Assessment Policy P-12

Rationale

The learning principles of Growth Mindset, Complexity and Challenge, Reflection and Feedback underpin an integrated approach to assessment '*of, as,* and *for'* learning. Students are encouraged to strive to reach their personal best in a learning context of high expectations and high support. Assessment also serves an accountability purpose in terms of meeting the state-based and IB curriculum requirements.

This document sets out the principles and practices in place at Santa Sabina College (the College), underpinning the framework for assessment.

Context

Santa Sabina College is a P-12 school that offers the International Baccalaureate Primary Years Programme (PYP) P-5, and the International Baccalaureate Diploma Programme (IBDP). The College also offers the NSW state-based curriculum. This policy aligns with expectations regarding academic honesty from the NSW Education Standards Authority (NESA), Australian Curriculum Assessment Reporting Authority (ACARA) and relevant International Baccalaureate (IB) policies and guidelines.

Principles

- Effective assessment involves students, teachers and parents/carers working together to improve student learning.
- Assessment provides students and teachers with feedback to revise performance and improve learning and teaching.
- Reflection is an essential process of assessment and indicates understanding over time.
- Assessment must be anchored in authentic tasks.
- Timely, direct, specific and contextualised feedback is central to all learning and teaching.
- Assessment allows the college to monitor effectiveness of programs and provides direction for teachers, learners, parents, administration and overall school development.
- Assessment should be sensitive to and reflect cultural, linguistic, racial, class, learning, physical and gender differences.
- Measurement and grading is used to inform teaching and learning.
- Assessment is integral to planning, teaching and learning and plays a fundamental role in supporting students in the acquisition of knowledge, understanding of concepts, acquisition of skills and development of attitudes.
- Assessment provides direction for teachers, learners, and parents in improving student learning and teacher practice.
- Assessment is an ongoing process that involves the teacher and student monitoring progress to improve student learning and teacher practice.
- Using a range of assessment strategies for formative and summative assessment, will enable individual students to show what they know and can do.
- There is a need to maintain a balance between assessment for learning and assessment of learning.

Section One - Assessment in Years P-5

In Years P-5, all elements of the IB PYP framework are assessed along with student performance in relation to NESA Standards, as stated in NESA K-10 Curriculum documents.

IB Learner Profile

The IB Learner Profile is visible in every classroom, and evident in the general language of the primary school. Teachers may use informal observations to give feedback to students, and formal assessment is completed as student self assessment. Students reflect on their development regularly with regard to targeted or selected aspects of the Learner Profile. This reflection will vary according to age groups, learning context and language abilities.

Conceptual understanding and knowledge
Conceptual understanding and knowledge are assessed within each unit, recorded and included in the formal written report. Assessment tasks, tools and strategies are recorded on an Assessment Overview for each unit of inquiry and within program documentation for single-subject units.

Approaches to Learning
Approaches to Learning are implicitly and explicitly taught and assessed. Student reflections and teacher observations document students' development and demonstration of the targeted approaches to learning over time.

Action
Student initiated action is observed by the teacher, or reported by parents/carers or peers. These are recorded on the planner for each unit of inquiry and may be included in the formal written report.

Assessment practices in the PYP in Years P-5
Effective assessment practices in Years P-5 incorporate all of the components listed below.

Pre-assessment
Teachers assess students' prior knowledge and experience before embarking on new learning experiences. This requires the gathering of data through informal assessment such as questioning, surveys or mind-mapping.

Formative assessment
Formative assessment is directly linked with teaching and learning. Using a range of tools and strategies, ongoing and regular assessment will generate feedback that is responsive to student needs, inform teaching and learning and provide evidence of student progress.

Summative assessment
Summative assessment usually occurs at the end of a teaching and learning process or experience and is planned in advance. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Summative assessments may take a variety of formats, including presentations, reports, interactive sessions, checklists, essays, or projects. Student performance is measured against standard descriptors.

Tracking data
Standardised assessment is carried out across the primary grades. This data is collected and used by College leaders and class teachers to inform what teachers teach, identify students' strengths and areas for development and to identify student growth.

Assessment strategies and tools in the PYP in Years P-5
Assessing
Assessment strategies and tools form the basis of a comprehensive approach to assessment. The following assessment strategies are used to provide a range of approaches to give a balanced view of the student.

Observations
All students are observed regularly, with the teacher taking notes on the individual, learning teams and the whole class. Observations include how groups work and the roles of participants within the group.

Process focused assessments
Students' skills and developing understanding are observed in real contexts regularly, using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

Selected responses
Single occasion exercises usually in the form of tests and quizzes are carried out to find out what students know or are able to do.

Open-ended tasks

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way, each student's understanding and application can be individually assessed.

Performance assessments

These represent the kind of challenges that adults face in the world and often involve a realistic scenario. They require students to use a repertoire of knowledge and skills to accomplish a goal or solve a problem. They require students to apply knowledge and understanding rather than recall facts. Students have a set of criteria to meet.

Recording in the PYP in Years P-5

The following assessment tools are used to record assessment information.

Rubrics

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

Checklists

Checklists include lists of information, data, attributes or element that should be evident.

Benchmarks/ exemplars

These are samples of student work that serve as concrete standards against which other samples are judged.

Anecdotal Notes

Written notes are based on observation of students. These records need to be systematically compiled, organised and analysed.

Continuums

Continuums form a visual representation of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

Student portfolios

The student portfolio is a dynamic tool for encouraging habits of metacognition, self-management and goal setting. It supports the celebration of significant learning achievements and progress.

