

Secondary Assessment Policy

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1. Introduction

1.1 Definitions

Summative Assessment*	The culminating assessment for a unit, term or course of study, designed to provide a report on the student's level of achievement against specific objectives.
Formative Assessment	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
Objectives	The specific knowledge, understanding, skills and attitudes taught, so that students can achieve a subject's aims.
Assessment Rubric	A set of descriptors used to assess a student's performance in a task. The descriptors are hierarchical and are associated with a numerical grade.
Criterion-referenced Assessment	Assessment based on deciding on levels of achievement against previously agreed criteria.
Norm-referenced Assessment	Assessment based on comparing student performance against the performance of other students.
Level of Achievement / Grade	Level of student success in reaching the subject's objectives. The IB expresses this as a number value linked to a written statement.
Ding!	Online learning environment where learning and teaching resources, including relevant assessment information, is stored and available to students, teachers and parents. Students and parents can access this through student logins.

*for the purposes of this policy document, unless stated otherwise, the term 'assessment' refers to summative assessment.

1.2 Purpose of Assessment

Discovery College believes that assessment, both formative and summative, is an integral part of teaching and learning. The main purposes of assessment are to:

- encourage appropriate student learning
- judge student progress towards achieving curriculum objectives
- inform and enhance teaching practice
- provide meaningful and timely feedback to students, parents and external institutions
- inform curriculum and assessment review

1.3 Indicators of Effective Assessment

In general, effective assessment at Discovery College will:

- affirm student success and progress
- promote positive attitudes towards student learning
- promote student responsibility – working to deadlines, timely submission of work, and acting on feedback
- take into account a variety of learning styles
- be differentiated to account for the diverse backgrounds and needs of learners
- reflect the international-mindedness of the programme and avoid cultural bias
- make appropriate allowance for students working in their second language
- provide a wide variety of different assessment opportunities
- be relevant and motivating to students
- be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge)
- be criterion-referenced (measured against established objectives) rather than norm-referenced (measured against other students)
- be ongoing and reflective
- allow students to evaluate their progress and set targets for improvement
- be internally moderated to ensure consistency

In the MYP in particular, effective assessment will:

- link to appropriate Global Contexts
- allow students to respond meaningfully to the MYP Statement of Inquiry
- provide opportunities for self-reflection (and self-assessment) in support of the Approaches to Learning (ATL)
- be based on the application of the official MYP criteria in the final year of the programme; or,
- may involve the application of MYP subject guide's interim criteria. Refer to Appendix 6 in the Discovery College Individual Needs Policy for more details.

In the DP in particular, effective assessment will:

- be based upon and lead towards the types of assessment that will be used for the final formal assessment of the course
- be based upon the application of official DP criteria to a piece of work, or the application of an examination markscheme and grade boundaries

1.4 Types of Assessment Tools

Assessment should be ongoing and should make use of a variety of tools, including but not limited to:

- Multiple-choice tests
- Written examinations
- Essays
- Timed essays
- Verbal responses
- Presentations
- Project-style work including individual and group work projects
- Posters
- Experimental investigations
- Directed laboratory work
- Class discussions
- Group-work participation
- Debates
- Compositions
- Performances
- Peer assessment
- Self assessment
- The creation of solutions to problems
- The creation of short films
- The creation of podcasts
- Reflective writing

A range and balance of assessment activities is expected, as no one style of assessment will properly cover all the objectives of a subject or appeal to the preferred learning styles of all students.

2. Managing Assessment Tasks

2.1 Notification and Deadlines

Students should be given appropriate notification of all assessments. While this will vary from task to task, in general the notification period for an in-class task should be at least one week, and the notification period for the deadline of a hand-in task should be at least two weeks.

When setting deadlines in the MYP, teachers should consult the assessment calendar on Ding! and choose dates that spread out the workload of students as much as possible. Once set, teachers should avoid changing deadlines unless absolutely necessary. Teachers should ensure that sufficient time will be available, either lesson time or homework time, for students to complete the task within the given timeframe.



2.2 Instructions for Assessment Tasks

For all assessment tasks, the following information should be given:

- Indication of task content and conceptual understanding required
- Form of the task, e.g. examination, essay, report, Powerpoint, podcast, sound file, etc.
- Criteria to be assessed
- An assessment rubric with task-specific clarifications as appropriate
- Duration of the task
- Milestones/drafts allowed for the task where appropriate
- Final due date of the task
- How the task should be submitted (e.g. hard copy, e-mail, www.turnitin.com, etc.).

