



Assessment and Reporting Policy

Last Review Date:

January 2019

Review Date: November 2021

AIA MISSION STATEMENT

The Academy's Vision is to have graduates who are well prepared and self-motivated to advance and to participate effectively as world citizens with Muslim values.

With this vision in mind, the Academy offers a broad and well-balanced contemporary curriculum with global perspectives within a caring and supporting learning environment.

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PHILOSOPHY

Australian International Academy recognizes that assessment plays a crucial role in the teaching and learning process. For teachers, assessment is used to give insight into the level of student understanding of content knowledge and skills as well as identifying areas of the curriculum that students require revision.

For students, assessment is used to provide them with a tool to measure their own degree of understanding the content knowledge and skills, while also tracking their progress and reflecting on areas that need further improvement. Assessment is also a significant part of AIA's communication with parents, as parents are regularly informed of their child's progress.

RATIONALE

Assessment is integral to all teaching and learning. It is central to the goal of effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes and the decision to take responsible action.

Assessment is a process concerned with gathering information about student competencies. Its focus is not only on what has been achieved by students, but also on how they have gone about their learning. Assessment is also used as a tool to inform students and parents how the student has progressed in relation to his/her previous performance. Furthermore, information from assessment is used to improve classroom teaching and learning.



PURPOSE OF ASSESSMENT

The purposes of assessment are:

- to promote student learning;
- to provide information about student learning;
- and to contribute to the efficacy of teaching-learning programmes.

1. Student learning is promoted through:

- assessing the children's prior knowledge and experience brought to the topic or task (Pre-Assessment)
- planning the teaching and learning in order to meet individual or group needs
- building a profile of children's understanding and skills
- engaging children in self-assessment and peer assessment to reflect on their learning

2. Information about student learning is provided by:

- examples of children's work or performance;
- statistics based on explicit benchmarks and/or rubrics;
- assessment results i.e. portfolios.

3. Programme evaluation uses a variety of student assessments to:

- Assess students' performance in relation to the general and specific expectations of the programme (examples, SMART DATA, PM Benchmarks, PAT-M/PAT-R)
- Assess group performance in relation to other classes or groups both internally and externally.

PROCESS OF ASSESSMENT

- Pre Assessment:** gauges the prior knowledge of students to inform teaching and learning and report on progress.
- Formative assessment** is interwoven with the daily learning and helps teachers and students find out what the student already knows in order to plan the next stage of learning. Formative assessments can be formal (structured work samples) or informal (teacher observations, exit cards) learning tasks.
- Summative assessment** takes place during specific stages of unit of inquiry and gives the students opportunities to demonstrate what has been learned. Summative assessments may include any of, and any combination of, the following: acquisition of data, synthesis of information, application of knowledge and processes.

PRINCIPLES OF ASSESSMENT

In accordance with NESA and the IB Programmes philosophy, there are 3 principles of assessment.

- Assessment **for** Learning
- Assessment **as** Learning
- Assessment **of** Learning



Effective assessments allow the student to:

- have criteria that are known and understood in advance
- analyse their learning and understand what needs to be improved
- demonstrate the range of their conceptual understandings, their knowledge and their skills
- synthesize and apply their learning, not merely recall facts
- base their learning on real-life experiences that can lead to other questions to ask or problems to solve
- focus on producing a quality product or performance
- highlight their strengths and demonstrate mastery
- express different points of view and interpretations
- promote reflection, self- and peer-evaluation

TYPES OF ASSESSMENT

The following list of types of assessment includes, but is not limited to:

- Observations:** All children are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or activity).
- Performance assessments:** The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multi-modal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
- Process-focused assessments:** Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance liability, and synthesizing evidence from different context to increase validity. A system of note-taking and record keeping that minimises writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting observations.
- Selected responses:** Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
- Open-ended tasks:** Situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Making the PYP Happen, 2009. pp. 48-49; MYP: From Principles into Practice, 2014, pp. 48-49



ASSESSMENT TOOLS

The following is a list, but not limited, of assessment tools teachers use for assessment:

a. Rubrics:

An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

b. Benchmarks exemplars:

Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one Benchmark for each achievement level in a scoring rubric.

c. Checklists:

These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.

d. Anecdotal records:

Anecdotal records are brief written notes based on observations of students. These records need to be systematically compiled and organized.

e. Continuums:

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Making the PYP Happen, 2009. pp. 48-49; MYP: From Principles into Practice, 2014, p. 50

HOME STUDY

Regular home study homework is able to provide:

- establishment of self-discipline and develop good study habits
- a link between home and school
- the opportunity for students to revise/ complete work at home

Every student is expected to do homework each night, whether it is written work, revision of the day's lessons, memorisation of Quran, wider reading, research, or private study.

Role of Parents

Parents are encouraged to establish regular habits of homework and study, and support their children in developing a sensible routine.

It is vital that parents work in collaboration with the school to ensure that there is a consistent emphasis placed on the importance of homework and study.

Please check with your son or daughter on a daily basis:

- class work and or assessment task due dates
- their student planner and or diary
- following up on incomplete work
- concerns and or progress at school



Please provide the right conditions for home study. Where possible students should have:

- A room to him/herself or at least an area away from distractions such as TV
- A desk or table
- good lighting

Role of Teachers

- Teachers should set homework on a regular basis via the Student Diary, the E-Learning platform which is relevant to the current learning objectives
- Work assigned for Home Study must be corrected and feedback provided to assist the development of student learning/capacity.

