



## **Villiers School**

### **Assessment Policy and Procedures**

**2022-2024**

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## **1. Characteristic Spirit and General Objectives of Villiers School**

1.1 Villiers School was founded according to the will of Mrs Hannah Villiers in 1821, to serve the Church of Ireland and Presbyterian Churches. Villiers School scheme was subsequently amended to include the Methodist Church. Villiers School seeks to provide education in an environment which promotes a Protestant ethos, however the school welcomes students from all religious traditions and none.

1.2 Villiers School is a co-educational day and boarding school with a Protestant ethos under the trusteeship of the Church of Ireland, Presbyterian and Methodist Churches in Limerick. The Board of Governors for Villiers School holds patron and trustee responsibility.

1.3 “Protestant ethos” in the context of Villiers School means the ethos and characteristic spirit of the Church of Ireland and Presbyterian and Methodist Churches in Ireland.

1.4 Villiers School was established on Henry Street, Limerick in 1821. It has been co-educational since its foundation. Villiers School relocated to its present site on the North Circular Road, Limerick, Limerick, in 1954. It is a day and boarding school established to provide a broad-based education for students in its care.

1.5 While founded to serve the Protestant communities, Villiers School welcomes students of all faiths and none, into an inclusive and caring environment. Villiers School celebrates the diverse talents of all its students. Villiers School aims to develop academic curiosity and the pursuit of excellence, confidence and independent learning. A wide range of curricular and extra-curricular opportunities is provided at Villiers School to facilitate a broad inclusive education. The Protestant ethos of Villiers School emphasises inclusion of and respect for others; it encourages social justice and responsibility.

1.6 Villiers School aims to develop a strong moral and ethical code based on Christian principles. Regular assemblies and special services are an integral part of the life of Villiers School and enable particular celebration of Villiers School ethos. The Religious Education curriculum seeks to promote understanding of the sincerely-held beliefs of those of all traditions; it is not a faith-formation programme. Students may thus reach a position where they may make an informed choice about personal faith in their lives.

1.7 In this Admission Policy, “Protestant” means a church within the reformed tradition of Christianity.

1.8 Villiers School Learner Profile

The aim of a Villiers education is to prepare students for the wider world so that they can participate fully, both collaboratively and independently, in the local, national and international community. At Junior Cycle, all students work towards the Junior Cycle Profile of Achievement. Following on from this, almost all students will participate in Transition Year (which includes our IBDP link modules). At Senior Cycle Villiers students will sit either the Leaving Certificate or the International Baccalaureate Diploma. The aim of the International Baccalaureate Diploma Programme is to develop internationally-minded individuals who embrace their shared humanity and collective guardianship of the planet, so as to create a better and more peaceful world.

As educators we aim to instil the following learning skills in our students:

- ENQUIRY

Nurturing and developing skills for enquiry and research, both independently and cooperatively.

- KNOWLEDGE

Developing theoretical understanding and knowledge, across a wide variety of disciplines, which impact on both a global and local level.

- THINKING

Developing critical and creative thinking skills in order to analyse and act, in an ethical and rational manner, upon complex issues.

- COMMUNICATION

Increasing competency and confidence in expressing opinions in more than one language. Developing the ability to listen to others and to share ideas and collaborate on projects.

- PRINCIPLES

Take responsibility for our actions and the consequence of them, thereby ensuring that we respect the dignity and rights of others.

- OPEN-MINDEDNESS

Develop an appreciation and understanding of the culture, values and traditions of others, in addition to our own.

- CARE

Demonstrate empathy, compassion and respect for those around us and ensure that we impact those we interact with in a positive manner.

- RISK-TAKERS

Embrace challenges with determination and prudence, working both independently and collaboratively to develop ideas and strategies.

- BALANCE

Strive for balance academically, physically, emotionally and spiritually.

- REFLECTIVENESS

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

- LEADERSHIP

Take initiative when we see problems and cooperate with others to both motivate and facilitate change and guidance when needed.

- STEWARDSHIP

Strive to make a positive difference so that the world we inhabit progresses into a more equitable and non-violent place.

## 2. Rationale and statement of purpose

The purpose of the Assessment Policy is to outline the Assessment procedures for students in Villiers School. Villiers' assessment is used to monitor progress in subject areas; to identify and allow for early interventions when necessary; to evaluate the effectiveness of teaching methodologies; to help inform students' choices of subjects and levels; to encourage students to set high targets for themselves and to become more proactive in their own learning.

