

IB Diploma Programme admission criteria

A: The use of the English language

Maximum: 15 marks (3 skills x 5 marks)

Note: minimum marks in this criterion required for attending IB DP is 9

Sub-criterion	5 – Excellent	4 – Strong	3 – Adequate	2 – Limited	1 – Minimal
Vocabulary	Rich, nuanced, and task-appropriate vocabulary used with flexibility and idiomatic awareness. Word choice enhances meaning and tone.	Varied and appropriate vocabulary with some idiomatic expression. Word choice supports meaning clearly.	Generally appropriate vocabulary with some variation; may rely on familiar phrasing.	Limited range of vocabulary; occasional inappropriate or unclear word choices.	Vocabulary is basic or frequently inappropriate for the task.
Grammar	Wide range of basic and complex structures used with control and purpose. Sentence variety enhances expression.	Mix of basic and complex structures with good control; mostly well-formed sentences.	Some variety in grammatical structures, though may rely on simpler forms.	Few attempts at complex structures; frequent issues with sentence formation.	Little to no structural variety; errors dominate grammar use.
Accuracy	Language is consistently accurate; minor errors do not affect meaning or flow.	Mostly accurate language with few noticeable errors that do not impede communication.	Generally accurate use of language, though noticeable errors appear. Occasional interference with clarity.	Frequent errors, both in basic and complex forms, that sometimes interfere with communication.	Persistent errors that interfere with clarity and meaning throughout.

B: Critical Thinking

Maximum: 15 marks (3 criteria x 5 marks)

Criterion	5 – Excellent	4 – Strong	3 – Satisfactory	2 – Limited	1 – Minimal
Originality of Thought	Offers unique, imaginative or thought-provoking responses; demonstrates independent thinking and creativity.	Ideas are thoughtful and personal, with some original insight or perspective.	Response is relevant but conventional; limited originality.	Ideas are somewhat predictable or derivative; lacks depth.	Offers very basic or unoriginal ideas with little effort to think independently.
Reasoning & Justification	Provides clear, logical reasoning with well-developed explanation and thoughtful connections.	Reasoning is mostly clear; some good explanation and justification.	Reasoning is adequate but not fully developed or supported.	Weak justification; lacks coherence or logic.	Minimal or no attempt to justify response.
Depth & Curiosity	Shows deep engagement with the question; makes broader connections or	Shows interest and attempts deeper engagement with the topic.	Stays within the scope of the question without exploring further.	Engagement is superficial; limited attempt to explore or question.	Very brief or shallow response; no engagement with the ide

	asks further questions.				
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C: Fit with the IB Learner Profile

Maximum: 15 marks (5 traits x 3 marks)

Trait	3 marks – Clearly Demonstrated	2 marks – Developing	1 mark – Limited Evidence
Inquirer	Shows curiosity, asks meaningful questions, and expresses eagerness to learn beyond the classroom.	Expresses some interest in learning or exploration, but lacks depth or clarity.	Shows little curiosity or initiative; mostly surface-level responses.
Communicator	Expresses ideas clearly and effectively; thoughtful structure and awareness of audience.	Ideas are generally clear but may lack consistency, focus, or cohesion.	Expression is unclear or disorganized; limited ability to communicate ideas effectively.
Caring	Demonstrates empathy, respect for others, and engagement in meaningful relationships or service.	Shows some awareness of others' needs or efforts to be supportive.	Minimal or no evidence of care, empathy, or community engagement.
Reflective	Thoughtfully considers personal strengths and challenges; shows insight and growth mindset.	Some reflection is present, but lacks depth or specificity.	Reflection is vague, superficial, or missing.
Principled	Shows strong sense of ethics, fairness, and responsibility; makes value-based choices.	Mentions values or responsibility but lacks specific examples.	Little to no reference to values, choices, or responsibility.