Role of Students

- Revise work for each of the day's classes.
- Complete assigned tasks and work required by teachers.
- Work due over a period of time should be worked on over multiple Home Study Sessions.

Below are the guidelines for appropriate amounts of homework for students in each year level:

Year Level	Details
Kindergarten to Year 6	As specified by the teacher
Years 7-9	20-25 minutes per subject per day
Year 10	2-3 hours per day, 5 sessions per week
Year 11	2-3 hours per day, 5 sessions per week
Year 12	3-4 hours per day, 6 sessions per week

FEEDBACK

The School supports a whole school policy of recognizing students' achievement, effort and improvement at all levels of ability. It is important to emphasize student's achievements, to celebrate their success and to involve parents whenever possible.

Teachers are encouraged to:

- display students' work wherever possible from the whole range of abilities
- award merit for work which demonstrates achievement, effort, commitment, creativity and/or improvement.
- use positive reinforcement and encouragement
- use Form, Year Level and General Assemblies to acknowledge student's achievements, effort and contributions whenever possible.
- publish student achievement (i.e. school newsletter, school website).



ASSESSMENT IN THE PRIMARY SCHOOL AND PYP KINDERGARTEN TO YEAR 6

The Primary School provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between subject-specific knowledge and transdisciplinary skills and themes, through the programme of inquiry.

- **Units of inquiry:** include Key Learning Areas, English, Mathematics, Science & Technology, History & Geography, The Arts and PSPE.
- **Outcomes:** students are assessed against **NESA and Australian Curriculum Stage outcomes.**
- **Feedback:** is provided for student progress and performance in each of these areas.
- **Recording:** Teachers compile student performance and results in a structured manner.

LEVELS OF ACHIEVEMENT AND DESCRIPTORS

Approaches to Learning Skills (developed across all key learning and subject areas)

SKILLS CATEGORIES	SKILLS CLUSTER	DESCRIPTIONS
Communication	i. Communication	<ul style="list-style-type: none"> ● uses a range of communication tools: verbal, non-verbal, visual ● uses and interprets a range of content-specific terminology
	ii. Information literacy	<ul style="list-style-type: none"> ● uses a range of technologies and information for research ● makes connections between and applies a variety of resources
Research	iii. Media literacy	<ul style="list-style-type: none"> ● uses a variety of media sources and references ● interprets, and utilises media to present different perspectives
	iv. Organisation	<ul style="list-style-type: none"> ● sets personal goals, organizes learning materials ● uses time effectively, keeps to deadlines, and hands in all work
Self-Management	v. Affective	<ul style="list-style-type: none"> ● analyses, appreciates, and respects others ideas and perspectives
	vi. Reflection	<ul style="list-style-type: none"> ● reflects on one's self at different stages in the learning process
Social	vii. Collaboration	<ul style="list-style-type: none"> ● demonstrates teamwork ● adapts to roles and takes responsibility for collaboration
Thinking	viii. Critical Thinking	<ul style="list-style-type: none"> ● generates ideas, identifying problems, creating novel solutions
	ix. Creative Thinking	<ul style="list-style-type: none"> ● uses a combination of critical & creative thinking strategies ● considers problems from multiple perspectives
	x. Transfer	<ul style="list-style-type: none"> ● uses knowledge, understanding and skills across subjects ● applies skills and knowledge in unfamiliar situations

ACHIEVEMENT	DESCRIPTORS
Consistently	Consistently applies and demonstrates these ATL Skills
Sometimes	Sometimes applies and demonstrates these ATL Skills
Rarely	Rarely applies, demonstrates and needs improvement to develop these ATL Skills



Summative Tasks For Primary School Kindergarten to Year 6

Below is the level of achievements use for summative assessment of students' performance in each subject group and their descriptors.

LEVEL OF ACHIEVEMENT	DESCRIPTORS
Advanced	The student exhibits skills and knowledge at a much higher level than that expected for the year level.
Established	The student has established the skills and knowledge expected for this year level and consistently applies them.
Consolidating	The student regularly exhibits the skills and knowledge expected at this year level and displays a sound understanding of the main concepts covered.
Beginning	The student is beginning to exhibit the expected skills and knowledge for this year level.
Experiencing Difficulty	The student is experiencing difficulty and has not demonstrated the expected skills and knowledge for this year level.
Not Assessed	Indicates that the concept or skill does not apply to your child or the concept has not yet been covered in class.

ASSESSMENT IN THE HIGH SCHOOL AND MIDDLE YEARS PROGRAMME YEARS 7-10

TYPES OF ASSESSMENT

Formative assessment: teachers employ formative assessment to help navigate student understanding of the subject and determine areas that require support. Formative assessment can consist of class assignments and homework tasks.

Summative assessment: assessments to evaluate the level of student understanding within the classroom. In addition to the above, the IB Diploma Programme has three categories of summative assessment: Internal assessment, External assessment and Examination.

Portfolios / E-Portfolios:

- All students keep a portfolio of work containing a collection of their assessment tasks. The portfolio shows the student's efforts, progress and achievements and is part of their formal assessment.
- Every stage of learning and is aimed at encouraging students to assume responsibility for their learning.
- contains work from all subjects.
- All work to be dated, with student's self-reflections attached.
- A report is included in Semester 1 and 2 reports and is completed by the Form teacher

ASSESSMENT PROCEDURES and GUIDELINES

- The IB MYP published criteria have been written with year 5 final assessments in mind. Faculties are required to use the assessment criteria as prescribed for Years 1, 3, and 5 of the Programme.
- Each MYP criterion is to be assessed **at least twice** per semester.



