



# Mountain Creek State High School



## ASSESSMENT POLICY

2019



CRICOS Provider No: 00608A

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## Purpose

The purpose of this policy is to ensure a clear and consistent merger of Mountain Creek SHS and the IB's assessment philosophies and principles. It is constructed around educational and pedagogical values and, therefore, represents a statement of intent and action describing principles and practices for achieving educational goals relating to all aspects of IBDP assessment.

This policy should be considered in conjunction with the general MCSHS Assessment policy published on the website and school diary.

### 1. Assessment - definition

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**Formative assessment** - represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum.

**Summative assessment** - is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment. Teachers must be aware of the principles and practices that the IB uses to conduct summative assessment. Summative and formative assessments are, therefore, inherently linked and teachers must use their knowledge of IB summative assessment expectations and practices to help students improve performance in a formative way.

### 2. Guiding IBO Assessment Philosophy

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*Assessment at the school reflects the IB assessment philosophy.*

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate consolidation of their learning through the completion of the Primary Years Programme exhibition, the Middle Years Programme personal project and the Diploma Programme extended essay, depending on the programme(s) offered.

### **3. Some key features of IBDP Assessment**

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Diploma Programme assessment include the following.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it.

Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

### **4. MCSHS Assessment Philosophy**

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Mountain Creek State High School's philosophy regarding assessment is guided by requirements of Education Queensland, the School's teaching and learning pedagogy – The Art and Science of Teaching by Robert Mazarno, the IBO requirements and expectations of the students and their families.

As such the school's philosophy is:

To ensure the success of each student within the IB Program by providing clear guidelines, practice and feedback throughout the 2 year diploma to guide them to their final exams and final Internal Assessment (IA) submissions.

To achieve this the following will be mandated:

- Each faculty is required to create a valuable formative assessment timetable for their subjects with feedback coming from a number of places EG: Teacher feedback, peer feedback, and in some cases external community feedback.
- The school provides the students with formal block exam time throughout the two year diploma to ensure that summative assessments are completed in exam conditions comparable to the final exams at the conclusion of year 12.
- All assessment will be conducted in accordance with the
  - MCSHS IBDP Language Policy
  - MCSHS IBDP Inclusion Policy
  - MCSHS IBDP Academic Policy
  - MCSHS General (whole school) Assessment Protocols
  - MCSHS General (whole school) Exam Protocols – where applicable and not in violation of the IBDP exam protocols

Marking/feedback:

- Formative assessment pieces are graded/offered feedback using the criteria deemed important/gradable by the teacher

- Summative assessment in year 11 of the DP program is to be graded using the IBDP Summative Assessment marking criteria as much as possible. Some marking guide points may not be able to be graded due to the nature of the course.
- Mock exams are graded using the IBDP Summative Assessment Marking Criteria.
- Staff will cross mark work where appropriate.

#### Reporting:

- Summative assessment results are formally reported on 7 times during the diploma on One School.
- Student / Parent interviews are formally conducted 4 times during the diploma to discuss progress as well as career guidance
- Students and Parents can request a meeting with IB Coordinator or teachers at any time to discuss results.

#### Homework:

- Faculties and staff are responsible for creating their own home work schedule/tasks
- Students are responsible for actively reviewing and revising themselves, or in small study groups, for the whole of the 2 year diploma

The Assessment policy should be read in conjunction with MCSHS IBDP Inclusion Policy. In short:

- All candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. This applies to candidates affected by temporary, long-term or permanent disability, illness or a learning difficulty.
- Summative IB assessment, applications are made to the IB for Inclusive Assessment Arrangements in line with IBO policy and supported by medical/psychological/educational evidence.
- For Formative tasks - the same principles of the Inclusive Education Policy through applications and approval by the IB Coordinator/HODs and Teachers.

