

Secondary Assessment Procedures (from August 2021)

Grow.

Use best assessment practices to inform learning and teaching

Discover.

Identify where every student is and what their next learning steps are

Dream.

Recognise the differences in gender, culture, background and experience that students bring to their learning

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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.

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
- provide opportunities for self-assessment and peer-assessment
- be based on the application of the official MYP criteria in the final year of the programme
- possibly involve the application of MYP interim assessment 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 mark scheme and grade boundaries

In the CP in particular, effective assessment will:

- for the DP Courses component of the Career-related Programme, share the characteristics of DP assessment outlined above
- for the Career-related Study, reflect the criteria and final assessment outcomes of the Level 3/4 accredited qualification the student has chosen to pursue
- challenge students to develop skills related to their chosen area of specialism through authentic experiences of tasks in a career-related area

1.4 Types of Assessment Tool

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 Assessment Calendars, 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 should be at least two weeks.

When setting deadlines, teachers should consult the assessment calendar for the year level 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. As a general rule, students should have no more than three significant assessment tasks (such as a unit test or task that will be formally graded) in any one week.

In Years 7-11 (MYP), significant assessment tasks should not take place in the week after a holiday.

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
- Duration of the task
- Milestones/drafts allowed for the task
- 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! and/or Google Classroom.

2.3 Drafts for Written Tasks

For extended pieces of work, it is 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 DP (including for DP courses taken as part of the IBCP), 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” (IBO, 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” (IBO, 2011, p. 30).

In the CP Career-related Study, the level of support that can be provided for tasks varies depending on the Level 3/4 qualification being pursued by the student. Discovery College staff working with IBCP students should ensure they are fully aware of the requirements of a student’s course prior to providing feedback on any element of the Career-related Study. Discovery College works closely with IBCP partner-providers to ensure compliance with all assessment requirements and regulations of the Career-related Studies undertaken by IBCP students, including through appropriate levels of participation in external quality assurance / standards verification processes.

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, cloud storage) as they progress through assessment tasks, to avoid 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 their potential.

In the DP and CP, there will be occasions when it will not be possible to grant extensions as external deadlines are set by the IB, or in the case of the CP Career-related Study, an external awarding body.



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2.6 Absence

If a student is absent on the day of an in-class assessment, the student should 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 should 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.
- 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 for information on 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 external deadlines are set by the IB, or in the case of the CP Career-related Study, an external awarding body.

2.7 Resubmission of Assessment Tasks

The resubmission of formally assessed tasks is not normally possible. Resubmission is only allowed, in exceptional circumstances, with the approval of the MYP or 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, and there are no special circumstances, the subject teacher should send parents an email (see Appendix) informing them of the missed deadline and of the expectation that the work is to be submitted by a new deadline. They should put a note in Ding! If a student may have special circumstances, the teacher should discuss the situation with the Dean before sending an email or writing a note.

If the task is not submitted by the new deadline, the teacher should refer to the Dean and relevant Vice-Principal for further action. In the absence of special circumstances, further action could include issuing a Formal Letter of Academic Concern, internal and external suspension, and ultimately parents could be requested to withdraw their child from the school.

Note that for criteria A-D in the MYP, 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.

Students in Years 12-13 who do not submit assessment tasks would be in danger of not being eligible for the IB Diploma or Career-related Programme.

2.9 Academic Integrity

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

It is an expectation of Discovery College that students will follow the principles of academic integrity, to the best of their ability, at all times. However, we recognise that many of 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 Integrity 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, or in the case of the CP Career-related Study, another external awarding body. All such work must be put through anti-plagiarism software such as www.turnitin.com.

In the DP (including for IBCP students taking DP courses), 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” (IBO, 2013, p. 53).*

In the CP Career-related Study, teachers should also be aware of the relevant guidance on academic honesty issued by the awarding bodies which accredit the Level 3/4 qualification students have chosen to pursue.

3. Grading and Feedback

3.1 Assessment Criteria

All assessment tasks in the MYP, and many in the DP and CP, 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.