- All teachers within a faculty must come to common understanding about the meaning and application of **command terms**.
- Assessment tasks are to be as varied as possible to allow every student to succeed.
- Tasks should allow students to reach the highest levels of achievement within the criteria according to course objectives.
- Tasks should be meaningful and require students to synthesize information, apply what they've learned, and perform or demonstrate their understanding of the material according to specific criteria.
- The level of complexity of the tasks should relate to the subject objectives.
- Faculties may agree on assessed work for student portfolios. This work should be clearly annotated, reflected on by student and placed in student's portfolio.
- Marking of work/exercise books should be frequent, consistent helpful and should be returned promptly.
- Comments/marks/grades become less meaningful to students if a long period of time lapses between collection and return of class work/homework.
- Occasionally exercise books will require no more than a tick, but at least this will indicate that the work has received the teacher's attention.
- Occasional self and peer marking are valid exercises as this provides students with instant feedback and an insight into why and how marking takes place, as well as how the assessment criteria is applied.
- The High School has a common style and presentation guide for all students' submission of work. Accordingly, teachers should participate in regular cross marking / moderation exercises.

Please refer to the MYP subject guides for subject specific assessment requirements and further details.

Summative Tasks For High School Years 7-10

LEVELS OF ACHIEVEMENT AND DESCRIPTORS

Approaches to Learning Skills (developed across all key learning and subject areas)

SKILLS CATEGORIES	SKILLS CLUSTER	DESCRIPTIONS
Communication	xi. Communication	<ul style="list-style-type: none"> • uses a range of communication tools: verbal, non-verbal, visual • uses and interprets a range of content-specific terminology
Research	xii. Information literacy	<ul style="list-style-type: none"> • uses a range of technologies and information for research • makes connections between and applies a variety of resources
	xiii. Media literacy	<ul style="list-style-type: none"> • uses a variety of media sources and references • interprets, and utilises media to present different perspectives



Self-Management	xiv. Organisation	<ul style="list-style-type: none"> ● sets personal goals, organizes learning materials ● uses time effectively, keeps to deadlines, and hands in all work
	xv. Affective	<ul style="list-style-type: none"> ● analyses, appreciates, and respects others ideas and perspectives
	xvi. Reflection	<ul style="list-style-type: none"> ● reflects on one's self at different stages in the learning process
Social	xvii. Collaboration	<ul style="list-style-type: none"> ● demonstrates teamwork ● adapts to roles and takes responsibility for collaboration
Thinking	xviii. Critical Thinking	<ul style="list-style-type: none"> ● generates ideas, identifying problems, creating novel solutions
	xix. Creative Thinking	<ul style="list-style-type: none"> ● uses a combination of critical & creative thinking strategies ● considers problems from multiple perspectives
	xx. Transfer	<ul style="list-style-type: none"> ● uses knowledge, understanding and skills across subjects ● applies skills and knowledge in unfamiliar situations

ACHIEVEMENT	DESCRIPTORS
Consistently	Consistently applies and demonstrates these ATL Skills
Sometimes	Sometimes applies and demonstrates these ATL Skills
Rarely	Rarely applies, demonstrates and needs improvement to develop these ATL Skills

Below is the level of achievements use for summative assessment of students' performance in each subject group and their descriptors.

MYP ASSESSMENT CRITERIA OVERVIEW

CRITERIA	A	B	C	D
SUBJECT GROUP				
Language and literature: English	Analysing	Organizing	Producing text	Using language
Language acquisition: Arabic	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding



Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

HOW MYP 1-7 GRADES ARE DETERMINED

Each subject uses the MYP criterion-referenced rubrics.

In each semester each criterion is assessed at least once in each subject group.

The MYP grades 1-7 is determined by:

- listing a student's best and/or most consistent performance for the subjects' criteria.
- adding the values obtained for each criterion for a 'total' score.
- this is the *criterion levels total*.

IB MYP and NESAs RoSA GRADES EQUIVALENCY TABLE

ACADEMIC PROGRESS and ASSESSMENT IBO Grade Descriptor	MYP LEVEL	NESA GRADE
	1-7	A-E
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● almost faultless application in a wide variety of situations ● consistent evidence of analysis, synthesis and evaluation where appropriate ● consistently demonstrates originality and insight ● always produces work of high quality 	7 Excellent	A
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● application in a wide variety of situations ● consistent evidence of analysis, synthesis and evaluation where appropriate ● generally demonstrates originality and insight 	6 Very Good	
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● application in a variety of situations ● generally shows evidence of analysis, synthesis and evaluation where appropriate ● occasionally demonstrates originality and insight 	5 Good	B
<ul style="list-style-type: none"> ● good general understanding of the required knowledge and skills ● effective application in normal situations ● occasional evidence of the skills of analysis, synthesis and evaluation. 	4 Satisfactory	C
<ul style="list-style-type: none"> ● limited achievement against most of the objectives, or clear difficulties in some areas ● limited understanding of the required knowledge and skills ● only able to apply them fully in normal situations with support 	3 Mediocre	
<ul style="list-style-type: none"> ● very limited achievement against all the objectives ● difficulty in understanding the required knowledge and skills ● unable to apply them fully in normal situations, even with support. 	2 Poor	D
<ul style="list-style-type: none"> ● minimal achievement in terms of the objectives. 	1 Very Poor	E



ASSESSMENT IN SENIOR HIGH SCHOOL

NESA HSC COURSES AND DIPLOMA PROGRAMME

YEARS 11-12

OVERVIEW OF ASSESSMENT

- Students are required to complete assessment tasks in all subjects during the Preliminary and HSC and IB Diploma Programme Courses
- The purpose of Internal School Assessment is to measure a student's achievement across a wider range of syllabus objectives than those tested in formal examinations.
- For this reason, the nature of assessment tasks differs from one subject to another.
- Tasks may include: tests, essays, practical work, projects and written and oral work.
- Each subject teacher sets the minimum number of assessment tasks necessary to measure syllabus objectives and students are informed of: the type of assessment task, the date, component and relative weighting for each task.
- The Principal in conjunction with advisors, monitor the placement of assessment tasks throughout the next year.

