

Assessment Policy Principles

Rationale

An assessment policy:

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

Principles of Assessment

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

1. The primary role of assessment (other than formal summative IB Assessment) is to coach and guide learning. It is a diagnostic and development tool. Assessment must reflect and complement the learning that has occurred in the period being assessed.
2. All dates for assessment which will be used in the end of term reporting will be communicated to students and parents at the beginning of each semester in the form of an 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. A copy of each current syllabus will be available for student access via the Learning Management System (Blackboard)
4. Assessment will be a planned and integral part of the teaching program.
5. No task will be set unless adequate resources are available on-campus for all students or are easily accessible to all students outside the school. Students must be advised of pathways for accessing resources both within the school, in external libraries and via online sources for every assignment.
6. All assessment tasks will contain an element of class time when 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.
7. Any assessment outside QACI's formal examination blocks will be completed in normal lesson times. (Unless scheduled on QACI Cal)

IB Diploma Assessment Criteria

All assessment items are criterion-based where students' work is judged in relation to set criteria. This philosophy aligns with the IB Assessment Principles and is applied to both formative and summative tasks

Formative Assessment

- Prepares students for summative assessment that contributes to the IB Diploma and is scaffolded and monitored over a period of 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 wisdom and technique. To this end, the nature of assessment should reflect the stage the student is at in their learning, relevant to the final summative IB assessment.

Summative Assessment

- Assessment directly contributing to the final qualification
- Provides differentiated information about actual student achievements – this can inform both student/parents/external bodies through certification as well as being used as a tool for professional development.

Timing of Assessment

The opportunity the Diploma offers for students to mature and develop into their courses means sensitive and thoughtful consideration of timing of internal assessment work. Students need to know how they are progressing; consideration must be given for fullest and latest opportunities for students to demonstrate their learning, knowledge development, processes maturation, understanding and skill. This must be balanced with ensuring that students are not over loaded with assessment occurring concurrently and in accordance with IB timelines. QACI will ensure that assessment is spaced appropriately, allowing time for students to demonstrate their capacity whilst avoiding assessment blocks that overload them.

At QACI, formal assessment blocks are scheduled at the end of each Semester (Semester 1 for Year 10, 11 & 12 and Semester 2 for Year 10 & 11). These assessment blocks replicate the strict guidelines of the Formal Summative IB Examination block and assist students to develop their exam wisdom. Collaboration across all subjects will occur each semester to ensure that assessment outside these blocks is spaced as productively as possible.

Inclusive Assessment Arrangements (IAA)

In line with our **Inclusive Education Policy**, all candidates should be allowed to demonstrate their ability under assessment conditions that are as fair as possible. This applies to candidates affected by temporary, long-term or permanent disability, illness or a learning difficulty. For Summative IB assessment, applications are made to the IB for Inclusive Assessment Arrangements in line with Handbook of Procedures for the Diploma Programme supported by medical/psychological/educational evidence. For Formative tasks (ie Pre-IB and IB1), we apply the same principles of the Inclusive Education Policy through applications and approval by the Deputy Principal Curriculum/IB Coordinator.

IB Coordinator and IB Programs Officer ensure **IB approved inclusive assessment arrangements are provided for all relevant examinations, in adherence to IB Policy**. Students are provided access to separate examinations space and invigilator following approved inclusive assessment arrangements.

Academic Honesty

In all situations associated with assessment, the school's Academic Honesty 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. Therefore, 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
- CD ROM, 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 required to act in a responsible and ethical manner throughout their participation in the Diploma Programme and assessment. 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 work programmes, which are available through QACI's e-learning site and are calendared. Students will receive electronic copies of their assessment planners. These assessment planners show students and parents what will be taken into consideration to determine the 'Level of Achievement' grade on an Academic Report.

Assessment Calendars

Information and coordination of assessment will be communicated to students and the school community by three (3) means.