3.2 Modified Assessment Criteria in the MYP

Assessment tasks in the MYP may be modified for students with individual needs, with the exception of the Personal Project.

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 to the use of criteria across all subjects in the MYP and DP, and in general to criteria in Career-related Studies in the CP which utilise a “best-fit” methodology.

“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” (IBO, 2014, p. 83).



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3.4 DP Examinations – Mark Schemes and Grade Boundaries

Examinations in the DP generally use standardised mark schemes 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 Programme Resource Centre.

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” (IBO, 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 mark schemes, 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 mark scheme 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/CP Coordinator. A teacher may need to revisit the marks awarded to students, if the marks awarded are judged to be too generous or harsh.

Standardisation and internal moderation are requirements for tasks that will be submitted to the IB. Many tasks undertaken within the CP Career-related Study may also require internal moderation and, while this task will be carried out primarily by staff at a partner-provider, Discovery College will liaise closely with providers and may play an appropriate role in ensuring internal moderation is carried out effectively.

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. 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.

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 or Google Drive. Heads of Department should have access to all teachers' markbooks. Departments may like to establish a common markbook in which all grades awarded by all teachers are stored.

3.10 Data collection and Analysis

At the end of each reporting period, 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

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 evidence gathered 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 starts 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. As an example, see below 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 CP Career-related Study, criteria are determined through liaison with a partner-provider and reflect the criteria applied to the assessed outcomes of the Level 3/4 qualification the student has chosen to undertake.

Each criterion should be formally assessed at least once in each semester. In the DP and CP, some criteria will not be assessed in every reporting period, as tasks assessing particular criteria may only be done during a particular part of the course.

At the end of each semester, teachers need to determine the most appropriate achievement level for each criterion. **All forms of assessment evidence should be considered, not just formal summative**

assessment tasks. Teachers will analyse the achievement levels of students over the course of the semester, paying particular attention to:

- Patterns in achievement, 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 need to use all available evidence in a best-fit approach to make a final decision. They 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 by the IB and given below.

MYP subject grade boundaries	
Grade	Boundaries
1	0-5
2	6-9
3	10-14
4	15-18
5	19-23
6	24-27
7	28-32

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 the CP Career-related Study, the method for determining the overall achievement grade is determined through liaison with a partner-provider and reflects the grading method applied to assessed outcomes of the Level 3/4 qualification the student has chosen to undertake.

In the MYP, the DP (including DP courses taken by IBCP students) and the CP Core, 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.

CP Career-related Study grades will be reported in a format that reflects the assessed outcomes of the Level 3/4 qualification the student has chosen to pursue.

MYP grade boundaries can be found in the 'The MYP: From principles into practice' guide (International Baccalaureate Organization, [IBO], 2014, pg. 93).

If it becomes clear that a student is likely to achieve a grade of 3 or less in a subject, or is likely to achieve significantly less than they are capable of, the teacher should notify parents of this concern early in the Semester. A low Semester grade should not be the first indicator of underperformance that a parent receives.

4.5 Interim Achievement Grades

In Years 12-13, halfway through each semester, teachers will give an interim achievement grade based on the evidence available up to that point. For DP courses this grade will be based on the 1-7 scale, while for the CP Career-related Study grades will be reported in a format that reflects the assessed outcomes of the level 3 qualification the student has chosen to pursue, and will be determined in conjunction with the relevant partner-provider.

If all criteria have been assessed, grades can be determined using the same procedure as for final semester grades. If not all criteria have been assessed, grades can be determined by using an adjusted set of overall grade boundaries, or by judging achievement based on the overall grade descriptors published by the IB.

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 do not appear on transcripts.

4.6 CAS/CE/Service Learning

In each reporting period, students receive a grade, which is either "meeting expectations" or "not meeting expectations". The grade is based on judgements around:

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

In Year 11 Semester 2, a grade of "meeting expectations" is required to be considered to have met the requirements of the Middle Years Programme.

In Year 13 Semester 2, the grade for CAS or Service Learning is not necessarily linked to the completion of requirements for the IB Diploma or Career-related Programmes.

