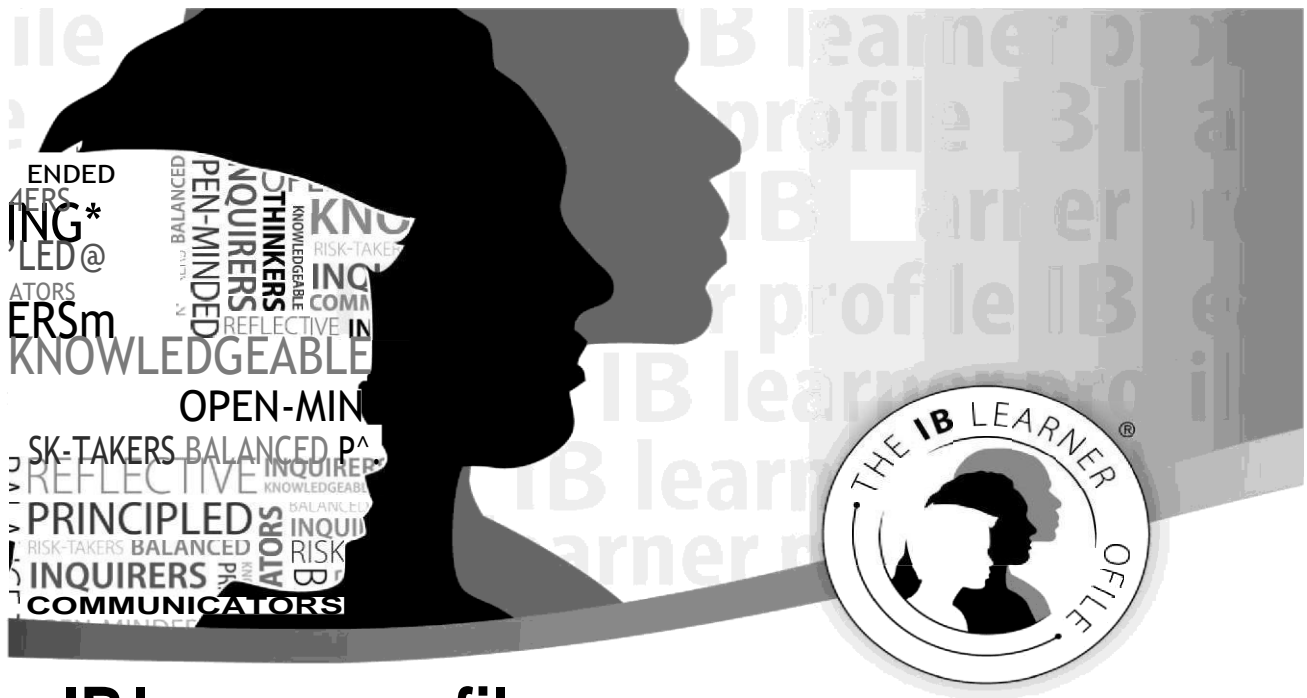


Australian International School Assessment Policy



Academic Year 2019-20



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

AusIS Assessment Policy

Preface

This policy is developed by a steering committee that includes members from the senior leadership team and the PYP, MYP, DP and WACE faculty. It is shared with the students and parents and their feedback will be taken into account to modify it. This policy is subject to review and we plan to include students and parents representatives in the review committee.

The policy will be reviewed in August, 2021.

Assessment policy steering committee members:

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Taslina Khatoon	PYP Coordinator



AusIS Mission

AUSIS is committed to recognizing and developing the individual student, while providing opportunities to achieve a well rounded education. To this end, AusIS aims :

- To ensure quality educational experiences.
- To foster creativity in individuals.
- To nurture the talents of each child.
- To provide an enriching co-curricular environment with a strong focus on sports in the middle and upper school.
- To encourage exposure to a variety of cultures.
- To create a continuous wealth of knowledge.
- To offer a caring learning environment.
- To support the development of sound social values.

IB's 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.

Aim of the assessment

Provide a supportive and positive mechanism that helps students to improve their learning positively, teachers to improve their teaching more effectively and all other associated constituents to contribute to the efficiency of the programme in a holistic way.

Monitoring and revision of the policy

This policy was first developed and drafted during the school year 2017 by the DP coordinator and the DP teaching staff. Following this, the assessment policy has been further updated and developed by the PYP coordinator in 2018. The MYP Coordinator in consultation with the PYP, DP and WACE Coordinators have reviewed the policy in the academic year of 2019-20. The assessment policy will be reviewed and updated in consultation with the whole staff on an annual basis. Prior to the update feedback will be sought from all stakeholders of the school community. The Programme standards and practices, as well as the guide PYP, MYP & DP: From Principles into Practice, were taken into account in developing the policy.

Vision

Excellence in Education.

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Assessment in AUSTRALIAN INTERNATIONAL SCHOOL, DHAKA

Assessment is an integral part of the learning process; its purpose has as much to do with providing information to the student and the teacher as with forming the basis for the award of grades or a process of reporting. We regard teaching, learning and assessment as fundamentally interdependent. Assessment is considered as an integral part of all learning and teaching which should be evident in every lesson.

Consequently, learning at AUSTRALIAN INTERNATIONAL SCHOOL, DHAKA is well supported; the students are aware of what they are trying to achieve in particular pieces of work, and through reflective marking, they gain clear insight into what they have achieved and where they can improve. The school knows the importance of marking to have a positive impact on students' attitude, motivation and self-esteem, and that students have the opportunity to respond to assessment through reflection. The teachers use their assessment to set work which is well matched to their students' abilities. The students are involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical and setting targets for subsequent work.

Assessment should:

- Take place in every year level
- Reflects skills applicable to content and course objective
- Consists of a range of formative and summative activities, applicable to the year or course

- Reflects positive achievement (where possible)
- Be used to diagnose individual student's learning problems

Aims of the assessment policy

The assessment policy aims to ensure that all teachers know what is expected of them with regard to assessing students, and to support teachers in the development and administration of assessments. It aims to help teachers to realize the importance of engaging students in the assessment process, recognize the appropriate use of various methods of assessment, and reflect on their current practices with a view to improving the quality of the assessment process.

The policy also endeavors to create consistency in assessments as far as practicable across the range of PYP, MYP and DP subject groups, and to ensure that all assessments are developed and administered in accordance with the IB guidelines on assessments.