All written instructions should be posted on Ding!

In the MYP, the *Assessment Coversheet & Notification Form* (see Appendix 1) can be used.

2.3 Drafts for Written Tasks

For extended pieces of work, it is often good practice to set a timeline for milestones that need to be achieved, such as completing research, writing a plan, writing a full draft, etc. It is also good practice to give appropriate formative feedback on some or all of these milestones. However, for summative assessment tasks (i.e. tasks that will be graded), it is important that the final work produced be solely that of the student.

In the MYP, some tasks that are submitted for moderation have clear guidelines around teacher support that can be provided (for example, Languages and Acquisition writing tasks). These guidelines need to be strictly implemented.

In the DP, for tasks that contribute to the final formal assessment of the course, there are very clear guidelines around the level of support that can be provided. In general, only one draft can be commented on by the teacher.

"Where the end result of the activity is a relatively formal piece of written work, teachers are generally permitted to discuss the topic and approach with the student and give restricted advice on a first draft. Any subsequent amendment or editing must be by the student, so that the final work submitted for internal assessment is the student's own." (DP Assessment: Principles and Practice (2004), p. 31)

An example of guidance given in a subject guide (other subject guides have similar guidance):

"As part of the learning process, teachers can give advice to students on a first draft of the task. This advice should be in terms of the way in which the work could be improved, but this first draft must not be annotated or edited by the teacher. After making general comments on the first draft, teachers should not provide any further assistance." (DP Language and Literature Guide (2011), p. 30)

2.4 Submission of Assessment Tasks

It is an expectation of Discovery College that all assessment tasks be handed in by all students on or before the agreed deadline.

Students are advised to save their work and create at least one additional backup (e.g. hard drive, computer network) as they progress through assessment tasks to prevent losing an entire piece of work at the last minute.

When oral presentations are to be assessed over a period of time (i.e. more than one lesson), students may be required to submit a copy of the presentation or notes on the day the oral presentations are to commence.

2.5 Extensions to Deadlines

In Years 7-9, where the building of positive attitudes towards assessment for learning is of greatest priority, teachers should feel free to use their discretion to provide additional time to submit work, especially if they feel students are working to their full capacity and the learning outcomes would be maximised by providing additional time. If teachers are in any doubt of the value of allowing an extension, they should consult their HoD.

In Years 10-13, where students are expected to have developed responsibility and self-management skills, extensions will only be granted for good reason, such as illness or injury of a student or family member, or difficult personal circumstances. Requests for extension should be made as far in advance as possible.

In all Years, students who are on the Individuals Needs register should be given extensions to deadlines as appropriate (in consultation with the LDT), to allow them to achieve to their potential.

In the DP, there will be occasions when it will not be possible to grant extensions as external deadlines are set by the IB.

2.6 Absence

If a student is absent on the day of an in-class assessment they will sit the assessment as soon as possible after their return. If the student is absent on the day of a hand-in task, the student will submit their task on the day of their return.

Please note that:

- It is the responsibility of the student who has been absent to find out what work has been missed, including assessment tasks, using Ding! for example.
- Parents and students with prior knowledge of absence must notify the school in writing and the student must consult with their subject teachers in order to discuss and put into place alternative arrangements for task completion.



- Students are expected to attend school during school time. Parents who wish to take their children out of school for any reason must inform the Head of Secondary. It is the responsibility of the student to complete the work missed, including assessment tasks.
- Students leaving school early, such as for a holiday, will not receive any consideration for missed tasks.
- Unless the circumstances are exceptional, students will not be granted extensions or the opportunity to re-sit assessments because of family holidays.

Refer to the Parent and Student Handbook's Absences and requests for leave / appointments / essential and non-essential travel.

In the DP, there will be occasions when students will not be able to submit work late, even if unavoidably absent, as the IB sets external deadlines.

2.7 Resubmission of Assessment Tasks

In the MYP, where the building of positive attitudes towards assessment for learning is of greatest priority, teachers should use their discretion to allow resubmission, especially if they feel students are working to their full capacity and the learning outcomes would be maximised by allowing this opportunity. If teachers are in any doubt of the value of allowing resubmission, they should consult their HoD.