### **5. Assessment Responsibilities – Examinations and Internal Assessment**

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#### IB Coordinator / Deputy Principal / HOD Senior Schooling

- Print out One School Semester Assessment planners for families
- Print out 2 yearly assessment matrix for families – produced by IB Coordinator
- Creation, printing and supervision of the exam processes
- Induction and monitoring of staff regarding exam/IA processes
- Analyse reporting data and report to line manager
- Provide opportunities for teacher collaboration with regards to assessment eg: cross marking, peer classroom observations
- Be available for consultation by students and parents if needs be

#### Staff

- Ensure Semester Assessment planners are accurate and being followed
- Create a homework and formative assessment plan for class
- Embed assessment expectations, standards and practices into teaching / homework / formative and summative assessment pieces

- Design and provide formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this
- Design exams/assessment for formal exam blocks / mock exam blocks – due to HOD of their faculty
- Undertake exam supervision in accordance with the IBO and school protocols
- Offer written feedback to students on assessment sat in exam block / mock exam block – please note not every exam block has to be utilised by faculties – that is at the discretion of the teacher and HOD
- Provide feedback on formative assessment items which examines student’s strengths and limitations
- Marking and reporting done in a timely fashion
- Cross marking, where appropriate, must be conducted – Faculty HOD to moderate this process
- Enter grades in the IBDP online mark book as per IB Coordinator’s due dates
- Be available for consultation with students and parents if needs be

#### Student

- To ensure a valuable study regiment is created and maintained – it is expected that students in the IBDP would be doing at least 2 hours a night of homework / assessment work and/or study
- Utilise a conducive note taking method – eg: Cornell Note Taking
- Follow the assessment policy guidelines and inclusion policy guideline when applying for extensions or re-sitting missed examination – these guidelines can be found in the General Assessment Policy published on the website or in the school diary.

#### Parents

- Ensure prompt discussions with IB Coordinator occur if issues or concerns arise with your student regarding assessment
- Education QLD and the school request that family holidays only occur during set holiday time however if family holidays do occur that it not be during exam periods
- Regularly supervise your student’s at home study / homework and assessment work during the 2 year period
- Actively play a role with their revision – eg: revision flip cards etc

## 6. Teacher Training

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Staff new to school:

- Will be offered training surrounding the IB Assessment Policy and assessment practices by the IB Coordinator during their first term of appointment
- Will be provided with a number of mentors EG: Beginning Years Mentor, Faculty Mentor and a Sub School Mentor

All:

- Will be part of the yearly Assessment Policy Review either by – Survey, PD Meeting or a IB staff meeting, and the memo.
- Will be provided with a mentor if required
- Can access IB Online Professional Development
- Some staff will be sent to training held by the IBO in person

## 7. Assessment Calendars

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Information and coordination of assessment will be communicated to students and the school community in three ways.

1. **MCSHS Staff School Calendar** (coordinated by Deputy Principal). This will include:
  - All summative IB assessment dates – final upload dates
  - School examination block / mock exam periods.
2. **OneSchool Assessment Planner**. This individualised planner will include:
  - All assessment that will contribute to end of semester reporting
  - All class-based assignment submissions and tests
  - All submissions and tests to be held in the assessment block – date indicated as first day of the corresponding block. The final schedule will be released a minimum of two weeks prior to the assessment block
  - All summative IB assessment – Internal and External
  - Final draft dates (only) for summative IB assessment
3. **Assessment Block Schedule** (coordinated by HOD Senior School and IB Coordinator)
  - An assessment block calendar for orals and examinations at the end of each term
  - A Mock assessment block is convened for **Year 12 only during** Term 3.
  - When an item is summative this is clearly labelled in all calendars as IB Summative. Students who miss IB summative deadlines risk non-award of their IB Diploma.

## Variation to Assessment Approvals

Variations to published assessment dates must be well considered and kept to a minimum.

- All variations must be approved by the faculty HOD / IB Coordinator. This includes final draft dates for summative IB assessment.
- Variations must be provided to students and parents in writing via letter/email home to parents. A minimum of five (5) full school days prior to the new date if the assessment date is brought forward. Any changes, additions or deletions from the original must also be made on the OneSchool platform at the same time students receive the written notification.