The policy also intends to make assessment constructive and manageable for teachers and students.

Reasons for assessment

Assessment is an essential part of the learning and teaching process because it (Assessment Principles and Practices-Quality Assessments in Digital Age, 90-107):

- helps students to know whether they really understand what they think they understand and so encourages reflective and critical learning

- promotes positive attitudes to learning and builds confidence
- encourages the development of higher-order cognitive skills
- helps teachers and students to build a clear picture of each student's learner profile
- monitors the progress of an individual student's learning and achievement
- gives students and teachers feedback on what each student can do and reveals areas for improvement in the learning process in the future
- helps teachers and students evaluate the effectiveness of the learning environment
- helps students to build an understanding of what they need to improve
- helps students to develop self-assessment skills
- indicates ways in which students can be supported
- can be used to inform/report to parents and guardians

General assessment practices at Australian International School

- Pre-assessment – All teachers will assess student’s prior knowledge and experience before embarking on new learning experiences.
- Formative assessment – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.
- Summative assessment – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.
- Assessments will be carried out in the following forms: peer-assessment, self-assessment and teacher assessment. Feedback should be provided within an appropriate amount of time, and never longer than one week.
- A balance of strategies will be used at developmentally appropriate levels and should be outlined in planning documentation.
- A balance of assessment tools should be used with the strategies. Assessment tools should be saved and a copy stored in the handover folders/portfolios.



Principles of assessment:

Principles of assessment as guided by the Programme Standards and Practices and

PYP,MYP, DP: Principles into Practice :

- provide information about how students learn
 - determine what students know and understand
 - ascertain the skills that students have acquired to diagnose learning problems and students' needs
 - monitor standards set by the IB
 - contribute to the efficiency of the programme as a whole
 - reflect the curriculum and be an integral part of teaching - learning at all levels
 - check teaching objectives against learning outcomes
 - act as a feedback mechanism for curriculum development
 - motivate both teachers and learners through success in achievement
 - start with an assessment of the presumed knowledge as necessary to take the particular subject and grade level.
- **Effective assessments allow the students to:**
- have criteria that are known and understood in advance
- analyze their learning and understand what needs to be improved

- synthesize and apply their learning in addition to recalling facts
- highlight their strengths and demonstrate mastery and expertise required
- learn in ways that the teacher did not foresee
- be reflective and partake in self and peer evaluation
- express different points of view and interpretations
- be encouraged to be responsible for their learning
- experience at a higher level when challenged

If teachers are aware of what students know and can do, then teaching becomes more effective. Thus assessment may take place at the start of teaching units (pre-assessment), carry on through units, and/or take place at the end (post-assessment).

Students should be involved in assessing themselves and be allowed to identify personal targets, thus, motivating them to learn as these targets are achieved.

Teachers are not therefore concerned with just end of course test but more with curriculum-integrated assessment, which provides a platform on which the students can perform to the best of their ability.

Assessment should therefore be:

Valid

Varied

- Supportive
- Diagnostic
- Catering to differences
- Motivating
- Integrated into the learning process
- Flexible
- Formative
- Meaningful
- A measure of progress and achievement

The criteria and outcomes should:

- Be understandable to students
- Provide students with an explanation of their level of advancement
- Provide students with clear guidelines on how they can progress

Effective assessment:

Provides evidence of attainment and achievement

Takes into consideration of a student's potential and ability

NAPLAN

NAPLAN stands for National Assessment Programme for Literacy and Numeracy. NAPLAN is an annual assessment for students in Years 3, 5, 7 and 9. NAPLAN is an assessment for schools in and outside of Australia which are following the Australian curriculum which helps parents, teachers, schools, education authorities, governments and the broader community to determine whether or not students are developing the literacy and numeracy skills that provide the critical foundation for other learning and for their productive and rewarding participation in the community.

NAPLAN is a point-in-time assessment that allows parents to see how their child is progressing against Australian national standards in literacy and numeracy and over time (Australian Curriculum Assessment and Reporting Authority).

NAPLAN is made up of tests in the four areas (or ‘domains’) of:

- reading
- writing
- language conventions (spelling, grammar and punctuation)
- numeracy.

PYP PRACTICES

PYP's 5 Elements of Learning

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

PYP Assessment

Assessment in the classroom includes:

- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results

Assessment for learning which occurs when teachers use inferences about student progress to inform their teaching. Professional judgements are made in order to:

- inform students, parents, caregivers, teachers, schools and governments about student progress;
- make decisions about students' needs, the learning and teaching process and resource requirements;
- set learning goals with students, parents, caregivers and teachers;
- guide the planning of school and class curriculum programs.

Assessment as learning which occurs when students reflect on and monitor their progress to inform their future learning goals.

Assessment of learning which occurs when teachers use evidence of student learning to make judgements on student achievement against goals and standards. The information gained from this type of assessment is often used in reporting.

In PYP, teachers cannot reduce marks for late assignments; cannot average tasks and criterions. Teachers need to see where the child really is. A teacher also needs to know the students, and the context where the work was done.

PYP Reporting

Reporting is the process by which assessment information is communicated in ways that assist students, parents, teachers, the school and the community in making decisions by providing information about what learners know and can do, along with recommendations for their future learning.

The Western Australian Curriculum Council Achievement Standards form the basis for developing assessment criteria and making judgments of student achievement. At Australian International School, Dhaka, we report on student progress and achievements in a variety of ways:

- Formal written reports. AusIS student reports reflect on the Western Australian Curriculum Council achievement standards and conform to the requirements of the Western Australian Curriculum Council.

PYP Student Report Cards aim to provide:

- clear, comprehensive and consistent information
- reporting against Australian standards
- clear information about a student's strengths and weaknesses
- a common reporting scale
- information about a student's progress over time
- a plan for a student's future learning
- a role for student involvement in reporting
- details of absences

PYP students receive written reports at the end of each semester.

