

Assessment Policy

Inspiring Great Minds



Queensland Academy
for Science Mathematics
and Technology



IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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1.0 RATIONALE

Queensland Academy for Science, Mathematics & Technology is **committed to learning**. Our Academy believes that all students are able to succeed and achieve excellence and as such our core business is focussed on ensuring every student reaches their potential. Our teachers are continually reviewing and improving their practice as they strive for pedagogical excellence. We believe that learning at QASMT should be a fun, challenging and rewarding experience that provides students with an education experience that will set them up for a successful and balanced future.

As an International Baccalaureate World School, we provide learning experiences that are richer than an academic curriculum alone. We aim for our students at QASMT to be internationally minded young people recognised for their qualities as leaders of the future. Our students are knowledgeable, inquirers, risk-takers, balanced, caring, reflective, open-minded, thinkers, principled and communicators. They are resilient and persistent as they strive to reach their goals. We are **committed to personal excellence** in all pursuits and expect each student to strive for their best and consistently work hard.

This policy is designed to outline our philosophy and practices of assessment, based on the principles the IB has adopted, to make sure that the assessment we undertake is meaningful, fair and in the best interest of our students. This policy applies to both our Diploma Programme (DP) and Middle Years Programme (MYP). As an IB World School our decisions in developing an assessment policy and program are guided by the IB requirements, as a Queensland school the Queensland Curriculum and Assessment Authority principles of assessment have also been used in the development of this policy. A list of guiding documents used in developing this policy is available in the Additional publications section.

2.0 PHILOSOPHY OF ASSESSMENT

‘Many of the objectives for an International Baccalaureate (IB) education are not easy to assess, but without detailed assessments of our learners, important decisions that will affect their lives will be made on less fair and reliable grounds.’ (IB *Assessment principles and practices*, 2018) Assessment is the ongoing process of gathering, analysing and reflecting on evidence to make informed judgments about the achievement or capabilities of individuals and cohorts. It plays an integral role in improving learning and informing teaching. Its fundamental purpose is to establish where learners are in an aspect of their learning at the time of assessment. (Queensland Curriculum and Assessment Authority (QCAA), 2018)

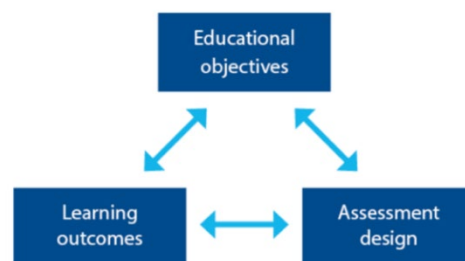
The purposes of assessment include:

- improving teaching by providing information on what students know and can do
- helping students progress in their learning
- providing meaningful information on students’ strengths, learning needs and achievements.

High-quality assessment provides timely and informative feedback about students’ learning progress. Effective feedback encourages self-reflection, allowing students to actively monitor and evaluate their own learning. Together, assessment and feedback support continuous, collaborative, active and self-directed learning. All assessments are a balance between conflicting demands. An example might be the tension between reducing the assessments burden and the risk of students only having one opportunity to show what they can do.

Along with recognition of assessment and balance, the difficult task for schools and the IB is to focus on what is important to assess and not what is easy. This is perhaps most eloquently expressed by Alec Peterson, the first Director General of the IB:

What is needed is a process of assessment which is as valid as possible, in the sense that it really assesses the whole endowment and personality of the pupil in relation to the next stage of his life, but at the same time sufficiently reliable to assure pupils, parents, teachers, and receiving institutions that justice is being done. Yet such a process must not, by its backwash effect, distort good teaching, nor be too slow, nor absorb too much of our scarce educational resources (Peterson, 1971).