Assessment is used to cover all the various methods by which student achievement can be evaluated. Assessment instruments may include tests, examinations, CBAs, Assessment Tasks, extended practical work, projects, portfolios and oral work, some carried out over a prolonged period and sometimes marked by the student's teacher.

A distinction is often made between *summative* assessment, aimed at determining the level of achievement of a student generally at the end of a course of study, and *formative* assessment, aimed at identifying the learning needs of students and forming part of the learning process itself. Although these two functions are apparently quite distinct, the same assessment instruments can often be used for either purpose, the difference lying in the way the outcomes of the assessment are interpreted and applied (Black, 1993a; Wiliam and Black, 1996).

(IBDP Assessment Principles to Practice, 2004, p. 3)

### Junior Cycle

At present Junior Cycle students are assessed during the Christmas term and at the end of the summer term. Progress is monitored bimonthly using a system of effort marks. Individual subject teachers and departments also administer formative and summative assessments as per individual subject plans and in line with good practice. A selection of individual subjects also require project, practical and/ or portfolio work in line with Department of Education and curriculum guidelines.

### Transition Year

Transition Year (TY) is a stand-alone year which focuses on the process of learning as distinct from content. In TY, the emphasis is on formative assessment, allowing for a variety of assessment methods including but not limited to portfolio work, project work, design and presentations, journals and interviews. As such, Villiers offers a range of pre-IB link modules in TY where students can experience complimentary assessment models. Please see individual subject outlines for individual subject assessment requirements.

(See NCCA, 2008, *Developing Transition Units: Draft Handbook for Schools*)

## Senior Cycle

Prior to offering the IBDP, all senior cycle Villiers' students completed the Leaving Certificate. Students are assessed at the end of Christmas term and at the end of the summer term in Form V and in November and February of Form VI. These exams are designed to reflect the summative nature of Leaving Certificate examinations as a whole but are in-house and do not contribute to an external qualification. A selection of individual subjects also require project, practical, oral and/ or portfolio work in line with Department of Education and curriculum guidelines which do contribute to students' overall Leaving Certificate qualification.

## IB Diploma Specific

For the IB, the underlying principle is to **test what is important** rather than judge as important what we can test. This needs to be balanced against all the other considerations such as reliability and candidate workload.

It is important to realise that it is difficult for any single approach to be successful in delivering every possible priority. In particular, good assessment design is different for summative and formative assessment. Expanding on this principle, the IB's views on what makes good assessment can be summarised as:

- supporting curricular goals
- using a range of assessment tasks
- considering wider student competencies and higher-order thinking skills.

In keeping with the existing school calendar, IBDP Students will be assessed during the Christmas term and at the end of the summer term in Form V and February of Form VI. These exams are designed to reflect IBDP examination conditions but are in-house and do not contribute to an external qualification. On certain occasions, IBDP and LC students may be examined in the same examination centre.

All assessments of IBDP students will be informed by IB published assessment guidance, criteria or mark bands. In the context of the International Baccalaureate Diploma Programme (IBDP), the term *formal assessment* is preferred to describe all those assessment instruments that are used to contribute to the final qualification. Some of these instruments can be used formatively during the course of study as well as summatively towards the end of it.

Formal assessment of the DP includes some multiple-choice tests for certain subjects and examination papers for most subjects, intended to be taken at the end of the two-year course, and a variety of other tasks (essays, research essays, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic performances) spread over different subjects and completed by students at various times under various conditions during their course (Assessment principles and practices—Quality assessments in a digital age, 2021, p. 25).

To the extent possible, teachers should schedule homework, examinations and assignments in ways that do not overburden students. The submission dates of homework and assignments are decided through consultation at IB staff meetings, with subject departments and the IB DPC. Please see the internal Villiers IBDP Calendar and individual subject outlines for a programme of submission for internal assessments.

All Internal Assessments should be completed and submitted by the subject teachers to the IBDP Coordinator in order for the assessment results to be submitted to the IB. As the IB Diploma Programme grows, it is envisaged that individual subject teachers will take responsibility for IBIS submissions, with coordinator oversight and guidance. In certain circumstances, students may not be registered for the May IBDP exams until all Internal Assessments have been completed and submitted.

Teachers' predicted grades are to be submitted along with the internal assessments. In Villiers, students are not generally informed of predicted grades as prescribed by teachers, however this may be reviewed on a case by case basis. Please see Appendix 3 for further information on Predicted Grades.