- Home/School Portfolios (collection of work samples) will be sent home approximately 6 times each year. The Portfolio is a profile of student achievement and accomplishments. It is an important mechanism for documenting a student's educational progress through the



curriculum. The student and teachers collaborate on selections for the portfolio, which may contain:

- assessment by the teacher
- examples of the student's work
- information about any extracurricular achievements or other activities undertaken by the student
- self-assessment by the student

The portfolio also serves to assist in handling transfers of students between schools offering the Primary Years Programme. At AusIS, the portfolio is sent home regularly and also acts as an important part of the student led conferences which take place in Term 1. It is intended that the contents of the Portfolio will assist parents and their children to reflect on efforts, experiences, progress and achievements in a meaningful and purposeful manner. It is anticipated that parents will use the information to encourage their children to set positive goals and work towards them throughout the year.

The value of the Portfolio is greatly enhanced when parents:

- read it together with their child
- ask questions
- give feedback
- praise genuine effort and achievement
- assist in goal setting when improvement is needed
- read to their (junior primary) child any comments from the teacher
- write comments or questions as appropriate

- sign the sheet provided to show the teacher that they have seen it

Three Way Conferences will be held at the commencement of Term 2 for all students. These are designed to provide feedback for all stakeholders in a timely manner to allow for identification of students' areas of strengths and needs. Three Way (Student Led) Conferences are formal reporting sessions with parents, led by the students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the discussion between a child and his/her parent.

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

MYP PRACTICES

Assessment in the MYP is:

- developed and conceived as an integral part of unit planning
- designed to incorporate a variety of methods and to be relevant and motivate students, taking account of their different learning styles
- for assessing students across a broad range of concepts, attitudes, knowledge and skills appropriate to their age and year level
- criterion-related using the age-appropriate assessment criteria published in the MYP guides; these must be made clear to students at the beginning of any new unit
- for supporting and encouraging student learning
- for providing timely and constructive feedback to students
- designed to allow differentiation depending upon the ability of the student

Methods of assessment

Methods of assessment used in the MYP will be varied in design and cover a broad range of learning and communication styles. Formal assessments allow for differentiation.

Methods of assessment include (but are not limited to):

- observation (of expressions, behaviour, attitudes etc.)
- dynamic interaction

- questioning
- exercises, essays and compositions
- mind maps
- projects
- presentations
- debates
- quizzes
- investigations
- experiments
- physical skills
- role plays
- performances
- tests

MYP Formative Assessment for Learning

Informal **formative assessments** should be an integral part of every lesson. These could be in the form of observations, open and/or closed questioning, “thumbs up, thumbs down”, “think, pair, share”, “traffic lights”, peer and self-assessments etc.

Teachers will sight each student’s work during lessons, although the frequency will vary

across subjects and depend upon the work being done. Teachers will undertake to mark a piece of work as formative assessment (whether a written, oral, or practical task) at least once every two weeks. Marking may involve assigning a qualitative level of achievement (as per an appropriate MYP task-specific clarification), or giving pupils descriptive feedback. All such marking will be recorded by the teacher in a mark book and/or electronically.

MYP Summative Assessment of Learning

Teachers of the same course collaboratively plan to design assessments so that the maximum level can be achieved by the students. At the same time the tasks are carefully developed so that all the students are able to perform in the assessment at the best of their ability. In accordance with IB guidelines, all MYP summative assessments are assessed with a criterion-related process and are based upon predetermined task-specific clarifications that are shared with students in advance.

MYP Task Specific Clarification

Assessment tasks are accompanied with task specific clarification to clearly outline the expectations of the tasks and the achievement level descriptors. This allows the students to understand what they are required to do in order to achieve the maximum level.

MYP Assessment Criteria

- are task specific and made available to students prior to any formal assessment
- have rubrics which focus on positive achievement
- each criterion strand must be assessed a minimum of twice a year in each year of the



MYP.

Semester Examination in MYP

Internal examinations i.e. **Semester 1 examination** will be held at the end of term 2 and Semester Final examination will be held at the end of the academic year i.e. term 4 each year as a vehicle by which to teach examination skills in preparation for the Diploma Programme/WACE(Western Australian Certificate of Education) Programme/any other tertiary education. Semester 1 and 2 examinations will also be marked by assigning a level of achievement as per the MYP task specification clarification of the subject guide like the summative assessments.

Marked work will be returned to students as soon as possible with appropriate oral and written feedback. Comments will be positive and aimed at helping students to improve.

Evaluation

Each student's success will be measured in terms of level descriptors of achievement across the different subject group assessment criterion. The level of achievement attained on each criterion will be decided by the subject teacher according to a best fit approach which is appropriate to the assessment criterion level descriptor as follows:

- teacher determines whether the first level descriptor describes the performance of the student.
- if the work exceeds the expectations of the first descriptor, teacher determines whether it is described by the second descriptor.
- this should continue until the teacher arrives at a descriptor that does not describe the student work.



- the work will then be described by the previous descriptor.
- in some instances, student work may not have fulfilled all of the descriptors
- in a lower band but has fulfilled some in a higher band. In such instances, teachers must use their professional judgment to determine the descriptor that best fits the work.

Where appropriate, students are expected to submit the work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt. The marked assessment shows the level of the student in terms of successes and the areas where improvement is required. All assessment should inform curriculum planning.

MYP Assessment Standardization

Internal assessment standardization – Teams of educators are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between MYP professionals across the school. According to the guide *MYP: From principles into practice*, “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (83).

Reporting in MYP

The final grade is based on the total of the four criteria along the following grade boundaries(*MYP: From principles into practice*, 93):

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Determining final levels of achievement

The MYP assessments are internally assessed. The teachers develop a range of assessment tasks which give adequate opportunity to the students to achieve objectives of each subject group. Internal standardization helps teachers develop a common standard in evaluating the students and minimise discrepancies in the marking process. This enables teachers to assess their students' performance fairly, fully and appropriately. Having collected evidence of judgment based on a range of formative, summative and semester assessments and carefully considering the patterns in the data, the knowledge, concepts and skills consistently demonstrated by the student, teachers use their professional judgment in determining the final levels of achievement in each criterion. Internal standardization occurs before formally reporting the levels.

December reporting cycle for 1st Semester MYP Report – Reporting the final level of achievement for every subject group criteria at the end of term 2.

June reporting cycle for 2nd/Final Semester MYP Report– Reporting the final level of achievement for every subject group criteria and the awarding of the final MYP grades at the end of term 4.

The final MYP grade will be calculated using 1–7 IB grade boundaries. (MYP: From principles into practice, 91-92).

