

## Secondary Assessment Policy

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## 1. Introduction

### 1.1 Definitions

<b>Summative Assessment</b>	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.
<b>Formative Assessment</b>	Ongoing assessment aimed at providing information to guide teaching and improve student performance.
<b>Objectives</b>	The specific knowledge, understanding, skills and attitudes taught, so that students can achieve a subject's aims.
<b>Assessment Rubric</b>	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.
<b>Criterion-referenced Assessment</b>	Assessment based on deciding on levels of achievement against previously agreed criteria.
<b>Norm-referenced Assessment</b>	Assessment based on comparing student performance against the performance of other students.
<b>Level of Achievement / Grade</b>	Level of student success in reaching the subject's objectives. The IB expresses this as a number value linked to a written statement.
<b>Ding!</b>	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:

- support the MYP's fundamental concepts of Communication, Holistic Learning and Intercultural Awareness
- link to appropriate Areas of Interaction
- allow students to respond meaningfully to the MYP Unit Question
- provide opportunities for self-reflection (and self-assessment) in support of the Approaches to Learning (ATL) Area of Interaction
- be based on the application of the official MYP criteria in the final year of the programme
- perhaps involve modified versions of the criteria in the first four years of the programme

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 Tool**

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, 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, Language B 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, 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, 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 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. Teachers should feel free to exercise reasonable judgement when accepting late work, especially in cases where a student has demonstrated a high degree of commitment to the task, with demonstrable learning outcomes. 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, with a minimum of 48 hours notice. Students should complete the *Request for Extension/Resubmission of Assessment Task Form*, which is available on Ding! and in Appendix 2. Students need to then submit this form to the relevant teacher who will advise the student of the outcome of their application. Heads of Department should keep a record of these forms for reference.

In all Years, students who are on the SEN 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 task, or the day a hand-in task is due, the student must provide written evidence of illness or misadventure. Documentation (a signed letter from a parent and/or a medical certificate in the case of absences 3 days or greater) must be presented to the subject teacher upon the student's return to school. If appropriate, arrangements will be made for an alternative time to complete the task.

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.

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.

## 2.7 Resubmission of Assessment Tasks

In Years 7-9, 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. Teachers should feel free to exercise reasonable judgement when allowing resubmission, especially in cases where a student has demonstrated a high degree of commitment to the task, with demonstrable learning outcomes. If teachers are in any doubt of the value of allowing resubmission, they should consult their HoD.

In Years 10-11, students who wish to resubmit a piece of work should first discuss this with their teacher. If it is felt that resubmission would benefit the student's learning, then the student is required to apply for this in writing by completing the *Request for Extension/Resubmission of Assessment Task Form* which is available on Ding! and in Appendix 2. Students need to then submit this form to the relevant teacher who will consult the HoD and then advise the student of the outcome of the application. Heads of Department should keep a record of these forms for reference.

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 a *Responsibility Reminder* (see Appendix 3) and inform them of the expectation that the work is to be submitted by a new deadline, which should not exceed 3 days. If the task is submitted by the new date, the students will receive feedback and grades will count towards the subject grade for that reporting period. There may, however, be an impact on levels awarded for the AtL/Effort Profile for the reporting period.

If the task is not submitted by the new deadline, the subject teacher will send home a *Letter of Academic Concern* (see Appendix 4). 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.

Persistent late submission or non-submission of assessment tasks is a serious behavioural/disciplinary issue and will be dealt with by the Dean and Secondary Leadership Team (SLT). Sanctions 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 Non-serious Attempts

Students must make every effort to seriously engage with all assessment tasks. Non-serious attempts include, but are not limited to, responses which

- mock the task
- are intentionally offensive
- are deliberately frivolous
- show a demonstrable lack of commitment

If a student submits a non-serious attempt, the teacher should follow the same procedure as for a late submission, described in section 2.8 above.

## 2.10 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 of the skills required to follow these principles, for example citing sources and writing a bibliography, need to be explicitly taught.

Students submitting hand-in pieces of work that represent their own research and efforts may be required to complete and attach an *Authenticity Declaration*, found on Ding! and in Appendix 5. The authenticity declaration is the student's affirmation that

- the work they have completed is their own.
- they have not allowed other students to unduly copy their work.

The authenticity declaration should be used to encourage students to take responsibility to correctly reference their work and to act with integrity with their own, and others, work.

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, for MYP moderation or for DP marking or moderation. All such work should be put through [www.turnitin.com](http://www.turnitin.com) to be checked for plagiarism.