4.7 Teacher Comment (Optional)

Quarter and Semester reports include a space for an optional comment from the teacher, who may comment on effort, participation, marked improvement or deterioration in performance, or ATL skills.

4.8 3-way Conferences

Three-way conferences will be held in the middle of each semester. This is an opportunity for students and parents to discuss progress with the teacher and receive targeted verbal feedback.

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4.9 Reporting Timelines

	Years 7-11 (MYP)	Year 12 (DP / CP)	Year 13 (DP / CP)
Quarter 1	3-way Conference	Course Outline Interim Achievement (1-7) CAS / SL Grade Optional Comment 3-way Conference	Course Outline Interim Achievement (1-7) CAS / SL Grade Optional Comment 3-way Conference
Semester 1	Course Outline Individual Subject Criteria Overall Achievement (1-7) CE Grade Optional Comment	Course Outline Individual Subject Criteria Overall Achievement (1-7) CAS / SL Grade Optional Comment	Course Outline Individual Subject Criteria Overall Achievement (1-7) CAS / SL Grade Optional Comment
Quarter 3	3-way Conference	Course Outline Interim Achievement (1-7) CAS / SL Grade Optional Comment 3-way Conference	Trial Exam Grade (1-7) 3-way Conference <i>(As Y13 finish in April, they do not receive a Quarter 3 Report)</i>
Semester 2	Course Outline Individual Subject Criteria Overall Achievement (1-7) CE Grade Optional Comment	Course Outline Individual Subject Criteria Overall Achievement (1-7) CAS / SL Grade Optional Comment	Course Outline Individual Subject Criteria Overall Achievement (1-7) CAS / SL Grade Optional Comment

4.10 Unit Reports in Years 7-11 (MYP)

For each formally assessed task, the student should upload the following to the Evidencer:

- the instruction sheet for the task
- the work that is being graded (if grades are based on a large portfolio of work, a representative sample can be uploaded)

The teacher should then upload the following information to the ARR Grader:

- Grades awarded for each assessment criterion
- Teacher feedback on student work

The student should then complete the reflection on the ARR Grader, and formulate a target to work towards. At this point, all this information will be made visible to parents.

4.11 Transcripts

Achievement grades for Semester reports from Years 10-13 are recorded on transcripts, which are supplied to Higher Education Institutions. To be considered to have met the requirements of completing secondary education, a complete transcript of grades is required. Any student who does not have a complete record of grades will receive specialised advice from the Vice-Principal i/c Years 12-13, and the Higher Education Office.

A student must remain enrolled until the last day of term in December to be eligible to receive Semester 1 grades. A student must remain enrolled until the end of May to be eligible to receive Semester 2 grades.

References

Discovery College. (2020). *Academic integrity policy*. Hong Kong: Discovery College.

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International Baccalaureate Organization. (2013). *Theory of knowledge guide*. Cardiff, Wales: International Baccalaureate Organization.

International Baccalaureate Organization. (2014). *MYP: From principles into practice*. Cardiff, Wales: International Baccalaureate Organization.

International Baccalaureate Organization. (2015). *Handbook of procedures for the middle years programme: Motivation and monitoring of assessment*. Cardiff, Wales: International Baccalaureate Organization.

Appendix

Email text for non-submission of assessment tasks (when there are no special circumstances to be considered)

The student, Learning Advisor, Dean, HOD and relevant Vice-Principal should be cc'ed into the email.

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*.

The following support has already been put in place for *Student Name*:

- e.g. explicit teaching of required knowledge and skills
- e.g. further clarification of task requirements provided
- e.g. previous extension to deadline given
- e.g. additional in-class support provided
- e.g. one-to-one meeting with teacher
- e.g. prior informal email to parents
- etc.

This task must be submitted by *New Deadline*. If the task is not submitted, the Dean and Vice-Principal will take further action. In the absence of special circumstances, further action could include issuing a Formal Letter of Academic Concern.

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

Best regards
Teacher's Name