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1. Scope and Relevance

For higher education, many universities and colleges require current students to submit “Predicted Grades” to be considered for admission to certain courses.

“The predicted grade is the teacher’s prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate’s work and the teacher’s knowledge of IB standards. Predicted grades are also required for theory of knowledge and the extended essay. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade. The IB takes measures to work with schools that consistently under- or over-predict student grades.” [IB student assessment - International Baccalaureate®](#)

The purpose of predicted grades is not to properly give feedback or to feedforward, as no steps are identified to reach a set goal. In that sense, they are not “formative”. They are also not “summative” as they are based on a combination of evidence and knowledge of IB standards. While a conversation might be had on these grades, they are not an open invitation for dialogue.

Following our values of integrity, respect, independence and responsibility, predicted grades are left to the teacher’s judgement. Students will respect the integrity and responsibility of their teacher and trust that the prediction that is based on fairness.

2. Time of predicted grades

At GESM, one set of predicted grades will be shared with the students. This is done at the **end of year 1 (G11)**. This prediction is based on summative assessments, the End-of-Year exam results and the teacher’s best judgment (see 3.).

The IBDP Coordinator will receive an updated version of the PG from all subject teachers by **October 15 of year 2 (G12)**. These grades consider the students’ growth over the last months, the IA work on the way and include predicted grades for the EE and TOK. These PG will be part of the transcript that students will likely need for their university applications. These grades will not be shared with the students but directly be sent to universities or organizations (e.g. UCAS, CommonApp, BridgeU). Students will receive a transcript with grades from G9-11/2 upon request.

In **March of the exam year (G12)**, PG will be recorded again, now based on standardized IA grades, the full EE and TOK essay and the Mock examinations. These PG will be uploaded to IBIS and not be shared with students.

3. Process of determining Predicted Grades

Predicted Grades are based on data and evidence: summative and formative work, quantitative and qualitative evidence. Internally, GESM uses “harmonized” grade boundaries that do not necessarily match authentic IB grade boundaries for various subjects. To determine authentic PGs, teachers use their knowledge of actual grade boundaries as well as taking the authentic weighting of assessment components into account. As orientation, the IB grade descriptors can help to guide the teacher's judgement to determine the predicted grade (see Appendix to this document for an example). In short, teachers consider

“all the evidence of the student’s work (and) the teacher’s knowledge of IB standards.” (Diploma Programme Assessment Procedures 2025 [DP resources - Home - IB programme resources](#))

For more accurate predictions, Teachers are required to look at the feedback from previous DP exam session(s) to see if they tend to over- or underpredict students. They are then asked to act accordingly and to adjust their predictions. As a matter of fairness, teachers should aim to predict accurately.

“Teachers should use their professional judgement when awarding predicted grades, making sure that all predictions are based on the evidence and data of the ongoing attainment of each student. For predicted grades to be fairly determined for all students, there should be no bias or discrimination of any kind. Similarly, it is important that teachers are not put under unnecessary pressure by students, parents, management or leadership to raise predicted grades. Predicted grades can be successfully derived by a balance of quantitative and qualitative data. Quantitative data will involve collecting raw marks, notional grades, test scores and percentages recorded over a period of long-term study. There will also be relevant qualitative data that personalizes the most appropriate predicted grade to each individual learner. Qualitative data might include observation of a learner’s work ethic and attributes, knowledge of pastoral factors or the provision of extra support.” [Predicting Grades – A guide for schools factsheet v1.23](#) © Cambridge University Press & Assessment 2023

Predicted grades should be aspirational but achievable. Frequent overpredictions result in loss of credibility of GESM as institution as well as leaving students confused if predictions are not met.

4. Disclosure of Predicted Grades

Predicted Grade are only shared with students once. The end of semester 2 of year 1 of the programme offers a good interim opportunity to project the potential outcome of the final exams, based on roughly half of the syllabus covered. No further predictions will be shared with either students or their families. Teachers should not feel pressured by university selection or course choice of the student nor by the parents to disclose or to increase their predictions.

Bibliography:

IBO [IB student assessment - International Baccalaureate®](#)

Predicted grades: A guide for schools. Cambridge University Press & Assessment 2023

IBO Teaching and learning informed by assessment in the Diploma Programme, Cardiff 2021

IBO Grade Descriptors, December 2017

<https://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

[Predicted grades – what you need to know for entry this year | Undergraduate | UCAS](#)

1. Appendix

Grade descriptors: Science

[DP- Grade descriptors.pdf](#)

Sciences

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.

Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.

Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.

Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.

Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.

Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

This policy has been discussed and approved in January 2025. It will be up renewal in 24 months (December 2027) unless there is the urgency to alter it earlier.