1. **QACI Cal School Calendar** (coordinated by Principal). This will include:
 - All summative IB assessment dates
 - All final draft or final monitoring dates for formal IB summative work
 - School assessment submission and examination block periods.
2. **OneSchool Assessment Planner**. This individualised planner will include:
 - All assessment that will contribute to end of semester reporting
 - All class-based assignment submissions and tests
 - All submissions and tests to be held in the assessment block – date indicated as first day of the corresponding block. The schedule will be released a minimum of two weeks prior to the assessment block
 - All summative IB assessment – Internal and External
 - Final draft dates (only) for summative IB assessment
 - All summative dates in the OneSchool Planner must match the QACI Cal school calendar.
3. **Assessment Block Schedule** (coordinated by Deputy Principal)
 - QACI has an assessment block for assignment submissions, orals and examinations at the end of Semester 1 & 2
 - All submissions and examinations in the assessment block will be programmed, coordinated and published in advance by the Deputy Principal
 - An Intensive assessment block is convened for **Year 12 only** at the end of Term 3.

When an item is summative this is clearly labelled in all calendars as **IB Summative**. Students who miss IB summative deadlines risk non-award of their IB Diploma.

Variation to Assessment Approvals

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

- All variations must be approved by the Deputy Principal. This includes final draft dates for summative IB assessment.
- Variations must be provided to students in writing via the **Change of Date Advice Form**, a minimum of five (5) full school days prior to the new date if the assessment date is brought forward. Any changes, additions or deletions from the original must also be made on the OneSchool platform at the same time students receive the written notification.

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 the set standards are consistent across 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).

Markbooks

All subjects record marks and grades for assessment items in a central markbook saved electronically on the school's intranet. This ensures consistency across the school and within each subject. The weightings of each assessment task reflect the overall weighting for the summative IB assessment tasks. The calculation of the IB Predicted Grade uses the IB weightings. Teachers will conference with student about their progress "at that point in time", however the school does not formally release Predicted Grades to students or parents.

Reporting and Parent-Teacher Interviews

Academic Reporting

QACI uses the Department of Education and Training (DET) OneSchool platform for reporting and to store data.

- Students and parents receive an Academic Report outlining student levels of achievement, effort, behaviour and the quality of homework at the end of Term 1, Semester 1, and Semester 2 (except Year 12).
- Throughout the year teachers will provide students and parents personalised and detailed comments regarding progress and suggestions for improvement through conferences and email.
- Academic Reports are distributed electronically via email to parents and available to students online through OneSchool. Hard copy reports are also available on request.

Parent-Teacher-Student Interviews

- Formal face-to-face Parent-Teacher-Student Interviews are held twice a year (early Term 2 and early in Term 3). QACI uses PT Online as the appointment booking software program.
- Concerns regarding student progress should not be left until such events (or Academic Reporting junctures). Early contact with parents is our standard operating procedure. Parents are welcome to meet with teachers at other times to discuss student progress and performance.

Assignment Protocols

If a student or teacher is participating in Formal and Summative IB set tasks then IB procedures which apply to that task must be strictly adhered to and override any school based conditions or procedures. Students must supply a medical certificate if absent on the due date of a Summative IB task.

Issue of Formative and Summative Tasks

- The approved 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
 - Declaration of Originality
 - Inserts provided by teacher that may assist the student
 - For Formal Summative IB submissions, the relevant IB cover sheets and documentation must be used.
- There will always be a minimum of two (2) key dates for submissions of assignments
 1. **Final Monitoring / Final Draft** (as applicable to task): If a Final Draft is applicable, this is the last chance for formal, documented feedback from a teacher prior to submission for a final grade. This draft should demonstrate understanding of the expectations of the task, therefore be very close to the intended final outcome to maximise the opportunity for improvement. 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 alert parents if a student is "at risk" of not completing the task by the final submission date.
 2. **Final Submission deadline:** The student cannot submit a task after this date and the assessment process is concluded unless an extension has been approved.
- Hard copies of the assessment task and coversheet must be provided to the student on the day indicated as 'Date Issued' on the task sheet. A record of distribution must be kept by the teacher.
- In the event the student is absent on the 'Date Issued' it is the responsibility of the teacher to ensure a hard copy of the assignment is provided to the student at the next lesson.

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 Academy, 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 with identified learning difficulties are given the opportunity to access appropriate support / assistance to complete the assignment – see Inclusive Assessment Access (IAA) profiles.