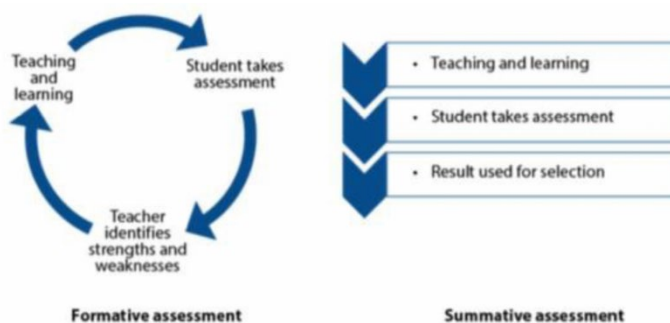
2.1 PRINCIPLES OF ASSESSMENT

Assessment at QASMT is guided by the following principles. Assessment must:

- be informative of where students are in their learning.
- be aligned with curriculum and pedagogy. This interdependency of assessment and educational purpose can be expressed in the diagram below (from Furst's paradigm, 1958, in Frith and Macintosh, 1984)
- have a positive 'backwash' effect, that is, the design of assessment must encourage good quality teaching and learning. This acknowledges the unintended outcome of assessment in which students and teachers may only value those aspects of the curriculum that are being assessed
- be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for students, teachers and the IB
- be appropriate to the widest possible range of students, allowing them to demonstrate their personal level of achievement
- be evidence-based, using established standards (published by the IB) to make defensible and comparable judgements about students' learning
- be ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning
- support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

2.2 PURPOSES OF ASSESSMENT

Assessment can be used for a variety of different purposes. The intended purpose for a given assessment will have a major impact on how it is designed. Traditionally, there have been two broad reasons for doing assessment: **formative** and **summative**. The IB *Assessment principles and practices* outlines the difference between these two forms of assessment as follows.



For formative assessment, the aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly helpful here. In contrast, summative assessment focuses on measuring what the student can do, typically to report to parents/guardians or an external body to demonstrate the completion of a program of study. While formative assessment is interested in why a student does something, summative assessment wants to know whether they did the correct thing. While this may seem less useful than the why question, it is necessary to consider the different purpose of summative assessment, which is to make a judgment about the student, not to inform future teaching and learning (although it can be used for this purpose).

In formative assessment, it is more important to identify correctly the knowledge, skills and understanding that students have not yet developed, rather than to measure accurately the level of each student's achievement. The balance between these concepts is called validity and is discussed in more detail in later sections. This balance between the student's attainment and the quality of feedback is reversed in summative assessment, where the outcomes of the assessment will be used to report progress to parents or to make decisions about the student, often around competitive selection for employment or educational opportunities, but also to support further teaching and learning.

Formative assessment has the most direct link to the way students learn and is sometimes called assessment for learning while summative assessment is referred to as assessment of learning. This underestimates the major impact of summative assessment on what is actually learned in the classroom. All assessment should support appropriate learning. Summative assessment is not just an activity conducted after learning has taken place but should be designed to have an integrated role in teaching and learning.

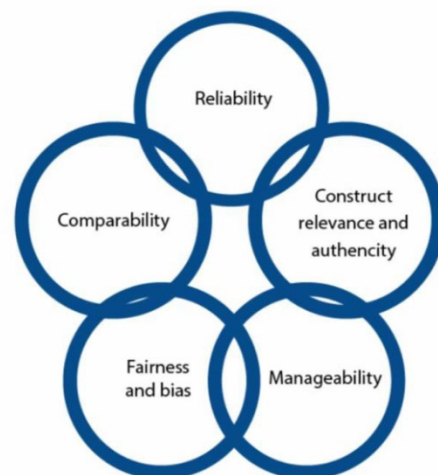
At QASMT, the terms formative and summative are used similarly to these IB definitions, however, it is important to note that whilst summative assessment is used for reporting purposes we also focus heavily on using these assessments for formative purposes. In that, while the result may be used in the reporting process, teachers and students use summative assessments to identify strengths and weaknesses as part of the learning cycle. In addition, it should be noted that Diploma Programme summative assessment takes two forms – School-Based Assessment and IB Assessment. These differences are articulated in the QASMT IB Diploma Programme Assessment Guidance Handbook and distinguish the assessment used for reporting at QASMT and those used for determining the final Diploma score for a student.

An important aspect of carrying out, and using, summative assessments of students is to understand the difference between marking their work and grading their work:

- In marking, a student is given credit for the work they have produced against a markscheme or criteria. This is an indication of the degree of the assessment task they got right.
- In deciding a grade, the teacher/examiner is making a judgment on the quality of the candidate's work against a defined standard which will take into account the difficulty of the task as well as the proportion of the task that was completed correctly (as indicated by the mark/s). The grade is intended to be comparable with performances on other assessments.

