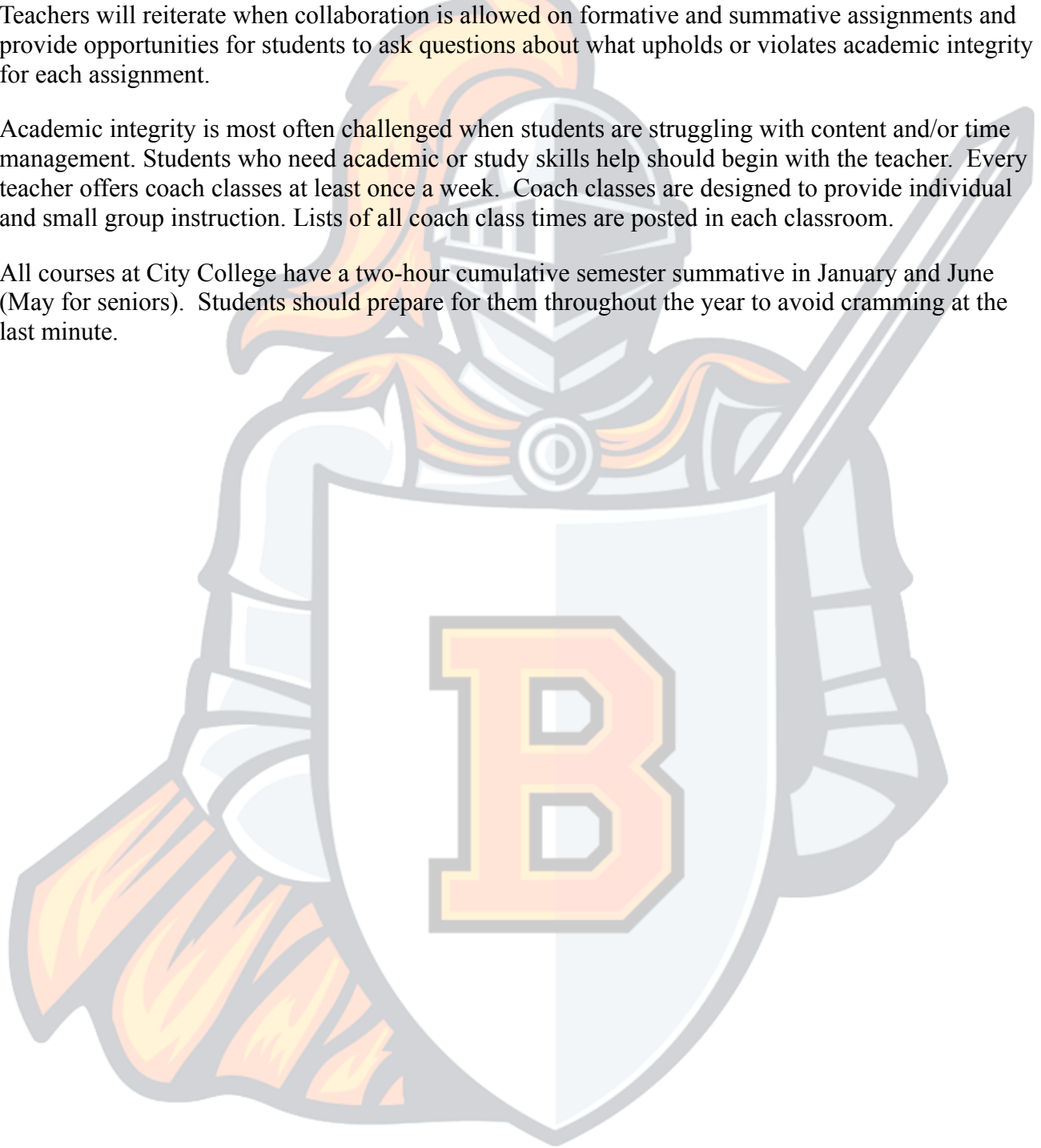
Academic Support and Fostering Academic Integrity

In each course, students will sign an academic integrity pledge at the start of each course. Academic integrity is a community value that must be fostered, and acts of dishonesty must be taught and continuously clarified. Teachers and administrators will provide clear instruction on academic integrity throughout the school year, teaching skills such as appropriate citation and inappropriate AI usage. Teachers will ensure students know how to submit work through Turn-It-In and inform students about how to read their own reports as applicable.

