



**Bali Island School**  
for a World-Class Education

# Assessment Policy



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## **Bali Island School (BIS) Mission Statement**

Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

### **Purpose of Assessment at BIS**

BIS is an authorised International Baccalaureate (IB) World School and the school's assessment philosophy aligns with that of the IB. The following is taken directly from the Assessment in the Primary Years Programme Learning and teaching guide.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals. Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs. (IBO, Assessment in the Primary Years Programme, 2018)

At BIS we believe that assessment is at the heart of the learning process.

- Assessment is used to monitor, document, measure and report learning.
- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.
- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward looking.

### **Characteristics of effective assessment (IB. Learning and teaching)**

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use

to learn.

- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

### **Formative assessment**

Formative assessment provides information that is used in order to plan the next stage in learning. Formative assessment will:

- be continuous and used to inform teaching and learning
- provide regular feedback to the teacher and student to improve student learning
- involve a range of strategies
- involve IB assessment criteria only when appropriate and necessary. Often, formative assessment will be an informal check for understanding
- include regular opportunities for peer and self-assessment
- be used to help to prepare students for success in summative tasks and beyond
- be used by teachers to differentiate teaching and learning to meet the needs of all students.

### **Summative assessment**

Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

In the PYP, summative assessment will:

- assess several elements simultaneously
- inform and improve student learning and the teaching process
- measure understanding of the central idea/statement of inquiry
- prompt students towards action (*IBO Making the PYP Happen. The assessed curriculum*).

In the MYP and DP, summative assessment will:

- evaluate student achievement against the assessment criteria
- be entered on ManageBac (MB) by the teacher at least seven days prior to the task being due
- be completed by teachers with achievement levels/grades and feedback entered on MB no later than 14 days after the deadline for the task

### **External Assessment**

*Standardised*

International School Assessment (ISA) testing is conducted in February each year for students in Grades 3-10. "The ISA assessment programme is designed specifically for students in international schools in Grades 3–10. It is based on the internationally endorsed reading, writing, mathematical literacy and scientific literacy frameworks of the OECD's Programme for International Student Assessment (PISA)". The data obtained from this testing is used for a number of purposes. Individual student, class and grade level progress is tracked and areas which need to be

addressed within the curriculum are identified and addressed. The ISA is administered to approximately 90,000 students in 400 schools worldwide (ACER, 2017).

ACER (2017) states that,

The ISA improves learning by:

- measuring individual students' achievement in order to reflect on and address strengths and weaknesses;
- monitoring an individual's or group's progress over time;
- evaluating instructional programs against objective evidence of student performance, to diagnose gaps, and to measure growth in learning between grade levels and from year to year within one grade level;
- comparing subgroup performance (for example, girls and boys; students from different language backgrounds) to see where there may be unexpected results and try to understand them; and
- providing normative data in relation to selected populations to 'see how we are doing'.

*IB DP External assessment*

In the DP, students are externally assessed in the May session of Grade 12.

*IB MYP Personal project*

The personal project is internally assessed and standardised initially and then externally standardised by the IB in the May session of Grade 10.

### **Use of IB Command Terms**

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP and also when assessing in the DP. "The outcome of using command terms is that students understand and know what to do when asked to "describe" as opposed to "discuss", or to "infer" as opposed to "explain". An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP" (MYP: from principles to practice, p. 82, 2014). Teachers are expected to use, explain and differentiate the command terms which appear in the criteria used to assess tasks. This is a key component of preparing students for success in summative tasks. Students are expected to understand and be able to respond effectively to these command terms.

### **PYP, MYP and DP Internal Standardisation**

PYP teachers meet to moderate and standardise writing assessments to ensure that our assessment is accurate across all grade levels starting at Grade 2. Teachers are required to internally standardise assessments with a colleague within the same subject group before final achievement levels are awarded. This process is also required for MYP's personal project. All teachers will be involved in regular standardisation of selected student summative assessment tasks. The rationale is outlined in detail in the information on The Middle Years Programme assessment practices below (MYP: From Principles into Practice pg 83). Internal standardisation drives consistent, reliable and assessment judgments.