Villiers IBDP students are registered for May exam sessions. Formal IB examination procedures will be carried out in line with *The Conduct of IB Diploma Programme Examinations 20XX\** and *Code of Conduct & Conduct in IB Exam\** for all internal assessments and May exam sessions. The IB DPC is responsible for the safe and secure storage of all examination material as per *Secure Storage of Confidential Examination Material Booklet 20XX\**.

All IBDP teachers engage in Cat1 IB training. Where a subject department includes more than one teacher, moderation of student work should take place prior to the recording of grades.

*\*Can be found on MyIB.*

### **3. Assessment policy: procedures and practices**

In-house exams (November/ December/ February/ May) are regarded as an essential part of a student's commitments and are timetabled accordingly. Exams help students to develop a sense of achievement as they provide an opportunity to measure each students' level of attainment. Each student is required to know when and where each of their exams will be. Sitting exams will involve the following: Being prepared (see Homework Policy); Adhering to the Code of Conduct during in House Examinations (See Appendix 1); Adhering to the relevant sections of the school's Academic Integrity Policy. All teachers will be involved in the examination process as per their individual timetable and are to follow the *Procedures for Teachers in House Exams* as outlined in Appendix 2. For detailed guidelines on conduct and procedures please see Appendix 1 and 2 (*Conduct of Students in House Examinations* and *Procedures for Teachers in House Exams*).

As per requirement of students with AEN, exams will be sat, as far as practicable, with the assistance of Subject Teachers, Resource and Learning Support Teachers, Special Needs Assistants (SNAs).

Formative assessment should be integrated into the teaching process, but need not always be recorded as a mark. Where possible, criteria for formative assessment may be devised collaboratively by teachers and/or in collaboration with students. Marks for formative assessments should reflect the students' best effort at engaging in the learning process. If necessary, students should be given every opportunity to improve on formative assessments that are marked.

Summative assessment criteria are given in the subject guides for the subject as a whole, but may be developed by teachers for each unit or module as a list of learning intentions for that unit or module. But for each final task (e.g. a test or assignment) requiring a summative assessment, a mark scheme should be prepared showing the ways the assessment criteria are meant to be applied and interpreted to the tasks assigned in final assessments.

Reflections on learning are necessary to help students become more self-aware as learners, develop meta-cognitive capacities (capable of learning how to learn in new situations), and identifying their own strengths and sources of misconceptions and confusions. Where possible, opportunities for students to assess their own learning processes should be provided.

Self-assessment and peer assessment are important components of the range of formative assessment techniques, and are especially effective in stimulating such reflections. Where possible, rubrics and assessment criteria for such assessments should be developed in collaboration with students under the guidance of the teacher.

#### **4. Recording and reporting of student performance**

Summative assessments must be recorded as written grades, and must be archived along with their mark schemes or rubrics. All assessments that are marked should be shared with students for feedback and discussion of errors and possible improvement before being retained for the archives.

For the purpose of school records, the 1-100 marking scale will be used. See Appendix 4 for equivalent attainment levels in IBDP, their corresponding mark bands in the 1-100 scale and the CAO Common Points Scale\* (\*This scale may change).

Grades should also be recorded for assessments of oral tasks or performances. The number of performance grades that should be recorded for a particular subject and level should be decided departmentally, and generic rubrics for these assessments developed that can be shared with parents and students.

Written grades should be used for summative assessments, and the assessments themselves should be retained in the archives along with the rubrics, mark bands or marking schemes.

Written reports of student performance containing teachers' comments are sent home three times per academic year and can be discussed at annual parent-teaching meetings. Where possible or deemed necessary, additional meetings/ communication with parents may be arranged. Villiers' IBDP students receive reports generated using Managebac while all other students receive reports generated by ePortal.

Reports of student performance may be made available to universities or other external institutions or persons with the consent of the students and/or their parents. Predictions of IB grades should be made by the teacher to the IBDP Coordinator, using the translation table while adjusting for any special circumstances that may be known to the teacher and/or counsellor. See Appendix 3 *Predicted Grades*.

Moderation is recommended where a cohort of students in a subject is taught by more than one teacher. This is to ensure that assessment criteria and/or marking schemes are consistently applied.