QUALIFYING FOR THE NESA HIGHER SCHOOL CERTIFICATE (HSC) YEARS 11 and 12

To be eligible to sit for the Higher School Certificate students must:

- have satisfactorily completed 12 Units of Preliminary courses;
- have satisfactorily completed at least 10 Units of HSC courses;
- attend lessons in and make a serious attempt at the preliminary subject exams;
- attend lessons in and make a serious attempt at the HSC subject exams;
- make a genuine attempt at assessment tasks.

PATTERNS OF STUDY

Each candidate's pattern of study is to contain at least:

- a. 12 Units (Preliminary) and;
- b. 10 Units (HSC) including:
 - at least 2 Units of English
 - at least 4 2-Unit subjects
 - No more than 4 Units of Science subjects
 - at least 6 Units from Board Developed courses

SATISFACTORY COMPLETION OF A COURSE

A student will have satisfactorily completed a course if, in the Principal's view, there is sufficient evidence that a student has:

- Applied him or herself with diligence and sustained effort
- Achieved some or all of the course outcomes.



AWARDING OF THE INTERNATIONAL BACCALAUREATE DIPLOMA

YEARS 11 and 12

From the IB DP Assessment Procedures 2019

A2.2.1 Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS.
- They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements—see section A2.2.2.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section A2.2.2.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \sim 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A2.2.2 Additional requirements

The additional requirements for the award of the diploma are as follows:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.



A2.2.3 Bilingual diploma

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups

PLEASE NOTE:

Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following **CANNOT** contribute to the award of a **bilingual diploma**.

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma (“additional subjects”)
- A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB diploma. These examination sessions need not be consecutive.

GENERAL PROCESSES and PROCEDURES

Throughout the completion of a subject, students:

- should be exposed to a variety of tasks that form the basis for **formative** assessment to be used for diagnostic and monitoring purposes;
- and which provides students with feedback on areas of concern and suggestions for ways of improving their work.

The award of **satisfactory** completion for any subject is based on the teacher’s judgment that the student has demonstrated achievement of the objectives for the subject as specified in the subject specific NESA syllabus or IB Diploma Programme subject guide.

a. Demonstration of achievement of objectives will be based on the student’s:

- performance on a selection of assessment tasks, which enable students to demonstrate their understanding of key knowledge and skills.
- ability to produce work that meets the required standards.
- ability to submit work by the required deadline.



- ability to submit work that is genuinely their own.
 - observation of all School academic policies and procedures.
- b. A student AT RISK of NOT satisfactorily completing the IB Diploma Programme or the HSC objectives and assessment requirements MAY BE GIVEN the opportunity to complete further work to demonstrate satisfactory achievement on the condition that the student has observed the School's policies and procedures in relation to work submitted for assessment.
- c. In order to determine the student's overall level of achievement for the unit(s), all students completing IB Diploma Programme or HSC subjects will be required to complete:
- (1) all school-based course work
 - (2) half-yearly examinations
 - (3) end of year examinations

CHANGE OF SUBJECT, COURSE, AND UNITS

For Year 11 Courses

- Changes are permitted provided that the Principal is satisfied that a student can satisfactorily complete the new course before commencing study of the HSC or IB Diploma Programme course.
- No changes will be permitted after the end of Week 4 of Term 1 of the respective academic year.

FOR Year 12 HSC Courses

Changes in subjects and courses CANNOT take place unless the Principal is satisfied that a student:

- has satisfactorily completed the Preliminary (or equivalent) of the subject/course she or he wishes to enter;
- will be able to complete all HSC course requirements, including assessment.

FOR IB Diploma Programme

- As the IB Diploma is a consecutive 2-year course that runs from the start of Year 11 until the end of Year 12, students may not change any courses.
- With utmost guidance and support from the School, students will endeavour to choose courses that they can study consecutively over the two years of their IB Diploma study

ABSENCES and ATTENDANCE

ABSENCE WITHOUT SATISFACTORY EXPLANATION

Any unsatisfactorily explained absence, if its length or pattern is extensive, may result in the course not being satisfactorily completed.

Students must attend 85% of a School's programmed lesson time for a course.

ABSENCE THROUGH INJURY OR ILLNESS

A Medical Certificate will be accepted as satisfactory evidence of legitimate absence.

School work may be undertaken during any leave under these circumstances at home or in hospital.



GRANTING OF LEAVE

Granting of leave is a matter for the individual School Principal to determine.

Schools are to ensure that syllabus objectives and course study requirements, including mandatory hours of study as specified by NESA and the International Baccalaureate are met.

SHORT TERM LEAVE and HOLIDAYS DURING TERM

It may be possible for compensatory assignments to be negotiated, completed and posted back to School by students who are absent on short term leave and or holidays during term.

Some students may be able to catch up on missed work upon return, in order to meet course requirements and achieve the outcomes of the course.