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 that essays are the student's own work. If there is doubt, authenticity should be checked by a discussion with the student about the content of the essay submitted and scrutiny of one or more of the following:

- the student's initial proposal and outline
- the first draft of the essay
- the student's references and bibliography for the essay, where appropriate
- the style of the writing, which may reveal obvious discrepancies

It should be made clear to students that they will be required to sign a written declaration when submitting the essay, to confirm that it is their own work. In addition, students must be made aware that their teachers will also be required to verify the claim made in the declaration."  
(ToK Guide, p. 46)

Teachers should not feel it necessary to have all summative tasks done during class time to avoid the risk of academic dishonesty. Taking away valuable teaching time from all students to avoid the risk of cheating by a very small number of students is neither necessary nor desirable.

“Because of fears that people other than the student may contribute significantly to the work carried out, some assessment systems have either excluded internal assessment completely, or required that internally assessed tasks are carried out only under supervised classroom conditions. The IBO’s view is that this represents an overreaction. For internally supervised but externally marked work, both the teacher and the student are required to sign a declaration of authenticity. Teachers must also sign a declaration that internally assessed work is the student’s own. If evidence is subsequently found that the work is not genuinely the student’s, then a judgment of malpractice becomes a possibility (IBO, 2003b). Plagiarism, particularly via the Internet, is obviously a major concern, and strong measures are taken to discourage, identify and penalize plagiarized work.”

(DP Assessment: Principles and Practice, p. 25)

### 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 1-3 only)

For the purposes of internal assessment in Years 7-9 only, assessment criteria may be adapted to be developmentally appropriate for the age of students. In Years 10-11, the final assessment criteria, as described in subject guides, must be used.

Assessment tasks in the MYP may be modified for SEN students. 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 Sciences Guide, but would apply across all subjects in the MYP and DP, whenever assessment criteria are used.

"The descriptors for each criterion are hierarchical. When assessing a student's work, teachers should read the descriptors (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has **not** attained. The work is therefore best described by the preceding descriptor.

Where it is not clearly evident which level descriptor should apply, teachers must use their judgment to select the descriptor that best matches the student's work overall. The "best-fit" approach allows teachers to select the achievement level that best describes the piece of work being assessed.

If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band."

(MYP Sciences Guide, p. 25)

### 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](http://www.online.ibo.org) (DC school code: 5747).

### 3.5 Group Work

Working in groups is quite obviously 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.

The following guidance is taken from the ToK Guide, but could be applied to any situation where group work is assessed.

“Participants in a group presentation should be marked individually, although all may be given the same marks if they have contributed equally. In a group presentation, not every student need speak for the same amount of time, but all students are expected to make a contribution and to participate actively.”  
(ToK Guide, p. 48)

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, 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, for either the MYP or the DP.

### 3.7 External Moderation and Marking

Tasks submitted for moderation at the end of the MYP, and some assessment tasks in the DP, 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. Googlesite, [www.turnitin.com](http://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.

## 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.

### 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 need to be formulated by departments, but will generally mirror the different final assessment components of that subject. Some DP subjects may not have any subject-specific criteria and will have overall achievement grades only.

In the MYP, each criterion should be formally assessed 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 will vary from subject to subject, but will match the relative weightings of the different assessment components of the course.

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	<b>Minimal</b> achievement in terms of the objectives.
2	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
3	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
4	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
5	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

DP subjects also have their own overall grade descriptors that can be used instead of or as well as the general descriptors above.

#### 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/C&S** refers to:

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

The following scale is used:

<b>Grade</b>	<b>Descriptor</b>
<b>A</b>	The student is conscientious in all areas almost all of the time.
<b>B</b>	The student is conscientious in all areas most of the time.
<b>C</b>	The student is generally conscientious with lapses in some areas.
<b>D</b>	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 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.

#### 4.9 Reporting Timeline

	<b>Years 7-9</b>	<b>Years 10-12</b>	<b>Year 13</b>
<b>Quarter 1</b>	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
<b>Semester 1</b>	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) C&S Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS/C&S Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS Grade (A-D)
<b>Quarter 3</b>	Course Outline ATL/Effort Profile (A-D) Individual Subject Criteria (with details in course outline) C&S Grade (A-D) 3-way Conference Student Reflection and Goal- setting	Course Outline ATL/Effort Profile (A-D) Interim Achievement Grade (1-7) CAS/C&S 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>
<b>Semester 2</b>	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) C&S Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS/C&S Grade (A-D)	Course Outline Individual Subject Criteria Overall Achievement (1-7) Effort Grade (A-D) CAS Grade (A-D)

**Appendix 1**

**Assessment Coversheet & Notification Form**

**MYP Subject:**

**Task name:**

<b>NAME</b>		<b>CLASS</b>		<b>DUE DATE</b>	<b>##/##/##</b>
-------------	--	--------------	--	-----------------	-----------------