Monitoring and Drafts

Aims

- Provide information to parents as to the progress of their student on assessment
- To assist students in their organisation for completion of assessment by the due date and avoid last minute rushes and/or subsequent failure to submit
- To achieve an outcome which is indicative of the student's ability
- There may be more than one monitoring date but the Final Monitoring or Final Draft Date is critical in its importance to the assessment process.
- 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

- Purpose of these guidelines is to make the script as easy as possible to read & 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 2016

Hardcopy Submission Items

- A submission will not be accepted without the cover sheet including signed Declaration of Originality
- Submissions must be given in the specified session or lesson directly to the teacher in that classroom
- Submissions will not be accepted by another teacher at a staffroom or be left for a teacher
- If a submission is unable to be made directly to the specified teacher in person then the assignment is to be submitted at Client Services where a receipt will be issued.

Electronic Submissions

- Electronic submissions must be submitted in the specified session or lesson or by due time as stipulated on task sheet.
- If a student is required to submit electronically via ManageBac or TurnItIn the responsibility is with the student to ensure proof of submission time as indicated by due date / time.
- If students submit electronically, the assessment cover sheet, including the Declaration of Originality (with name typed in signature block) may be submitted electronically (as a separate file) or in hardcopy to the teacher on the same day in the lesson for that subject.

e-Coursework – Submitting SUMMATIVE IB Tasks

From 2016, most Summative Internal Assessment items (sampled students) and ALL External Assessment items will be submitted to the IB electronically via an upload through IBIS. Teachers will submit some items whilst other items are submitted directly by the candidate. Each candidate will be provided with their IB personal code and password later in the year, which is required for the upload of assessment items and also to obtain your FINAL IB results in January.

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 e.g. IA’s if you are sampled and any External Assessment submitted by the teacher e.g. Visual Art

Effective Citing and Referencing

(May 2016 Diploma eCoursework newsletter)

- “100% of coursework received by the IB will be checked via new text matching software for possible collusion and plagiarism. Any potential breaches to regulations will be investigated by the IB and the candidate may not receive a grade for the subject.”
- When candidates upload their own work there is a declaration “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 a coordinator or teacher is uploading on behalf of a candidate, then this authentication MUST be collected from each candidate by the school. The IB has the right to ask for proof of this candidate authentication.

Therefore, ALL students must submit the QACI coversheet with signed Declaration of Originality (either hardcopy or electronically) to their teacher when submitting an assessment item.

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

Process for submitting SUMMATIVE IB assessment tasks

1. Students submit Assessment Item to ManageBac or TurnItIn by the due date AND time
2. ALL students MUST complete and upload the required IB coversheet with signed Declaration of Originality to ManageBac or TurnItIn as separate documents.
3. Subjects can stipulate whether students must submit a hard copy of assessment item as well.

eCoursework Upload

This will occur later in Term 3. Each subject will have an allocated day / lesson to conduct their upload. Inner Core uploads will be conducted as a whole group at the same time eg TOK, EE

1. It is anticipated that students will be able to upload their assessment items directly from ManageBac to IBIS using their IBIS login (provided in Term 3)
2. **Teachers and students will receive instructions on how this will occur closer to the time**
3. Students “submit” assessment via IBIS
4. Teachers login to IBIS and “Authenticate” the assessment item (to ensure students have submitted the correct item) where the task is submitted to the IB.

Orals and Group Presentation Protocols

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

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

Examination Protocols

In-Class Examinations

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

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

Formal Assessment Blocks / Mock Exams

QACI has two designated Formal Assessment blocks per year:

- At the end of Semester 1
- At the end of Semester 2

Because IB examination protocols are mandated, time is undertaken to intensively prepare students at QACI. Information sessions, mock examinations and strict observance of IB protocols are essential to enable students to mentally prepare for their final formal IB examination session.

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

Teachers must ensure that:

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

For Formal Summative IB examinations, official IB procedures will apply and will be strictly complied with, and override QACI procedures.

Conduct in Examinations

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

Unfair Means during an Examination – refer Academic Honesty Policy

For Formal Summative IB examinations, official IB procedures will apply and will be strictly complied with.