ASSESSMENT SCHEDULES, SCOPE & SEQUENCE OVERVIEWS and TASK OUTLINES

- i. The School develops assessment programs that reflect the NESA and IB Programme guidelines concerning syllabus objectives and weightings of components.
- ii. The minimum number of tasks necessary to achieve a valid assessment will be set.
- iii. Each subject has an assessment schedule and scope and sequence.

Students will be informed of:

- the component and their weightings for each course
 - the nature of each task.
 - the precise date of each task in a schedule that will be distributed at the start of each term
 - the mark value of each task relative to the total number of marks for the course.
1. Feedback will be given to students for each task and they must check marks when tasks are returned.
 2. Questions relating to an assessment task must be settled at the time the task is returned.
 3. Students are asked to check all marks and ensure any errors are rectified immediately.

SCHOOL REVIEWS AND APPEALS

SCHOOL REVIEW OF ASSESSMENT

1. Students may request a review based on the rank order placement, the rank order list and feedback on performance during the course.
2. An assessment review focuses on the School's procedures for determining the final assessment mark.
3. Students are not entitled to seek review of teacher's judgments on the worth of an individual performance in assessment tasks.
4. The marks or grades will not be subject to review as part of this process.

Assessment reviews will ascertain whether:

- a. The weightings specified by the School conform with the NESA guidelines;
- b. Procedures used by the School conform with the stated policy and program;
- c. There are no computational errors.



ASSESSMENT MARKS

In the NESA Higher School Certificate:

- student achievement is assessed and reported with reference to specified standards of performance;
- marks awarded to students reflect the standards they have achieved;
- comparisons can be made between students based on their achievement of the standards;
- final examination marks are determined by the proportions of students who achieve each performance standard.
- There is no predetermined pattern of marks. This means over time, while standards remain constant, the proportions of students achieving each standard may change from year to year.
- There are no limits on the number of students who can reach the top standard.
- Reporting includes information on the knowledge, skills and understanding typically demonstrated by students who achieve a performance standard.

ASSESSMENT PROCEDURES:	YEARS 7-10	IB MYP PROGRAMME
	YEARS 11 and 12	HSC and IB DIPLOMA PROGRAMME

FORMATIVE: CLASS WORK and LEARNING TASKS

✓ SUBMISSIONS

a. **ALL CLASS WORK MUST BE COMPLETED:**

Students submit all class work and or other formative tasks set by class or subject teacher(s).

b. **FEEDBACK:**

Feedback is provided by the teacher in a timely fashion i.e. usually within one school week of receiving the students' submissions.

X **NON-SUBMISSION OF WORK**

a. If a student does not hand in a class task on the required due date, the class or subject teacher will request the student to:

i. **SUPERVISED STUDY SUPPORT CLASS:**

attend supervised study support classes **at lunchtimes in Tuesdays and Thursdays in the library** until the work is completed to a satisfactory and or required level.

Attendance at these sessions will be taken and an email will be sent home to the student's parents to inform them

ii. **REFLECTION:**

As a reflection to improve self-management, a student must complete an:

Incomplete Work & Late Submission (Formative) Reflection Sheet.

This reflection will be submitted to the student's Form Teacher.



iii. **SUBMIT REQUIRED CLASSWORK:**

Once the work is completed, the student must submit the work to the teacher directly and or the School LMS.

SUMMATIVE ASSESSMENT TASKS

✓ **SUBMISSION of WORK**

- a. All Students must submit all summative assessments as set by the class and or subject teacher(s).
- b. All work must be submitted electronically via the School LMS (Managebac, Compass.)
- c. Where hard copies of summative tasks are required for submission, students **MUST** scan and or take a photo to submit via the School LMS.
- d. Students must ensure that the appropriate task in the appropriate specified format is submitted accurately and in full to the correct class assignment area.
- e. Feedback is provided by the teacher in a timely fashion i.e. usually within one to two school week(s) of receiving the students' submissions.

X **NON-SUBMISSION OF WORK**

ABSENCE:

If a student is absent for a due date:

i. **NOTIFY:**

If a student is absent for an assessment task, **your FORM TEACHER** should be notified by **your parent via telephone or email.**

ii. **MEDICAL CERTIFICATE:**

Students must obtain an Medical Certificate from a doctor (not family member).

iii. **ALTERNATIVE DATE (and TASK):**

It is the student's responsibility to see his or her teacher on the morning of his or her return submit and or complete the task (in-class tasks.)

iv. An alternative assessment task will be given if the student has a medical certificate or another reason, (in writing) deemed acceptable by the Principal.

v. In all cases, if a student's reason is considered unacceptable, a WARNING LETTER and A ZERO MARK will be initially awarded.

EXTENSION REQUEST (MEDICAL and or COMPASSIONATE REASONS)

Students may only request an extension of a due date to their class or subject teacher:

- i. **in writing 5 School days prior** to the due date to their subject teacher
- ii. submit an: **EXTENSION OF ASSESSMENT TASK SUBMISSION DUE DATE REQUEST** Form
- iii. extensions can only be granted by the **Programme Coordinator for up to a maximum of 5-7 school days after the original due date.**
- iv. class or subject teachers will be informed of any approved extension
- v. All relevant documentation must be provided by parents and students.



NON SUBMISSION: By DUE DATE:

If a student **DOES NOT HAND IN** the assessment task on the required due date:

i. **AFTER SCHOOL STUDY CLASS:**

request the student to attend **AFTER SCHOOL STUDY CLASS** on Mondays or Wednesdays from:
15:45-16:30 until the work is complete.

The student can only attend a **maximum of 2** After School Study Classes **i.e. 1 week.**

ii. **REFLECTION:**

As a reflection to improve self-management, a student must complete an:

INCOMPLETE WORK REQUIREMENTS (Summative & Required Tasks) Reflection Sheet.

