

MORGAN INTERNATIONAL COMMUNITY SCHOOL



ASSESSMENT POLICY

Adopted	August 21, 2015
Amended	August 05, 2019
Modified	August 2023

FOREWORD

The following handbook has been compiled in the interest of providing a detailed guide for the Board, Management, Teachers, Students and Parents. For members it will serve as a reference booklet for the varied questions about the school's philosophy on providing quality international education.

We hope that this booklet will serve as a vehicle to keep the community informed about the various assessment principles, policies and practices which characterize Morgan International Community School.

OUR VISION STATEMENT

Morgan International Community School aspires to be a globally renowned centre for innovative international education.

The centre shall be a school community that nurtures an environment of intellectual vitality. A commitment to excellence, coupled with continuous improvement, will result in MICS being recognized internationally as an innovative, dynamic, and exciting community in which to learn, teach, grow and work for the good of our world.

OUR MISSION STATEMENT

By assuring a welcoming, supportive and safe environment, the school fosters love for excellent learning that encourages the development of talents, skills, knowledge and creativity.

We will do this through a critical thinking training process in core academic subjects and extracurricular activities by providing students with the path towards confidence, courage, self-discipline and integrity. We will also ensure that teaching faculty, although of diverse origins, will be all treated fairly and equally in terms of remuneration and benefits in order to keep a strong commitment of local and foreign towards the school.

OUR MOTTO

Excellentia, Innovatio, Integritas

Excellence, Innovation, and Integrity

The motto reflects not only our institutional commitment to continuous improvement but our belief that all students can achieve their highest potential through challenge, hard work, and faculty support.

STATEMENT OF BELIEF

We believe:

- ❖ That **every child has the potential** to bring something unique and special to the world and therefore groom them to develop their full potential by believing in themselves as capable individuals. We assist our students in discovering who they are, so they can express their own opinions and nurture their own ideas and have a vision of a world where people learn to respect, accept and embrace cultural diversity.
- ❖ That **all humans have the ability to learn** and learning is a life-long process. Because individuals learn in different ways, we provide different strategies and techniques to nurture the love of learning with excellence in every student.
- ❖ The dignity and self-worth of every person must be balanced with the needs of society. Understanding the ethical values of honesty, humility, love for others and self-discipline, we pledge **to build and inspire respect**, including an acceptance and appreciation of cultural diversity.
- ❖ **Personal responsibility** builds independence and is a key to self-development. Helping students to become motivated, we monitor appropriate behaviour, building self-sufficiency and compassion our students will need as productive citizens of the global community.
- ❖ In **promoting trust** through the honest and free exchange of ideas and opinions showing that differences can be resolved through communication, compromise and understanding.
- ❖ That by **empowering our students** to assert themselves in the community, we can help them to build resourcefulness to take risks and to develop leadership skills. Together with teachers, parents, and administrators, students are encouraged to participate in decision-making and planning. Equally, we encourage our students to appreciate the traits of entrepreneurship and leadership.
- ❖ In the importance of **working together** and interacting in the dynamics of large and small groups, using teamwork to stimulate learning and nurture interpersonal relationships. We do this through a facilitation process with our students, faculty, staff, alumni and the community within which we operate
- ❖ Our success is built upon **solid bonds with parents and the community**, which we recognize as crucial partners in the educational process. A rich blend of American, British, French, African and other international cultures will be our greatest asset in building a special learning environment.

FOUNDER'S MESSAGE

Let me first welcome and thank you for giving us the opportunity to inform you more about Morgan International Community School (MICS).

We believe that education not only imparts academic knowledge, but also includes the building of individual character. At MICS we are committed to empowering students with leadership skills that can meet the challenges of the ever-growing complexity in the world in which we find ourselves.

It is our passion to help students develop capability that is comparable to excellent schools around the globe. We are cognizant of the need to move beyond fair and just leadership to a leadership that is inspiring, motivating, achieving, dynamic, tolerant, loving, culturally diversified and humanly- embracing. It is a "transforming leadership", one that is needed for the 21st century and beyond. MICS will endeavour to help students achieve this and much more. It is our commitment to help produce transforming and entrepreneurial leaders for the 21st century and beyond, without compromising on ethical leadership.