### **Academic misconduct**

The BIS Academic Honesty Policy (2018) states that "Teachers should:

- Design assignments that do not lend themselves to academic misconduct.
- Use tasks where students have to resort to original scenarios or recent events
- Create tasks that include stages where students are requested to document their research
- Include methods to ensure that students provide evidence of the research process."

Refer to the Academic Honesty Policy (2018) for further details.

Wherever possible, students should complete assessment tasks under teacher supervision to ensure that it is the student's own work being submitted and assessed. All work submitted to the IB for moderation/assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct.

### **Assessment in the Primary Years Programme (PYP) (IB. Learning and teaching)**

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes. Designing assessments that are both backward by design and forward by design will ensure that knowledge, conceptual understandings, skills and attributes of the IB Learner profile are monitored, supported and valued. Key to PYP assessment are the following areas:

#### **Inquiry**

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

#### **Conceptual understanding and approaches to learning**

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

#### **Supporting self-adjusted learning**

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practise self-assessing, self-monitoring and self adjusting so they can internalize their own learning and develop strategies to adjust their learning.

The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

Assessment in the classroom will include:

- 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 Strategies and Tools

Strategies used in the PYP classroom, form a comprehensive approach to assessment and include:

- observations
- performance assessments
- process focused assessments
- open-ended tasks
- selected responses
- Accommodations/modifications for students with ILPs/beginner EAL.

Assessment tools such as rubrics, exemplars, checklists, anecdotal records, continuums and tests are used in conjunction with standardised tests and benchmark assessments to assess both student performance and the quality of our programme.

## **Assessment in the Middle Years Programme (MYP)**

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgment, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria ([Appendix 1](#)). MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real- world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student (MYP: From principles into practice, Principles of MYP assessment).

At BIS, in all subjects across MYP years 1-5 will summatively assess:

- each of the MYP assessment criteria in each subject will be assessed at least once in each semester/reporting period
- each strand within each of the criteria will be assessed at least once in each semester/reporting period.

### MYP General Grade Descriptors

To arrive at a final grade for each subject group and the personal project, the final level for each of the four criteria are added together and the total is then applied to the grade boundaries for grades 1-7 shown in [Appendix 2](#).

### MYP Assessment Tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of tasks exist that are broadly represented by the following list:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays, expository writing, persuasive writing, creative writing
- Presentations—verbal (oral or written), graphic (through various media)
- Questionnaires
- Investigations
- Research
- Performances
- Examinations

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria (MYP: From principles into practice, Assessment tasks, 2014).

### Developing task-specific clarifications

Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. Developing task-specific clarifications requires teachers to study the assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. The value of the time invested in the process of task-specific clarification is that those produced:

- support learning by guiding instruction
  - can be used with example materials to deepen understanding
  - bring transparency to the processes of assessment for teachers, students and parents
- When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in Individuals and Societies, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be achieved by changing some wording to match the task, a discussion of expectations and/or a task sheet that explains expectations.

### Group work

Whilst BIS encourages and promotes the development of approaches to learning skills through activities and tasks done in groups, summative assessment tasks must be developed in a way to allow each student to be individually assessed using the chosen criterion/criteria. If this cannot be done in an authentic way in groups, summative assessment tasks should be designed for students to complete individually. “Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined” (MYP: From principles into practice, Determining achievement levels). Students must not be given a group achievement level and, instead, should be assessed aligning their individual contribution closely with the descriptors in the criterion/criteria.

### Modifying assessment tasks

Students with diagnosed learning needs may require modifications, as articulated on the Individual Learning Plan (ILP), to subject group objectives/assessment criteria or assessment criteria descriptors (MYP: From principles into practice, Modification of the curriculum). Students who are in the lower phases of English as Additional Language (EAL) may have difficulty accessing the curriculum in one or more subjects and, in particular, the assessment process because of their level of language acquisition. In order to support these students, summative assessment tasks and criteria may be modified to more accessible language. This modification is developed by the subject teacher, with the support of the MYP Coordinator and the EAL teacher. Any modifications to the assessment criteria must be stated on BIS Reports. Refer to [Appendix 3](#) for MYP & DP Submission of work requirements and procedures.