This reflection will count as one demerit to be submitted to the student's Form Teacher.

iii. **PARENTS and YEAR LEVEL COORDINATOR NOTIFIED:**

The Class Teacher will inform the student's parents will be notified via email.

iv. **SUBMIT COMPLETED TASK:**

Once the work is completed, the student must submit the work to the teacher via the School LMS.

NO SUBMISSION: by end of AFTER SCHOOL STUDY CLASS

If a student **DOES NOT COMPLETE** the work by the allocated after school study classes, the following will occur and set by the class or subject teacher:

1 X: WARNING OF N (NOT ASSESSED) NOTIFICATION LETTER 1

New due date: 3 School Days

PARENTS and YEAR LEVEL COORDINATOR NOTIFIED:

The Class Teacher will inform the student's parents and year level coordinator via email.

2X: WARNING OF N (NOT ASSESSED) NOTIFICATION LETTER 2

New due date: 2 School Days

PARENTS, YEAR LEVEL COORDINATOR, PROGRAMME COORDINATOR NOTIFIED:

The Class Teacher will inform the student's parents, year level coordinator, the Programme Coordinator via email.

3X: N (NOT ASSESSED) NOTIFICATION LETTER

PARENTS, YEAR LEVEL COORDINATOR, PROGRAMME COORDINATOR, DEPUTY PRINCIPAL NOTIFIED:

The Class Teacher will inform the student's parents, year level coordinator, the Programme Coordinator and Deputy Principal via email.

As a reflection to improve self-management, a student must complete an:

INCOMPLETE WORK REQUIREMENTS (Summative & Required Tasks) Reflection Sheet.

This reflection will:

- count as one (1) demerit to be submitted to the student's Form Teacher and counted as the student's submission of work.



FOR YEARS 7-10 RoSA and YEAR 11 and 12 HSC Courses

N' AWARD DETERMINATIONS

- a. 'N' determinations are issued for the non-completion of requirements in a course. Students who have not complied with the requirements for satisfactory completion of a course at the time of finalising grades cannot be regarded as having satisfactorily completed the course.
- b. The Principal will then issue an 'N' determination. All students who are issued with an 'N' determination have the right to appeal against the Principal's determination.
- c. Where a student fails to satisfactorily complete a mandatory Stage 5 course the student:
 - is ineligible for the award of the RoSA if they leave school at the end of Year 10;
 - may be ineligible to enter Preliminary (Year 11) courses.
- d. A student will be considered to have satisfactorily completed a course if, there is sufficient evidence that the student has:
 - followed the course; and
 - applied themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school; and
 - achieve some or all of the course outcomes.

MALPRACTICE: ACADEMIC HONESTY and PLAGIARISM

NESA ROSA and Year 11 and 12 HSC Courses

Cheating, plagiarism or copying of another student's work will be viewed seriously by the School.

The following process will take place, if a student **submits work which is found to not be their original work**:

1 X: WARNING OF N (NOT ASSESSED) NOTIFICATION LETTER 1

New due date: 3 School Days

PARENTS and YEAR LEVEL COORDINATOR NOTIFIED:

The Class Teacher will inform the student's parents and year level coordinator via email.

2X: WARNING OF N (NOT ASSESSED) NOTIFICATION LETTER 2

New due date: 2 School Days

PARENTS, YEAR LEVEL COORDINATOR, PROGRAMME COORDINATOR NOTIFIED:

The Class Teacher will inform the student's parents, year level coordinator, the Programme Coordinator via email.

The Programme Coordinator will send the relevant notification letter to the student and parents.

3X: N (NOT ASSESSED) NOTIFICATION LETTER

PARENTS, YEAR LEVEL COORDINATOR, PROGRAMME COORDINATOR, DEPUTY PRINCIPAL NOTIFIED:

The Class Teacher will inform the student's parents, year level coordinator, the Programme Coordinator and Deputy Principal via email.

The Programme Coordinator will send the relevant notification letter to the student and parents.



MALPRACTICE: ACADEMIC HONESTY and PLAGIARISM Year 11- 12 IB DIPLOMA PROGRAMME COURSES

From the IB DP Assessment Procedures 2019

All candidates for the IB diploma are expected to acknowledge use of the work or ideas of another person in any work (written, oral and/or artistic) they may submit for assessment by using a standard style of referencing.

If a candidate uses the work or ideas of another person in any form of work that is submitted for assessment, they must acknowledge the source at the point of use, using a standard style of referencing, and add the source to the bibliography. This includes direct quotation, paraphrasing or summarizing.

The IB does not specify which style(s) of referencing or in-text citation should be used by candidates. This is left to the discretion of the school.

Failure of a candidate to acknowledge a source will be investigated by the IB as a potential breach of IB regulations. This may result in a penalty imposed by the final award committee.

A4.2.2 Collusion

Coordinators need to be aware that candidates are expected to present assessments in their own words and acknowledge the words or ideas of others where collaboration has occurred. While group working is a key element in certain subjects, for example, sciences, collusion occurs when this goes beyond collaboration, for example, when a single (or very similar) version of a report is presented by a number of candidates as their own individual work.

A4.2.3 Other forms of academic misconduct

There are a number of other forms of academic misconduct.