It is also our desire to provide an enabling environment within the spirit of family-oriented living, thereby stimulating creative learning and enhancing inquiry that will lead to academic excellence. Our focus is on helping students share ideas together through facilitation. Our approach therefore is not "applying an empirical teaching model", which has recently proven not to be helpful in developing creative, talented and confident leaders. It is about the "social construction of knowledge" within the MICS community. Our mission statement affirms this:

By assuring a welcoming, supportive and safe environment, the school fosters a love for excellent learning that encourages development of talents, skills, knowledge and creativity.

And that notwithstanding, we are reminded of the fast growing technological changes that is shaping our world. Indeed, Robotics engineering and Artificial Intelligence is becoming not just an equipment but a technology that enhances knowledge which are to be used in politics, environment, and business to mention a few.

Therefore, I personally encourage you to take an immediate step to make your ward become a student member to acquire the needed capabilities and skills for assuring achievement in life.

THANK YOU

Founder: REV. OBED DANQUAH

THE MICS ADVANTAGE

Excellentia, Innovatio, Integritas

Excellence, Innovation and Integrity

Morgan International Community School (MICS) is a co-educational secondary boarding school that will open its doors in August 2013 to students from all corners of the globe.

MICS is a new purpose-built campus situated in the Central Region of Ghana at Gamoa-Manso, just off the Accra-Cape Coast Road. Once completed, MICS will boast over 40 classrooms, 205 rooms for accommodation and eco-friendly spaces for studying, leisure, worship, dining, and extra-curricular activities.

MICS aspires to be a globally renowned centre for innovative international education and to that end will offer the British Cambridge International Certificate of Secondary Education (IGCSE) for 14-16 year olds (Grades 9 & 10), the International Baccalaureate Diploma Programme (IB DP) for students' ages 16-19 (Grades 11 & 12) and a junior preparatory programme to students in grades 7 and -Cambridge Secondary 1 [Programme Option A]. In recognizing our host country curriculum, we also provide the WASSCE for students in grades SH1-SH3 [Programme option B]. Interested students must choose between Programme Option A or choose Programme Option B.

Why consider Morgan International Community School?

- ✓ **College bound culture:** We provide the academic, organisational, and professional life skills that enable each child to attend and succeed in college. In addition to a rigorous educational program (International-based curriculum or national-based curriculum), MICS commits to a structured college counselling program including guiding students in how to navigate the college process.
- ✓ **24-hour learning environment:** MICS commits to keeping every child safe and secure, to using the gift of time to know and nurture each student's passions, and to providing seamless, consistent and fulfilling academic and life experiences.
- ✓ **Positive Culture of High Expectations:** MICS students and staff are expected to consistently exhibit the MICS core values of excellence, learning, integrity and connectedness. MICS will uphold these values, provide clear communication about school expectations and protocols, and support all members of our community so that they can contribute positively and learn to be reflective about their own growth. MICS believes that all members of our community should be celebrated for their growth and achievements.
- ✓ **Integrated and Engaging program to foster love of learning:** MICS staff is committed to the belief that every child can succeed with the right resources. MICS will help each child find his or her passion through a relevant academic curriculum, after school enrichment, student leadership opportunities, and authentic experiences during the school year.

- ✓ **Individual student support:** Each MICS student is unique and deserves individual attention to their needs. MICS commits to international student orientation programs, targeted student support services and coordinated communication between students, parents and teachers.
- ✓ **Focus on Data and Continuous Improvement:** MICS uses frequent and varied assessments and data analysis to show students their own progress and to keep teachers focused and accountable. MICS also commits to comprehensive technology integration and using school wide data management plans and systems to inform decision-making.
- ✓ **Recruiting and nurturing outstanding educators:** All of the adults within the MICS' community are teachers and role models. We commit first, to hiring exceptional adults, and second, to coaching, training and supporting them so that they can better guide the achievement and success of all MICS' students.
- ✓ **Family and School Partnership:** Active partnerships with parents/guardians are essential to the success of MICS students. With clear and regular communication and on-campus events, opportunities to contribute to school governance, and through educational workshops, MICS collaborates with our families to enable them to best support our students and the school mission. Our campus is a welcoming environment for students.
- ✓ **Community Relationships:** MICS is a contributing member of the community and believes that through community service and strategic outreach we will establish relationships with organizations and individuals who have the time and/or means to enhance the college preparation process for our youth.
- ✓ **Inter-Faith Environment:** MICS' inter-faith environment promotes tolerance, empathy, and open-mindedness, creating a safe space where students can explore their own beliefs while learning about and appreciating the beliefs of others. Through inter-faith activities, discussions, and events, students gain valuable insights into different religious practices, traditions, and perspectives, ultimately promoting a culture of acceptance and inclusivity.
- ✓ **Cultural Diversity:** MICS emphasis on cultural diversity enriches the educational experience by exposing students to a wide range of traditions, languages, cuisines, and customs from around the world. By embracing diversity, the school cultivates global citizenship and prepares students to thrive in an increasingly interconnected and multicultural world.