## **5. Additional educational needs**

Villiers School welcomes students with varying abilities and additional educational needs. Such applications are subject to this Admission Policy. In addition, Villiers may subsequently access students' records or personal education programmes and targets from their previous school/s and apply to the Department of Education and/or the IB for resources to support these students. Reasonable Accommodations will be provided for students where possible or appropriate in accordance with the guidelines for DE and/ or IBDP (see *Candidates with Assessment Access Requirements*).

Section 3 and 4 of *IB Access and inclusion policy (updated February 2022)* lists the arrangements that do or do not require prior authorization from the IB and will be adhered to and submitted on behalf of candidates by the IBDPC using the online request form on IBIS. All requests for inclusive access arrangements submitted by a coordinator must have the support of the head of school and must have the consent of the candidate and/or the student's parents/ guardians. For information regarding transfer candidates please see *B Access and inclusion policy (updated February 2022)*.

Section 5 of *IB Access and inclusion policy (updated February 2022)* lists the arrangements that may be applicable to additional language learner candidates whose current course of study and assessment is delivered in a language that is not their first, best or native language and whose language ability is below the level that is deemed linguistically competent.

Section 6 of *IB Access and inclusion policy (updated February 2022)* lists the arrangements that may be applicable to listening comprehension examinations. Such arrangements must be formally requested and authorised by the IB.

## **6. Code of behaviour, discipline and academic malpractice**

The Code of Behaviour contains the School's policy on positive behaviour and discipline and on matters of serious indiscipline, including suspensions and expulsions. Please see the Academic Integrity Policy regarding Academic Malpractice.

## **7. Review of assessment policy**

The review of the Assessment Policy is a collaborative process involving relevant stakeholders including but not limited to Senior Management, the Assessment and Examination Coordinator and the IBDPC. All policies will be formally reviewed at least biannually and any changes will be submitted to the Board of Governors/ for acceptance.

Reviewed June 2022



## References

*Assessment principles and practices—Quality assessments in a digital age*, IBO, 2021

*Diploma Programme Assessment procedures*, IBO, 2022

*The Conduct of IB Diploma Programme Examinations*, IBO, 2015



## Appendix 1

### Conduct of Students during Examinations

1. It is each student's **own responsibility** to note carefully the days and hours, as fixed on the timetable, for the examinations in the subjects in which the student intends to present themselves.
2. Full school uniform must be worn during all examinations.
3. No correction fluid allowed.
4. Students are required to be seated in the examination hall at least ten minutes before the time stated in the timetable.
5. Students will be responsible for making their own arrangements to ensure timely attendance at the examination centre.
6. No student will be admitted to the examination in any paper after thirty minutes of the time for that paper have elapsed. They must report to the office.
7. No student may be authorised to leave the examination hall until the expiration of thirty minutes from the time at which the examination began.
8. A student may not be permitted to leave the hall and return during the examination period unless the Superintendent is satisfied that the student's need to leave the hall is genuine, (e.g. because of illness, urgent need to visit the toilet, etc.). A student who leaves the hall during any period of examination shall not be re-admitted during that period unless the student has been in the care of a representative of the School Authority or, failing that, in the care of the Superintendent, during the entire period of the absence.

**The student must hand the answer book and examination paper to the Superintendent on leaving the hall; the Superintendent should record on the cover of the answer book the time of departure from and return to the hall and the reason for the absence; the time lost by the student may not be compensated for at the close of the examination period.**

9. A student may not leave the examination hall before the expiration of any period of examination.
  
10. A student must occupy during the entire examination the place first assigned to them by the Superintendent, unless otherwise directed by the Superintendent.
  
11. A student should raise their hand if they wishes to attract the attention of the Superintendent during the examination. It is the student's responsibility to ensure that they brings to the attention of the Superintendent if they have not been provided with the correct examination paper at each examination that he/she is due to take.
  
12. The student's name, form and teacher's name should be entered on every answerbook, drawing, or sheet of square paper used.
  
13. Students should not commence writing until instructed to do so by the Superintendent.
  
14. Students will be supplied with Mathematics Tables by the Superintendent. They may **not** bring their own Mathematical Tables into the examination hall.
  
15. **A student shall not** have within their reach, while in the Examination Hall—
  - a. any book or paper (save the examination paper, and such answerbooks, etc., as shall have been supplied to them by the Superintendent); or
  - b. any memorandum, notes or mobile phone, unauthorized electronic device, databank, etc, except a calculator as permitted under the regulations or bilingual translation dictionary where its use has been approved.

16. In the case of Art and other examinations of a practical nature (i.e. drawing, craftwork), students are permitted to bring such materials into the Examination Hall as may be notified to schools by the subject teacher.