<b>You will be assessed on the following criteria*:</b>	<b>Your Grade:</b>
<b>Criterion A: Criterion name (maximum level of achievement:##)</b>	
<b>Criterion B: Criterion name (maximum level of achievement:##)</b>	
<b>Criterion C: Criterion name (maximum level of achievement:##)</b>	
<b>Criterion D: Criterion name (maximum level of achievement:##)</b>	
<b>Criterion E: Criterion name (maximum level of achievement:##)</b>	
<b>Criterion F: Criterion name (maximum level of achievement:##)</b>	

\* delete rows as needed

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

**This assessment must be submitted both OR electronically OR in hard copy.**

**Guide to Assessment Criterion - To obtain the highest level for each of the assessment criteria you will need to do the following:**

***Insert relevant MYP assessment criteria tables with task-specific clarifications completed***

**Appendix 2**

**Request for extension/resubmission of assessment task form**

**NOTE:** this form needs to be completed and signed (in either hard or soft copy) by yourself and your parents.

<b>Student's Name &amp; email:</b>	
<b>Teacher's Name:</b>	
<b>Description of Task:</b>	
<b>Date Due:</b>	

**Section 1 – Introduction**

This Declaration is an opportunity for you to explain why you will not be or were not able to complete an assessment task on the due date.

To be considered you must:

- Provide all information requested on this form
- Provide supporting documents, such as medical certificates
- Email or submit hard copy of this form to the subject Head of Department and your class teacher at least 48 hours before the assessment task is due, in a soft copy.
- Requests submitted after this will not be considered;
- Be truthful and accurate. Declarations that are later found to be false or misleading may result in the appropriate penalties being implemented for that task.

**Section 2 - Explanation Of Circumstances (to be completed by student)**

I am (please delete the irrelevant bullet point):

- Requesting a time extension to complete an assessment task, which has not yet been collected or presented. **If you are absent for 48 hours or more due to illness you should provide a medical certificate.**
- Requesting permission to resubmit an assessment task
- Requesting an alternative time to sit an assessment task
- Explaining why I was absent on the day of an assessment task

Please use this space to explain to outline your circumstances in as much detail as possible and why you should be given an extension/opportunity to resubmit/an alternative time to sit an assessment task:

**Note:** Extensions will not be granted if you are away due to non-essential travel. You will be required to submit your assessment either prior to leaving or on the due date via soft copy. This needs to be agreed upon with your teacher prior to travel.

**Section 3 - Student's Declaration**

I declare that, to the best of my knowledge, the circumstances outlined here are true and correct. I understand that this Declaration is not an automatic guarantee of an extension of time.

Student's Signature

Date

**Section 4 - Parent's Declaration**

I declare that, to the best of my knowledge, the circumstances outlined here are true and correct.

Signature

Date

**Section 5 (To Be Completed by the subject teacher)**

This Declaration was handed in on \_\_\_\_\_

The student's Declaration has been approved/rejected because:

Head of Department's Signature

Date

**A note from your parents, preferably supported with a medical certificate, should accompany declarations based on illness.**

### Appendix 3

#### Responsibility Reminder

##### Purpose:

Responsibility reminders should not be issued as a 'punishment'. They are to 'remind' and encourage students to 'take responsibility' for their actions. The aim is to develop and encourage positive learning behaviour and remind students of the expectations at Discovery College.

##### Process:

- Student behavior is unacceptable after a range of teacher interventions have been put in place
- Teacher talks to the student about what action he/she needs to take
- Teacher completes Reminder form and shows the student
- Teacher places into tray of VP (Pastoral) by Wednesday 3:30pm of the same week, follow-up is more effective if immediate
- Reminders are recorded and collated by Friday
- Learning Advisors/Deans are emailed updated weekly data who read for follow-up if necessary.
- Deans follow up on any student that accumulates three (3) reminders
- Student will complete an after school reflection on Monday after school
- Completed student reflections will be taken home, signed and commented on by parents and returned to the Dean with a copy to Learning Advisor
- Parents will be asked to attend a meeting at the Dean's discretion