### **Assessment in the Diploma Programme (DP)**

Prior to entering the DP at BIS, students are required to meet the prerequisites as outlined in [Appendix 4](#). In the Diploma Programme (DP), assessment is intended to:

1. support curricular goals
2. encourage appropriate student learning
3. analyse assessment data to inform teaching and learning.

DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. Students are assessed using published IB mark schemes for their Internal Assessments. At the end of each semester, they are awarded a grade using the 1 – 7 IB grading system. DP students sit a Mock Examination session in the second year of their studies. In the case of tasks which are taken from past examination questions, year appropriate mark schemes are used for assessment (Diploma Programme: from principles into practice, Assessment for learning).

Some key features of Diploma Programme assessment include the following.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment
- 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 (Guidelines for developing a school assessment policy in the Diploma Programme, 2010).

Refer to [Appendix 3](#) for MYP & DP Submission of work requirements and procedures.

### Special IB Examination Arrangements

Special access arrangements will be made for students who have been diagnosed with specific learning needs or any other conditions recognised by IB regulations. Refer to the IB Diploma Programme Candidates with assessment access requirements document for further clarification.

### **Reporting at BIS**

The key purpose of reporting is to:

- support student learning by providing information to students and parents about

- achievement and progress
- communicate what they know, understand and can do
- to indicate areas for further development
- foster partnerships between parents/guardian and teachers to support student learning and progress
- provide a formal record at a point in time on the student's progress and achievement
- provide a measure of school accountability for student learning and outcomes
- communicate to outside bodies about our student performance

See the supporting document, BIS Report Guidelines, for information on reporting expectations.

Primary Semester Reports are a summative record of student's progress written for students, parents and the school. They detail student strength, progress and areas for improvement.

Secondary Semester Report - includes a final grade and a comment relating to strengths, approaches to learning skills and strategies for improvement.

Three-way Conference - A meeting between student, parents and teacher to discuss student learning, performance and progress. The student, parents and teachers collaborate to establish and identify the student's strengths and areas for improvement. In the PYP, personal goals are set with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes become a formal Progress Summary which is shared with all participants.

Student Led Conference - Students facilitate this conference with their parents/guardians. They may share portfolio work samples, personal goals, and demonstrate how learning takes place as they reflect upon the learning process. This is an opportunity for parents/guardians to provide feedback on student learning.

## BIS Reporting

	Term	PYP	MYP	DP
Semester 1	1 Oct	Three way conference & Progress Summary Report	Three-way Conferences Progress report - with teacher comments, no grades	Three-way Conferences Progress report - with teacher comments and grades
	2 Dec	Semester 1 Report (grades and comments)	Semester 1 Report - Semester criterion achievement levels and final grades, no comments	Semester 1 Report Final grades, no comments
Semester 2	3 Mar	Student Led Conferences	Three-way Conferences Progress report - with teacher comments and grades	Three-way Conferences G11 Term 3 Report (grades and comments) G12 Mock Exam Report (grades, student reflections and teacher comments)
	4 June	Semester 2 Report (grades and comments)	Semester 2 Report Semester criterion achievement levels and final grades, no comments	May - G12 End of year - predicted grade only G11 Semester 2 report - final grades, no comments
<p>Progress Reports will be provided for PYP &amp; MYP students who arrive late in the year or leave early in the year. This applies if a student arrives after or leaves before November 1st or May 1st.</p>				

**Note:** The Assessment Policy will be reviewed annually and modified as IB documentation is updated.

## Works Cited

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- IB. PYP: Enhancements to the PYP - Assessment in the Primary Years Programme. Cardiff, 2018

## Appendices

### **Appendix 1: MYP Assessment Criteria**

MYP: From principles into practice, Using MYP assessment criteria (2014).

The MYP assessment criteria across subject groups can be summarized as follows.

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

## **Appendix 2: MYP Grade boundaries and descriptors**

<b>Grade</b>	<b>Boundary guidelines</b>	<b>Descriptor</b>
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.

### **Appendix 3: MYP & DP Submission of work requirements and procedures**

#### *Time and Procedure*

All work is expected to be submitted on or prior to the due date specified on the notification assessment sheet given to the students at the beginning of the task. Work must be handed to the relevant teacher or submitted on line when requested. It is the responsibility of the student to ensure that their teacher has received work. There will be consequences for late submission of work.