The student portfolio includes self and peer assessments, draft and final form exemplars, reflections and samples that show growth over time. Teachers work with students to monitor student portfolio content, which may include teacher-selected and student-selected entries. Work samples are added to the portfolio over a period of time to capture key points of learning. Work samples in the student portfolios are annotated with a student reflection indicating the learning that is shown, the reason for inclusion and the date of completion. The portfolio may be kept in a hard copy or as a digital portfolio.

The student portfolio is used to support communication at three-way conferences and student led conferences and should be respected as the student's property.

Reporting in the PYP in Years P-5

Three-way conferences

During the first semester, students, parents/carers and teachers meet to discuss the students' progress for the first part of the school year and to establish individual goals with the student for the remainder of the year.

Student led conferences

Student led conferences are usually held in the second semester. Students reflect on their learning and they take responsibility for sharing this with their parents/carers.

The students, with the support and guidance of their teacher, select work samples based on predetermined criteria to be discussed during the conference. A timeline is produced well in advance for all stakeholders to ensure careful preparation, including time for the students to select their work and review their presentation. The format for these conferences varies according to the age of the child and their grade level. All participants understand the format and their roles prior to the conference.

Written report

A formal written report is provided at the end of each semester. This report is electronically generated and emailed to parents/carers. The report covers all aspects of student development: understanding, knowledge, approaches to learning, attitudes and action taken throughout the semester. All Key Learning Areas are included in this report and the Common Grade Scale (A-E) to report student achievement from Kindergarten to Year 5. Comments that reflect growth and achievement, recommendations for future learning and a scale to indicate effort in each area of learning are part of this report.

The end of semester report is professional both in content and presentation. Reports are an accurate documentation of how students have demonstrated learning outcomes. The report must be completed for proofreading within the agreed, calendar timeframes. The report will be endorsed by a member of the College Executive before it is sent to parents/carers. All written reports will be stored on the College server and backed up with an archived hard copy.

Section Two - Assessment in Years 6-9

The purpose of assessment is to gather valid, reliable and useful information about student learning to monitor student achievement in relation to outcomes, guide future teaching and learning opportunities and to provide ongoing feedback to students to improve learning.

Students are provided with opportunities to demonstrate their learning through a variety of assessment activities as part of an ongoing process.

A range of formal and informal strategies are used to provide opportunities for students to demonstrate the extent of their knowledge, understanding and skills and their learning using a range of resources and stimulus material, including information and communications technologies (ICT).

Assessment activities are based on syllabus outcomes and include criteria to clarify for students what aspects of learning are being assessed. Standards-referenced assessment refers to the process of collecting and interpreting information about students' learning. It uses syllabus outcomes as key reference points for decisions about students' progress and achievement.

Students have the capacity to grow and improve in an environment that focuses on learning goals, personal best, and mastery rather than comparative performance only. We encourage students to be persistent, to feel safe in making mistakes and trying again, and to set their own explicit learning goals in collaboration with their teachers.

Standards-referenced assessment in Years 6-9

Standards-referenced assessment links the achievement of students to specified outcomes, through evidence collected from a number and variety of activities and from observations over time. It involves teachers gathering evidence of student achievement formally and informally, to make judgements and to facilitate and monitor students' progress using syllabus outcomes.

Assessment is an essential component of the teaching and learning cycle. The principles of assessment for learning and assessment as learning strategies have some common elements.

Assessment for learning and assessment as learning incorporate:
- self-assessment and peer assessment
- strategies for students to actively monitor and evaluate their own learning

- feedback, together with evidence, which helps teachers and students decide whether students are ready for the next phase of learning or whether they need further learning experiences to consolidate their knowledge, understanding and skills.

Assessment enhances student engagement and motivation, particularly when it provides opportunities for interaction with teachers, other students and a range of resources.

Feedback in Years 6-9

Teachers provide timely, specific and actionable feedback to students about their learning. Feedback is essential for students and integral to teaching, learning and assessment. Feedback enables students to recognise their strengths as well as areas for development, and to identify and plan with their teacher the next steps in their learning. Feedback occurs at any point in the teaching, learning and assessment cycle.

Assessment and feedback have a significant impact on student motivation and self-esteem, and the importance of the active involvement of students in their own learning. Research clearly indicates that the impact on student achievement is higher in circumstances where students receive quality feedback rather than marks. In Years 6-9 students do not receive marks to denote their achievement in formal or informal assessment activities.

Grading and student achievement in Years 6-9

Teachers report student academic achievements using the A to E grading scale using clear standards at the end of each semester in each key learning area.

Teachers make a professional, on-balance judgement, to decide which grade best matches the standards students have achieved, based on informal and formal assessment information they have collected, which will include observations and student performance on specific assessment activities.

The Common Grade Scale shown below is used to report student achievement in both primary and junior secondary years in all NSW schools. The Common Grade Scale describes performance at each of five grade levels.

Grade	Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Types of assessment in Years 6-9
Assessment for learning

Assessment for learning is a type of quality assessment that has had worldwide success in enhancing teaching and improving student learning. Assessment for learning gives students opportunities to produce work that leads to development of their knowledge, understanding and skills. Teachers decide how and when to assess student achievement, as they plan the work students will do, using a range of appropriate assessment strategies including self-assessment and peer assessment.