RESPONSIBILITY REMINDER					
<b>STUDENT NAME</b>			<b>CLASS</b>		
<b>TEACHER</b>			<b>DATE</b>		
	<b>HOMEWORK</b>	<b>DETAILS OF STUDENT BEHAVIOUR:</b>			
	<b>ASSESSMENT TASK SUBMITTED LATE</b>				
	<b>ASSESSMENT TASK NOT SUBMITTED</b>				
	<b>UNPREPARED</b>	<b>ACTION TO BE TAKEN BY STUDENT:</b>			
	<b>LATE TO LESSON</b>				
	<b>DISRESPECTFUL</b>				
	<b>BEHAVIOUR DURING LESSON</b>	<b>TEACHER INTERVENTIONS ALREADY TAKEN:</b>			
	<b>BEHAVIOUR DURING BREAK</b>				
	<b>OTHER</b>				
<b>LEARNING ADVISOR</b>			<b>VP (Pastoral)</b>		<b>RECORDED ON SYSTEM</b>

**Appendix 4**

**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

\_\_\_\_\_  
MYP/DP/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 / MYP/DP CAS Coordinator / Student File

**Appendix 5**

**Authenticity declaration**

**Authenticity declaration**

**This work submitted:**

- Is genuinely my own and I have not accepted undue assistance from any person in its preparation.
- Was fully undertaken during this year.
- May be copied and used for teacher reference and exemplar use.

**Please note:**

- If the work submitted is not your own, you will receive a grade of 'Not Achieved' for that assessment.
- In the case of two students work being the same, i.e. one is found to have copied off another or one has given their work to another, both students will receive a grade of Not Achieved for that assessment.
- Authenticity breaches will be reported to the Head of Secondary, the MYP/DP Coordinator, your Learning Advisor and the parents/caregivers of the student(s) concerned.
- Students may be required to submit the following to verify authenticity:
  - ✓ Plans, resource material and draft work for research-based assessments are to be submitted with the final product.
  - ✓ Acknowledge all resources used e.g. bibliographies, copies of original documents used, URLs visited etc.
  - ✓ Where appropriate oral questioning to explain the process of developing answers and prove knowledge of the work presented.
- **You may be required to repeat performance where there is doubt about the authenticity of work.**

**Student's signature:** \_\_\_\_\_

**Parent's signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_

## **Appendix 6**

### **A Guide to Accommodations, Adaptations And Modifications in the MYP**

#### **Introduction**

Students learn in a variety of ways and at different rates. Discovery College recognises that the IBO has clear expectations that teachers build an awareness of their students' needs. Embedded throughout the PYP, MYP and DP programmes is the expectation that there is "a focus on, and commitment to, learning rather than teaching." (*The Diploma Programme: From Principles into Practice*, p. 40) These expectations guide how we differentiate instruction and the assessment methods we use.

Diagnostic assessments, those that occur early in a unit to determine students' skills and understandings before instruction, along with on-going formative assessment and effective feedback practices help teachers determine the instructional strategies and assessment tasks that will help each student at Discovery College be a successful learner.

By providing accommodations, adaptations and in some cases, modifications to assessment tasks and/or criteria, teachers ensure equitable access to learning, opportunities for achievement and the means by which every student can experience their highest level of individual success.

#### **Special Assessment Needs/Accommodations**

Accommodations refer to special adjustments in assessment conditions and are intended to minimise the effects of a student's functional issues resulting from a special education need. Identified students should be provided with specified accommodations during examinations and assessments.

Accommodations may include:

- Use of a laptop for word processing
- Additional time (Most commonly stated as 25% - check with LD teacher)
- Rest periods
- Scribes
- Readers
- Communicators
- Prompters

(Please refer to the IBO document *Candidates with special assessment needs* for further guidelines regarding these special arrangements.)

#### **Who is eligible for accommodations?**

Students at Discovery College who:

- have a psychoeducational report that explicitly recommends accommodations

Students who are eligible for accommodations are identified on the IN registers. The registers for each year level are available on Gateway. (Documents» School Documents» Discovery College LDT » IN/EAL Registers).

### Reporting Accommodations

The following statement should be included in the student's report:

*(Student's name) was allowed the following accommodation(s) for this assessment:*

(Delete options that do not apply)

- Use of a laptop for word processing
- Additional time (indicate time)
- Rest periods
- Scribe
- Reader
- Communicator
- Prompter

In cases where an eligible student elects not to have the special accommodation, it should be noted in the teacher's comments, for example: *XXXXX elected to write this assessment by hand.*

### **Adaptations**

Teachers "adapt" instructional methods, materials, assessment practices and/or the environment in order to optimise the learning for all students. When programmes are adapted, the learning outcomes remain the same. Adaptations are based on diagnostic and formative assessment.