Teachers will reiterate when collaboration is allowed on formative and summative assignments and provide opportunities for students to ask questions about what upholds or violates academic integrity for each assignment.

Academic integrity is most often challenged when students are struggling with content and/or time management. Students who need academic or study skills help should begin with the teacher. Every teacher offers coach classes at least once a week. Coach classes are designed to provide individual and small group instruction. Lists of all coach class times are posted in each classroom.

All courses at City College have a two-hour cumulative semester summative in January and June (May for seniors). Students should prepare for them throughout the year to avoid cramming at the last minute.



6) Resources/Supports

CITY COLLEGE @Ubalt Guidance

Campus Safety

Safety and Security

- All students must remain on City College campus for the duration of the school day
- All individuals entering campus must go through the security screening.
- Security camera monitoring is in place throughout campus.
- Both City Schools Police and The University Police monitor campus activity.
- Students are not permitted to enter any restricted, non-City College UBalt buildings, such as the Law School and Student Center (Library requires City College staff supervision).

Uniform/Security/ID

- **All students must dress in official City uniform while on the UBalt campus.**
- Outermost clothing/tops must be "City" labelled to provide easy identification to City College and UBalt staff. **Students will not be allowed entry into UBalt buildings without visible City College uniform.** Students must carry the City College/UB ID at all times.

Emergency Procedures

- Notification of any UBalt on-campus emergencies will be provided via City College digital updates to students and via phone updates to parents.
- Drill evacuations will take place according to City Schools and UBalt Schedules
- School closure will follow Baltimore City Schools closure guidance.

Entry-UBalt Campus hours 7-3:30 (school hours 7:30-2:20)

- Academic Center 1420 North Charles Street, Closes at 3:30pm
- Business Center 11 West Mt Royal Ave, Closes at 3:30pm
- **Students will remain in City College ONLY locations from 7:30 AM-2:20PM**
- Early campus entry at 7am @ Morton Street Location for breakfast service
- Main entry doors are only operable doors of use during school day (Main entry door on Charles and middle entry on Morton for Academic Center only). Doors are locked for entry during school day
- **Students must depart campus no later than 3:30 PM.** For students awaiting pick-up, families are responsible for transportation off-site. **Club and coach class activities will conclude by 3:30.** Choir, Band, and Theater students should contact the Directors for guidance on practice dismissal times and locations.

Campus Visitors

- Parents and visitors must report to the main office in the Academic center only. **No visitors will be allowed in the Business Center.**

Dropoff and Pickup

- Dropoff and student entry begins at 7AM
 - Morton Street for the Academic Center
 - Mount Royal for the Business Center
- Cars must follow all traffic laws and may not park in restricted travel lanes.

Early Dismissal

- Prior notice must be submitted to the City College Attendance office.
- **Early dismissals will NOT be permitted after 1:30pm.**
- All early dismissals happen at the Academic Center only

Student Parking

The Fitzgerald Garage is located at 1201 W Mount Royal. The fee is \$5 per entry.

- Garage hours are 7am to 11pm. Drivers are responsible for ensuring they retrieve their vehicle before daily closing. **City College is not responsible for vehicles or materials left in the garage.**

Cafeteria

Breakfast (7-7:30) and Lunch (multiple periods)

- All Lunch and Breakfast will be served in the Academic Center Cafeteria
- Cafeteria entry into Academic center will occur through Charles Street main door
- Students will be restricted to on campus dining only
- Gordon Plaza use is only permitted with direct staff supervision
- Business Center atrium and Ground floor/1st floor rooms use only permitted with direct staff supervision

Campus Restrictions

General

- Elevators are restricted to UBalt and City College staff use only.