Assessment for learning:
- is an essential and integrated part of teaching and learning

- reflects a belief that all students can improve
- involves setting learning goals with students
- helps students know and recognise the standards for which they are aiming
- involves students in self-assessment and peer assessment
- provides feedback to help students understand the next steps in learning and plan how to achieve them
- involves teachers, students and parents in reflecting on assessment data.

Assessment as learning in Years 6-9

Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning.

Assessment as learning:
- encourages students to take responsibility for their own learning
- requires students to ask questions about their learning
- involves teachers and students creating learning goals to encourage growth and development
- provides ways for students to use formal and informal feedback and self-assessment
- to help them understand the next steps in learning
- encourages peer assessment, self-assessment and reflection.

Self-assessment and self-evaluation in Years 6-9

Gathering information about the way students think and reflect on their learning can provide teachers with information to inform future teaching and learning. To strengthen the skills of self-assessment teachers explicitly teach ways for students to interpret feedback.

Self-evaluation encourages the development of metacognitive thinking as students reflect on themselves as learners and identify their learning style and how they learn best. It also encourages students to set learning goals in relation to the outcomes, identify what they have learnt and what they still need to learn, and act on feedback.

Students undertake several opportunities to self-assess, self-monitor and make judgements about their work in relation to standards and are provided with regular opportunities to reflect on their learning.

Assessment of learning in Years 6-9

Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment' or formal assessment, it usually occurs at defined key points during a unit of work or at the end of a unit.

Approaches to learning

Approaches to learning (ATL) are deliberate strategies, skills and attitudes that are made explicit in the teaching and learning environment. ATL supports the belief that a large influence on student education is not only what they learn but also how they learn. ATL strategies are assessed and are reported on in the semester reports.

Approaches to learning skills:

- Thinking skills
- Communications skills
- Social skills
- Self-management skills
- Research skills

Recording evidence

Teachers plan for and gather evidence about student achievement in a variety of ways at key points during, and at the end of, a unit, a term or a semester. This evidence assists teachers in making professional judgements about student progress and achievement of syllabus outcomes, and provides feedback about how students can improve their learning. Evidence may include teacher

observation, questioning, peer evaluation and self-evaluation, as well as more formalised assessment activities. Examples may include but are not limited to:

- gathering a range of students' work samples at various stages of an activity, including anecdotal records and students' oral, written and multimedia work samples
- assessing students' integrated use of knowledge, understanding and skills rather than discrete facts and skills used in isolation
- providing students with an opportunity to present to an identified audience (real or simulated)
- providing students with authentic and contextual learning opportunities
- analysing the quality of student responses against criteria, including rubrics
- observing students during learning activities and participation in a group activity
- evaluating student achievement across time, including student portfolios facilitating student discussion or conferences
- reviewing student reflections about what they have learnt and how to improve.

Reporting in Years 6-9

Using a standards-referenced framework, teachers make professional judgements about student achievement at the end of each semester to report on the levels of knowledge, understanding and skill demonstrated and collected for a student up to that point in time. This is a key professional skill.

An on-balance judgement does not just focus on a single piece of work. This information will come from both informal and formal assessment activities and observations, and will be built up over time and in different situations.

The Common Grade Scale descriptions provide a common language for reporting. The consistency of judgements about grades within and between schools comes from following common syllabuses, using the common grade scale and considering shared samples of student work.

In Years 6-9 numerical values are not reported. Rather, teachers collect information on each student from assessment activities to provide an overall picture of the student's achievement.

When teachers report grades in Semester Reports, they consider the knowledge and skills covered up to that point in time and they allocate the grade that best matches the standard achieved so far. Teachers moderate their judgements by comparing work samples of their students with samples aligned to grades A to E.

The grades that students receive are only one aspect of the Semester Report. Grades are also supported by:
- teacher comments
- student approaches to learning
- other student achievements and participation in co-curricular activities.

Special Program of Study [Life Skills]

In Years 7 to 10, we may offer Life Skills Courses in order to cater for the needs of all students. A decision to access the Life Skills Syllabus will be made in consultation between parents, Head of Teaching and Learning and the Inclusive Education team. In Year 11 and 12 students with special education needs can meet the requirements of the HSC using Life Skills Courses. Students eligible to access Stage 6 Life Skills will complete an Individual Transition Process Plan in accordance with NESA requirements.

The College will provide provisions for undertaking assessment activities if a student has a special need that would, in normal conditions, prevent her from:
- reading and interpreting assessment activities or task instructions
- communicating knowledge and understanding as effectively as a student without a special need.

Provisions are provided to address the effects of a special need on assessment performance. Provisions may include but are not limited to: large print papers, use of a writer, use of a reader, extension of time, rest breaks, use of a personal computer, separate supervision, permission to take medication or others judged necessary. The Inclusive Education team will provide further information regarding provisions as required.

Academic honesty in Years 6-12

Students are expected to submit work that is their own. Pieces of work that are copied or downloaded, substantially unchanged or unacknowledged, from encyclopedias, the internet or other pieces of work where one student uses the work of another student, shares work or plagiarised work, are not acceptable. In Years 6-9 students will be guided by teachers to acknowledge and cite sources of information. If students are in doubt, they need to consult their teachers.

Absences

In Years 6-9, students are not penalised for being absent on a day when an assessment activity may take place. Students are expected to complete/submit the assessment activity during the next lesson. Extensions of time may be granted in consultation with the class teacher.

