

## Assessment Policy Principles

### Rationale

An assessment policy:

1. Sets out expectations and practices which are consistent across all areas of the curriculum (transparency)
2. Communicates to all students, care givers and teachers (expectations)
3. Guides all staff in ensuring that the assessment process is consistent and inclusive for all (fairness).

### Principles of Assessment

The QACI Assessment Policy aligns with specific assessment criteria as stated in the International Baccalaureate Organisation (IB) Handbook of Procedures for the Diploma Programme (DP). For Year 10 (Pre-IB) these principles are considered along with reporting requirements for Australia's National Curriculum.

1. The primary role of assessment, other than summative IB Assessment, is to support and guide learning for students. It is a diagnostic and development tool that assists staff to differentiate learning for each individual student's needs.
2. All dates for assessment will be communicated to students, parents and carers in the OneSchool Assessment Planner.
3. Information on each course of study, such as units of study and sequence of the course, will be made available to students through subject handbook and online syllabuses.
4. Assessment will be both a planned and integral part of the teaching and learning program.
5. No task will be set unless adequate resources are available on-campus for all students or unless easily accessible to all students outside the school. Students will be advised of pathways for accessing resources both within the school, in external libraries and via online sources for all assessment.
6. All assessment tasks will contain an element of class time so that a student's progress can be monitored, and authorship verified. Monitoring dates will be set so work-in-progress or drafts can be submitted for feedback and guidance.

### IB Diploma Assessment Criteria

All assessment items are designed to judge a student's work in relation to set criteria. This philosophy aligns with the IB Assessment Principles and is applied to both formative and summative tasks.

### Formative Assessment

These assessment tasks prepare students for summative assessment which will contribute to the IB Diploma. Formative assessment:

- scaffolded and monitored over time
- criteria based
- feedback provided
- independence of the learner is developed
- backward-map skills development for summative assessment.

The nature and conditions of the assessment will also serve to build assessment knowledge and technique. The nature of assessment will reflect the stage the student is at in their learning, relevant to the final summative IB assessment.

## Summative Assessment

Summative Assessment directly contributes to the final IB Diploma qualification.

It provides differentiated information about actual student achievements – this can inform both students/parents/carers/external parties through certification as well as being used as a tool for professional development.

## Timing of Assessment

The school carefully considers the timing of internal assessment to maintain an inclusive approach to the workload and wellbeing of all students. The school provides feedback to all students on their fullest and latest knowledge and skill within each subject.

At QACI, formal assessment blocks are scheduled throughout the school year and are communicated through the student assessment planner. These assessment blocks model and mirror the guidelines of the formal summative IB examination session and assist students to develop their exam techniques and skills.

## Inclusive Assessment Arrangements (IAA)

In line with *QACI Inclusion Policy*, all young people should have opportunities to demonstrate their abilities in learning and assessment conditions that are as fair as possible. Arrangements are provided to any young person who requires support and where the need can be justified based on the eligibility criteria articulated in the IB Access and Inclusion Policy, and Learning Diversity and Inclusion in IB Programmes.

## Academic Integrity

In all situations associated with assessment, the school's *Academic Integrity Policy* will apply.

All assessment tasks should contain an element of class time when a student's progress can be monitored and authorship verified.

An authentic piece of work is based on the student's individual assessment items and original ideas, along with the ideas and work of others being fully acknowledged. All assessment completed by a student, whether written or oral, must wholly and authentically use that student's own language and expression. Where sources are used or referred to, whether in the form of direct quotation or paraphrase, such sources must be fully and appropriately acknowledged.

Students must acknowledge:

- All ideas and work of other persons
- Rendition of another person's words presented in a new style and integrated grammatically into the writing
- Email messages, websites
- Electronic media
- Sources of all photographs, maps, illustrations, computer programs, data, graphs, audio-visual
- Verbatim (word for word) quotes
- Works of art including music, film, dance, theatre arts, and visual arts.

## Malpractice

Students are expected to act in a responsible and ethical manner throughout their participation in the International Baccalaureate Diploma Programme. In particular, students must avoid any form of malpractice. The IB defines malpractice as 'behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.' Malpractice most commonly involves collusion or plagiarism.

# Assessment Communication Protocols

## Assessment Plans

All subjects have an **Assessment Plan** that outlines timing, weighting and details of each assessment item for each year level.