In the DP, resubmission of summative assessment tasks will not normally be possible. Resubmission will only be allowed, in exceptional circumstances, with the approval of the DP Coordinator.

2.8 Consequences for Late Submission and Non-submission of Assessment Tasks

If a student fails to submit an assessment task by the agreed deadline, the subject teacher will send parents an email (see Appendix 2) informing them of the missed deadline and informing them of the expectation that the work is to be submitted by a new deadline.

If the task is not submitted by the new deadline, the subject teacher will send home a *Letter of Academic Concern* (see Appendix 3). The subject teacher will provide a time for the student to complete the task, at lunchtime, before school, after school or during a scheduled lesson. The work produced by the student during that time will be taken in and assessed according to the criteria.

If, by the end of the reporting period, the student has still not submitted a particular piece of work, a grade of "non-applicable" (N/A) should be recorded for that task, as there is no evidence on which to make a judgement of achievement. There may also be a serious impact on levels awarded for the ATL/Effort Profile for the reporting period.

Note that the achievement level of “zero” (0) should only be awarded when a student has submitted a piece of work but it does not meet even the lowest level of achievement in the assessment criterion.

The Dean and Secondary Leadership Team (SLT) will deal with persistent late submission or non-submission of assessment tasks. Further action could include internal and external suspension, and ultimately parents could be requested to withdraw their child from the school.

Students in Years 11-13 who do not submit assessments would be in danger of not being eligible for the MYP Certificate or the IB Diploma.

2.9 Academic Honesty

This section should be read in conjunction with the Discovery College Academic Honesty Policy.

It is an expectation of Discovery College that students will follow the principles of academic honesty, to the best of their ability, at all times. However, we recognise that many the skills required to follow these principles, for example citing sources and writing a bibliography, need to be explicitly taught.

For guidance in the handling of instances of academic dishonesty, refer to the Discovery College Academic Honesty Policy.

Teachers have a responsibility to ensure that submitted work is the genuine work of the student. This is of particular importance for work that will be sent to the IB. All such work must be put through anti-plagiarism software such as www.turnitin.com.

In the DP, teachers should also follow the guidance given in subject guides. An extract from the ToK guide that would apply across all subjects is given below.

“Teachers must ensure to the best of their ability that essays are the student’s own work. In cases where there is concern, the authenticity of the essay can be checked through a discussion with the student and scrutiny of one or more of the following before uploading:

- *the student’s initial exploration of the title*
- *the full draft of the essay*
- *the student’s references and/or bibliography for the essay, where appropriate*
- *the style of the writing, which may reveal obvious discrepancies*
- *a report from an online plagiarism detection service.”*

(ToK Guide (2013), p. 53)

3. Grading and Feedback

3.1 Assessment Criteria



All assessment tasks in the MYP, and many in the DP, use assessment criteria. These criteria contain descriptors used to assess a student's performance in a task. The descriptors are hierarchical and are associated with a numerical grade. Assessment criteria:

- support learning by providing clear guidance
- provide transparency to the process for students, their families and teachers
- provide clear, measurable evidence of learning
- link generic descriptors and their command terms, e.g. *analyse, evaluate, describe* etc., to task-specific clarifications.

There is great value in teachers and students co-constructing task-specific clarifications. As an exercise this empowers students by familiarising them with the expectations of the task, teaches them how to read the expectations of the task, set goals and plan according to task requirements, and demystifies the workings of assessment criteria.

The use of assessment criteria should not be used exclusively with summative assessment tasks. There is much value in using criteria in formative assessment, encouraging students to see assessment as part of the process of continuous, ongoing learning, as well as helping students not to associate criteria exclusively with high-stakes summative assessment.

3.2 Modified Criteria (MYP Years 1-4)

Assessment tasks in the MYP may be modified for SEN students in MYP Years 1-4. For further information, please see Appendix 6: *A Guide to Accommodations, Adaptations And Modifications in the MYP*.

3.3 Deciding on a Grade

When using assessment criteria, the "best-fit" approach should be used. The following guidance is taken from the MYP: From principles into practice guide, but would apply across all subjects in the MYP and DP, whenever assessment criteria are used.