POLICY

The policy of student assessment is to measure academic achievement and progress in order to improve teaching and learning. This may include the use of both internal and external assessment tests. Annually, the Head of School will provide the Board with a comprehensive overview of all assessment measure currently in use. It is assumed that these will serve as indicator of success in tracking progress on the strategic results.

II GUIDELINES

Assessment data, from the both internal and external assessment, pertaining to an individual student shall be available to the student's parents, administration counsellors, and teachers instructing the student. Internal assessment refer to those scored directly by the teacher or department. The external assessments include such tests as the IB DP, IGSE and Cambridge check point 1 assessments. The result of all external examinations and standardized tests, if administered by the school, will be reported to parents. Progress on curricular outcomes will be reported regularly to student and parents.

Aggregate student data, such as class or grade level scores, shall be available only for the administration, counselors, and teachers within the grade level or department. The Board shall have access to aggregate student data or grade level scores and not class level scores. Others may have access to either type of data at the discretion of the Head of School.

III PROCEDURES

At MICS we see assessment as being interwoven within our teaching and learning on a daily basis, and not an activity that merely audits learning.

What is Assessment?

Assessment:

- Is an integral part of teaching and learning
- Is the ongoing process of gathering information about learning
- Identifies what students know, understand, and can do at various stages of the learning process.
- Is the key to guiding students through five essential elements of learning, via, the process of understanding concepts, acquiring knowledge, and mastering skills at many levels including lower and higher-order thinking skills e.g. comprehension, analysis, etc.) developing attitudes as well as deciding to take action.
- Provides direction of vision for the whole school community, i.e. teachers, learners, parents, and administration.

Purpose: why do we assess?

Assessment is designed to:

- Monitor the progress of individual student learning
- Provide students and teachers with feedback that they can use to revise/improve their learning/performance
- Encourage students to monitor and take responsibility for their own learning
- Form the basis of the future teaching
- Determine the effectiveness of teaching
- Inform curriculum review
- Provide feedback to parents and others, as appropriate

Principles of assessment: what are the characteristics of effective assessment?

For assessment to improve learning it should:

- Be thought of as a collection of evidence over time instead of single test at the end of instruction
- Be sensitive to cultural, linguistic, learning, physical, and/or any other differences, as well as take into account student's different learning styles
- Be anchored in authentic tasks
- Involve students in the process
- Include a balanced range of strategies
- Promote students and/or teacher reflection

Assessment practice: how do we assess?

Regular internal assessment and reporting play a major role in the student's development. Teachers are responsible for structuring varied and valid assessment tasks (including tests and examinations). These include open-ended problem-solving activities and investigations, organized debates, hands-on experimentation, and tasks that involve analysis and reflection. Since the student is at the centre of all learning, great emphasis is placed on self-assessment and peer assessment.

Pre-assessment: In order to build on what students know and can do, teachers assess students' prior knowledge and experience before embarking on new learning experiences.

Formative assessment: formative assessment is interwoven with daily learning. Ongoing and regular assessments will be used during the learning process in order to inform teachers and students about how the learning is developing. Formative assessment and daily learning are linked; neither can function without the other. Examples include reflective journals, role-playing, and model-making.

Process-focused assessments: Teachers regularly observe the students' development of skills and understanding using checklists, anecdotal records, and inventories. The emphasis is on the process rather than the final product.

Summative Assessment:

- Formal assessments are conducted at the end of a unit or semester to evaluate overall student performance.
- Includes examinations and projects that are graded according to established criteria.

Selected responses: Examples include tests and quizzes.

Open-Ended Tasks: Students are given a stimulus and are expected to give an original response.

Student portfolios: Portfolios are developmental pictures of students' progress. They allow for the processes of learning as well as the products that are created.