- duplicating work to meet the requirements of more than one assessment component
- falsification or inventing fictitious data for an assignment
- taking unauthorized material into an examination room (this poster gives details)
- disruption of an examination by an act of misconduct, such as distracting another candidate or creating a disturbance
- exchanging, supporting, or attempting to support, the passing on of information that is or could be related to the examination
- failing to comply with the instructions of the invigilator or other member of the school's staff responsible for the conduct of the examination
- impersonating another candidate
- theft of examination papers
- obtaining or seeking to obtain, disclosing, sharing or discussing the content of an examination paper with a person outside the immediate school community either at any time before the start of an examination or within 24 hours after the examination has ended
- use of essay-writing services (ghost-written or purchased essays) offering assistance in writing essays or other assessment materials.



A4.3 The authentication of candidates' work

A4.3.1 Authentication

The IB will only accept work for assessment or moderation that has been authenticated and constitutes the final version of that work. This authentication should take place before work is submitted.

DP teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide.

A4.4 Action that the IB may take in cases of alleged academic misconduct

A4.4.1 Circumstances that will trigger an investigation

These are some of the most common circumstances that will trigger an investigation.

- A coordinator informs the Assessment Division, IB Global Centre, Cardiff, that academic misconduct may have taken place during an examination.
- An examiner reports possible plagiarism or collusion.
- A sample of assessment material randomly submitted to plagiarism detection software(s) (by the Assessment Division, IB Global Centre, Cardiff) reveals that the work of a candidate may not be entirely authentic.
- Before the IB will investigate a case of suspected academic misconduct, there must be clear evidence to justify a suspicion of wrongdoing.
- In the case of plagiarism, the evidence must be in the form of a source that appears to have been copied by a candidate.
- In cases of collusion, an investigation will only be pursued if the candidates' work shows clear similarities.

A4.4.2 The investigation process

When the IB starts an investigation into academic misconduct, the coordinator is informed by email.

The IB requires the coordinator to immediately inform the head of school of the investigation.

The IB will include full instructions for the investigation, including the steps to be taken by the coordinator, statement templates, and so on, with the email.

The evidence is then considered by the academic honesty sub-committee of the final award committee and the outcome is decided.

If an allegation of a breach of IB regulations is established, a penalty will be applied. If it is decided that no breach has occurred, the subject result will be released in the normal way.

In all cases where the final award committee has established a breach of regulations, the head of school will be informed by email of the decision reached by the committee. The correspondence will be copied to the school's DP coordinator, appropriate IB staff and the chair of the examining board.

The final award committee, or its sub-committee, has full discretion to make these decisions.

A4.4.3 Appeals against decisions of the final award committee

Decisions of the final award committee may be appealed if there are acceptable grounds for the appeal.



SCHOOL-BASED COURSEWORK and ASSESSMENTS

NESA HSC

Year 11 and 12

Year 11 Preliminary HSC Course

HSC School-based Assessments:

All Year 11 and Year 12 HSC Assessments are marked according to the marks and weighting as per the respective subject Assessment Schedule.

MARKS = a score out of allocated number of marks

Year 12 HSC Course

The overall grade = **a mark out of 100**

Internal Assessment (coursework)

External Assessment (examinations)

- i. The weighting contribution of each assessment component is specified in the subject specific HSC Syllabus documents and Assessment Schedules.
- ii. Year 12 HSC internal assessments are based on subject specific assessment tasks, which are described in the syllabi documentation.

SCHOOL-BASED COURSEWORK and ASSESSMENTS IB DIPLOMA PROGRAMME Year 11 and 12

Year 11 IB Diploma Programme

The **School Assessed Coursework** consists of the following components:

IB Diploma Internal Assessments

The student's level of achievement will be determined according to the assessment criteria achievement level descriptors published in the subject specific IB Syllabus.

OVERALL LEVEL of ACHIEVEMENT = an achievement level out of 7

Year 12 IB Diploma Programme

Assessment is based on two components:

Internal Assessment (coursework)

External Assessment (examinations)

- i. The weighting contribution of each assessment component is specified in the subject specific IB Syllabus documents.
- ii. Year 12 IB internal assessments are based on subject specific assessment tasks, which are described in the syllabi documentation

OVERALL LEVEL of ACHIEVEMENT = an achievement level out of 7



REPORTING and AWARDING OF LEVELS OF ACHIEVEMENT

NESA HSC YEAR 11 and 12

Students who sit the Higher School Certificate will be assessed on:

- (1) internal assessments and;
- (2) externally marked examinations.

An A to E grade will be allocated for each subject based on the student's overall performance:

Grade Descriptor	NESA GRADE
	A-E
<p>The student:</p> <ul style="list-style-type: none"> ● demonstrates extensive knowledge of content and understanding of course concepts ● applies highly developed skills and processes in a wide variety of contexts ● demonstrates creative and critical thinking skills using perceptive analysis and evaluation. ● effectively communicates with complex ideas and information 	A
<p>The student demonstrates:</p> <ul style="list-style-type: none"> ● thorough knowledge of content and understanding of course concepts ● applies well-developed skills and processes in a variety of contexts ● creative and critical thinking skills using analysis and evaluation ● clearly communicates complex ideas and information. 	B
<p>The student:</p> <ul style="list-style-type: none"> ● demonstrates sound knowledge of content and understanding of course concepts ● applies skills and processes in a range of familiar contexts ● demonstrates skills in selecting and integrating information ● communicates relevant ideas in an appropriate manner. 	C
<p>The student:</p> <ul style="list-style-type: none"> ● demonstrates a basic knowledge of content and understanding of course concepts ● applies skills and processes in some familiar contexts ● demonstrates skills in selecting and using information and communicates ideas in a descriptive manner. 	D
<p>The student:</p> <ul style="list-style-type: none"> ● demonstrates an elementary knowledge of content and understanding of course concepts ● applies some skills and processes with guidance ● demonstrates elementary skills in recounting information and communicating ideas. 	E

Students will be awarded Bands of achievements related to the overall marks achieved in each subject.