- All supervisor / invigilator action in response to suspected unfair means should be unobtrusive and not disturb the exam. It must be minimalist in its disturbance of the student implicated, no matter how obvious the degree of proof of misconduct
- On the student's exam paper, where they are currently working at the time of suspected misconduct, the supervisor / invigilator will indicate the time and initial the entry
- The supervisor / invigilator will remove any source of misconduct
- The students must be allowed to complete the exam / task
- The supervisor / invigilator will complete a detailed record of the incident on OneSchool
- Immediately after the exam / task the incident must be discussed with the Deputy Principal and all relevant material passed on to the Deputy Principal
- The Deputy Principal will complete the investigation and determine the consequences aligned to the school's Academic Honesty Policy.

Extension and Absence Protocols

Application for Extension – prior to Due Date

If a task is recorded on the OneSchool calendar issued to students and an extension is required, it must be obtained officially through the faculty HOD - Head of Department (this includes final draft dates). All other checkpoint / monitoring dates associated with an assessment item can be negotiated through the class teacher.

An extension may only be granted by the HOD following the completion of the appropriate application form. This application form can be obtained from client services or downloaded from the QACI website. Extensions will only be granted in justified circumstances under the Guidelines of the IBO. **Applications must be made before the due date.** Students should be prepared to show evidence of preparatory work.

Student Absence on due date – Formative

Student Absence - Submissions

If a student is absent on the due date of a Draft or Final submission

1. The student should send the submission to school electronically
OR
1. The parent/guardian should contact the school to explain the circumstances and make arrangements for submission or application for extension.
2. On first day returning to school
 - a. Submit Application for Extension (blue form), approved by HOD, to accompany submission.
 - b. Supply a medical certificate to support application if appropriate.

Monitoring / Draft - Incomplete / Non-Submission

Teachers should make contact with parents using the email template on the day of the Final Monitoring / Final Draft 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 contact in OneSchool.

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. A further opportunity to receive formal written feedback will not be available.

Final Submission - Failure to Submit / Incomplete Submissions

1. No submission / late submission: Unless covered by written approvals from the HOD, late or non-submitted work will be awarded the lowest possible grade/mark.
2. Incomplete Assignments: A submission shall be deemed incomplete if:
 - It is not completed to the specifications as per criteria sheet
 - Evidence does not exist to indicate that all sections have been attempted.
 - The quality of work will be recorded in the marking process and should not be reason for deeming a submission incomplete. The monitoring process is the avenue for this feedback.
 - Unless covered by written approval by the HOD the student should be given a result based on the incomplete work submitted on the due date. The student will be expected to complete the task in full with feedback provided by the teacher, however they will not be given credit for this additional work.
- a. In any of the cases outlined in (1) and (2), an email using the template for Non-submission should be sent to the parent within 48 hours (cc'ed to Head of Department (HOD)).
- b. The email should attach the appeal proforma, which allows parents and students the right of reply and natural justice. A determination of the final result outcome will be made by Administration following return of this appeal. If an appeal is not returned within a reasonable timeframe or before reporting, the result will stand.

Student Absence - Examinations, Orals, Group Presentations

In Class / Formal Assessment Block

Even when assessment is formative, we believe it is important for students to develop examination wisdom as they progress towards the IB summative assessment. By enforcing the assessment policy during in-class tests and formal exam periods, students will develop the skills and understanding required for their IB exams. For students who are absent on the day of an Exam, Oral, Presentation either in class or a formal centrally coordinated assessment block (end of Semester 1 and 2) they must

1. The parent/guardian should contact the school to explain the circumstances / absence
2. Collect / Download **Application for Extension / Alternative Assessment** (blue form) from Client Services or download from QACI website
3. Submit **Application for Extension / Alternative Assessment** (blue form), approved by HOD, to accompany submission.
4. Supply a medical certificate to support application if appropriate.
5. In the absence of a blue form, an email or phone call must be made to the parent / carer within 48 hours.

When considering the application, the HOD/Administration will determine if the absence is legitimate or non-legitimate with consequences as outlined below.

Legitimate Reason

1. If possible, arrangements will be made for the student to complete the task under assessment conditions and the result will contribute to the semester grade
2. If arrangements cannot be made in light of ongoing illness / extreme circumstances, an 'N' rating will be recorded in the markbook for the assessment item and the term / semester grade based on other submitted / completed evidence from the semester. The teacher will provide the exam to

be completed in student's own time. The teacher will provide written feedback; however it will not contribute to the semester grade.