2.3 VALIDITY

Validity refers to whether an assessment is fit for purpose. The meaning of validity can be explored through the following anonymous (although often credited to Albert Einstein) quote. *Everybody is a genius. But if you judge a fish by its ability to climb a tree, it will spend its whole life believing that it is stupid.* As indicated earlier, ensuring validity of assessment is of most relevance to summative assessment. Validity (and reliability) is widely regarded as an essential characteristic of any assessment system, particularly a high-stakes one where the outcome is of great importance to the student or the teacher. These characteristics are in fact multi-faceted, with different types of validity and reliability. The *IB Assessment principles and practices* refers to the different aspects of validity as the 'validity chain', shown in this diagram.



In designing assessment, it is important to balance these competing priorities. A detailed overview of these aspects can be found in the *IB Assessment principles and practices* however a brief overview is included below:

- **Reliability** is defined as “the extent to which a candidate would get the same test result if the testing procedure was repeated”. In summative assessment at QASMT we increase the levels of reliability by ensuring clear marking and grading practices are adhered to, these are outlined in the relevant sections of the Common Practices in Assessment in this policy.
- **Construct relevance and authenticity** means that testing is done in a way that matches what we expect a student to have learnt. A clear understanding of what a particular assessment task is seeking to allow the candidate to demonstrate, and an inquiring and challenging review of the degree to which it does so, represent best practice in ensuring appropriate degrees of construct relevance.
- **Manageability** takes into account the demands on students and teachers in the assessment. Factors such as time length of the assessment are considered here and are often in tension with reliability and construct relevance and authenticity.
- **Fairness and bias** relates to how equitable the assessment is. Bias can be defined as a difference in outcome of an assessment process that is not related to a genuine difference in the aptitude or achievement being measured. Deadlines for assessment are an important consideration here as are Special provision arrangements which have been identified for individual students.
- **Comparability** asks whether two assessment outcomes can be considered equal. It is important to ensure that our school-based assessments are comparable to the IB assessments if the outcomes are going to be meaningful to our students and community.

2.4 ASSESSMENT AND THE IB LEARNER PROFILE

Assessments provides significant opportunities for students to demonstrate the attributes of the IB Learner Profile. Teachers should work with students to highlight the attributes which can be demonstrated to ensure success in their assessment program.

2.5 DEFINING GOOD ASSESSMENT

The QCAA recognise high-quality assessment is characterised by:

- **Validity** – through alignment with what is taught, learned and assessed.
- **Accessibility** – so that each student is given opportunities to demonstrate what they know and can do.
- **Reliability** – so that assessment results are consistent, dependable or repeatable; in standards-based assessment the correct interpretation of standards is essential for reliability.

The IB's views on what makes good assessment can be summarised as:

- **Supporting curricular goals** – encouraging good teaching and learning, as outlined in the principles of assessment a positive 'backwash' and alignment with curriculum is essential.
- **Ensuring predictability** – in which a student should clearly understand what is being assessed.
- **Using a range of assessment tasks** – this reduces inequity in assessment and improves reliability of results by providing multiple opportunities for a student to show what they know and can do.
- **Considering wider student competencies and higher-order thinking skills** – ensuring the full range of outcomes of a course can be demonstrated by a student and again ensuring a positive 'backwash' from assessment.

The points highlighted by both the QCAA and the IB have informed the common practices of assessment at QASMT as outlined in the following section.

3.0 COMMON PRACTICES IN ASSESSMENT

All assessment at QASMT must be informative. Quality assessment provides information to teachers, students, and parents/caregivers about the depth of students' conceptual understandings, problem solving, analysis, synthesis and critical thinking.

Informative assessment:

- informs teachers' planning and delivery of future learning opportunities
- promotes further learning and development when combined with constructive feedback and opportunities for reflection
- enables learners to understand and appreciate the progress they have made and recognise that they are being successful in their learning
- assists students to develop their self-assessment skills to enable them to assess their own learning, set specific goals and plan next steps for their learning
- maximises collaboration and sharing of knowledge between families and schools to support the learning and development of all students
- leads to informative reporting
- supports school and system-wide planning.

The practices outlined in this policy largely refer to summative assessment. This should not be viewed

that we value formative assessment less, instead the practices of summative assessment need to be clearly articulated to ensure validity (and reliability) of our reporting processes.