Information about assessment tasks and activities are included in course outlines, which are available through QACI Student SharePoint.

## Assessment Calendars

Information and coordination of assessment will be communicated to students and the school community in these ways:

- 1. OneSchool Assessment Planner.**

This individualised planner will include Formative and Summative Assessment tasks:

- 2. Assessment Block Schedule** (coordinated by Deputy Principal)

QACI has an assessment block for assignment submissions, orals and examinations throughout the academic school year.

All submissions and examinations in the assessment block will be programmed, coordinated and communicated by the Deputy Principal

## Variation to Whole Cohort Assessment

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

All variations will be approved by the School Leadership Team. This includes final draft dates for summative IB assessment.

Variations to assessment will be communicated directly to students, parents and carers via electronic communication a minimum of five (5) full school days prior to the new date if the assessment date is brought forward. OneSchool Assessment Planners will be adjusted to reflect these new approved dates.

## Feedback Cycles and Reporting

### Moderation of Student Work

For each assessment item, formative and summative, teachers engage in a collaborative process to moderate grading against the set criteria to ensure consistent standards for all students, classes and teachers. At times this may also involve “blind marking” where teachers assess students from other classes before engaging in the moderation process.

To ensure teachers’ judgement of criteria remains consistent with IB expectations and standards, QACI expects teachers to evaluate the externally marked items from the previous examination period (returned via the Enquiry Upon Result process).

### Academic Reporting

QACI uses OneSchool for student and reporting data.

Students, parents and carers receive an academic report outlining student levels of achievement, effort and behaviour following formal assessment periods.

Throughout the year teachers will communicate with students, parents and carers to share information about student progress and improvement strategies.

Academic reports are distributed via email to parents and carers and are available to students via OneSchool. Hard copy reports are also available on request.

## Parent-Student-Teacher-Conferences

Formal face-to-face Parent-Student-Teacher Conferences are held twice a year. Concerns regarding student progress will be addressed at point in time and early contact with parents to inform these concerns is our expected practice. Parents are welcome to meet with teachers at other times to discuss student progress and wellbeing.

## Assignment Protocols

The approved QACI assessment task sheet must be used. This task sheet template includes:

- Detailed description of the task requirements
- Parameters of the task
- Monitoring and final submission details
- Inserts provided by teacher that may assist the student

Students must also upload their *Declaration of Originality* with each submission.

For formal summative IB submissions, the relevant IB cover sheets and documentation must be used.

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

1. **Final Monitoring / Final Draft:** If a final draft is applicable, documented feedback will be provided by teacher prior to submission for a final grade. This draft should demonstrate understanding of the expectations of the task. The final monitoring / final draft date must be no less than two (2) weeks before the due submission date. This reasonable time between the final monitoring date and the final submission date, is to allow for teachers to provide supportive intervention if a student is at risk of not completing the task by the final submission date.
2. **Final Submission deadline:** Tasks submitted after this date must be approved through the extension process.

## Assessment Conditions - Formative and Summative Tasks

### Teachers must ensure:

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

### Monitoring and Drafts

#### Aims

- Provide information to students, parents and carers about the progress of the assessment
- To support students in their organisation for completion of assessment by the due date
- To achieve an outcome which is indicative of the student's ability
- Monitoring dates will be set so work-in-progress or drafts can be submitted for feedback and guidance. The number of monitoring dates will vary depending on the duration and development of the learner.

# Final Submission Expectations

## IB Formatting Guidance

The purpose of these guidelines is to make the script as easy as possible to read and mark for the examiner.

- Arial font size 12 (where language / script support it)
- Chinese / Mandarin – SimSun
- Japanese – MS Mincho
- Korean - batang
- Double – line spacing
- Numbered pages
- Portrait orientation (rather than landscape) – except where necessary to accommodate a specific item such as a graph or illustration
- Saving and naming files
- **Students are NOT to include** their names, candidate numbers or schools in their document, including headers, footers, title pages
- **ALL** assessment items should be saved in the following format

**<surname> <Firstname> <subject> <task> <year>**

**E.g. Carozza John Film Independent Study 2022**

## Electronic Submissions

When students submit tasks electronically, they must upload the *Declaration of Originality* as a separate file via the nominated platform.

## e-Coursework – Submitting Summative IB Tasks

Summative internal assessment items and all external assessment items will be submitted to the IB electronically. Each student will be provided with their IB personal code and password in readiness for the upload process.