7+1 TEACHING MODEL (Student to Students plus Teacher)

The 7+1 Teaching Model is a dynamic approach that empowers students to take an active role in their learning process while receiving guidance from teachers. In this model, students plan and deliver lessons to their peers under the supervision of a teacher, with the occasional involvement of school management and parents as observers. The primary objective is to enhance students' confidence, communication skills, critical thinking, and problem-solving abilities. By engaging in peer-to-peer teaching, students not only deepen their understanding of the topic but also develop essential skills such as leadership, collaboration, and presentation. Through this model, students become more confident and proficient learners, better equipped to navigate academic challenges and real-world situations.

A wide variety of assessment tools shall be used. Some of these will include, but may not be limited to:

- Anecdotal records
- Checklists
- Rubrics
- Continuums
- Oral feedback

Recording and reporting:

All teachers will be required to assess student achievement, maintain individual records, and report on student progress via the school management software (managebac) to maintain accurate records of student assessments:

Digital Records: Utilize the school management software (managebac) for logging assessment data, ensuring easy access and retrieval.

Documentation: Maintain records of formative assessments, including feedback provided to students.

Standardized Formats: Use consistent templates for recording grades and comments to facilitate clear communication.

Regular reporting is essential for keeping stakeholders informed about student performance.

Student progress is reported in a variety of ways throughout the academic year.

- ❖ There are two written reports sent to parents during the course of the school year. The content of reports includes information on levels of achievement, progress towards learning objectives, attendance, and effort using clear language that is accessible to all stakeholders. Reports are normally distributed during the months of January, and July.
- ❖ Parents are invited to student-led conferences two times per academic year. Parents are strongly encouraged to attend the conferences, as it provides an opportunity for students to assess their academic progress, set goals, and reflect on their learning experiences. Students play an active part in the conversations that take place between their parents and their teachers.
- ❖ If a parent wishes a formal conference concerning a student's progress outside of the periodic conferences scheduled by the school, we request that an appointment be made at a mutually convenient time. Appointments can be made through the school office or directly with the teacher concerned.

Effective reporting at MICS should:

- Involve students, parents and teachers
- Reflect the beliefs about learning and teaching
- Be clear and understandable
- Be honest and fair
- Use what has been learned from the conferences for future teaching

Cumulative records

Student assessment records are stored via the school management software (Managebac) for future easy access by the subsequent teacher.

Students' portfolios:

Teachers will be responsible for monitoring student portfolio content.

- All work should be annotated with the student's name and the date the work was completed/selected
- Pass-on procedures:
 - Students archers will select samples of work done at that particular level.
Those samples of work should be passed on in plastic folders to the next teacher

The following items remain:

- 1 x sample of work from specialist teachers with relevant reflection
- Two samples of writing samples that show progress
- 2 x pieces of math work showing progress
- Student reflection on the learner profile and / or attitudes

It is recommended that each department develop an assessment policy to the subject that meets the requirements of this policy.

Departmental Assessment Policy

1. Mathematics

Mathematics Assessment Policy: Student learning is assessed almost in every lesson by the class teacher as part of his or her regular practice. Teachers will assess progress by checking understanding. Work quality is monitored for correct use of methods, clear communication and accuracy. Students' work is often expected to be marked by their teacher.

Making meaningful comments about their understanding and progress helps them to identify areas for development. Exercise books are collected for assessment approximately weekly, and teachers will provide meaningful feedback and note success.

Homework results also form part of the assessment process. Each week, pupils should be completing at least one task from mathematics.

The average of the most recent three homeworks is used to ensure information is current and to smooth fluctuations. At the end of every topic, students are expected to sit a formal assessment (approximately 50 minutes) based on work undertaken during that time. This 'test' is used to assess progress made over a period of time and places a greater demand on memory, revision technique, and mathematical ability, as well as being a beneficial

experience for when the 'real' IGCSE or IBDP examinations take place. These interim/summative assessments contribute a substantial weighting of each student's 'Working at' grade or level. Students with SEN will be provided with all necessary support from the teacher.

In view of the above, the department agreed on the number of assignments for class exercises, class test, homework, mid-semester examinations, and end of semester examinations:

Category	Before Mid-Semester	After Mid-Semester	Total
Class Exercise	10	5	15
Homework	4	6	10
Class Test	2	1	3
Mid-semester		1	1
End of semester examination		1	1

The weightings are:

Class Exercise	-	30%
Homework	-	10%
Class Test	-	20%
Mid-semester Test	-	40%
Examination	-	100%

2. Language Department

Below are the various weightages of the different assessment categories in use by the department currently.