## 8. Internal Assessment Protocols

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This section should be read in conjunction with the *MCSHS IBDP Academic Honesty Policy* and *MCSHS General Assessment Protocols*

Students and teachers undertaking Formal, Summative IB set tasks (internal assessments) must ensure that the IB procedures which apply to that task be strictly adhered to. Students must supply a medical certificate if absent on the due date of a Summative IB task.

### Issue of Formative and Summative Tasks

The approved MCSHS Assessment task sheet must be used. This task sheet template includes:

- Detailed description of the task requirements
- Parameters of the task
- Monitoring and final submission details
- Declaration of Originality
- Inserts provided by teacher that may assist the student
- For Formal Summative IB submissions, the relevant IB cover sheets and documentation must be used.

There will always be a minimum of two (2) key dates for submissions of assignments

### Final Draft Date (as applicable to task):

- If a Final Draft is applicable, this is the last chance for formal, documented feedback from a teacher prior to submission for a final grade.
- This draft should demonstrate understanding of the expectations of the task, therefore be very close to the intended final outcome to maximise the opportunity for improvement.
- Teachers are responsible for alerting parents and the IB Coordinator if a student is “at risk” of not completing the task by the final submission date.
- Students need to utilise Turn-It-In for their draft copies of their assessment pieces

### Final Submission deadline:

- The student cannot submit a task after this date and the assessment process is concluded unless an extension has been approved.
- If a student is absent on the final submission day they need to follow the General Assessment Protocols published in the diary.
- Students need to utilise Turn-it-in for their final copies of their assessment pieces



## 9. Responsibilities surrounding Internal Assessment – Assessment conditions

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### Teachers must ensure:

- a. Sufficient in-class time under teacher supervision is allocated to enable teachers the opportunity to verify authorship of student work and provide diagnostic feedback and guidance.
- b. Sufficient time is allowed for planning, research, writing and submitting monitored work.
- c. Adequate resources for the completion of submissions are readily accessible either within the school, externally or via online sources and students are advised of access methods.
- d. The processes required to complete the assignment should be taught prior to the assignment being commenced.
- e. Students with identified learning difficulties are given the opportunity to access appropriate support/assistance to complete the assignment

### Drafts

- f. Provide information to parents as to the progress of their student on assessment
- g. To assist students in their organisation for completion of assessment by the due date and avoid last minute rushes and/or subsequent failure to submit
- h. To achieve an outcome which is indicative of the student's ability
- i. There may be more than one monitoring date but the Final Monitoring or Final Draft Date is critical in its importance to the assessment process.
- j. Monitoring dates will be set so work-in-progress or drafts can be submitted for feedback and guidance. The number of monitoring dates will vary depending on the duration and development of the learner.

## 10. Final Submission of Internal / External Assessment

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Students are to follow the IB guidelines regarding font, style, line spaces etc – published in *Diploma Programme assessment: Principles and practice*

### IB Formatting Guidance

- Arial font size 12 (where language / script support it)
- Numbered pages
- Portrait orientation (rather than landscape) – except where necessary to accommodate a specific item such as a graph or illustration

### Saving and naming files

- Students are NOT to include their names, candidate numbers or schools in their document, including headers, footers, title pages
- ALL assessment items should be saved in the following format
- <surname> <Firstname> <subject> <task> <year>
- E.g. Carozza John Film Independent Study 2016

### Hardcopy / Electric Submission Items

- Students are to follow the MCSHS *General Assessment Protocols* published in their diary for submission
- Students are to utilise Turn-It-In during the submission process

## 11. Oral and Group Presentation Protocols

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For Formal Summative IB orals or presentations, official IB procedures will apply and will be strictly complied with. Absence will require a medical certificate.