Interim/Semester Reports

Semester one report card is given after 16 weeks of school and the semester two examination

report is given after 20 weeks of school. The report card shows the progress in all areas of the curriculum using MYP grade and an equivalent local letter grade: IB learner profile, ATL, unit of inquiry/unit of work, English and Bangla language and literature, language acquisition-Bangla, English(EAL), French, mathematics, sciences, individuals and societies, physical (and health) education (including swimming), music, art and design.

Promotion

Promotion from each Grade is not automatic. To be promoted from Grades 6-10, a student's second semester final report should demonstrate

- A total points score of not less than 30, this figure being achieved by adding together the second semester grade from each of the 8 MYP groups (language A, second language, humanities, science, mathematics, arts, design, physical education).
- At least a 2/7 in each subject area
- That the student has met AusIS's expectations for Community and Service
- Students have completed Personal Project in MYP 5-Year 10
- Attendance of at least 90% in each course

Students who fail to meet these criteria will have their promotion reviewed by the school.

Parents and students concerned will be involved in this consultation process.

Three Way Conferences

The ability to lead the conference depends in the student's age, ability and past experience,



however the goal is to increasingly develop each student's ability to confidently discuss their work in an honest and open manner.

Why use student-led conferences?

Conferencing as an assessment and reporting tool is an expression of a fundamental belief that students can and should reflect upon and share responsibility for their own learning. It also communicates to the whole school community that we value the students in the assessment process by placing them at the very centre of their own learning and assessment.

- Conferences help develop constructive and open relationships and communication between students, parents and teachers.
- Conferences offer students, teacher and parents the opportunity to reach mutual understanding of the nature of the work completed and the progress it indicates.
- Conferences validate student learning and allow for discussion and explanation of individual achievements in a personal setting.
- Through focusing on student work and analysing what it demonstrates about the student as a learner, students, teachers and parents are provided with an opportunity to address specific issues.
- Honest and open discussion, focusing on evidence of student learning, allows opportunities for students, teachers and parents to collaborate in making plans for the future and to provide encouragement for the student as he/she continues to learn.

How do we use student-led conferences?

The portfolio and any other significant and relevant student work provide the focus for the student-led conference.

- The student-led conference is scheduled to take place over a 20 minute period.
- The teacher welcomes the student and his/her parents to the classroom as they arrive and provides the student with the opportunity to talk with their parents.
- The student initiates the conference, walking their parents around the classroom to look at and discuss the work displayed.
- The student takes the parent on a learning journey around the classroom highlighting specific learning opportunities that has occurred in the classroom.
- The student and parents sit at a desk and take time to look through the portfolio and discuss the work included there and the formal teacher assessments and evaluations.
- Parents are encouraged to ask questions which will assist them in gaining information about the extent to which their child understands the purpose of the learning.
- Teacher's role is to assist the student with planning the conference. Then to assist the student as needed.

Parent-Teacher Interviews

Parent-teacher interviews may occur at any time during the academic year as Australian International School has an open door policy. The teacher, parent or senior management team may initiate the interview.

The Personal Project

The personal project is a self-directed inquiry which is an expression or an outcome of the students' constructivist and holistic learning. It is produced over an extended period, completed during Year 5 of the MYP. It holds an important place in the MYP as the students explore the extent to which they have developed the IB learner Profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real world context of learning through the global contexts.

- The process of internal standardization will take place within the team of supervisors, the personal project coordinator and the MYP coordinator to ensure that similar standards have been applied to all students.
- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must then be added together to give a criterion levels total for the personal project for each student. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.

The Personal Project Exhibition

The MYP year 5 students are involved in the personal project exhibition at the end of their academic year.

The key purpose of the exhibition is:

- To provide a forum to the students to present the journey and the outcome of their

self- driven inquiry.

- Demonstrate their ATL skills, attitudes, strategies and knowledge developed in course of their extended period of inquiry.
- Demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.

The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process Journal, a product/outcome and a report(Project Guide, 40-48).

Personal Project Subject-Specific Grade Descriptors

Subject-specific grade descriptors serve as an important reference in the assessment process to select grade boundaries for the personal project in each assessment session (Project Guide, 59-60).

Grade	Descriptor
7	Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence.
6	Produces a high-quality report that demonstrates an occasionally innovative process in response to the selected global context. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project.
5	Produces a generally high-quality report that demonstrates a thorough process in response to the selected global context. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, sometimes with sophistication. Usually transfers knowledge and approaches to learning skills into the project.

Grade	Descriptor
4	Produces a good-quality report in response to the selected global context. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical and creative thinking. Transfers some knowledge and some approaches to learning skills into the project.
3	Produces a report of an acceptable quality in response to the selected global context. Communicates basic understanding of the process of learning independently through the project. Begins to demonstrate some basic critical and creative thinking. Begins to transfer knowledge and approaches to learning skills into the project.
2	Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project.
1	Produces work of a very limited quality. Conveys many misunderstandings of the process of learning independently. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills.

Curriculum Pathways after MYP

The MYP students can pursue either IB-Diploma Programme or WACE-Western Australian



Certificate of Education after graduating from the MYP i.e. MYP 5/Year 10.

DP PRACTICES

DP Summative Assessment:

Summative assessments are designed on the pattern of examination conducted by the Certificate/ Diploma awarding educational body. At AusIS, the summative assessment happens in the form of two well documented and recorded unit cycles and two terminal examinations (half yearly and final). Students are exposed to two preliminary or mock examinations to prepare them for the Diploma exam.

End of Year 11 Review and Promotion

At the end of Year 11, a review of each student's achievement and attitude towards study will be done.

The requirements for promotion to Year 12 are as follows:

- at least 24 points across their six subjects
- a passing grade (grade 4) in all End of Year Examinations
- at least 105 hours of CAS activities
- a passing grade (grade 4) in TOK

- have met all internal coursework deadlines as per the Deadline Calendar

IBO Grading Policies

The grades awarded in IBDP subjects are based on a combination of internal and external assessment. In almost all subjects there is a final examination, set and marked by external IB examiners. In all subjects there is an internal assessment, which is internally marked by Australian International School, Dhaka teachers before it is submitted to the IBO for external moderation towards the final grade. The Internal Assessment Assignments (coursework) account for 25-40% of the total grade in most subjects.