- Exercise - 15%
- Homework - 10%
- Test - 30%
- Participation - 5%
- Project and Presentation - 15%
- Mid Semester - 25%

The department saw the need to review these current weightages, especially those of class exercise, class test, project and participation, and the mid-semester examination, for two main reasons:

- the rationale behind teaching and learning foreign languages (L2&L3), emphasis on oral communication and intercultural competencies,
- the skills that IGCSE and IB diploma programs seek to instil in learners, problem-solving, critical thinking, a sense of responsibility, self-confidence, etc.

The new weightages suggested and agreed on are as follow:

- Exercise - 10%
- Homework - 10%
- Test - 20%
- Participation - 5%
- Project and Presentation - 25%
- Mid Semester - 30%

The department also agreed that the number of assignments in each category should vary from grade to grade because of the different number of periods. The table below shows the number of homework, class exercises, class tests, and projects and participations that must be conducted for each grade before and after each mid-semester of the academic year.

CATEGORY	BEFORE MID-SEM	AFTER MID-SEM	TOTAL
Exercise	Primary - 3	Primary - 3	6
	IG/IB - 4	IG/IB - 4	8
Homework	3	3	6
Test	2	2	4
Participation	1	1	2
Project and Presentation	Primary - 1	Primary - 1	2
	G/IB - 3	G/IB - 2	5
Mid-Semester exams		1	1

3. Humanities

The Humanities department assessment policy has been developed and reviewed to reflect the trends in the world and the aspirations of students and parents. This policy is seen in terms of assessment from the first day of the semester to mid-semester and to the last day of the semester. This is to continuously and timely keep teachers and students on their toes, and produce appropriate transcripts for students during their time of university/college applications.

The following table illustrates the assessment items for Grade 3 to 10 and their respective weightings.

Assessment Item	By Mid-Semester	After mid-semester	Weighting (%)	Total number of assessment
Homework	4	4	10	8
Participation	2	2	5	4
Project and Presentation	2	2	10	4
Class Exercise	2	2	15	4
Class Test	2	2	30	4
Mid-semester Exam		1	100	1
End Semester Exam		1	100	1

- The department views marks allocated to "Participation" as based, to a very large extent, on teachers' discretion and therefore should not have high level of influence on the performance of students.
- In the humanities, we value the effort students put into doing homework the same way as projects and presentations. However, the emphasis is laid on learners' delivery during presentations in class, since the assessment is directed at inculcating in learners critical thinking, communication skills and self-confidence.
- Homework, Participation, Project and Presentation, Class Exercise, and Class Test constitute continuous assessment of 70% (usually formative in nature). Mid-semester exam, representing 30% on the other hand, serves a semi-summative assessment that seeks to comprehensively evaluate teachers' own teaching strategies and the progress of learners' mid-way through the semester.
- The department insists on and follows through that teachers set standard class test for learners to always bring out the best in them, hence apportioning equally high-level weighting to it.
- Due to the number of contact hours for Grades 11 to 12 (IB students), the revised table below is adopted to reflect volume of work done.

Assessment Item	By mid-Semester	After mid-semester	Weighting (%)	Total number of assessment
Homework	4	4	10	8
Participation	2	2	5	4
Project and Presentation	4	4	10	8
Class Exercise	3	3	15	
Class Test	3	3	30	6
Mid-semester Exam		1	30	1
End Semester Exam		1	100	1

4. SCIENCE DEPARTMENT

This document represents the science department's assessment policy that has been developed in line with the school's expectations and the assessment practices of both Cambridge and International Baccalaureate. The policy will help to gather information about a child's ability, their individual learning needs, and their overall academic performance. It will also help to generate appropriate transcripts for students. The tables below represent the assessment components and their respective weightings for primary, Cambridge secondary 1 and 2, as well as the International Baccalaureate.