#### Examples of formative assessment practices:

- Identifying learning intentions at the start of each lesson
- Providing on-going descriptive feedback that is specific, timely and followed through
- Providing feedback that identifies the student's next steps towards improvement
- Using peer and self assessment strategies
- Increasing student ownership of learning
- Making success criteria explicit and understood by all
- Co-constructing success criteria
- Building in critical checkpoints to find out who is learning and who needs additional help
- Providing opportunities to support learners who need further clarification and consolidation of their learning

Adaptations are a feature of responsive teaching. When teachers adapt teaching programmes and assessments they cultivate rich teaching practices that foster inclusion of students with a range of learning styles. Adapting programmes in response to students' needs is good practice and should be offered by all teachers across the curriculum. When teachers adapt programmes based on student need, ALL students benefit. This practice makes the most difference for our struggling learners. Adaptations should be made available to ALL students.

#### Examples of classroom adaptations:

- activation of prior knowledge
- flexible groupings
- peer tutoring
- accessible reading materials
- work chunked into smaller segments
- models or exemplars
- co-construction of texts before independent construction attempted
- collaborative learning
- explicit teaching of strategies
- metacognition and think-alouds
- visual aids
- use of word walls, pre-teaching key vocabulary of a unit
- audio-tapes, electronic texts or a peer helper to assist with assigned reading
- graphic organisers

### Examples of Adapted Summative Assessments:

- alternative modes of presenting student learning (i-Movies, e-books, mind maps, PowerPoint presentations, posters, blogs, debates, Socratic seminars, offering a choice of alternatives to written assignments to demonstrate knowledge and understanding, etc.)
- simplified instructions
- glossary of key terms
- fewer correct responses to achieve completion (quality vs. quantity)
- check-lists for self-monitoring
- visual cues to support understanding of context
- instructions chunked into steps
- co-construction of success criteria

### Reporting Adapted Assessments

Teachers are not required to report adaptations when reporting student achievement. Responsive teaching is expected practice at Discovery College and should be available for all students.

### Year 5 MYP and Moderated Assessments

Please note that in Year 5 of the MYP, students are expected to present their learning in the prescribed mode for any assessments that are being submitted for moderation. Teachers should follow the guidelines for the prescribed tasks that are in each of the subject guides. For moderated samples, students may receive feedback during the formative stages of the unit but the summative tasks must “reflect the student’s written work entirely with no formative input from others”. Teachers should consult with the MYP Coordinator and the LDT Coordinator in exceptional cases.

### **Modifications**

A very few of our students may require modifications to their programme and/or assessments in some curriculum areas. Modifications that are related to instruction and assessment are made in order to support individualised learning goals and outcomes, and provide an opportunity for the student to be more successful in their learning. When a programme is modified, the learning outcomes are changed.

Evidence gathered through diagnostic and formative assessment will guide the decision to modify the programme and/or assessment task. Prior to modifying the learning outcomes for a student, teachers, in collaboration with the LDT staff, would ideally have reviewed a variety of instructional interventions and assessments.

Modifications should be considered on a unit-by-unit, subject-by-subject basis. Before modifying a programme or assessment task, the MYP Coordinator, HOD of the subject area, Dean, LDT teacher and parents should be consulted and agree that a modified programme and/or assessment is in the best interest of the student.

For students in Year 5 of the MYP, modification of a programme and/or assessment will result in the non-award of the MYP Certificate. Careful consideration must therefore be given to these cases. For any students that require a modified programme or assessments in Years 4 or 5 of the MYP, the MYP Coordinator will be responsible for notifying the parents of these students and obtaining written consent regarding the modifications. In cases where students are unable to attain the MYP Certificate, a Record of Achievement will be provided.

When modification of a programme or an assessment is recommended, LDT staff will collaborate with the subject teacher in co-planning a modified programme and modified assessment. This would be done in consultation with the relevant Head of Department. Subject to staff resourcing and areas of expertise, LDT may also provide support in co-delivering the modified programme and monitoring the student’s progress towards the individualised learning outcomes.

### LOA 2 SEN Students

These students may have a Student Support Plan (SSP) that explicitly indicates that modifications may be made. This recommendation is based on external assessments that were conducted by an accredited educational psychologist.

### Gifted and Talented Students

When evidence from formative assessment indicates that students are exceeding expectations and mastery of the expected learning outcomes already exists, further extension of learning could be achieved through modifying the programme and/or assessment task/success criteria.

### Red Zone EAL Students

When evidence indicates that a student's English language proficiency levels will severely limit their success, modifications to the programme and/or assessments and/or success criteria should be considered.

### Examples of modifications include:

- individualised learning outcomes
- content of unit and evaluation is pitched at a different level of conceptual difficulty
- students' individual learning needs are targeted

### Reporting Modified Assessments

Teachers are required to report modifications when reporting student achievement.

For each modified unit the following statement should be included in the student's report:

*(Student's name) completed a modified programme for this unit and a modified assessment with individualised learning outcomes.*