Grading and overall results

The recommendation for the award of the final grade in each subject is the responsibility of the IBO's Chief Examiner. A grade will not normally be awarded for a candidate in any subject for which any of the required assessment components have not been completed.

The grading scheme for IBDP courses in each of the 6 subject groups is as follows:

The percentage boundaries for awarding these 1 -7 grades vary from subject to subject, and for each examination session every year.

The total possible point score for subject is 42 (6 subjects x 7 points).



TOK and the Extended Essay are graded on the following scale:

- 7 Excellent
- 6 Very Good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very Poor
- A Excellent
- B Very Good
- C Good
- D Satisfactory
- E Unsatisfactory
- N Failing Condition

Up to 3 extra points may be gained through combined excellence in TOK and the Extended Essay.

This results in the maximum possible score of 45 points for the Diploma.

Re-sitting examinations

An IBDP candidate has a maximum of 3 examination sessions in which to obtain the

Diploma. Normally, examinations can be retaken after a year. The candidate does not have to register at the same school where he/she took the examinations earlier.

Retaking the IB Diploma Examination

A student who fails the IB will be issued with separate certificates in each subject passed. Should the student wish to pursue the full IB Diploma, retake examinations are available, either in November (if requested immediately) or in the following May. Students may choose which subjects to retake; they do not have to retake every subject. It is usually advisable to register for the May exams, as this permits the student to redo non-examination (internally and externally assessed) components. In November, only the exam papers themselves may be redone.

Marks for internally assessed work may be carried over from one session to the next (they must be, in the case of November retakes) as long as the course requirements have remained unchanged. Under the same conditions, marks may also be carried over from the following external components:

- Theory of Knowledge essay
- Language A HL/SL literature in translation assignments
- Language A HL/SL language & literature, Language B and Language ab initio written tasks
- Visual arts HL/SL option A studio work

- Visual arts SL option B research workbooks

A student may not retake a subject more than twice.

Students may retake examinations at another IB school; retakes need not be at AusIS.

Students who have been awarded the Diploma may retake individual subjects to improve grades in these. In practice, however, retakes generally do not lead to improved grades.

Retake candidates must inform the IBDP Coordinator of their intentions immediately after the issue of results in July in order to meet the official IB re-sit registration deadline.

Conditions for the award of the IB Diploma

All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order for a candidate to qualify for the award of the IB Diploma.

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate's total points are 24 or more.
- There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.

- There is no grade E awarded for theory of knowledge and/or the extended essay.
- There is no grade 1 in any subject.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grades 3 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 Standard Level.)

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



WACE PRACTICES

This policy is provided to all senior secondary students at Australian International School, Dhaka (AusIS) and is based on School Curriculum and Standards Authority (Authority) requirements. It has been developed so that students, parents and staff are aware of their responsibilities in the assessment and reporting process. Should a situation arise that is not covered by the provisions of this policy the teacher should consult with the WACE Coordinator/ Head of Australian Curriculum for assistance and to ensure consistency.

All Year 11 and Year 12 students are enrolled in a combination of ATAR courses and some General courses. This policy applies to the assessment of all WACE courses.

The Role of Assessment

- monitor the progress of students, identify learning issues and assist in the development of strategies
- be an integral part of an explicit teaching process: Plan → Act → Assess → Reflect
- provide formative feedback to improve student performance in the future
- monitor the progress of students through fair and valid judgements
- measure the achievement of students and inform reporting on progress and achievement



- guide the selection of courses and assist vocational counselling

School-based assessment of student achievement in all WACE courses must be based on the following principles detailed by the Authority.

- Assessment is an integral part of teaching and learning
- Assessment should be educative
- Assessment must be fair
- Assessment should be designed to meet its specific purpose/s
- Assessment should lead to informative reporting
- Assessment should lead to school-wide evaluation processes

Assessment should provide significant data for improvement of teaching practices

Assessment programs must ensure that all assessment tasks have the following characteristics:

Validity

Assessment tasks are clearly linked to the syllabus and the assessment specifications of the course. They must assess the construct intended to be assessed.

Reliability

Assessment tasks provide consistent and accurate assessment information for the target population.

Discrimination

Assessment tasks provide assessment information that clearly discriminates among students across the full range of ability levels.

Student responsibilities

It is the responsibility of the student to:

- complete all in-class assessment tasks on the scheduled date and submit all out-of-class assessment tasks by the due date;
- maintain an assessment file for each course studied which contains completed, returned written assessments for study and revision purposes;
- should a course establish individual student assessment files and retain tasks at school, students will be provided with detailed Post-Task Outlines for annotation purposes. Students may request supervised access to their assessment file at a time suitable to the teacher and student. The only exception to the provision of Post-Task Outlines is Maths Investigations and Practical Applications Tasks and Science Practical Laboratory Assessment;
- initiate contact with teachers concerning absence from class, missed in-class assessment tasks, request extension of the due date for out-of-class assessment tasks and other issues relating to assessment.

Teacher responsibilities

It is the responsibility of the teacher to:

- provide students with access to a course outline and an assessment outline (see Section 5 below for details).
- ensure that all assessment tasks conform to Authority principles and characteristics outlined in Section 1.
- provide students with assessment feedback as soon as possible within a timely period. The feedback should include detailed marking keys or assessment rubrics and with guidance about how best to undertake future tasks.
- should a course establish individual student assessment files and retain tasks at school, teachers will provide detailed Post-Task Outlines for annotation purposes (with the exception listed in Section 2) and make available students' assessment files at a time suitable to the teacher and student.
- maintain accurate records of student achievement using the appropriate format .
- meet school and external timelines for assessment and reporting.
- use school report card, phone calls, emails and face to face communication to inform students and parents regarding the academic progress, as appropriate.
- take part in internal comparability processes when more than one teacher is teaching a course.
- ensure that all out-of-class assessments are authenticated with supporting evidence.
- make provisions for students who miss assessments for valid reasons.

Parent Responsibilities

It is the responsibility of the parent to:

- contact the teacher in the first instance (then the WACE Coordinator/ Head of

Australian curriculum if there are concerns about performance in a specific course.

contact WACE Coordinator/ Head of Australian curriculum if there is a general academic, social or emotional problems that could affect assessment or achievement.