IB and Cambridge Secondary 2

Assessment Item	By mid-Semester	After mid-semester	Total number of assessment	Weighting (%)
Homework	4	3	7	10
Class exercise	3	2	5	15
Class test	3	2	5	30
Project and presentation	2	1	3	15
Participation		1	1	5
Mid-semester exam		1	1	25
End of semester exam		1	1	100

Cambridge Secondary 1 and Primary

Assessment Item	By mid-Semester	After mid-semester	Total number of assessment	Weighting (%)
Homework	4	3	7	10
Class exercise	2	2	4	15
Class test	2	1	3	30
Project and presentation	1	1	2	15
Participation		1	1	5
Mid-semester exam		1	1	25
End of semester exam		1	1	100

- ❖ Mid-semester examination is weighted 25% as a semi-summative assessment conducted mid-way through the semester. The remaining 75% represents continuous assessment that includes homework, classwork, class test, projects, presentations, and class test. This provides a complete and reliable picture of a student's abilities.
- ❖ Projects and presentations enable the evaluation of a student's analytical skills in practical and alternative to practical examination components.
- ❖ Class tests are set using standard questions from IB and Cambridge for a comprehensive evaluation of a student's strengths and weaknesses in a given topic. This also allows a teacher to assess his tools and teaching strategies for proper adjustments to be made where necessary through-out the course of the semester.
- ❖ Marks given for participation seek to inform a student's level of interest and contribution to class activity. This component has low weight, since it does not necessarily correlate with a student's level of understanding of concept.

5. CREATIVE ARTS DEPARTMENT

Introduction

The assessment policy for the school became necessary to guide the school in having a standardized assessment to enhance feedback we give to students and parents within a semester and at the end of every year. The heads of department (HODs) were giving a directed during HODs meeting on the 8th of April, 2019 to meet members and agree on a policy to suit the requirements of the department.

The Creative Arts Department met and agreed on the assessment policy, and all subjects taught in the department shall strictly adhere to this arrangement. Below are the details:

1. Exercises

There shall be at least ten (10) exercises conducted in a semester and recorded on managebac.

2. Homework

Teachers are expected to give at least ten (10) home works in a semester and recorded on managebac.

3. Tests

There shall be at least five (5) tests conducted in a semester and recorded on managebac.

4. Project and Presentation

There shall be at least two (2) projects and presentations organised for students in a semester and recorded on managebac. Art and Music being a practical subjects, teachers should two (2) projects especially in the second semester and at least one (1) presentation and vice versa.

5. Participation

Participation should be recorded during the conduct of presentations, tests, group works and even in lesson delivery in terms of contributions in class and so on. Therefore, teachers are expected to record at least five (5) marks for participation in a semester.

6. Mid - semester examinations

There shall be one (1) mid-semester examination in a semester and marked out of 100%. However, the weightage shall remain 25%. All other forms of assessment shall be 75%, making it 100% for semester marks.

7. End of semester examinations

There shall be one (1) end of semester examination in a semester and marked out of 100 %. However, teachers are expected to conduct two separate examinations and that is, practical and theory of which each of them should be marked out of 100 %. The weightage for practical shall be 60% while that of theory shall be 40%.

WHOLE SCHOOL GRADE DESCRIPTORS

A. Primary to Grade 10

Grade	Score	Description
A*	90 - 100	Excellent
A	80 - 89	Very Good
B	70 - 79	Good
C	60 - 69	Quite Good
D	50 - 59	Satisfactory
E	40 - 49	Mediocre
F	30 - 39	Poor
G	20 - 29	Very Poor
U	0 - 19	Ungraded

B. Grade 11 and 12 (IB)

Grade	Score	Description
7	85 - 100	Excellent
6	70 - 84	Very Good
5	55 - 69	Good
4	44 - 53	Satisfactory
3	30 - 43	Mediocre
2	15 - 29	Poor
1	0 - 14	Very Poor

C. Basic 1-9

Grade	Score	Description
1	90%-100%	Excellent
2	80%-89%	Very Good
3	70%-79%	Good
4	60%-69%	Credit
5	55%-59%	Credit

6	50%-54%	Credit
7	40%-49%	Pass
8	35%-39%	Pass
9	0%-34%	Fail

D. SHS 1-3

Grade	Score	Description
A1	80% - 100%	Excellent
B2	75%-79%	Very Good
B3	70%-74%	Good
C4	65%-69%	Credit
C5	60%-64%	Credit
C6	55%-59%	Credit
D7	50%-54%	Pass
E8	40%-49%	Pass
F9	0%-39%	Fail

CONCLUSION

It is expected that this policy will be inputted into the system (managebac) to enable teachers enter their marks without any difficulty in fulfilment of this policy. All teachers in the department are entreated to strictly adhere to this policy.