"When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describes the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance." (MYP: From principles into practice, p 83)

3.4 DP Examinations – Markschemes and Grade Boundaries



Examinations in the DP generally use standardised markschemes and grade boundaries which are published in subject reports. The grade boundaries are carefully selected to represent performance that fits the grade descriptors for each subject. This approach can therefore still be described as criterion-referenced, because the performance of each student is measured against grade descriptors rather than the performance of other students. DP subject reports and grade descriptors can be found on the relevant subject page of the Online Curriculum Centre (OCC), found at www.online.ibo.org (DC school code: 5747).

3.5 Group Work

Working in groups is a valuable educational experience. It is perfectly appropriate, on occasion, to use work produced by a group for summative assessment. The instructions for such tasks should make clear that there should be an equal contribution from each group member. When awarding grades, teachers should judge the performance of each individual student separately, although students may be awarded the same grades if they have contributed equally.

Sometimes some aspects of a task will be carried out in groups, for example collecting data for a science experiment. This is perfectly acceptable, even for work that will be used for internal assessment in the DP. However, any piece of written work, for example a practical report, should be done individually by each student in the group with no collaboration taking place after the data have been collected by the group.

"Sometimes, group activities are permitted as a basis for internally assessed work, but where written work is to be submitted this must always be the individual work of each student."
(DP Assessment: Principles and Practice (2004), p. 31)

3.6 Standardisation and Internal Moderation

Teachers in subject groups must work together, on a regular basis, to continually develop a common understanding of assessment criteria and examination markschemes, and to strive for consistency of marking. This will involve both standardisation and internal moderation.

Standardisation is when teachers discuss how to interpret and apply assessment criteria to a particular task, or a markscheme to a particular examination question. Teachers may provisionally mark a few examples before standardisation, to see how students have responded to the task or question. Teachers agree on a common interpretation before commencing final marking.

Internal moderation is when two or more teachers teaching the same subject at the same level, compare marking after completing a class set. Each teacher selects a small sample (e.g. strong, average, weak) and these are re-marked by the other teachers. In cases of disagreement, teachers discuss and reach a consensus. If consensus is not reached, teachers may consult a more experienced teacher, for example in another school, or the MYP/DP Coordinator. A teacher may need to revisit the marks awarded to students, if the marks awarded are judged to be too lenient or harsh.

Internal moderation is a requirement for tasks that will be submitted to the IB.

3.7 External Moderation and Marking

Tasks submitted to the IB for external moderation are internally marked by teachers and then moderated by an external moderator. Depending on the judgement of the external moderator, the final grades of the students may be adjusted up or down. A moderator's report is provided. It is essential that, year-on-year, teachers review their standards of marking based on this feedback, and make adjustments as necessary. For the purposes of internal reporting at Discovery College, the original marks of the teachers will be used.

In the DP, some tasks are externally marked, e.g. the ToK Essay. Teachers should mark these tasks for internal reporting purposes, and for the purposes of establishing a predicted grade. All teachers should, year-on-year, compare their marking to the judgements of the external examiner and make adjustments accordingly.

3.8 Formative Feedback

Students should receive meaningful feedback on all tasks. Feedback can take numerous forms including but not limited to:

- Annotated written work
- Verbal feedback to the class or individual
- Written and/or verbal feedback linked to assessment criteria
- Peer and self assessment

When linked to assessment criteria, feedback should refer closely to the skills, objectives and content described in the assessment task's notification and rubric. It should explicitly outline the areas the student could improve upon, as well as affirm the aspects of learning which are successful. Feedback should be timely and be sufficiently individual to allow students to see which areas of their work they need to address in order to improve further. Where appropriate, students should also complete self-reflections on assessment tasks.

The written feedback can be provided in a variety of formats, including but not limited to:

- Annotated hard copy of task and/or assessment criteria
- Soft copy of task and/or assessment criteria, with comments using track changes or similar
- E-mailed comments
- Comments on a website, e.g. Google sites, www.turnitin.com, digital portfolio
- Student notes based on verbal feedback

Parents should have access to the feedback, either directly or through the student. When hard copies of assessment tasks are sent home for parent review, it is recommended that parents sign and the students return to their teachers for record-keeping purposes.

3.9 Recording Grades

Teachers must maintain a markbook that records all summative grades awarded. This markbook should be kept securely and backed up on the school server. Heads of Department should have access to all teachers' markbooks. Departments may like to establish a common markbook, perhaps online, in which all grades awarded by all teachers would be stored.