Section Three - Assessment in Years 10 -12

Assessment in the Years 10-12 follows the principles and purposes of assessment as outlined in this Policy. Assessment is an integral part of learning and teaching and all modes of assessment are employed as appropriate to the units and/or subjects taught.

Assessment for students pursuing the Year 10/Preliminary/HSC courses guided by NESA requirements as advised by Assessment, Certification and Examination (ACE online) and updated with reference to NESA Official Notices on an ongoing basis. For International Baccalaureate Programme students, assessment is guided by IB guidelines as published in the Handbook of Procedures and individual subject guides. The guidelines are updated as advised by emails from the Diploma Programme Coordinator Notes and emailed notifications from IBIS.

Teacher and student responsibilities Years 10-12
Assessment schedules and booklets

Each faculty determines an assessment schedule for each course in each year group. This schedule would be included within the faculty information for that course. All Year 10, 11 and 12 students receive an assessment booklet that provides an overview of their assessment schedule for each subject. For students in Year 10 and 11, this booklet is distributed in February of the relevant year and for the Year 12 students, the booklet will be given out in Term 4 of Year 11 as the HSC courses are beginning and as they continue with their IBDP Assessment requirements and school-based tasks.

Setting the dates for assessment tasks

At the beginning of each year, teachers are responsible for formal assessment tasks and will establish dates for the tasks throughout the year. These dates are given to the Head of Teaching and Learning, or the IBDP Coordinator (for IBDP subjects) who checks the date(s) relative to clashes with other subjects and ensures the assessment calendars are updated and accessible to students.

Before the task

Specific information about the assessment task is given to the students. Formal Assessment notification must be provided for any assessment task for Years 11-12 at least two (2) weeks prior to the task date. Any notification must be available to all students online and can be downloaded. The assessment notification must include information about the outcomes and specific details on each assessment.

Every effort is made to ensure that each student experiences reasonable and equitable conditions in which to do the task (i.e. students sit for the task at the same time if the timetable permits, have the same amount of time to complete the task, have a relatively quiet environment etc). Teachers must actively supervise assessment tasks.

Students in Years 10 to 12 use their NESA or Diploma Programme Candidate number for all tasks. If this is unavailable at the time of an IA submission for DP Candidates, teachers should implement another system to ensure anonymity of students during the marking process.

Record of School Achievement

The Record of School Achievement (RoSA) is the credential introduced in 2012 for students who leave school after Year 10 and before they receive their Higher School Certificate (HSC). It provides a cumulative record of all academic achievement. The RoSA is designed to record and credit all of a secondary school student's academic results up until the HSC. Only students who leave school and who satisfy eligibility requirements for the RoSA will receive the formal credential from the NSW Education Standards Authority (NESA). Students who are continuing their studies to the Higher School Certificate will have access to a record of their grades through the NSW Education Standards Authority (NESA) Students Online, but they will NOT receive a formal credential at the end of Year 10 unless they are completing their school education.

Reporting in Year 10

Reports are completed each semester for Year 10 students. Semester reports include a grade informed by assessment tasks based on the NESA common grade scale. Reports also contain teacher comments, student approaches to learning and other student achievements and participation in co-curricular activities.

Grading student achievement is the process of assigning a letter (A, B, C, D, E) to summarise the level of a student's achievement in a course. In assigning a Grade teachers will make a judgement of the grade deserved on the basis of available assessment information and with reference to the syllabus Course Performance Descriptors. The choice of a particular grade is made on the basis that it provides the best overall description of the student's achievement of the Stage 5 syllabus outcomes. The Common Grade Scale developed by the NSW Education Standards Authority (NESA) is used to describe performance at each of five grade levels.

A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

Subject-specific Course Performance Descriptors have been developed by the NSW Education Standards Authority (NESA) for teachers to use in assigning grades in Stage 5.

Reporting in Years 11 & 12

Reports are completed each semester for Year 11 and 12 students and these report on their achievement in the NESA Preliminary and HSC courses through various assessment tasks. Semester reports consist of a cumulative mark, cumulative rank and course mean for each course. Grades are also added to the Semester 2 Year 11 reports with the final Preliminary grade which is also reported to NESA for RoSA accreditation. The reports also contain teacher comments, student approaches to learning and other student achievements and participation in co-curricular activities.

Assessment in the NESA Preliminary and HSC Course

ISSUE	ACTION

1. Illness or misadventure on the day of assessment task/submission task due. Misadventure covers things such as accidents, death in the family, the need to attend a funeral, clashes with sporting events, attendance at TAFE etc.	Parent/carer to contact Head of Teaching and Learning (6 - 12) on 9745 0147 by 8:30am on day of task:
	• Students are required to:
	  o complete an Illness/Misadventure Form and submit it to the relevant Head of Department on the morning of the first day back at the College. This form is available on Veritas Online on the Year 10 Curriculum page
	  o attach any relevant documentation to support an Illness/Misadventure appeal. In the case of illness, it is necessary to provide a detailed medical certificate. The medical certificate is to include a sentence that indicates the nature of the student's illness and that it made her unfit to sit for the task
	  o students returning to the College are expected to complete any missed task at the earliest available opportunity which could be the day of their return. This will be negotiated with the Head of Department who has the authority to determine any further action. e.g. alternate task, estimate
	• For submission of written tasks:
	  o submit tasks due on the day via email, followed up by hard copy on the first day back at the College.
	• For submission of practical Tasks:
	  o organise for practical work *due on the day* to be delivered by another person, where at all possible.