3.1 USING FORMATIVE ASSESSMENT TO INFORM TEACHING AND LEARNING

Formative assessment, including diagnostic testing, is a range of formal and informal assessment procedures conducted by all teachers during the learning process in order to modify teaching and learning activities to improve student attainment. The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning. Formative assessments help students identify their strengths and weaknesses and target areas that need work. Teachers at QASMT are expected to utilise a range of evidence-based formative assessment practices to inform teaching and learning in every lesson. The role of formative assessment in learning can be considered in the following diagram.

Learning Progression Guided by Formative Assessment



3.2 SUMMATIVE ASSESSMENT FOR REPORTING PURPOSES

The common practices outlined in this section are those used in summative assessment processes at QASMT across Years 7-12. As outlined previously, in the Diploma Programme, summative assessment takes two forms and the term summative in this assessment policy refers to both School-Based Assessment and IB Assessment (both Internal and External but excluding official IB examinations).

For details of IB Assessment, conditions and requirements for assessment in the IB Diploma Programme, including the requirements for award of an IB Diploma, the QASMT IB Diploma Programme Assessment Guidance Handbook should be referred to. For details of conditions and requirements of the IB Middle Years Programme, the QASMT IB Middle Years Programme Assessment Guidance Handbooks should be referred to.

3.2.1 SETTING ASSESSMENTS

Assessment-literate teachers use quality assurance processes to develop a shared understanding of the expected quality of learning performance (Adie and Willis, 2016). This assists teachers to improve teaching and inform assessment processes.

Quality assurance processes used should involve teachers:

- engaging in in-depth conversations prior to teaching about what standards will look like in practice
- collaborating with all teachers to design good assessment tasks (as outlined above) aligned with the standards being assessed
- sharing standards/marking criteria with students
- engaging in feedback, moderation and professional conversations and activities.

Heads of Department play a key role in developing and overseeing quality assurance processes related to all common practices of assessment within their faculty.

3.2.2 SUPPORTING STUDENT OUTCOMES

Further to the detailed information in the Philosophy of Assessment section, the following practices should be implemented in all summative assessment to ensure students have the best possible opportunity to demonstrate what they know and can do in assessment. Students must have:

- clarity of the task expectations
 - for examinations, this includes:
 - a clear understanding of which specific curriculum material and criteria are being assessed
 - an understanding of the types of questions and the format of the examination.
 - for assignment type tasks, this includes:
 - a clear and explicit task sheet
 - use of the provided QASMT templates
 - task specific descriptors in common language.
- formative feedback to improve on their outcomes
 - for examinations, this includes
 - practice activities for formative purposes.
 - for assignment type tasks, this includes
 - formative feedback on their progress in assessment, this may take the format of a draft or checkpoints (please see further guidance for DP summative assessment in the next section)
 - time to act on the formative feedback to improve their assessment.

3.2.3 TIMELINES AND DEMANDS ON STUDENTS AND TEACHERS

Assessment programs are developed for each course at QASMT and outlined in work programs for all subjects and year levels, these programs are published on the QASMT website. Assessment programs are developed based on the guidelines outlined in IB Subject guides to ensure all requirements for the IB programs are met. The practices outlined in this document about 'Grading assessment' should be referred to when developing these programs. It is a general expectation that a subject would not schedule more than two assessment items in a term.

All dates/deadlines for summative assessment items are published on the assessment calendar for each term, these calendars are negotiated between Heads of Department and the Deputy Principal to ensure

demands on students are balanced and realistic. As a general guideline, assessment must not be scheduled in the first week after a student holiday period or during an interruption free period in the week before an examination block. Any changes to the assessment calendar must be approved by the Deputy Principal and communicated to parents/guardians and students.

To manage the need for valid (and reliable) reporting, an examination block is scheduled at the end of each term for students in Years 10 – 12 and in Term 2 and 4 for Year 9 students. This examination block facilitates the secure conducting of examinations at a common time and the scheduling of examinations up to 120 minutes in length, based on the examination styles used by the IB. These examinations also facilitate preparation for the IB DP November examinations. In addition, a full mock examination (including all papers) is conducted in Term 3 of Year 12. To ensure fairness for all students in our summative assessments, extensions to assessment due dates/deadlines can only be granted by the IB Coordinators, either the IB MYP Coordinator, or the IB DP Coordinator. Guidelines for these processes are available in the QASMT IB MYP, DPP and DP Assessment Guidance Handbooks. These guidelines are strictly adhered to and can only be varied on Principal approval.