#### *Teachers should:*

- check the calendar for student/grade level classes on ManageBac prior to setting dates for assessment tasks to avoid students having an unreasonable number of tasks due at the same time
- post summative assessment tasks and deadlines on ManageBac a **minimum of seven days** (14 days is desirable) prior to the deadline or date of completion
- Teachers should enter summative task achievement levels on ManageBac **within 14 days** of submission. If this is not possible the teacher should inform students, parents and the Coordinator.
- Teachers should grant an equivalent amount of time to complete the task only to students who will be away from school on an **authorised school activity** during a period where an assessment task is being completed. The authenticity of the task must not be jeopardised if this is the case. Any other extensions such as medical cases supported by certificate will need to be approved by the Coordinator/HoS.
- Teachers will give an 'N/A' (Not Assessed on ManageBac) for work submitted after a deadline and only assess what has been submitted prior to the deadline. Teachers may request the student to stay at lunch time or after school to complete work not submitted so feedback for improvement can be given.
- When reporting, teachers will give judgments on student achievement based on the available evidence they have received prior to deadlines
- When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given.

#### *Students should:*

- submit all work to be assessed prior to the deadline (including the time) posted on ManageBac and follow teacher instructions for submission in hard or soft copy or both
- Students absent on the day an assessment task is due, are responsible for submitting it to the drop box on ManageBac before the deadline. Alternatively, they must send their work to the teacher by email with an attachment or a functioning link to the work. Some tests will not be able to be sat at different times to ensure assessment authenticity and fairness for all students
- Students who are unable to submit the work electronically will receive a 'N/A'. Students may then appeal to have their work accepted on production of a doctor's note (or other acceptable evidence) and at the discretion of the Coordinator.
- Students who know they are going to be absent due to involvement in an authorised BIS activity on the day an assignment is due are responsible for submitting the work prior to the deadline.
- Students who are absent for a period of time when an assessment task is being completed due to illness may appeal to have an extension granted. This is dependent on production of a doctor's note and is at the discretion of the teacher and/or Coordinator.

#### **Appendix 4: Prerequisites for the IB Diploma Programme (DP)**

Students moving from the MYP to the DP must meet the following minimum requirements:

- Achieve a minimum total of 28 points across the seven subject areas in Grade 10 of the MYP
- Achieve a final grade 4 or above in any subject area they wish to pursue at DP level
- Achieve a final grade of 4 or above in the personal project
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10
- Ensure that the course selection form is signed by the relevant DP teachers.

\* Any student wishing to pursue the full DP should achieve a final grade of 4 or above in any subject that they wish to pursue at DP and a 5 or above in the subject groups they wish to take at HL.

If a student does not achieve these final grades there will be an opportunity for students to improve their grade over the break between Grade 10 and Grade 11. This will be communicated at a meeting between the the DP Coordinator, the Subject Teacher, the parent/guardian and the student. If a student still does not meet the minimum entry requirements to complete the full IB Diploma then other options for Grade 11 will be presented by the school and this may include taking individual DP Courses and/or the BIS High School Diploma.

The DP is a very rigorous program and BIS aims to place each student on a pathway where they have new chance of success. All students will be monitored throughout the entire DP to ensure they are on target to meet all requirements of the programme for the ability of the student. Should a student be unable or unwilling to meet the demands of the DP they will have the opportunity to change to an alternative pathway by taking certificates & BIS coursework.

## **Appendix 5: Primary Assessment Criteria**

We will use the following assessment criteria to assess student achievement in relation to our grade-level benchmarks

Abbreviation Title		Description
E	Excelling	Your child has an extensive knowledge, a deep conceptual understanding and or an exceptional level of skill. Your child readily applies this in new situations.
A	Achieving	Your child has a thorough knowledge, a conceptual understanding and or a high-level skill. Your child is able to apply this in most situations.
D	Developing	Your child has a sound knowledge, is developing a conceptual understanding and or has an adequate level of skill. Your child applies this some of the time or applies this with support in the form of time, attention or resources.
B	Beginning	Your child has an introductory knowledge, a basic conceptual understanding and or is new to practicing this skill.
N/A	Not Applicable	Not applicable at this time. Your child may not have worked with this expectation, may have been absent or may have had an incomplete assessment.