- inform the WACE Coordinator/ Head of Australian curriculum responsible for Assessment and Reporting of any disability, learning difficulty, injury or cultural belief that may affect their child's learning and/or assessment performance.
- provide evidence for absence when their child is absent from an assessment or test e.g. Medical Certificate.

Information provided to students

Before teaching commences the teacher will provide to students the following documents (via Connect or hard copy):

- the Authority syllabus for the pair of units which includes the grade descriptions
- a course outline for the pair of units (or unit or semester) that shows:
 - an assessment outline for the pair of units that includes:
 - the content from the syllabus in the sequence in which it will be taught
 - the approximate time allocated to teach each section of content from the syllabus
 - the number of tasks to be assessed
 - the approximate timing of each assessment task (i.e. the week in which each assessment task is planned or the start week and submissions week for each out-of-class extended task)

the weighting for each assessment task

- the weighting for each assessment type, as specified in the assessment table of the syllabus
- a general description of each assessment task
- an indication of the content covered by each assessment task.

Note: Students without internet access at home can request from their teacher a hard copy of these documents.

Assessing student achievement

At AusIS all students are enrolled in a pair of units. In each pair of units, a number of assessment tasks occur during the year including end of semester exams in all ATAR courses and an Externally Set Task for Year 12 General courses (see Sections 7 and 8 below for details).

A student must complete the structured educational and assessment program for each course. A student who, without acceptable reason, does not meet this requirement will be at risk of receiving a D or E grade. Grades below C may place the achievement of the Western Australian Certificate of Education (WACE) at risk. The class teacher will notify the parent in writing about the risk of failure for the student. If the matter is not resolved satisfactorily, there will be subsequent communication with the parent by WACE Coordinator.

Students with poor attendance are at risk of receiving a D or E grade and they will be referred to the WACE Coordinator. Parents will be contacted and a plan developed and action taken in a collaborative manner. Chronic non-attendance may be referred to the



Principal office for intervention.

Each task provides evidence of student achievement. The teacher uses the total weighted mark from all assessment tasks to rank students in the class and assign grades determined by referring to the course related grade descriptors.

The requirements for each assessment task will be clearly described in writing (i.e. what the student needs to do, often indicating the steps involved for extended tasks). Where appropriate, the criteria against which the task will be marked will be provided with the task.

A marking key for each assessment task, other than an Externally Set Task, must be developed by the teacher to make clear and explicit the criteria used to award marks. Marking keys should:

- help to ensure a consistent interpretation of the criteria that guide the awarding of marks
- provide the basis of feedback to students
- result in the effective ranking of student achievement/performance

Most tasks are completed in-class. Some courses may include tasks that are completed out- of-class (in which case, student achievement will be validated to ensure authenticity). It is important that the student is the original author of all work presented for assessment and others should not provide more than a minor degree of support to produce the task.



Some courses may include assessment tasks to be completed by a group of students. In such cases teachers will use strategies to enable them to assess the performance of each individual in the group separately if needed. This is so that group members are not penalised should any individual fail to complete an assessment. Typically, the strategies will be identified in the task (or task brief) provided to the students at the commencement of the task.

Where a student's disability, specific education needs or cultural beliefs will significantly affect their access to an assessment task the teacher may adjust the task in consultation with the relevant head of learning area/teacher-in-charge responsible for the course. (See Section 13 for further information on students with a disability).

A review of student performance **must occur in class**. At this time, students must have access to the marked assessment task, the Task Outline and/or the marking key, on which students can annotate particular areas of weakness and methods of addressing these.

School examinations

A written examination will be held in all ATAR courses at the end of Semester 1 (mid-term 2) and the end of Semester 2.

A practical/performance/oral exam will also be held in those courses with a practical, performance or oral ATAR examination. These examinations will be scheduled before the written examinations in both semesters.

Students and parents are advised to check the School Calendar for exact dates and to ensure students



are available at these times.

Examinations are typically 2.5 to 3 hours in length and an examination timetable will be issued to students and placed on the school website a few weeks prior. Information on examination rules and conditions is permanently on the website.

If an examination contains an error or questions are based on content that is outside the syllabus or there is a breach of security the school will:

- remove the question containing the error or based on content outside the syllabus, **or**
- set a new examination if there is a breach of security that affects all students, **or**
- penalise the students involved if there is a breach of security limited to only them (i.e. a mark of zero).

Where health issues or personal circumstances prevent a student from completing one or more school examinations, as for all other assessment tasks, the school will determine whether the reason is acceptable (see Section 15 below for details) and if not acceptable the student will be given a mark of zero. If the reason is acceptable to the school an alternate date will be set or where this is not possible the student will not sit the examination. In this case, a predicted examination score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the examination.

Externally set task

All students enrolled in a Year 12 General course are required to complete an externally



set task (EST) for that course.

The EST is included in the assessment outline for the pair of units. This assessment task has a weighting of 15% of the final mark for the pair of units.

The EST is a 50 minute written assessment task developed by the Authority based on content from Unit 3. It is completed in class under standard test conditions.

Where a student does not complete the EST on the scheduled day they will be required to complete the task at the first available opportunity (generally within two days of the student's return to school). If this is not until after the date that the Authority requires the school to

submit the EST marks, then the school will determine if the reason for non-completion is acceptable (see Section 15 below for details) and if not acceptable the student will be allocated a mark of zero. If the reason is acceptable to the school, the teacher will:

- decide on an alternate assessment task (if, in the opinion of the teacher, the task is no longer confidential), **or**
- a predicted EST score will be allocated based on the student's performance in other assessments relative to that of the cohort and the performance of the cohort in the EST.

Cheating, collusion and plagiarism

It is the student's responsibility to ensure all instructions relating to assessments are understood. Students are not to collude with other students, have possession or

knowledge of assessment questions before an assessment or have possession of unauthorised materials or devices, such as mobile phones, during the assessment.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the teacher will refer the matter to the relevant WACE Coordinator/teacher-in-charge responsible for the course. As part of this process, the student and the parent/guardian will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the whole assessment task, **or**
- a mark of zero for the part of the assessment task where the teacher can identify that the work is not the student's own.

The parent/guardian will be informed in writing of the decision made, the penalty and

any further disciplinary action.