Restrooms

Business Center	Academic Center
Ground – Adults 1 st – Students 2 nd – Students 3 rd – Adults	1 st – Adults, Gender-neutral for students 2 nd , 3 rd , 4 th Floor - mixed 5 th Floor – Students 6 th Floor – Adults

Athletics

- Transportation to practices will be provided via school buses from the UBalt campus to respective practice locations
- Athletic storage room – in-season athletes will store their equipment in lockers (small bags only)

Behavior

- Students are not permitted to damage, write on, or remove UBalt property. **(Students will be financially responsible for any damage to UBalt property, including desks, walls, classroom electronics, equipment, etc.)**
- **The BCCPS Code of Conduct applies to all City College students while on UBalt's campus. Failure to abide by BCPSS and University Campus Policies could result in a change of school site.**

Cell Phone Policy

- In accordance with BCPSS Policy, **students will be required to turn-off and secure their devices in a locked device pouch they will carry all day in their bookbag.** Students may not access or use cell phone devices during class, passing, or lunch time. After students are dismissed from period 4, they will have their device pouch unlocked. Refer to the City College Handbook for regulations regarding an infraction.

Health Care

A BCPSS/BCHD nurse is assigned to service City's health suite five days per week. Students are only admitted if they have a pass from a teacher except in cases of emergency. Every City College student must have an Emergency Contact Card on file. Daytime phone numbers should be included for the parent or guardian as well as two other adults designated by the parent for emergency contact. It is important to update phone numbers as needed during the school year. Please notify the staff of any changes in the above information as soon as possible.

If a student must take prescription medication during school hours, please contact the nurse.

Baltimore City Public Schools requires a written physician's order signed by the parent in order for medications to be given to students by the nurse. School personnel are prohibited from giving medication. The medications must be brought to the health suite by the parent in the original pharmaceutical container.

Code of Conduct

Students who violate school rules and/or classroom rules will receive disciplinary action in accordance with guidelines and protocols established in the **Baltimore City Code of Conduct**. We will communicate with parents to help prevent further misconduct. Each time students commit an offense, they will proceed through one or more of the following steps:

1. Student conference with an Administrator
2. Parent Contact
 - Letter or Email
 - Telephone
 - Conference
3. After-School Detention
4. In-School Suspension
5. Short-Term Suspension (1 – 3 days)
6. Long-Term Suspension (4 – 10 days) Extended 45 days

Special Guidelines

All City College students have the responsibilities of leadership. Any student placed on suspension (short or long term) will automatically lose their privileges to participate in school activities including **participation in non-academic field trips, class activities, proms, homecoming events, graduation, athletic events, and performances**. The administration will meet to consider whether to restore any or all of the previously lost privileges.

Student Activities

Eligibility for Participation in Co-Curricular and Extracurricular Activities

Participation in any co-curricular or extracurricular activity at Baltimore City College is a privilege. Students aspiring to represent City College must demonstrate acceptable academic performance and behavior in order to participate in clubs, teams, and contests.

Any student receiving failing grades in two or more subjects in the most recent quarter will be deemed ineligible for participation in sports and co-curricular or extracurricular activities, such as class activities, ring dance and proms in the next quarter and the following semester. Sports participation requires a minimum GPA of 2.0.

Students who are suspended from school for demonstrating unsatisfactory conduct will immediately become ineligible for participation in a co-curricular or extracurricular activity for up to an entire school year to be determined by the Principal.

Students must have completed a pre-set number of service learning hours and have paid a specific amount of class dues in order to participate in class activities.

Clubs & Organizations

Clubs and school services organizations play an important role in the life of the City College student and in the growth of the City College tradition. Students who participate in school clubs may be eligible for various awards, such as certificates and school letters.