Non-Legitimate Reason

1. The student **MUST** complete the assessment item as soon as they return to school OR in their own time (i.e. NO alternative arrangements will be made for the student to complete the item under assessment conditions during the assessment block)
2. The teacher will provide written feedback on the student's work but this will only be used for the purpose of learning; not for Academic Reporting
3. The student will receive the lowest possible result for that item of assessment (E or 0%) which will count towards their semester result because their absence was non-legitimate
4. End of term/semester levels of achievement will be based on all evidence submitted / completed throughout the semester including this result (E or 0%) for this piece of assessment

All variations to assessment arrangements will be filed in a student's official profile of work for that subject.

If the school is not contacted in regard to a missed assessment, the class teacher will contact the parent/ carer within 48 hours and the above Non-Legitimate consequences may apply.

Student Absence on due date – Summative IB

If a student and or teacher are participating in a Formal Summative IB assigned task then IB procedures will override any school based procedures and must be strictly adhered to. All IB conditions must be strictly complied with and relevant IB forms and documents used. Students must supply a medical certificate if absent on the due date of a Summative IB task.

Student Absence Summative IB Orals / Submissions

- If a student is absent for a formal summative IB assessment items (submission or oral), the IB procedures will apply and be strictly adhered to. Absence will require a medical certificate
- Parents must contact QACI to notify HOD and teacher
- Complete and submit **Application for Alternative Assessment** (blue form) for extension and supply appropriate medical certificate
- Student to meet with HOD for consideration and approval.

It is expected that the student will complete the oral task or submit assessment item on the first day they return to school.

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 (QACI IB Medical Certificate)

Note: In most cases the student will need to re-take the examination in the next available IB Examination Session e.g. May the following year. The IB Diploma will not be awarded until the outcome of the re-take is determined.

If a student falls ill during an IB examination and believes it has affected their performance they should speak with the Deputy Principal / IB DP Coordinator immediately after the examination and then supply medical documentation (QACI IB Medical Certificate) as soon as possible (within 24 hours). A D2 application will be submitted to the IB by the Deputy Principal / IB DP Coordinator.

Notification of Change to Assessment Date

Subject: Original date (as shown on calendar):

Class Code: New date:

Task:

Please note that the formal assessment date for the class and task listed above has been changed. Please make this change on your hard copy of the assessment calendar and in your iCal.

Teacher

Date

Principal/Deputy Principal

Notification of Change to Assessment Date

Subject: Original date (as shown on calendar):

Class Code: New date:

Task:

Please note that the formal assessment date for the class and task listed above has been changed. Please make this change on your hard copy of the assessment calendar and in your iCal.

Teacher

Date

Principal/Deputy Principal

Notification of Change to Assessment Date

Subject: Original date (as shown on calendar):

Class Code: New date:

Task:

Please note that the formal assessment date for the class and task listed above has been changed. Please make this change on your hard copy of the assessment calendar and in your iCal.

Teacher

Date

Principal/Deputy Principal

TEACHERS PLEASE NOTE: Our policy states that changes must be provided to students in writing, a minimum of five (5) full school days prior to the original date or five full school days prior to the new date if the assessment date is brought forward, whichever gives the students the more notice.

EXAM COVER SHEET

Subject & Level:		Student:
Date:		Teacher:
Reading Time:	5 min	Exam Type:
Exam Length:		Calculator: Yes / No

Instruction to candidates:

- Write in blue or black ink
- Check the details in the box above. If any detail is incorrect, inform the invigilator of the examination.
- 5 Minute Reading time is provided (except multiple choice exams).
- Write down your NAME on the front of each answer sheet (and on any graph paper) used.
- Attach this cover sheet to the answer sheets (and any graph paper).
- In the box below, write the number of answer sheets (including any graph paper) attached to this cover sheet.