Examinations Rules

- Students need to wear school uniform to all examinations and dress in consideration of the weather.
- Personal belongings should not be brought to school and may not be taken into the examination room. This includes bags, mobile phones, iPods, smart watches, headphones and the like, dictionaries, wallets/purses, pencil cases, computers, food stuffs (except water), cushions, blankets and any other item not directly associated with the examination.
- Any student requesting special conditions for the examinations must contact WACE Coordinator well before the examinations so that the special arrangements can be negotiated.
- Students are to assemble in an orderly manner outside the examination room 15 minutes before the time specified for commencement of the examination. The group is to queue ready to enter when instructed to do so by the supervisor.
- Students must take care in reading the examination timetable. No extra time is allowed for students who come late to an examination. Students will not be allowed to enter more than 30 minutes after reading time begins.

Students are not to enter the examination room before instructed to do so. Students with special seating conditions are to identify themselves to the supervisor when they arrive.



- Only pens/pencils, erasers, rulers and calculators as approved for the specific examination on that day may be taken into the examination room. Where examinations permit other items, the supervisors will have been advised and allow items as required (refer to your teacher for details of what is approved for each examination).
- No mobile phones, tablets, smart watches and MP3/MP4/iPods/iPads/laptop computers are allowed into the examination room. To do so is a breach of the examination rules and may result in a penalty such as loss of marks.
- No electronic devices with text capability are allowed into the examination room. To do so is a breach of the examination rules and may result in a penalty such as loss of marks.
- Answer booklets, writing paper and paper for notes/working out are provided.
- All examinations begin with reading time of five or ten minutes. Students are to read only in this time and may not highlight, underline, make notes or use a calculator or other items during this period.
- Students must observe any rules or requirements stated on the covers examination papers.
- Students must comply with all instructions given by supervisors.

Talking or any communication between candidates is strictly forbidden during examinations.

Students requiring the attention of a supervisor should raise their arm to attract attention. Breach of this rule is a serious offence and may lead to a severe penalty such as disqualification.

Students who have an exceptional reason to have a break may ask to leave the room



in the company of a supervisor. A student who leaves without permission will not be permitted to re-enter.

- Students may leave the room permanently after the first 60 minutes and up until the last 15 minutes of the examination. Having stated the intention to leave the examination, the student will not be permitted to re-enter.
- At the conclusion of the examination students must stop writing when directed to do so by the supervisor. Students are to remain seated and not communicate with others until all papers have been collected.
- When directed to do so by the supervisor, students may stand and then leave.
- In the case of absence contact the WACE Coordinator. Students unable to attend an examination due to illness must obtain a medical certificate covering the period of absence from the examination/s. Medical certificates must be presented to WACE Coordinator as soon as possible.

Security of assessment tasks

Where there is more than one class studying the same pair of units at the school all, or most, of the assessment tasks will be the same to ensure student marks are on the same scale. In such cases, to ensure that no students are unfairly advantaged the one or more of the following strategies are to be employed:



- the question papers used for in-class assessment tasks will be collected at the end of the lesson and retained by the teacher until the task has been completed by all classes.
- all students will undertake the assessment at a common time.
- parallel assessment tasks developed for use by different classes

In their own interests, students must not discuss the nature of the questions with students from the other classes until after all classes have completed the task. Discussion of the questions will be treated as collusion and the students will be penalised.

Where the school uses the same assessment task or exam as other schools, the task/exam and the student responses will be retained by the teacher until the task/exam has been completed by all schools.

Retention and disposal of student work

Students are responsible for maintaining relevant assessment tasks and/or feedback be that in their own file or the assessment file the teacher establishes at school. The school will retain non-written assessment tasks (typically as audio or video recordings or digital products). Assessment material may be required by the teacher when assigning grades at the completion of the pair of units or by the Authority for moderation or appeal

purposes.

Any material retained by the school solely for grading, moderation or appeal purposes is available to students for collection (with the exceptions noted in Section 2) after that time. All materials not collected are securely disposed of by the school.

Modification of the assessment outline

If circumstances change during the teaching of a pair of units, requiring the teacher to make adjustments to scheduled assessment tasks, then students will be notified and the modified assessment outline will be provided to students via email or hard copy.

Where a disability, special education needs or cultural beliefs have resulted in the inability of a student to complete one or more assessment tasks the assessment outline will be adjusted where appropriate after consultation with WACE Coordinator /the Head of Australian Curriculum and provided to the student and parent/guardian.

Students with a special educational needs

Students with identified special educational needs will, where their disability, impairment or medical condition will significantly affect their access to a particular assessment task, have written and/or practical assessment tasks (including school examinations) reasonably adjusted by the teacher in consultation with WACE Coordinator/teacher-in-charge responsible for the course. Evidence of the identified special education need should be given to the Head of Australian Curriculum/Principal

who will provide direction to the class teacher.

Students who are unable to complete an assessment task because of their disability will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

Where a parent is concerned that a student has not received the appropriate support, or that the support needs to be reviewed due to the changing nature of the learning difficulty, then it is most effective to make direct contact with the class teacher in the first instance.

Completion of a pair of units

A grade (A, B, C, D or E) is assigned for each pair of units completed. Students are required to:

- attempt all in-class assessment tasks on the scheduled date
- submit all out-of-class assessment tasks during or before the scheduled session on the due date.

If an assessment task cannot be submitted directly to the teacher it is to be submitted to the WACE Coordinator or via the process communicated by the course teacher at the beginning of the course in the course information.

Where health issues or other personal circumstances may prevent a student completing an in-class assessment task, the student (or the parent/guardian) must discuss the matter with the teacher at the earliest opportunity **before** the scheduled date. The school will determine whether the reason is acceptable (see Section 15 below for details).



There are also times where a student cannot complete work in the form that has been chosen by the teacher. In such cases the teacher may, in consultation with the WACE Coordinator, modify the set task to accommodate the individual requirements of the student. If these requirements are ongoing in nature, then an individual education plan should be devised. Students who require additional assistance in assessment tasks and examinations are provided with arrangements consistent with those approved for ATAR course examinations by the Authority.

Where the reason for not submitting an assessment task or attending a scheduled in-class assessment task **is acceptable** to the school the student's assessment outline will, where possible, be adjusted and a grade assigned.

If a student does not submit an out-of-class assessment task or attend a scheduled in-class assessment task, without providing an acceptable reason, the teacher will contact the parent/guardian to discuss the possible impact of the penalty on the student's grade and negotiate actions to prevent this re-occurring.