2. Illness or misadventure before the day of a task	• Parent/carer to contact Head of Department to negotiate extension of time or other appropriate arrangements *prior* to the due date. • Parents/carers to provide detailed written documentation after the phone call, as written record. • Students to complete College Illness/Misadventure Form and attach relevant documentation.
3. Late submission of task (practical/written)	• Students must complete a College Illness/ Misadventure form and submit this to the Head of Department. • *20% penalty* for first day late (if no acceptable reason has been provided *on or before* the due date). • A further 20% penalty for the second day late. • Zero marks after two days, including a weekend.
4. Task submission procedures	• Students should use their student numbers on all assessment tasks. • All tasks must be submitted in the scheduled class of the day set for submission, at the beginning of the lesson, or at the specified time nominated on the assessment task by the Department concerned. Otherwise, the 20% late penalty will apply.
5. Non-completion of a task	• Zero marks recorded by Head of Department. • "N" (Non-Completion of Course Outcomes). Letter to be sent to parent/carer.

6.	Technical problems in relation to IT associated with submission of due tasks	• It is a student's responsibility to ensure all work is saved and backed up. Students should keep hard copies of all tasks at different stages of completion. • If a task is submitted late due to technical problems the normal late penalties will apply.
7.	Pattern of absence at time of tasks e.g. absenting from class on the day of task or day before task without legitimate reasons/ documentations	• "N" (Non-completion of Course Outcomes) warning letter sent to parents/carers. • May receive zero marks for task(s).
8.	Lateness to task including examinations (including misreading of exam timetable)	• Students may commence task. • No time extension given unless Illness/Misadventure exists.
9.	Group member ill on/before task	• Group task to be completed by negotiation between Head of Department and the group. • Head of Department may choose to use another student in the affected group, to help to complete the task or re-arrange the nature of the task, as appropriate.
10.	Appeal against marks awarded	• Students should discuss their mark in relation to the marking criteria with their class teacher. • Appeals cannot be made based solely on the student's dissatisfaction with their mark. • Notify Head of Department of appeal *in writing within two (2) school days* of the task being returned by teacher who will review the matter. • Final appeal to the Head of Teaching and Learning.
11.	Clash of assessment of task with specialist class e.g. speech, music	• Student to arrange an alternative time for the specialist class. No alternative assessment task or estimate will be given, nor will the student be allowed to do the same task at a different time.
12.	Scheduling of tasks	• An assessment Task Schedule will be given to students in Term 1 for Years 10 and 11. Year 12 Task Schedule is given to students in Term 4 of Year 11.
13.	Absence for assessment information dissemination	• Assessment Notification and Marking Criteria will be posted on Veritas Online at least two (2) weeks prior to the task being due/completed. For examination-style tasks, marking criteria will be made available after the task. • Each student must be responsible for clarifying the requirements of each task with their class teacher, irrespective of absence on the day the specific written information is provided. • Absence on the day of Assessment Notification will NOT constitute grounds for Illness/Misadventure consideration.
14.	Malpractice in assessment	• Zero marks may be recorded. • "N" warning letter will be sent to parents. • Electronic devices such as phones, tablets and laptops may not be used during assessment tasks.

15. Disability provisions (formally Special Provisions) during assessment tasks	• If a student or their parent/carer believes there is a need for Disability Provisions, contact will need to be made with the Head of Inclusive Education so that the type of Disability Provision needed and approval for use can be discussed. • The approved use of Disability Provisions in College based assessments for students up to and including students in Year 12 is at the discretion of the College and will reflect the criteria and range of provisions approved by the NSW Education Standards Authority (NESA) and the IBO. • The approved use of Disability Provisions for Year 12 students in both College based assessments and the HSC exams is determined by the NSW Education Standards Authority (NESA) and the IBO. The College will implement the approved provisions.
16. Feedback on student performance	• Students will receive marking criteria for each Assessment Task on which feedback will be based. • Written feedback will be provided to all students. This might be individual comments (or group comments as appropriate) or comments that reflect the different performance indicators of the whole cohort.
17. Changes to published assessment calendar	• Any changes deemed necessary by College staff will be communicated to students in writing (e.g. change of date of a task; addition or deletion of a task from the calendar). • The College reserves the right to administer an additional task where the validity of the original task is compromised.

Recommended guidelines for word lengths/oral lengths in assessment tasks Years 10-12
Written tasks for students
• The word length should be indicated on the assessment task.
• Students should be informed that a 10% leeway (under and over the word length) applies.
• Students who word process should place a word count on the task.
• Exemptions to the word length such as referencing, graphics etc will be communicated to students within each Department is applicable.

Spoken tasks for students
• Students are given a time range or limit on the assessment task.
• Students should be informed that a 30 second leeway over the upper time limit applies.
• Students will hear a warning bell one minute before the upper time limit is reached.
• Students will be stopped 30 seconds after the upper time limit of the task.

Malpractice
Malpractice is any activity undertaken by a student that allows them to gain an unfair advantage over others. It includes, but is not limited to:
• copying someone else's work in part or in whole, and presenting it as their own
• using material directly from books, journals, CDs or the internet without reference to the source
• building on the ideas of another person without reference to the source
• buying, stealing or borrowing another person's work and presenting it as their own
• submitting work to which another person such as a parent/carer, coach or subject expert has contributed substantially
• using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement
• paying someone to write or prepare material
• breaching school examination rules
• using non-approved aides during an assessment task
• contriving false explanations to explain work not handed in by the due date

- assisting another student to engage in malpractice.