Students who are interested in beginning any new club should confer with Activities Advisor for authorization of Principal. Only groups, which have current official charters, constitutions and faculty advisors, may meet in the building or on the grounds. The faculty sponsor/advisor must be present whenever the group meets to provide supervision. Clubs and groups meet between 2:20-3:30 p.m. All meeting dates and times must be publicized in advance on the public address system during announcements.

S.G.A. and Class Officers

Students who wish to serve in leadership positions must meet these minimum qualifications to become candidates:

- ✓ An average grade of 4 or higher
- ✓ Regular attendance (95% or better)
- ✓ Passing all subjects
- ✓ No suspensions

Students who want to hold class or school leadership positions must demonstrate satisfactory conduct. School Administrators may remove students from their positions of leadership if it is deemed that their behavior is unsatisfactory.

Baltimore City College Sports

Baltimore City College athletes participate in sports governed by the Maryland Public Secondary Schools Athletic Association (MPSSAA). City College offers an extensive athletic program which is open to all eligible students:

Women's Sports

Badminton
Basketball
Bocce
Cheerleading
Cross Country
Dance Ensemble
Field Hockey
Lacrosse
Softball
Soccer
Swimming
Tennis
Track & Field
Volleyball

Men's Sports

Baseball
Basketball
Bocce
Cross Country
Football
Lacrosse
Soccer
Swimming
Tennis
Track & Field
Wrestling



ASSESSMENT POLICY

We expect
STUDENTS
to own their
learning
through...

- **Preparation and Dedication:**
Come prepared for assessments by reviewing materials, completing assignments and homework, and asking clarifying questions beforehand. Put forth your best effort during learning activities and assessments. Avoid distractions to the learning environment out of respect to yourself and peers.
- **Reflection and Growth Mindsets:**
Reflect on formative and summative performance. Work with teachers to set goals and monitor progress toward achieving them. Utilize feedback to revise work and move toward mastery.
- **Communication and Organization:**
Submit all assignments on time. Maintain an organized record of notes, work, and resources. Keep families and teachers updated on your progress and when you need help.

We expect
TEACHERS
to support
students
through...

- **Task Alignment:**
Develop standards-based formative and summative tasks. Ensure formative tasks and learning activities are directly aligned to and prepare students for summative tasks.
- **Multiple Assessment Methods and Clear Expectations:**
Incorporate a range of formative and summative tasks which allow students to demonstrate learning in a variety of ways. Provide students with task-specific rubrics that clearly define expectations including academic integrity.
- **Data-driven Decisions:**
Adapt lesson activities to address student needs in response to formative and summative assessment results. Facilitate student academic goal setting and reflection to improve learning.
- **Meaningful and Timely Feedback:**
Provide meaningful feedback to students in a timely manner. Report assessment results on a regular basis using the school's online gradebook so students and their families can monitor academic progress.

We expect
**SCHOOL
LEADERS**
to support
students &
teachers
through...

- **School-wide Goals:**
Establish and communicate clear goals and success measures as outlined by the school performance plan. Utilize assessment data to identify trends and address student and teacher needs. Ensure equitable practices are implemented for all teaching and learning.
- **Professional Development:**
Encourage a culture of collaboration amongst teachers to improve assessment practices. Identify areas for growth and provide opportunities for assessment-related professional development.
- **Evaluation and Feedback:**
Ensure stakeholders adhere to the expectations established in this policy. Analyze

formative, summative, and external assessments (IB, AP, etc.) and provide feedback to improve assessment practices.

We expect FAMILIES to support student learning by...	► Monitoring Student Progress: Work with students outside of school to ensure they're meeting the expectations set out in this document.
	► Promoting Self-Advocacy: Encourage students to seek out opportunities for enrichment and support, as needed. Include students in communications, so they can own their learning and learn to advocate for themselves.
	► Staying Involved: Collaborate and provide feedback to students, teachers, and school leaders. Track student academic progress and attendance through the online learning management systems (Infinite Campus and Toddle).