Band	Marks
Band 6	90 - 100 marks
Band 5	80 - 89 marks
Band 4	70 - 79 marks
Band 3	60 - 69 marks
Band 2	50 - 59 marks
Band 1	0 - 49 marks



IB DIPLOMA PROGRAMME YEARS 11 and 12

For the IB Diploma Programme, students need to complete:

- (1) internal Assessments
- (2) external Assessments

Students will be awarded the following general levels of achievement for every subject:

ACADEMIC PROGRESS and ASSESSMENT IBO Grade Descriptor	DP LEVEL 1-7
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● almost faultless application in a wide variety of situations ● consistent evidence of analysis, synthesis and evaluation where appropriate ● consistently demonstrates originality and insight ● always produces work of high quality 	7 Excellent
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● application in a wide variety of situations ● consistent evidence of analysis, synthesis and evaluation where appropriate ● generally demonstrates originality and insight 	6 Very Good
<ul style="list-style-type: none"> ● consistent and thorough understanding of the required knowledge and skills ● application in a variety of situations ● generally shows evidence of analysis, synthesis and evaluation where appropriate ● occasionally demonstrates originality and insight 	5 Good
<ul style="list-style-type: none"> ● good general understanding of the required knowledge and skills ● effective application in normal situations ● occasional evidence of the skills of analysis, synthesis and evaluation. 	4 Satisfactory
<ul style="list-style-type: none"> ● limited achievement against most of the objectives, or clear difficulties in some areas ● limited understanding of the required knowledge and skills ● only able to apply them fully in normal situations with support 	3 Mediocre
<ul style="list-style-type: none"> ● very limited achievement against all the objectives ● difficulty in understanding the required knowledge and skills ● unable to apply them fully in normal situations, even with support. 	2 Poor
<ul style="list-style-type: none"> ● minimal achievement in terms of the objectives. 	1 Very Poor

The following matrix will be used for award of points for the core components: TOK and the EE.

		Theory of knowledge (TOK)					
		Grade awarded	A	B	C	D	E or N
Extended essay	A	3	3	2	2	Failing condition	
	B	3	2	2	1	Failing condition	
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

IB Diploma Assessment Procedures 2019



AWARDING PREDICTED GRADES

In accordance with the *Diploma Programme Assessment Procedures 2019 and the NESA ACE Manual*, the predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards.

For the HSC:

- a. Predicted grades are required for all subjects.
- b. Each candidate receives a predicted mark for each subject which is:
a scale of 0-100 down to 1 **(100 being the highest)**
- c. These marks are then equivalent to the predicted grades are:
on a scale of A to E **(with A being the highest)**

For the IB DIPLOMA PROGRAMME:

- a. Predicted grades are required for all subjects including Extended Essay and Theory of Knowledge.
 - b. Each candidate receives a predicted grade for each subject which is:
on a scale of 7 down to 1 **(7 being the highest)**
 - c. For Theory of Knowledge and the Extended essay, the predicted grades are:
on a scale of A to E **(with A being the highest)**
- iii. All students completing Year 12 subjects will be required to complete trial examinations at the start of Term 4 of the respective Year 12 academic year.
 - iv. Teachers will be required to provide the International Baccalaureate and NESA a level of achievement representing the student's internal assessment component and a predicted grade for the subject as a whole.

WRITTEN REPORTS

Below is an overview of the how the School communicates students' progress and levels of achievement to parents and the School community:

- a. **Interim Reports: Term 1 and Term 3**
This is a one page summary of a students' progress over a term.
- b. **Cyclic Reviews: Mid- Term 1 (all students)
Terms 2, 3 & 4 (at risk students only)**
The review is a snap report that provides information on the student's academic performance, attitude and behaviour, organisational skills and effort in a subject.
The purpose of the cyclic review is to:
 - identify students who may be 'at risk';
 - provide advice and counselling to students;
 - implement strategies to assist students in reaching their full academic potential;
 - maintain regular communication with parents and students.



c. Semester Reports: Term 2 and Term 4:

This is a detailed description of a students' achievement over the semester based on:

- IB attitudes, IB Learner Profile
- Approaches to Learning Skills
- units of work
- outcomes and objectives attained and or covered
- assessment tasks
- written comments for core subject areas – describing individual students' progress.

d. Parent-Teacher(s) Interviews: Terms 1 and Term 3 of every year.

Parent Teacher interviews are conducted twice a year to:

- provide 1-to-1 information about a student's progress and needs and curriculum;
- allow teachers to respond to parents' questions and address their concerns and progress
- allow teachers to provide ways to extend, support, and review students' learning progress.

e. Portfolios and E-Portfolios: Semester 1 and Semester 2 each year

Portfolios are:

- collection of students' learning
- designed to demonstrate successes, growth, higher order thinking, creativity and reflection
- as an exhibition of an active mind at work.

All students:

- maintain and present a portfolio of their work from the year in each subject area.
- comment and reflect on their learning progress
- identify and evaluate strengths, weakness, and areas for improvement.

f. Student-led conferences: Primary: Term 3 every year; High School: Term 4 every year

Student-led conferences are:

- formal situations where students discuss their work and their progress with their parents;
- carefully prepared with students selecting work to be presented
- opportunities for students to reflect and consolidate their progress and share the responsibility of informing their parent



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