Where an out-of-class assessment task is submitted after the due date and the student **does not** provide a reason which is acceptable to the school, the following penalties will apply

- 1 day late less 10% of the actual mark awarded the assessment.
- 2 days late less 20% of the actual mark awarded the assessment.
- 3 days late less 30% of the actual mark awarded the assessment.
- 4 days late less 40% of the actual mark awarded the assessment.

- 5 days late less 50% of the actual mark awarded the assessment.
- Greater than 5 days late a mark of zero.

Where an in-class assessment task is missed and the student **does not** provide a reason which is acceptable to the school the student will receive a mark of zero.

Acceptable reasons for non-completion or non-submission

The penalty for non-completion or non-submission of an assessment task will be waived if the student provides a reason which is acceptable to the school. For example:

- where sickness, injury or significant personal circumstances prevents a student attending on the day that an in-class assessment task (including school examinations and the externally set task) is scheduled
- where sickness, injury or significant personal circumstances for part or all of the period of an out-of-class assessment task prevents completion or submission by the due date.

In such cases the parent/guardian must:

- contact the school as soon as possible and no later than 8.00 am on the day of the in-class assessment task or due date for submission of an out-of-class assessment **and**
- immediately the student returns to school they need to show the medical certificate or letter of explanation (original or copy) to the teacher to determine

acceptability and then submit it to WACE Coordinator.

Where the student provides a reason, which **is acceptable** to the school for the non-completion or non-submission of an assessment task, the teacher will consult with the WACE Coordinator:

- negotiate an adjusted due date for an out-of-class assessment task or an adjusted date for an in-class assessment task (generally, within two days of the student's return), **or**
- decide on an alternate assessment task (if, in the opinion of the teacher, the assessment is no longer confidential), **or**
- not require the task to be completed and re-weight the student's marks for other tasks in that assessment type (provided, in the opinion of the teacher, sufficient evidence exists in the other tasks completed to meet the Authority requirements for the course and to enable a grade to be assigned).

If a student misses a large number of tests, examinations, or assessment tasks, even if the absences are covered by medical certificates, further investigation and appropriate action will be taken to ensure that any grades/marks issued by the school are valid.

Events that can be rescheduled are not a valid reason for non-completion or non-submission of an assessment task (e.g. sitting a driver's licence test, preparation for the school ball, family holidays).

In exceptional circumstances, the parent/guardian may negotiate with the classroom teacher the development of an individual education plan. This plan will ultimately be

developed in consultation with the Head of the relevant learning area and shows how the missed lesson time will be compensated for and any adjustments to the assessment outline.

Where a catastrophic event (e.g. a pandemic) affects delivery of the teaching program, the completion or submission of one or more assessment tasks and/or completion of the school examination timetable, students will be advised by the school of adjustments to the task requirements and/or the assessment outline.

Transfer between courses and/or units

Should a student commence a pair of units late they will be at risk of being disadvantaged compared to others in the class. An application to transfer between types of courses or between courses is made through the WACE Coordinator/Head of Australian Curriculum. A meeting may be held with the parent/guardian to discuss student progress and the requirements necessary for the student to be assigned a grade in the pair of units into which they wish to transfer.

At Australian International School, the deadline for student transfers is Thursday of Week 8 in Term 1 as all courses are assessed as a pair of units.

Where additional work and/or assessment tasks are necessary to enable a grade to be assigned, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the



student.

Transfer from another school

It is the responsibility of any student who transfers into a class from the same course at another school, to provide the school with evidence of all completed assessment tasks.

The WACE Coordinator will contact the previous school to confirm:

- the assessment tasks which have been completed
- the marks awarded for these tasks.

The subject WACE Coordinator/teacher-in-charge responsible for the course will:

- determine how the marks from assessment tasks at the previous school will be used
- [Note: Where necessary these marks will be statistically adjusted to ensure that they are on the same scale as those at Australian International School.]
- determine the additional work, if any, to be completed
- determine the additional assessment tasks, if any, to be completed to enable a grade to be assigned.

Where additional work and/or assessment tasks are necessary, the teacher will develop an individual education plan showing the work to be completed and/or an adjusted assessment outline. The plan and/or the adjusted assessment outline will be discussed with the parent/guardian and provided to the student.

Reporting student achievement

The school reports Year 11 and 12 student achievement at the end of Semester 1 and Year 11 at the end of Semester 2. The report provides for each course:



- a comment by the teacher
- a grade
- the percentage mark in the school-based examination (for ATAR courses)
- the percentage mark (calculated from the weighted total mark; the Semester 1 mark and grade are interim as they are not finalised until the pair of units is completed at the end of the year).

At the end of the year, all students will be provided with a AusIS Report Card, which lists the school mark and grade for each pair of units. These are the results which will be submitted to the Authority. All final grades are subject to approval by the Authority at the end of the year. The student (and parent/guardian) will be notified of any changes that result from the Authority's review of the student results submitted by the school.

Reviewing marks and grades

If a student considers that there is an issue about the delivery of the course, the marking of one or more assessment tasks or the grade assigned for a pair of units they should, in the first instance, discuss the issue with the teacher.

If an assessment issue cannot be resolved through discussion with the teacher, then the student or their parent/guardian should contact the WACE Coordinator.

The student or their parent/guardian can request, in writing, that the school conduct a formal assessment review, if they consider that the student has been disadvantaged by any of the following:

- the assessment outline does not meet the syllabus requirements

- the assessment procedures used do not conform with the school's senior secondary assessment policy
- procedural errors have occurred in the determination of the course mark and/or grade
- computational errors have occurred in the determination of the course mark.

This written request should be submitted to The Principal, who will initiate a formal review. The reviewer(s) will meet with the student and the teacher independently and prepare a written report. This report will be provided to the student and their parent/guardian.

If this review does not resolve the matter, the student (or parent/guardian) may appeal to the School Curriculum and Standards Authority using an appeal form which is available from the Authority website. Authority representatives will then independently investigate the claim and report to the Authority's student appeal committee.

If the committee upholds a student appeal the school will make any required adjustments to the student's mark and/or grade and where required, the mark and/or grade of other students and re-issue reports and/or the statement of achievement as necessary.

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