In relation to Diploma Programme assessment schedules, additional practices are used to ensure demands are balanced and realistic for students. All IB IA and EA Assessment is mapped for the two-year course by the Deputy Principal with the Heads of Department. The two-year calendar is published in the QASMT IB Diploma Programme Assessment Guidance Handbook, any changes must be negotiated with the Deputy Principal and if approved will be communicated to parents/guardians and students. The submitting and timely return of drafts is also scheduled to manage demands on students and teachers; all feedback on drafts must be returned to students at least two weeks before the due date of the assessment and teachers must be given at least two weeks to provide feedback to drafts. Individual faculties may extend these timelines however they should never be shorter than the times indicated.

3.2.4 MARKING ASSESSMENTS

Marking of all summative assessment must be moderated. Moderation of assessment is a process in which teachers engage in focused dialogue to share their observations and judgments in order to:

- improve the consistency of their decisions
- ensure their judgments are as valid, reliable and fair as possible
- conversations should occur before judgments about the quality of work are given to learners. This provides students and parents/caregivers with confidence that the decisions made are an accurate judgment of achievement.

All teachers must use detailed markschemes or criteria when marking assessment and these must be aligned with the relevant IB program requirements. In the DP, teachers should use the multiple resources available on My IB, exemplars and past papers and markschemes to ensure they understand the correct use of IB markschemes and criteria. In the MYP, task-specific clarifications should be produced for each task, based on the assessment criteria being assessed, by redrafting value statements within the level descriptors in terms of the specific assessment task. Teachers should discuss markschemes or criteria before marking student work to ensure they have a common understanding, this process is also known as 'calibration moderation'. In the case of criteria-based and open-ended tasks, moderation of marked

samples of student work after marking must occur in line with faculty expectations. It is an Academy expectation that all marked DP Internal Assessment (IA) has been moderated before marks are entered on IBIS. When there is only a single teacher of a subject, moderation discussions should occur with the Head of Department or another IB teacher if circumstances allow. Further guidelines for moderation can be found in the IB *Assessment principles and practices*.

The setting and marking of assessment is inter-related, after the marking of assessment it is important to reflect and evaluate the validity (and reliability) of the assessment. Any issues identified should be addressed for future assessments and must be considered in the grading of student assessment.

3.2.5 INCLUSIVE ACCESS ARRANGEMENTS (IAA)

To ensure our assessments are fair and without bias, special provisions arrangements are utilised in our assessment processes. As articulated in the QASMT IB MYP, DPP and DP Assessment Guidance Handbooks, adjustments to assessment conditions and requirements can be made for students. The QASMT Inclusion Policy provides further details of these processes. The IB Coordinator works with the Guidance Officer and the Head of Department Inclusion in determining *assessment access circumstances* and *adverse circumstances* for students and communicates these to staff regularly and before assessment periods.

3.2.6 ACADEMIC INTEGRITY

Judgements about a student's performance can only be made when teachers are sure the student's work is their own. The IB Learner Profile attribute, Principled, along with the QASMT Academic Integrity Policy provides information on expectations for students about academic honesty.

The Academic Integrity policy also articulates practices we use to support students in meeting the requirements of academic integrity as outlined by the IB. Three areas of importance should be considered:

- Ensuring assignments do not contain plagiarised material through the use of plagiarism checking software, such as Turnitin.
- Ensuring assignments do not contain undisclosed material created by artificial intelligence (AI), through the use of checking software and teacher judgement of student work evidence.
- Examination conditions are clearly stated and adhered to, including the use of calculators in exams, these are published to the school community by the IB Coordinator.

Consequences of academic misconduct are detailed in the QASMT IB MYP, DPP and DP Assessment Guidance Handbooks, as well as in the Academic Integrity Policy.

3.2.7 GRADING ASSESSMENT

Awarding a grade to a student involves deciding how to convert marks/achievement levels for a range of assessments to a grade. Grade boundaries are applied using a range of evidence and professional judgement. Students are graded on a scale of 1 – 7 for each subject in line with the IB requirements (with the exception of the DP Inner Core subjects). The process for grading of student assessment is different in the MYP and DP and therefore they will be considered separately here.