3.10 Data collection and Analysis

At the end of each ARR session the Vice-Principals download students' achievement grades to create gradebanks. These gradebanks are then distributed to departments and are used to inform learning and teaching programmes, and analyse student performance.

4. Reporting

4.1 Reporting Periods (Semesters)

There are two reporting periods (semesters) in the year. Each semester is independent - the achievement grades at the end of that semester are based on assessment tasks during that semester only. Grades do not "carry over" into the next semester. The semester system is used because many Universities, particularly those in North America, require transcripts from Years 10-13, with two achievement grades from each Year.

4.2 Course Outlines

The report for each subject would start with a description of work covered and assessment tasks done during the reporting period, specifying which strands of each criterion have been assessed.

MYP course outlines must include reference to the unit's Global Context, Key Concept and Statement of Inquiry for the last unit studied in the reporting quarter. For example, the course outline for a Year 11 Mandarin Language Acquisition (Phase 4) unit:

Global context: Personal and cultural expression.

Key concept: Communication.

Statement of inquiry: The relationship between audience and writer's choice of language to express ideas and feelings.

In this unit, students have studied a unit on tourist attractions in Hong Kong. The unit's summative assessment was to develop a tourist brochure and suggested itineraries based on the interests of different types of tourists. Through developing these texts, students have developed their understanding of the relationship between the communication, word choice and audience in effective expression of ideas.

4.3 Subject-specific Criteria Grades

All subjects have subject-specific criteria. In the MYP, these are specified in the subject guides. In the DP, these have been formulated by departments and mirror the different final assessment components of that subject.

In the MYP, each criterion should be formally summatively at least once, and preferably more than once, in each semester. In the DP, each criterion should be assessed at least twice, and preferably more than twice, in each semester. In the DP, some criteria will not be assessed in every reporting period, as tasks assessing particular criteria may only be done at a particular part of the course.

At the end of each semester, teachers need to determine the most appropriate achievement level for each criterion. Teachers will analyse the achievement levels of students over the course of the semester, paying particular attention to:

- Patterns in the data, such as an increasing level of performance.
- Anomalous or unexpected achievement levels.
- Other influencing factors, such as the level of support given to particular students, or mitigating circumstances such as illness.

For example, a student working consistently at, say, level 4 will, in all probability, be awarded level 4 in the final assessment. If the student worked at level 4 and returned one performance of level 5, the teacher would need to decide whether level 5 truly reflected the level at which the student was performing at the end of the semester. If the teacher did not believe that level 5 was a true reflection of the student's performance at the end of the semester, level 4 would be awarded.

In another example, a student might have demonstrated an erratic performance over the semester, achieving a range of different levels for different tasks, for example, achieving 1, 8, 3, 4, 7 and 2 within a series of six assessment tasks. In this case, the teacher would look carefully at the individual student's situation with regard to each assessment task. Were there any mitigating circumstances at the time of any of the tasks that would render the level(s) invalid? Does the student have special needs that were not catered for in particular tasks? Did the student have an inappropriate level of support (too much or too little) for any of the tasks?

Ultimately, teachers will use the evidence provided in the student work to use a best-fit approach to make a final decision. They will then use a whole number to best describe the level achieved by the student. It should not simply be a numerical average of levels achieved.

If there is insufficient evidence on which to make a judgement of achievement in a particular criterion, because insufficient assessment tasks have been submitted, the grade recorded should be "non-applicable" (N/A). Note that the achievement level of "zero" (0) should only be awarded when a student has submitted the required assessment tasks, but has not met even the lowest level of achievement in any of them.



4.4 Overall Achievement Grades

At the end of each semester, teachers need to determine an overall achievement grade for each subject.

In the MYP, the grades for the subject-specific criteria are added together and the grade boundaries applied. These grade boundaries are published in the MYP Coordinators Handbook and will be made available by the MYP Coordinator.

In the DP, the method of determining the overall achievement grade varies from subject to subject and is described in the DP Assessment Procedures documents.

In both the MYP and DP, the overall achievement grade will be on the 1-7 scale, and the grade gained should be consistent with the overall grade descriptors, published by the IB, given below.