17. **A student shall not**, while in the Examination Hall–

- a. use, or attempt to use, any book, memorandum, notes or paper (save the examination paper and such answerbooks, etc., as shall have been supplied to them by the Superintendent and a bilingual translation dictionary where its use has been approved. See Appendix 3); or
- b. aid, or attempt to aid, another student; or
- c. obtain, or attempt to obtain, aid from another student or Superintendent; or
- d. Communicate, or attempt to communicate, in any way, with another student within the centre or by electronic means with a person outside the centre.

18. A student

- a. shall not write on the examination paper (except where answers are to be written on part of the examination paper itself e.g. in Mathematics) or Mathematical tables or on any of the mathematical instruments brought with them; except where a student uses a highlighter pen or underlining as an aid to interpreting the examination paper.
- b. shall not write in their answerbook anything that is not directly connected with the subject matter of the questions to be answered;
- c. shall not remove from the answerbooks any leaf or part of a leaf;
- d. shall not take out, or attempt to take out, of the examination hall, any answer books, whether used or unused,
- e. shall not damage the examination hall or its furniture.

19. At the conclusion of the examination each student who has not already done so should immediately close their answerbook(s) and remain in their seat until the Superintendent has collected the answerbook(s).

20. A student shall, in all matters relative to the examination, submit to, and obey, the directions of the Superintendent.
21. In those subjects in which there is more than one paper, a student must take all the papers in a subject from one level, e.g. all papers at Ordinary Level or all at Higher Level. They may not be supplied with, or allowed to see, the papers in more than one level in the same subject.
22. Each student presenting themselves for examination in Construction Studies, , Engineering, Materials Technology (Wood) or in Graphics is required to bring with them a drawing board, T-square, scales, set squares, protractor, compass, pencil, eraser and drawing clips or tape (or as stated by their subject teacher.)
23. Students may use mathematical drawing instruments for all examinations. The use of science stencils is permitted for the examinations in the Science subjects.
24. The use of string, thread, a magnifying glass and an opisometer is permitted for the examination in Geography.
25. Calculators are not allowed in Paper 1 of IBDP SL Maths. The use of calculators is allowed in all other examinations, subject to the following:
- (a) The Commission or the Department will not supply calculators to students and examination centres will not be responsible for the provision of calculators or batteries.
- (b) The proper working condition of the calculator is the responsibility of the student. No allowance will be made for battery or other calculator failure during the examination.
- (c) Calculators must be silent and must not require the use of an external power supply.
- (d) Calculators may not be borrowed from other students during the examination.
- (e) Programmable calculators are not allowed. The term “programmable” includes any calculator that is capable of storing a sequence of keystrokes for later retrieval and execution. It also includes calculators into which a formula or other such expression can be entered by the user. However, the facility to store numbers in one or more memory locations, or to execute procedures that cannot be modified by the user, does not render a calculator programmable.

(f) Graphics display calculators must be used in Paper 2 IBDP SL Maths. In all other exams, graphic calculators are not allowed.

(g) Calculators with any of the following facilities are not allowed:

- data banks
- dictionaries
- language translators
- text retrieval
- capability of remote communication.

(h) Students must indicate on their answerbooks the make and model of any calculator(s) used in the examination.

26. Students are not allowed to take an instruction manual into the examination centre. This includes instructions printed on the cover of the calculator.

27. This rule does not allow a student to bring into the examination centre any device that would be otherwise prohibited. In particular, mobile phones, electronic organisers or similar devices are not permitted under any circumstances (see rule 65 above).

28. A student may be expelled from the examination hall if their behaviour is such as to jeopardise the successful conduct of the examination. Submission of material of a pornographic nature or any other material deemed offensive by school management or the inclusion of any cash/cheque/form of undue influence in the script may result in the examination in all subjects being disallowed.

29. Where the Supervisor forms the view that there has been a violation of these Rules and/ or Academic Malpractice, they should inform the Form Tutors or IBDPC and it will be for the Discipline Committee to decide on the penalty to be applied.