Extension Requests

Students in need of an extension are required to be proactive and must request one no later than 24 hours prior to the assignment deadline. **Teachers must require students to send an email to the teacher and to their parents stating a valid reason for needing an extension. Students must "cc" a parent/guardian on the email so all parties are aware of the request and teacher response.** If approved by the teacher, they will define a new deadline, which should not be more than 10 school days after the original due date. All student work must be submitted no later than one week prior to grade closure for the quarter. Resubmissions submitted after this time will be considered in determining students' end-of-year course grade; however, they will not impact their grade for that quarter. **When summatives are not submitted, the overall grade for a course is a one, as the teacher has no evidence of the student achieving the standards assessed by that task.**

Revisions and Resubmissions

Formative Reflections

Students are expected to read formative feedback, reflect on their performance, and apply what they learn through this process on future formatives and summatives. Teachers may require students to submit revisions for certain formative assignments.

Summative Resubmissions

Summatives may be revised and resubmitted; however, certain summatives are not eligible for resubmission including Midterms, Finals, and performance-based assessments. The following requirements apply to all summative resubmissions, and any additional requirements must be included on the task description that is posted when the assessment is assigned.

In order to resubmit work, students must:

- Make a genuine effort on the initial attempt
- Complete all required formatives (indicated on task instructions) at the passing level

Teachers may also require students to attend coach class and/or the peer tutoring center for support. Approved revisions must be resubmitted within 5 school days after the teacher provides feedback to students.

Academic Interventions and Support

Students who repeatedly struggle to complete and submit assessments on time and at the passing level will be identified as needing additional coaching and assistance. The following resources are available for students and may be required if the student does not pass multiple formative or summative assessments:

- Peer Tutoring: Work with trained peer tutors in the Writing, Math and Science, or Research Centers
- Coach Class: Work with the student's teacher or other teachers of the same subject
- Student-Led Conferences: Teacher, student, and family discuss root causes and possible supports
- Student Support Team (SST): Referrals to administration, counseling, or related services

Students struggling in multiple classes will be identified to be part of the On Track to Graduate (OTG) cohort for that grade level. These students will meet with OTG team members on a regular basis to ensure that they are taking advantage of available support and improving.

School-Wide Assessment Practices

Assessment Types

All assignments must be integral to the learning process and directly align to summative assessments. Teachers achieve this by backwards planning and tying task descriptions to specific rubric criteria that reflect MYP or DP assessment practices as appropriate. All assessments should inform, enhance, and improve teaching and learning.

Formative Assessments (F)

Formative assessment is ongoing assessment FOR learning aimed at providing information to guide teaching and improve student performance. Through effective formative assessment, teachers gather, analyze, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.

Examples of formative assessments include:

- Quizzes
- Rough drafts and outlines
- Class discussions
- Practice problem sets

Failure to complete formative tasks will greatly impact a student's ability to be successful on a summative task. Summative resubmissions will not be permitted unless students have completed required formative assessments at the passing level.

Summative Assessments (S)

Summative assessments are culminating assessments OF learning that occur at the end of a unit or course, designed to provide information on the student's achievement level against specific objectives. There is a maximum of two single-day in-class seated summatives :

- Unit, midterm, and final exams
- Final drafts of essays, research papers, and lab reports
- Presentations, oral exams, and performances

Summatives must be completed as part of classwork, or a significant proportion of classwork, and may not be completed purely as homework. Summative work completed outside of class is considered part of the time allotted for homework each week (see homework policy below).

Summative Portfolio Tasks (SP)

Summative portfolios provide evidence of student growth throughout a unit, and are made up of a collection of tasks that support the process of learning. Summative portfolios will include a pacing guide that includes suggested benchmarks and time needed to complete each task.

Examples of portfolio tasks:

- A series of formative assessments (identified by the teacher at the outset of the unit)
- Performance tasks with open-ended problems allowing for multiple and differing responses

Academic grades must be based on content knowledge and skill mastery. They cannot be based on behavior, including attendance, late submissions, completion, or extra credit.