Procedures relating to malpractice
Allegations of malpractice will be reported to the Head of Teaching and Learning Y6-12, who will consult with the relevant Head of Department to investigate the matter and if proven, determine the appropriate penalty. The award of zero (0) marks may be deemed appropriate. The outcome in such cases will be conveyed in writing to parents/carers.

Process for the use of estimates
1. An estimate will be generated if due to illness/misadventure a student is unable to complete an assessment task and due to exceptional circumstances, it was not possible or appropriate for the task to be completed at a later date.
2. The estimate will be determined after the final assessment task in the course has been completed.
3. The estimate will be determined by the Head of Department based on the student's performance on completed assessment tasks within the course.

Appeals
For Preliminary/HSC internal assessments or IB candidate's school-based tasks, students should discuss their mark in relation to the marking criteria with their class teacher. Appeals cannot be made based solely on the student's dissatisfaction with their mark. Notify HoD of appeal in writing within two College days of the task being returned by teacher who will review the matter. Final appeal to the Head of Teaching and Learning.

Inclusive Education procedures
A small number of students may, after testing and recommendations by teachers, be working on adjusted programs and may have adjusted assessment task provisions for major assessments such as examinations. This will usually be in the form of extra time or rest breaks, but could also involve a writer and/or reader or modification to the task. See Inclusive Education Policy P-12 for further details.

Students in Years 11 and 12 may have assessment provisions as appropriate based on the Learning Enrichment team's assessment of student needs, commensurate with the Disability Provisions recommended for the HSC or IBDP.

Disability provisions in the HSC are practical arrangements designed to help students who could not otherwise make a fair attempt to show what they know in an exam room. The provisions granted are solely determined by how the student's exam performance is affected. Provisions may include braille papers, large-print papers, use of a reader and/or writer, extra time or rest breaks. Any application for Disability Provisions for the HSC must be accompanied by current, detailed evidence of examination difficulties. This includes the results of recent medical evidence, tests, writing tasks and teachers' comments.

Students in Year 12 who have been granted NESA Disability Provisions for the HSC are granted these considerations for in-school assessment. For in-class tasks, teachers liaise with the Director of Academic Operations and Services and Head of Inclusive Education to accommodate extra rooms and/or additional supervisors if required. A list of any students who have Disability Provisions is available at the beginning of each year and is updated as changes are made throughout the year.

Section Four - Assessment practices for IBDP Candidates
The procedures and regulations stipulated in this section of the policy document apply to the International Baccalaureate mandated internal and external assessment pieces that count towards an IBDP student's final Diploma grade. All IBDP candidate school-based tasks follow the procedures and guidelines stipulated in the General Assessment Practices for Students Years 11-12 section of the Assessment Policy and should be viewed in consultation with the Department stipulated school-based task deadlines. All IBDP candidate Internal and External Assessment Tasks will adhere to the requirements and processes stipulated IBDP Handbook of Procedures. Assessment practices for the Diploma Programme seek to support the College Academic Honesty Policy and Inclusive Education Policy P-12 and these documents should be read in conjunction with the Assessment Policy.

Assessment and reporting in the Diploma Programme

The College will report on candidate progress in the Diploma Programme in accordance with the IB Assessment Philosophy by using subject grades and descriptors for reporting on each subject.

Each group of IBDP subjects have assessment criteria published by the IB, which staff will use when grading student work. Teachers will, for each criterion, determine the descriptor that conveys most accurately the level attained by the student. The assessment criteria will be made available in advance to IBDP students.

Subject teachers will keep their own record of scanned student work, marked criteria sheets and grades where appropriate but also upload onto the school Learning Management System for recording purposes. Teachers will engage in a double-marking process with a colleague where possible and seek external advice from IB colleagues where appropriate to ensure consistency of marking. Teachers will provide students with an appropriate range of formative assessment opportunities and feedback as part of the assessment and reflection process.

Reports will recognise best performance rather than provide an average over time and will not rank students against other candidates. Reporting on DP candidate performance will also meet NSW reporting requirements. All subjects as completed by IBDP students will be graded using the seven (7) point scale:

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

Students completing Theory of Knowledge (TOK) or the Extended Essay (EE) will be graded from A to E according to the published criteria in each core area:

A	Excellent Achievement
B	Very Good Achievement
C	Satisfactory Achievement
D	Mediocre Achievement
E	Elementary Achievement

Reports to parents/carers will use the seven (7) point grading scale to report on student achievement in each subject. Theory of Knowledge will use the A-E grading scale in reporting to parents/carers. In order to make judgments regarding student achievement to date throughout the course, teachers will use performance in College-based tasks and submitted as components to best inform grade judgments.

Reports will also provide insight to parents/carers as to whether the DP candidate has met expectations regarding progress towards meeting their Creativity, Activity and Service requirements. Predicted final grades that are required for submission to the IB will be based upon a student's performance throughout the entire two-year programme. This can include both summative and formative assessment, for example a student's trial exams. Santa Sabina College will not release final predicted grades submitted to the IB to candidates prior to the publication of official results. The following will be provided to parents/carers:
- two (2) formal school reports in each year of the Diploma Programme
- access to communication with teachers at parent/teacher evenings as well as communication regarding progress, where appropriate via phone or email.

Internal and external assessment for the IBDP

When students receive their DP Internal Assessment back they will be provided with written feedback on performance against relevant descriptors. If students wish to appeal their grade for their IA or EA they must follow IB processes and procedures.