- All students must be prepared to present their Oral / Group Presentation on the specified due date as listed in the calendar
- Where Oral / Group Presentations may take several lessons, the order in which students will present will be determined by draw or nomination
- a. The teacher will publish a formal schedule to all students and issue this to all students.

## 12. Examination Protocols for teachers and students

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This should be read in conjunction with:

- IBO's document *Diploma Programme assessment: Principles and practice*
- *MCSHS General Examination Protocols* – published in the exam booklet each term
- *MCSHS IBDP Inclusive Education Policy*
- *MCSHS IBPD Academic Honesty Policy*

### In-Class Examinations

Every effort MUST be made by the supervisor to ensure the integrity of the examination. The supervisor should:

- a. Arrange seating to minimise the opportunity for academic dishonesty
- b. Actively supervise the students (marking or lesson preparation during an examination is not considered active supervision)
- c. Ensure students do not have access to books and materials which may give an unfair advantage
- d. Ensure all students complete the examination under the same conditions (excluding students with approved Inclusive Assessment Access (IAA) arrangements)
- e. Ensure IAA arrangements are administered aligned to condition approved by MCSHS policy or IB Inclusive Education policy.

### Formal Assessment Blocks / Mock Exams

IB examination protocols are mandated during this time to intensively prepare students

In an formal exam block OR mock exam block, the normal timetable is suspended for students to undertake assessment (exams, submissions, and/or orals) under conditions that seek to replicate final IB examination conditions and develop procedural exam wisdom. Examinations within the assessment block will reflect the formal IB examination requirements and conditions to develop exam resilience.

### Teachers must ensure that:

- f. Students have a very clear understanding of examination conditions that enforce:
- g. No communication, verbal or otherwise
- h. Correct procedure if students require assistance or have a question
- i. Approved equipment for use during examinations – no borrowing of equipment
- j. Students are to remain in their seats until dismissed by supervisor
- k. Examination papers are distributed so that all students begin work at the same time
- l. Examination papers are not collected from students until the end of the examination session i.e. papers may not be handed in early
- m. No communication is allowed until indicated by the supervisor.

### **Conduct in Examinations**

- n. Students must enter the exam room in a silent and orderly manner
- o. Students will not be admitted for late arrival 30 minutes after the start of the examination. If students arrive within this period they can complete the exam but will not be given any extra time. Misreading the exam schedule, sleeping in, etc. are unacceptable reasons for lateness. Arriving late will more than likely rule a student ineligible for the award of a grade
- p. Any incidence of misconduct will be reported to IBO immediately. Misconduct constitutes malpractice that, if confirmed by the final award committee, will result in no grade being awarded in the subject.

**If a case of Unfair Means occurs during an examination or submission of Internal Assessment – please refer to *MCSHS IBDP Academic Honesty Policy***