## Appendix 2

### Procedure for in-house exams: Staff

1. Have your exam papers typed, copied and on file, one day in advance of the time-tabled exam.
2. Pick up exam papers, stationary etc. as set out by Exam Coordinator at 9.05; 11.10 and 1.20 in Back Room.
3. Examination Times:  
Morning: 9.30 a.m. – 12.30 p.m. Afternoon: 1.30 p.m. to 3.30 p.m.
4. Go to exam centre and have papers given out before 9.30 & 1.30 exam start.
5. In the Hall and Rooms 5, 6, and 7 let students leave books on floor beside table. In other centres leave books at top of room
6. Tell students to put their names on the paper and name of teacher setting exam.
7. No student may leave the Exam Centre until the whole exam is finished.
8. Students who do not have an exam and are here in the school must sit in their place and study. Forms VI may use the Library.
9. Toilet visits- *See Conduct of Students During Examinations.*

10. If students are caught copying from other students the teacher in charge collects their papers and writes this fact on the paper. All issues of Academic Malpractice will be dealt with in line with the school's Academic Honesty Policy.
  
11. It is at the discretion of the staff in the centres if they wish to take papers in from students who are finished and wish to study for their next exam. No one to be allowed out to collect books.
  
12. Allow one spare copy of exam paper to go in "original" file for emergencies.
  
13. Full school uniform to be worn by all students during examination times, (except during IBDP, Junior Cycle and Leaving Certificate examination periods).
  
14. No correction fluid.
  
15. All internal IBDP assessments are to be conducted in line with IBDP Assessment Procedures as outlined in the *IBDP Handbook of Procedures*.

### **Appendix 3**

#### **Predicted Grades**

Teachers give students predicted grades (1-7) which are required by IB prior to 10th April of IBDP year 2 (please see the internal calendar for year on year submission deadlines). Teachers of students making university applications outside of Ireland can also be asked to submit predicted grades. Traditionally, predicted grades for Oxford/ Cambridge should be submitted before 15th October of the year prior to commencement. Predicted grades for students applying to USA should be submitted before 31st December of the year prior to commencement. Predicted grades for students applying to the UK should be submitted before 15<sup>th</sup> January of the year of commencement. When making an overseas university application, students are responsible for ensuring that teachers are aware of predicted grade submission deadlines. The University application process is done in consultation with the school Guidance Counsellor who assists students with their applications and liaises with the IBDPC as well as relevant teachers.

For IBDP, predicted grades are to be submitted to the IBDPC who will upload students' predicted grades through IBIS.

## Appendix 4

### Equivalencies Table IBDP & LC

(from Entry requirements criteria for EU/EFTA Applicants (other than Irish Leaving Certificate) for 2022 entry Joint document available at: <http://www2.cao.ie/downloads/documents/Guidelines-EU-EFTA.pdf>)

Table 1: Subject Grade Comparisons:				
LC Higher	Higher Level	LC Ordinary	Standard Level	Mathematics Studies
H1	7	O1	7	
H2	6	O2	6	7
H3	6	O3	6	7
H4	5	O4	5	6
H5	5	O5	5	5
H6	4	O6	4	4
H7	3			

Note re Mathematics:

- for 2022 both Mathematics: Analysis and Approaches and Mathematics: Applications and Interpretation are acceptable. However, for courses with a Higher-Level Mathematics requirement we strongly recommend Analysis and Approaches and some HEIs may make this a mandatory requirement for particular courses.
- Mathematical Studies comparison with Irish grades is slightly different.

**NB the table above is NOT used points conversion, only for entry requirement equivalence. For points conversion see Table 2.**

**October 2021.** This document is for 2022 entry. The matriculation and English language requirements are the minimum and will be higher for certain courses and in certain institutions. Applicants must also refer to HEI websites for details of specific subject requirements and previous points requirements.

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Points will be awarded as follows based on the overall IB score based on a single sitting:

<b>Table 2: Points Conversion Table</b>	
<b>IB Score</b>	<b>IPS</b>
45	600
44	595
43	590
42	566
41	554
40	542
39	531
38	519
37	507
36	496
35	485

<b>Table 2: Points Conversion Table</b>	
<b>IB Score</b>	<b>IPS</b>
34	465
33	453
32	442
31	431
30	420
29	410
28	399
27	389
26	379
25	369
24	360

Note: This scoring has been based on alignment with percentages attaining scores in the IB compared with scores attained by the same percent in the Irish Leaving Certificate, using the minimum of 24 IB points = 360 points. As with all examinations, both the minimum and alignment with statistics may change for future years.

**Single Sitting:**

All subjects are examined at the same time and points are calculated based on a single sitting.

**Bonus points for mathematics:**

25 additional points will be awarded for a grade 4 or better on higher level Mathematics ONLY provided mathematics is included in the overall award used for points calculation