Number of answer booklets attached

****Room for each subject to include their own details for each exam****

Student: _____ **Class:** _____

Teacher:	
Date of Issue:	
Subject & Level:	
Pre-IB/IB1/IB2:	
Term/Sem/Year:	

Insert image here if applicable

TASK		
DUE DATES	Full draft due:	Final Submission:
TASK WEIGHTING	FORMATIVE / SUMMATIVE %	
CONDITIONS (Teachers to edit)	<input type="checkbox"/> Font – Arial 12pt; 1½ line spacing <input type="checkbox"/> Time allowed <input type="checkbox"/> Number of drafts - 1	<input type="checkbox"/> Word length <input type="checkbox"/> Genre <input type="checkbox"/> Other
SUBMISSION REQUIREMENTS	<input type="checkbox"/> Signed Declaration of Originality / Task Sheet, submitted with assignment <input type="checkbox"/> Word processed and fully edited <input type="checkbox"/> All sources cited using Harvard referencing <input type="checkbox"/> Submitted via Hard copy / Electronically (ManageBac/Turnitin)	
RESEARCH SUPPORT (Teachers to edit)	<input type="checkbox"/> QACI Library Catalogue <input type="checkbox"/> QUT Library Catalogue <input type="checkbox"/> QACI EBSCO Premier research database <input type="checkbox"/> QACI JSTOR research database <input type="checkbox"/> QACI Enhance TV Direct <input type="checkbox"/> State Library online resources <input type="checkbox"/> QUT Cite Write online for Harvard referencing	

**ACADEMIC
HONESTY
STATEMENT**

Declaration of originality:

I, _____, declare the work presented in this assessment is, to the best of my knowledge and belief, original and my own work, except as I have acknowledged within the text submitted.

Signature: _____ Date: _____

This coversheet **MUST** be saved as one (1) document, which includes

1. Coversheet
2. Task Details
3. Criteria

The whole task document must be distributed in hard copy as well as made available electronically e.g. Blackboard

TASK DETAILS

Task Details must be included and saved in this one document

ASSESSMENT CRITERIA

Assessment Criteria must be included and saved in this one document

APPLICATION FOR EXTENSION / ALTERNATIVE ASSESSMENT ARRANGEMENTS

Student Name: _____ Year Level: _____ Connect: _____

Subject: _____ Assessment Task: _____

Teacher: _____ Assessment Date: _____

- Application for extension
- Absent on the due date of an assignment
- Absent on the due date of exam/test/oral presentation
- Absent for ALL or PART of formal assessment session

REASON FOR EXTENSION / ALTERNATIVE ARRANGEMENTS: _____

Parent / Carer Section

- Medical Certificate / Evidence supplied**

Details in support of the request or alternate arrangements _____

Signature: _____ Date: _____

Teacher Section

Teacher Comments / Recommendations: _____

Signature: _____ Date: _____

HOD / Deputy Principal / Principal Section

Approval Yes No Extended Due Date: _____

Comments: _____

HOD / Deputy Principal / Principal Signature _____ Date: _____

- Entered on OneSchool (Career/Review & Monitoring and Select Referral to Teacher)

New Exam Schedule – for use by Deputy Principal

Subject Code	Name of Paper	New Date of Exam	Location

Student emailed rescheduled exam details with CC to subject teacher / HOD / Year Level Administrator:

Summative IB Assessment

Summative International Baccalaureate Assessment affected. (To be completed by student)

Assessment Task	Issue Date	Due Date

Medical Certificate

To be used in the event of illness; this may result in:

- a student's preparation for summative International Baccalaureate assessment being adversely affected
- their absence from a summative assessment exam or submission

The following is to be completed by a medical practitioner (please print)

- Registered medical practitioner
- Other (e.g. optometrist)
State occupation: _____

Please stamp OR print your name, degrees/special qualifications, address of practice and provider number.

I certify that I saw and examined

(given names)

(surname)

on

(if on more than one occasion, state dates of all relevant consultations)

and am of the opinion that the person is suffering from

(name of medical condition)

- I certify that this person's medical condition **will prevent / or has prevented** them from completing the task listed above.

AND / OR

- I certify that this person's ability **would be adversely affected** in the following ways by the medical condition when completing the task or preparing for the task.

Please list prescribed medications and any likely side effects, as well as any other relevant matters.

Attach further documentation, if necessary.

Signature: _____ Date: _____