# 13. MCSHS IBDP assessment protocol flow chart

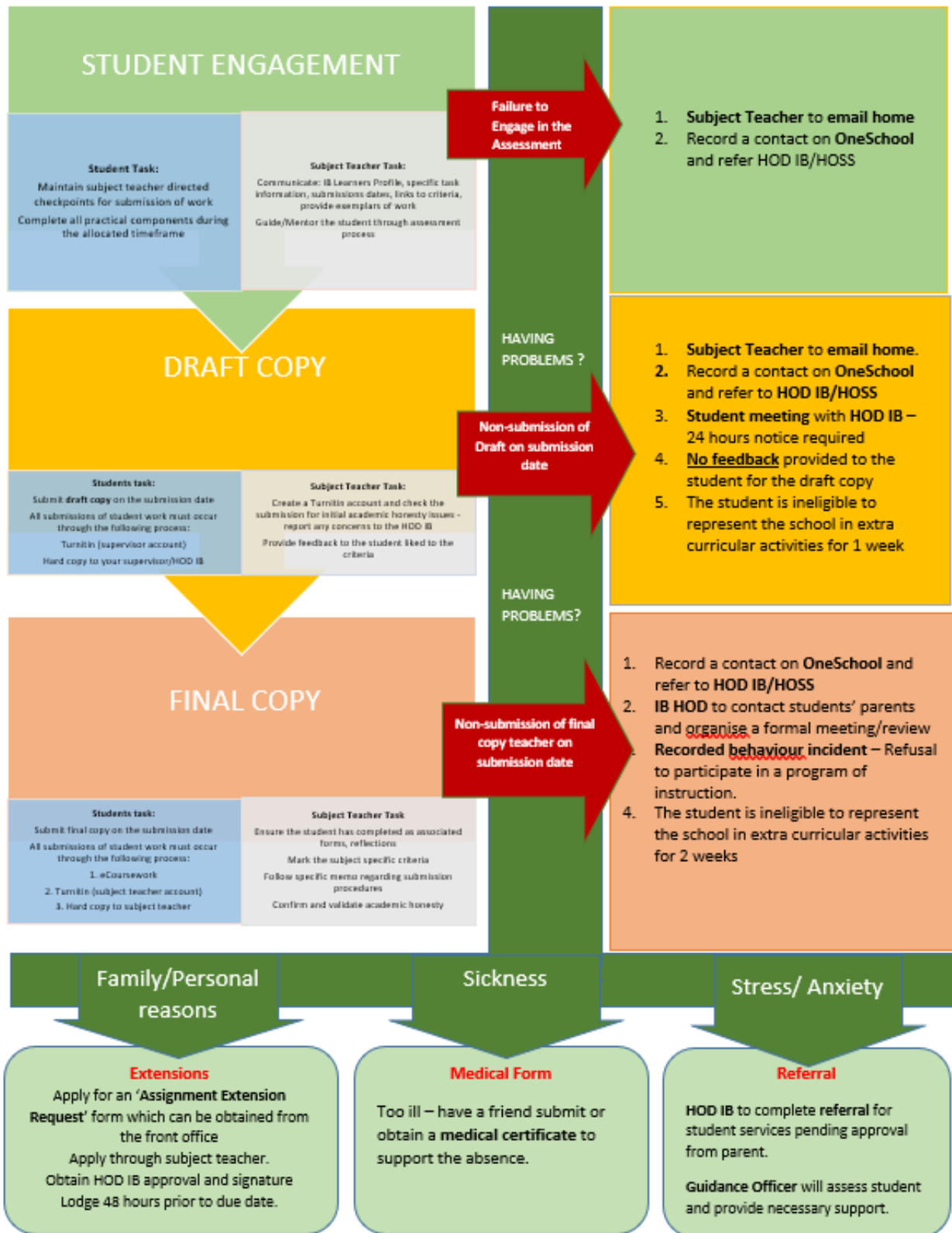


Mountain Creek State High School

International Baccalaureate Assessment Policy 2018



## General MCSHS IB Assessment Policy Engagement, Non submission of draft and final copy



## **14. Assessment Policy steering committee**

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An Assessment Policy Steering Committee is a group of MCSHS community members (parents, teaching staff, IB Coordinator, Executive Principal) who are in charge of supervising, modifying, maintaining and communicating the school's IBPD Assessment Policy to the rest of the school community. A revision of Assessment policy will be schedule every year and any request for modification will submitted and approved by the Steering Committee.

Review Procedure:

- I. Send Assessment policy for review to all MCSHS stakeholders for annual revision.
- II. Call for any modification and proposals.
- III. Revision of new modifications or proposals by Steering Committee
- IV. Write new version of assessment policy.
- V. Sent to Steering Committee for approval.
- VI. Communicate to all school about new version of Assessment Policy

Communication of policy changes will be done though:

- Staff Memo
- Newsletter and / or email home to parents and students if changes pertain to them
- Re-publish on website
- Changes to diary made if needs be

## **15. Further documents to consider**

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MCSHS IBDP Inclusion Policy  
MCSHS IBDP Language Policy  
MCSHS IBDP Academic Honesty Policy  
MCSHS General Assessment Policy