Teachers authenticate the assessment item prior to the task is submitted to the IB.

## Consent and Authenticity of own work forms

All students will complete an IB consent form to allow QACI to submit their assessment tasks on their behalf where required.

## Effective Citing and Referencing

- 100% of coursework received by the IB will be checked via new text matching software to support the principles of academic integrity. Any potential breaches will be investigated by the IB and may result in the withdrawal of a grade for the subject.
- When candidates upload their own work, they are required to declare “that this work is my own work and is the final version. I have acknowledged each use of the words or ideas of another person, whether written, oral or visual”
- If the IB DP coordinator or teacher is uploading on behalf of a student, then this authentication has been previously uploaded by each student. The IB has the right to ask for proof of student authentication.

## Technical specifications: File sizes and file types

The following table indicates maximum permissible file sizes and file types.

	Films / video / screencast	Audio	Images	Documents	Zipped file
Maximum files size	500MB	60MB or 60mins	5MB	50MB	750MB
Acceptable file types	.mp4 .mov (codec H264) .mpv	.mp3 .m4a	.jpg .jpeg .png .tif	.doc .docx .pdf (non-editable) .rtf	.7z .rar .tar .zip

## Orals and Group Presentation Protocols

For formal summative IB orals or presentations, IB procedures will apply. Absences from these assessment activities will require an *Application for Extension* through the Head of Department, Guidance Officer, Deputy Principal, Principal.

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

## Examination Protocols

### In-Class Examinations

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

- Arrange seating to minimise the opportunity for academic dishonesty
- Actively supervise the students
- Ensure students do not have access to books and materials which may give an unfair advantage
- Ensure IAA arrangements are administered aligned to approved conditions

### Formal Assessment Blocks / Mock Exams

QACI has designated formal assessment blocks. Because IB examination protocols are mandated, time is undertaken to intensively prepare students at QACI. Information sessions, mock examinations and observance of IB protocols are essential to enable students to mentally prepare and practice the skills to participate in the IB examination session.

In an assessment block, the normal timetable is suspended and the school is centrally programmed for students to undertake assessment under conditions that will reflect the formal IB examination requirements and conditions.

### Unfair Means during an Examination

The Academic Integrity Policy will apply for all formal examinations.

## Extension and Absence Protocols

### Application for Extension

If a task is recorded on the OneSchool calendar issued to students and an extension is required, inclusive of final drafts, it must be obtained through the faculty Head of Department (HOD), Guidance Officer, Deputy Principal or Principal. All other checkpoint / monitoring dates associated with an assessment item can be negotiated through the class teacher.

An extension may only be approved by the HOD, Deputy Principal, Guidance Officer or Principal and will involve the completion of the Application for Extension form which can be downloaded from the QACI website. Students should be prepared to show evidence of preparatory work.

### Student Absence on due date

#### If a student is absent on due date of a draft or final submission

1. The student uploads the submission to school electronically

OR

1. The parent or carer contacts the school to explain the circumstances and plan for submission or application for extension.
2. Supply a medical certificate to support application if appropriate.

### Monitoring / Draft - Incomplete / Non-Submission

Teachers should contact parents if a student does not submit sufficient evidence that the task expectations will be met by the final submission deadline. This contact will be documented as a OneSchool Contact with a referral to HOD.

### Consequences for a student not submitting a Final Draft

Notwithstanding an approved extension, a student who fails to submit a final draft on the specified date will only receive formal written draft feedback based on material immediately available on the Final draft due date.

### Final Submission - Failure to Submit / Incomplete Submissions

No submission / late submission: Unless covered by written approvals from the HOD, Deputy Principal, Guidance Officer or Principal, late or non-submitted work will be awarded appropriately.

### Student Absence Summative IB Assessment

If a student is absent for a formal summative IB assessment, the IB procedures will apply. Students will follow the Application for Extension process and will supply a medical certificate where appropriate.

### Student Absence Summative IB Examinations

If a student is unable to complete an IB examination due to illness:

1. Contact QACI immediately
2. Discuss circumstances with Deputy Principal / IB DP Coordinator
3. Obtain medical certificate for the date of absence

If a student falls ill during an IB examination, the student will alert the IB invigilator who will notify the Deputy Principal / IB DP Coordinator immediately after the examination.