This document should be read in conjunction with the following IB publications:

- The Diploma Programme: From Principles to Practice
- Approaches to teaching and learning across the Diploma Programme
- Handbook of Procedures
- Guidelines for developing a school assessment policy in the DP
- Conduct of Exams

Philosophy and Principles

- MCSHS has an agreed approach to assessment, recording and reporting assessment data across the school but with specific considerations for the IB programme
- The school communicates this Assessment Philosophy, Policy and Procedures with the IB students, parents/guardians and teachers
- The IB programme uses a range of strategies and tools to assess student learning (formative assessment) and prepare students for IB assessment requirements (summative assessment)
- The IB programme provides students with timely feedback to inform and improve learning
- The IB programme works with school systems for recording and reporting student progress
- The IB programme teachers analyse assessment data to inform teaching and learning
- The IB programme provides opportunities for students to participate in and reflect on, the assessment of their work

Assessment for Learning — Formative Assessment

The primary role of assessment (other than summative IB Assessment) is to coach, guide learning, and build assessment technique. Formative assessment is both a diagnostic and developmental tool. All assessment must reflect and complement the learning and prepare students for formal summative IB assessment.

Formative assessment prepares students for summative assessment. The following principles underpin formative assessment:

- Guided, scaffolded and monitored over a period of time
- Criteria based feedback provided in a timely and extensive manner
- Independence of learner is developed
- Backwards map skills development for summative assessment
- Prepares students to be more reflective of their own performance
- Helps candidates to develop strategies to improve and to identify areas for improvement
- Feedback on formative IA, lab pracs, exams is timely so that feedback can inform the next assessment
Feedback can take the form of a) generic b) individual consultation c) written feedback d) graded exams, assignments e) peer feedback

The nature and conditions of formative assessment will serve to build assessment understanding and technique through replication of summative assessment formats and summative assessment conditions. To this end the nature of the assessment tools should reflect relevant key components of final summative IB assessments.

**Recording**

Teachers keep records of student results (scores) on formative assessment during the two years of the IBDP. Further information regarding criteria based feedback is kept as part of student folio of work. These folios will contain MCSHS assessment coversheets with assessment requirements, criteria sheets, student work with annotated feedback and all exams. Student folios are used to determine reporting grades at each interval and are to be available for students to monitor and reflect on their progress.

**Reporting**

Reporting to parents and students occurs in a whole school, systematic way each term i.e. 4 times per year. An official school report is issued at the beginning of the following term. Students are awarded a numerical grade (1 – 7) representing current and progressive achievement for each subject; and a comment on Effort, Behaviour and Homework.

In Term 2 and Term 3, all students and their parent/s or guardian will meet with an IB teacher for their Education Career Planning Meeting. The purpose of these meetings are:

- To discuss student’s educational profile and to ensure that subject selection and career aspirations align with student performance.
- To discuss student’s IB pathway including academic performance, progress with the CORE requirements, preparation for exams, progress with IA.

**Summative IB Assessment including Orals, Examinations, IA and EA**

Summative assessment is concerned with measuring student attainment against IB assessment criteria and using IB tasks.

The IB Calendar will be developed collaboratively by teachers and the IB Co-ordinator to help candidates and teachers plan their work in realistically manageable loads. Consideration will be given to ensure deadlines allow for development of drafts, conference feedback, checks that the work is authentically that of the student, the marking of final pieces of work and preparation of moderation samples in a timely and organised way.

Final IB Exams will be administered in strict accordance with IB Guidelines and the document ‘Conduct of Exams’.

**Academic Honesty**

In all situations associated with assessment, IBO Academic Honesty Guidelines and understandings will apply. See Academic Policy (MCSHS 2014)

Students will receive formal instruction regarding Academic Honesty to develop the required skills for good academic practice. Students will receive instruction on referencing using Harvard Referencing Guide to help understand the conventions and principles of this style and to make decisions about referencing. Students however, can select to use a referencing style best suited to their subject.
All assessment tasks will have built in processes to ensure monitoring of student work to check for authorship and authenticity. This will include but not be limited to, conferencing during the planning stages and draft submission and in the case of the Extended Essay, the viva voce. All assignment work will be uploaded through *Turn it in* at a complete draft stage or at final submission. Use of *Turn it in* at a draft stage is for students to review their own work and check that they have followed ‘good’ academic processes.

**Malpractice**

Candidates are required to act in a responsible and ethical manner throughout their participation in the IBDP. In particular, candidates must avoid any form of malpractice. The IBO defines malpractice as ‘*behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.*’

If a teacher suspects malpractice, this must immediately be reported to the IB Co-ordinator for investigation.

**Documents for students**

1. **IB Calendar.** A two year *Calendar* of Summative Assessment deadlines (draft and final dates) and other key school and IB specific dates. This calendar is co-ordinated by the IB Co-ordinator.
2. **ONE SCHOOL Semester Planners** produced by subject teachers, each semester outlining course content and assessment (formative and summative) final due dates.
3. **Assessment/Exam Block Schedules** IB Block exam schedule produced mid-term for each (end of term)exam block. Produced by Head of Senior Schooling with guidance from IB Co-ordinator.
4. **Mock Exam Schedules** IB Mock Exams Schedules produced by IB Coordinator for end of Semester 1, Year 12 and mid-term 3 Year 12 distributed to students at the beginning of relevant term.
5. **Submission arrangements for CORE** Issued to students to manage submission of TOK, EE and for finalisation of CAS. These three documents are issued to coincide with submission.
6. **IB Academic Honesty** document

**Documents for teachers**

- Specific Subject Guides
- *Approaches to learning and teaching* - IBO
- Handbook of procedures for the DP – Specific Subject Sections
- IB Calendar

**Absence from an Examination, Oral or Presentation**

In the case of Formative Assessment, MCSHS Whole School Assessment Policy will apply. Key points outlined below:
1(b) ATTENDANCE FOR FORMAL ASSESSMENT

All students are required to attend formal block and in-class scheduled exams / assessment, as indicated on the Assessment Planners. For blocked exams, students will receive a draft schedule which they are required to check for any clashes. The schedule contains exam timetables, exam procedures and requirements for attendance for exams. Parents will be notified of exam block times via the E-Newsletter.

(i) EXEMPTIONS

Exemptions may be granted for sickness and school commitments (e.g. Regional sport). In both instances the following documentation is required.

Documentation in the senior school includes:

a) medical certificate immediately on return to school – phone call on the day of the exam to reschedule.

b) written proof of selection in Regional / State / National teams prior to the exam

A note or phone call from a parent is not sufficient to allow rescheduling of exams. Documentation must be produced.