Grade	Descriptor
1	Produces work of very limited quality. Conveys many significant understandings or lacks understanding of most concepts and contexts. very rarely demonstrated critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations, and, with support, some unfamiliar real-world situations.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills familiar and unfamiliar classroom and real-world situations, often with independence.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates



	sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
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DP subjects also have their own overall grade descriptors that can be used instead of or as well as the general descriptors above.

MYP grade boundaries can be found in the 'Handbook of procedures for the Middle Years Programme: Moderation and monitoring of assessment' (2015).

4.5 Interim Achievement Grades

In Years 10-13, halfway through each semester, teachers will give an interim achievement grade on the 1-7 scale, based on the evidence available up to that point. If all criteria have been assessed, this could be done using the same procedure as for final semester grades. If not all criteria have been assessed, this could be done by using an adjusted set of overall grade boundaries, or by judging achievement based on the overall descriptors above.

These interim grades are required for tracking the progress of students and identifying struggling students early in the process so that appropriate intervention can be made. The interim grades are indicative only and would not appear on transcripts.

Years 7-9 are more formative in nature and therefore it is more difficult and less meaningful to give an overall interim grade based on the work done in half a semester.

4.6 ATL/Effort Profile and CAS/C&S

In mid-semester reports, students will receive a judgement of their performance in the following areas:

- Organisation
- Social Skills
- Effort

In semester reports, students will receive a judgement on effort only.

Organisation refers to:

- punctuality to class
- organisation of classroom equipment
- organisation of notes and files

Social Skills refers to:

- positive contribution to class in both group and individual situations

Effort refers to:

- completion of class work and homework

- motivation to be successful

CAS/Community Engagement refers to:

- motivation to reach programme goals
- evidence of participation in activities
- achievement of learning outcomes
- upkeep of portfolio

The following scale is used:

Grade	Descriptor
A	The student is conscientious in all areas almost all of the time.
B	The student is conscientious in all areas most of the time.
C	The student is generally conscientious with lapses in some areas.
D	The student shows noticeable lapses in many areas.

4.7 Student Reflection and Goal-setting

In semester reports, students will write a reflection on their performance so far, highlighting areas of strength and weakness. They will then formulate goals for the rest of the semester and identify strategies they will use to achieve these goals.

4.8 MYP Community Engagement

Learning Advisors will provide ongoing support to students in their Community Engagement efforts, and also monitor their progress. Parents will be informed of progress during semester one and term three reports. Learning Advisors will also make direct contact with parents if their child is not showing the required progress in their Community Engagement efforts.

If a student does not reach the school's expectations for participation in Community Engagement, they will receive a 'D' grade in their semester two Community Engagement report. The statement "Has not met course requirements for Community Engagement" will also be shown on the report and on academic transcripts. This 'D' grade and statement may result in implications when transferring schools, or applying for scholarships or University placements.

Students will also be withdrawn from classes during the final two weeks of the school year, to participate in reflection activities and learning engagements to support program understanding and future Community Engagement efforts. They will also reflect upon their performance in the programme in one-to-one interviews with members of the secondary leadership team.

For more details refer to the Community Engagement Student Handbook.

4.9 3-way Conferences

Shortly after each mid-semester report is issued, 3-way conferences will take place. This is an opportunity for students and parents to discuss progress with the teacher and receive targeted verbal feedback.

4.10 Reporting Timeline

	Years 7-9	Years 10-12	Year 13
Quarter 1	Course Outline ATL/Effort Profile (A-D) Individual Subject Criteria (with details in course outline) 3-way Conference Student Reflection and Goal-setting	Course Outline ATL/Effort Profile (A-D) Interim Achievement Grade (1-7) 3-way Conference Student Reflection and Goal-setting	Course Outline ATL/Effort Profile (A-D) Interim Achievement Grade (1-7) CAS Grade (A-D) 3-way Conference Student Reflection and Goal-setting
Semester 1	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CE Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS/CE Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS Grade (A-D)
Quarter 3	Course Outline ATL/Effort Profile (A-D) Individual Subject Criteria (with details in course outline) CE Grade (A-D) 3-way Conference Student Reflection and Goal-setting	Course Outline ATL/Effort Profile (A-D) Interim Achievement Grade (1-7) CAS/CE Grade (A-D) 3-way Conference Student Reflection and Goal-setting	Trial exam grades (1-7) 3-way Conference <i>(As Y13 finish in April, they will not receive a Quarter 3 Report)</i>
Semester 2	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CE Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS/CE Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS Grade (A-D)