All IBDP assessment will be stored in the Assessment Storage Room in Student Services. This room will be locked at all times and access is restricted. The College Principal, the Head of School 6-12, the Head of Teaching and Learning and the Diploma Programme Coordinator are the only persons cleared for access to this room and there will be a locked cabinet in this room for DP IAs and EAs that only the DP Coordinator and College Principal have access to. All assessment procedures for both internal assessment and external assessment in the Diploma Programme will follow the requirements outlined in the Handbook of Procedures. Exams will be stored in the appropriate order (according to chronological date and session). Internal assessments will be stored in the Assessment Storage Room at all times.

Teacher and student responsibilities

The College IBDP Teachers and IBDP students are responsible for ensuring that they have a detailed understanding of assessment and academic honesty requirements stipulated in the IBO publications listed below.

Each of these publications can be accessed on the Student IB Diploma Programme in Veritas Online. Additional regulations for all aspects of the Diploma Programme operations are found in the DP Handbook of Procedures.

IBO publication	Information
DP Subject Guides	Assessment Aims Assessment Details Number of Permissible Drafts Student Responsibilities Teacher Responsibilities Academic Honesty Requirements
General Regulations: Diploma Programme	Diploma Programme Requirements School Responsibilities Student Responsibilities
Academic Honesty in the IB Context	Student responsibilities in all aspects of academic honesty

Eligibility for an IB Diploma

In order to be eligible for a Diploma, students **must not** fall into any of the failing codes as stipulated in the IBO Publication General Regulations: Diploma Programme:

Submission of draft and planning work for IAs.

Each DP Subject Guide provides strict rules concerning internal and external assessment in that course and the level of assistance that can be provided to students. Teachers and students must familiarise themselves with these rules and adhere to them. Students must also consult the Santa Sabina College IBDP Assessment Schedule for submission deadlines for pre-draft work (this includes plans or proposals) and draft work (the number of which is allowable is subject specific and outlined in the relevant Subject Guide). The flow chart below demonstrates the consequence of a non-submission and supports the College efforts to maintain academic honesty as stipulated in the Academic Honesty Policy P-12.

```
                    ┌──────────────────────┐
                    │ Pre Draft or Draft Task │
                    │         due          │
                    └──────────┬───────────┘
                ┌──────────────┴──────────────┐
    ┌───────────────────────┐      ┌───────────────────────┐
    │  Draft work submitted │      │   Draft work not      │
    │  by due date and time │      │ submitted by due date │
    │                       │      │       or time         │
    └───────────┬───────────┘      └───────────┬───────────┘
                │   ┌───────────────────┐       │   ┌───────────────────┐
                ├───│ Work receives teacher│     ├───│  Student does not  │
                │   │     feedback       │       │   │  receive teacher   │
                │   │                    │       │   │     feedback       │
                │   └───────────────────┘       │   └───────────────────┘
                │   ┌───────────────────┐       │   ┌───────────────────┐
                └───│  Student are able to │     └───│ Student at high risk of│
                    │ work towards meeting │         │ not meeting academic │
                    │   their academic    │         │ honesty requirements │
                    │ honesty requirements │         └───────────────────┘
                    └───────────────────┘
```
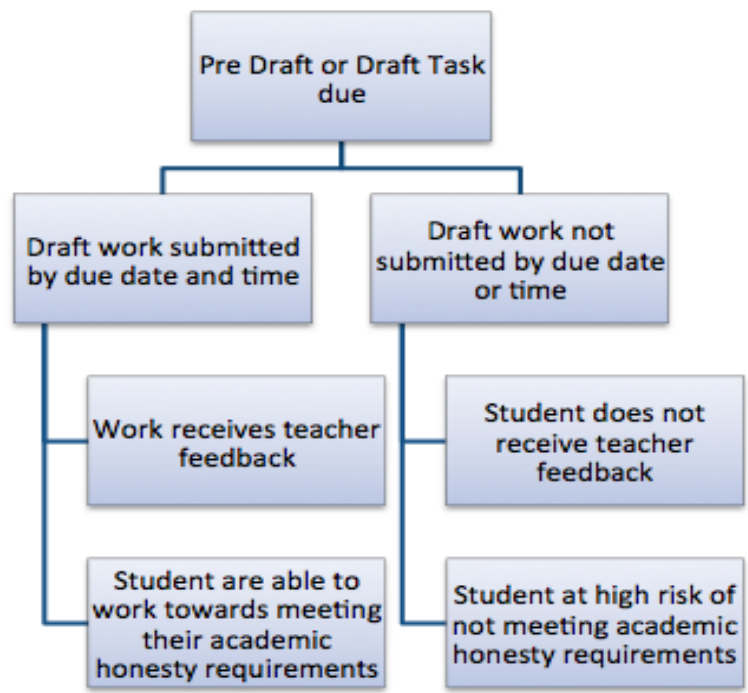
Submissions of final piece of internal and external IBDP Assessment components

```
                    ┌──────────────────────┐
                    │ Final Assessment Task │
                    │         Due          │
                    └──────────┬───────────┘
                ┌──────────────┴──────────────┐
    ┌───────────────────────┐      ┌───────────────────────┐
    │ Final Assessment Task │      │ Final Assessment Task │
    │ submitted by due date │      │  not submitted by due │
    │       and time        │      │      date and time    │
    └───────────┬───────────┘      └───────────┬───────────┘
                │   ┌───────────────────┐       │   ┌───────────────────┐
                ├───│ Work submitted to the│     ├───│ Work not submitted to│
                │   │        IBO         │       │   │       the IBO       │
                │   └───────────────────┘       │   └───────────────────┘
                │   ┌───────────────────┐       │   ┌───────────────────┐
                └───│  Student eligible for a│   └───│ Student not eligible │
                    │       grade         │         │   for a Diploma     │
                    └───────────────────┘         └───────────────────┘
```
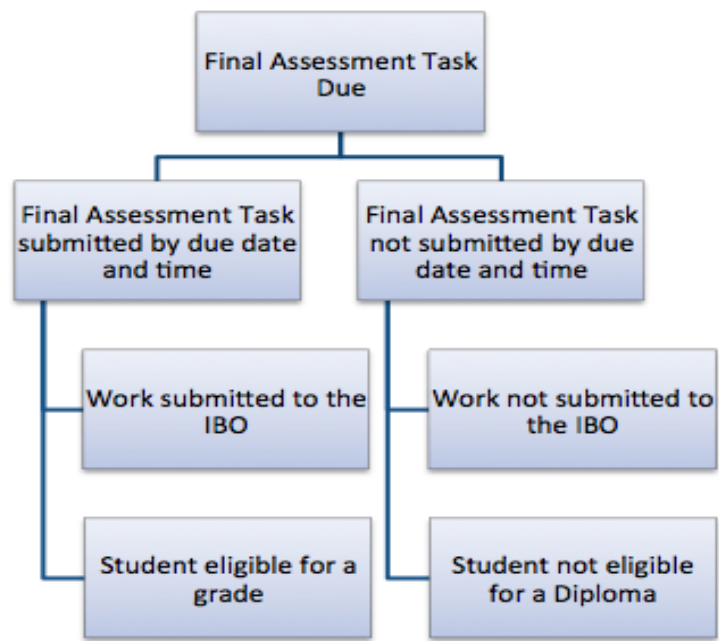
Guidelines for IBDP students with incomplete work for assessment