Homework Policy

Homework can be either formative or summative work and should support student growth and learning. Formative work should provide essential skill development and be directly linked to a summative task. These assignments should be purposeful for the student in developing understanding and skills, prompt student ownership of learning, and be engaging and relevant to students.

Homework tasks may include:

- Practice to support skill development and review of learned concepts
Ex: math problems, foreign language speaking tasks, and historical and science readings.
- Preparation for upcoming units
Ex: flipped classroom instruction, literary readings and vital stages in the writing or research process
- Extension of classroom formative or summative tasks for completion
Ex: technology projects, science lab reporting, and fine art projects
- Reflection and self-assessment
Ex: journaling in the personal project stages

To help students balance workloads effectively and to maintain healthy engagement, student work at home is assigned as follows.

MYP (Grades 9 - 10)	DP (Grades 11 - 12)	Personal Project (10th)	Extended Essay (11th)
2 hrs or less per week per subject	3 hrs or less per week per subject	25 hrs over the course of the year	40 hrs over the Course of the the year

REPORTING FORMATIVE & SUMMATIVE GRADES

Each course has an online classroom where teachers will post assignment details, rubrics, curriculum resources, formative, and summative marks. All formative and summative grades are recorded in the online classroom's gradebook prior to the distribution of graded student work.

Grades and teacher feedback for all assessments should be posted within 10 school days of the assessment's due date. Per district mandate, at least one grade every 2 weeks will be recorded in the

online gradebook.

REPORTING QUARTERLY GRADE REPORTS

Families will receive two printed grade reports each quarter: one progress report and one report card. The dates for distribution windows are available on the Baltimore City Public Schools website. These quarterly progress reports and report cards as well as students' final grades are posted in the district's official learning management system (Infinite Campus).

When progress reports are due, if no summatives have yet been given that quarter then grades may be based on formative performance; however, if a summative has been completed, that grade must be reflected on the progress report.

REPORTING OVERALL COURSE GRADES

A student's quarter grade represents only a snapshot of their performance at that time. Quarter grades are not averaged to produce a final year grade. Teachers should practice "best fit" grading where a rubric grade reflects the most consistent and representative achievement in a grading period (quarter, semester, or year). A student's overall course grade is determined holistically and reflects both growth and achievement.

Approaches to Learning (ATL)

Although other aspects of learning like behavior, effort, and organization are not graded, developing these skills is essential to preparing students for academic, personal, and professional success. The International Baccalaureate's (IB) approaches to learning (ATL) equip students with the following transferable skills that empower them to become independent, lifelong learners:

Communication	Social	Self-Management	Research	Thinking
Interaction Language	Collaboration	Organization Affective Reflection	Information Literacy Media Literacy	Critical Thinking Creativity and Innovation Transfer

These skills are explicitly taught, practiced, and refined throughout the program, forming a strong foundation for success in all subjects, individual work, and collaboration. This ensures students develop a sophisticated understanding of "how they learn" and become empowered, self-directed learners.

Assessment in the IB Middle Years Programme (MYP)

MYP Assessment Criteria Across the Curriculum

In the MYP, subject-group objectives correspond to four assessment criteria, as shown in the table below. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance.

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals & Societies	Knowing and Understanding	Investigating	Communicating	Thinking Critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and Evaluating	Reflecting on the Impacts of Science
Mathematics	Knowing and Understanding	Investigating Patterns	Communicating	Applying Mathematics in Real-Life Contexts
Arts	Investigating	Developing	Creating	Evaluating
Design	Inquiring and Analyzing	Developing Ideas	Creating the Solution	Evaluating
Physical & Health Education	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflecting and Improving Performance
Personal Project	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students’ progress and achievement. A student’s overall grade is determined by calculating the sum of their four criteria scores out of 32 marks. Mark band ranges for MYP Criteria totals to overall IB Grades are shown in the Grade Descriptors and Conversions table above