Appendix 1

In-class MYP assessment task coversheet

Subject:	
Task Name:	

NAME		CLASS		DATE	##/##/##
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You will be assessed on the following criteria*:	Your Grade:
Criterion A: Criterion name (maximum level of achievement:8)	
Criterion B: Criterion name (maximum level of achievement:8)	
Criterion C: Criterion name (maximum level of achievement:8)	
Criterion D: Criterion name (maximum level of achievement:8)	

*delete rows as needed

<p>Statement of inquiry:</p> <p>Global context:</p> <p>Key concept:</p>
--

<p><u>TASK DESCRIPTION</u></p> <p>Instructions (add and delete information as necessary):</p> <p>For a in-class test/exam</p> <ul style="list-style-type: none"> • There is #### section(s) in this paper: • Section ##: <i>Description of task</i> • Write all answers in either blue or black pen. NO NOT USE PENCIL. • No <i>print or electronic dictionaries, calculators, notebooks etc</i> are permitted in this assessment. • Answer all questions in the spaces provided. • Word lists are included at the bottom of some texts and are not meant to be comprehensive lists. <p>- MYP Criterion XX (XXXXXX) Levels of Achievement are in brackets next to the question.</p> <p>- There are a total of XXX pages in this paper.</p>

Student reflection	Having completed this unit of work, what is your understanding of the unit's Statement of Inquiry?
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Hand-in MYP assessment task coversheet

Subject:	
Assessment title:	
Statement of inquiry:	
Global Context:	
Key Concept:	

Task instructions:	
Choose:	<p>This task must be submitted electronically/via turnitin.com OR This task must be submitted as a hard copy</p>

** Insert rubrics with task-specific clarifications*

Criterion A:		
<i>Level of achievement</i>	<i>Descriptor</i>	<i>Task clarifications</i>
1-2		
3-4		
5-6		
7-8		

Criterion B:		
<i>Level of achievement</i>	<i>Descriptor</i>	<i>Task clarifications</i>
1-2		
3-4		
5-6		
7-8		

Criterion C:		
<i>Level of achievement</i>	<i>Descriptor</i>	<i>Task clarifications</i>
1-2		
3-4		
5-6		
7-8		



Criterion D:		
<i>Level of achievement</i>	<i>Descriptor</i>	<i>Task clarifications</i>
1-2		
3-4		
5-6		
7-8		

Student Reflection	What is your understanding of the unit's Statement of Inquiry?
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Appendix 2

Email text for non-submission of assessment tasks

The student's, Dean and HOD are to be CC'ed into the email

Any Subject

Dear Parent/Guardian,

I regret to inform you that *Student Name* has not submitted the following *Name of Subject* assessment task: *Name of Task*, which was due on *Date*.

This task must be submitted by *New Deadline*. If the task is not submitted, the next step will be to issue a formal Letter of Academic Concern, a copy of which will go in the student file.

In the IB Diploma Programme, it is essential that all assessment tasks are submitted on time. Students who fail to hand in work can very quickly find themselves in significant difficulty. I would therefore appreciate you discussing with your child the importance of adhering to deadlines. Students who are experiencing difficulty in completing tasks should seek help from their teacher.

Please feel free to contact me if you would like to discuss this further.

Best regards,
Teacher Name



Appendix 3

Letter of Academic Concern

Date: _____

Dear _____,

We are concerned about the progress of your child _____, in Year _____.

The reason for our concern is (delete where necessary):

- Persistent (more than once in an academic year) non-serious attempts at assessment tasks
- Persistent (more than once in an academic year) late submission of assessment tasks
- Persistent (more than once in an academic year) non-submission of assessment tasks
- The likelihood of a MYP or DP subject grade of less than 2 for the year
- The likelihood of not meeting CAS requirements
- Other concerns

Please outline the details of the concern in this space

Please contact the teacher listed below if you wish to discuss this further. Please have your child return the slip below to his/her subject teacher.

Subject teacher

Vice Principal/CAS Coordinator

.....

I acknowledge receipt of the Letter of Academic Concern regarding my child _____ in Year _____ and have discussed these issues with him/her.

Parent/Carer's signature: _____

Parent/Carer's name: _____

Date: _____

Copied to: Learning Advisor / Dean / Vice Principal / CAS Coordinator / Student File