The following guidelines are from the *Handbook of Procedures for the Diploma Programme* and specify the requirements for grade eligibility.

Eligibility for a grade

A candidate is normally eligible for a grade in a DP subject only if work has been submitted for all components of the assessment in the subject. When a candidate fails to attend an examination, or submit work for any other component in a subject, no grade is normally awarded. An N will be issued for the subject and level.

Unacceptable reasons for work being incomplete include circumstances reasonably within the control of the candidate or their parent/carer, such as:

- misreading or misunderstanding the examination timetable
- oversleeping and therefore being late for an examination
- holidays/vacations
- family moving house
- social and sporting commitments
- attendance at interviews
- participation in events such as competitions, concerts and graduation ceremonies
- the candidate not providing work by the internal school deadline(s)
- the candidate not completing work owing to a lack of diligence or personal organisation
- school identifies academic misconduct (for example, work is plagiarised) and does not submit the candidate's work.

Short-term illness is not an acceptable reason for incomplete work, other than for missing an examination in May or November.

If a candidate is ill shortly before an internal College deadline for the submission of work, such as the College-based deadline for the extended essay or an internal assessment requirement, an extension to the deadline may be authorised by the College provided that appropriate and sufficient documentation is provided by the student. Please see *General Assessment Practices for Students Year 11-12 section* of this document for further guidance here as these expectations regarding illness/misadventure procedures apply.

Note that a diploma candidate has a maximum of three (3) examination sessions in which to obtain the diploma. This includes any examination session(s) in which the assessment was incomplete owing to an unacceptable reason and any subsequent retake session(s).

Acceptable reasons for incomplete work

A candidate is still eligible for the award of a grade in certain circumstances, that is:

- if the candidate has attended a written examination, but failed to gain any marks for the component
- if an acceptable reason is provided by the coordinator for the assessment being incomplete.

In subjects other than group 4, if a substantial part of a candidate's work for internal assessment is incomplete, the candidate may still be eligible for a grade. In such cases, check the guide and the OCC for any subject-specific marking instructions on how to deal with unusual cases. Otherwise, mark the work against the assessment criteria in the usual way. If in doubt, the College will contact IB Answers for advice.

For group 4 subjects, the work for internal assessment is only a part of a candidate's 60 hours at HL/40 hours at SL for practical work. A teacher cannot reduce a candidate's mark for internal assessment for not attending the full 60/40 hours of practical work, or for not completing write-ups of non-internal assessment practical work. Both of these cases are regarded as internal College matters and will be dealt with by the Head of Department, Head of Teaching and Learning and IBDP Coordinator.

Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the candidate, such as:

- illness or injury
- unavoidable attendance at a hospital or law court
- administrative errors by the College or by the IB
- major adverse or unforeseen circumstances during the examination session
- work not being provided by a previous school for a transfer candidate
- work not being provided by a previous teacher
- work being genuinely lost or accidentally destroyed, where supported by the coordinator.

Regardless of the circumstances, including events such as illness or bereavement, a grade will not be issued for a subject unless at least 50% of the marks, including an external component, are available. No exceptions are made.

Further detail regarding adverse circumstances can be found in the *Handbook of Procedures for the Diploma Programme.*

Review of Guidelines
These guidelines will be reviewed at the discretion of the College Principal
Last review date: January 2019
Next review date: As determined by the College Principal (2021)
Authorised delegate(s): College Principal
Document Unique Identifier: 11.01