Middle Years Programme Grading

In the MYP, teachers make decisions about student levels of achievement using their professional judgment, guided by the mandated criteria which is available to students and parents, ensuring that assessment is transparent. Assessment is criterion-related and is based on four equally weighted assessment criteria (see summary for each subject in table below). Based on a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. The assessment criteria are published in each IB Subject guide and teachers should develop task specific criteria sheets for all summative assessments.

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

Determining levels of achievement for assessment tasks uses a 'best-fit' approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically. Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. The guides provide the required assessment criteria for years 3 (Year 7 & 8) and 5 (Year 9) of the MYP (with the exception of Language acquisition where phases are used).

Subject groups must assess all strands of all four assessment criteria at least twice in each year (or phase) of the MYP. To enable grading for reporting purposes, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units taught. Reporting of student achievement occurs three times per year in the MYP at QASMT, the end of first semester and the end of Term 3 are interim achievement levels and the end of year provides the overall achievement level for each subject in that year of the MYP.

Grading for reporting purposes requires a two-step process. Levels of achievement for each criterion (assessed at least once in the first semester and twice by the end of the year) must be recorded separately and must not be aggregated for an individual task. At the reporting period a best-fit approach (teachers should use 'fullest and latest' in their judgement) is used to determine a score out of 8 for each criterion. The four scores out of 8 are then added together to obtain a total out of 32, an overall grade of 1 – 7 is determined using the IB grade boundaries published as the *MYP general grade descriptors*. Reports will also include the achievement level of each of the criteria for each subject.

Diploma Programme Grading

The process of grading student assessment for the issue of official Diploma Programme results used by the IB is fully described in the IB *Assessment principles and practices* and the *Assessment procedures* publications from the IB. This policy refers to the process of grading at the Academy, used for summative assessments in determining grades for reporting purposes. Grading in the DP should reflect the subject specific grade descriptors in the IB publication, *IB DP Grade descriptors*. These are a compilation of the characteristics of performance at each grade in the six subject groups. These descriptors are used by the IB each year in the setting of grade boundaries.

At QASMT it is our goal, that the grading of students each term in the DP, reflects our best possible judgement of a student's performance which is likely to be achieved in their final DP results. This judgement is a difficult one as we are trying to make judgements against the standards of 1 – 7 described in the grade descriptors, however at a standard they are likely to be demonstrated by a student at that particular point in the course. Whilst the inherent difficulties of these judgements are recognised, it is important teachers work collaboratively in their faculty to achieve this goal through regular quality assurance, reflection and evaluation. The data processes utilised each term at the Academy, as outlined in the Academy Data Plan, rely on the grading of students based on this goal. Given that we grade students, and report to parents/guardians and students, each term we utilise a practice we call 'cumulative reporting'. One term of summative assessment is unlikely to produce a range of assessment tasks (a folio of work) on which to make judgements about grading of students in a way that is valid (or reliable). 'Cumulative reporting' refers to the use of multiple summative assessments from previous terms as well as the current term's assessment to grade students.

The selection of which assessments and the weightings applied must be the same for each student in a subject (exceptions occur when a student has been exempted from an assessment) and should reflect the following principles:

- A range and balance of assessment items should be included – this includes all criteria in the course assessed across the range of papers in the final examinations and internally assessed components; weightings for these items should reflect those used by the IB in determining final DP grades.
- The selection and weighting of assessment items to be used should be considered in terms of 'fullest and latest', i.e.
 - Multiple assessment items should be included so that students have had the opportunity to demonstrate their depth and breadth of learning in a range of conditions.
 - The assessment tasks used may be selectively updated (e.g. an exam result for a Paper 2 may no longer be used in the calculations for a term once another exam of the same type (Paper 2) result has been recorded) and latest assessments may be more heavily weighted.

In determining grades for student reporting at QASMT, we use previous IB examination session grade boundaries as a starting point. Heads of Department determine the process for this for each subject, for example an average of all November sessions in that syllabus cycle may be used. Each term a student's marks are collated into a single percentage, to which the grade boundary is applied. It is recognised that this practice may not achieve the most valid (and reliable) judgements. Therefore, standards-based decisions in adjusting the grade boundaries must be considered along with designing summative assessments at an appropriate standard and determining the appropriate folio and weightings of student assessment that will be used for grading purposes at each reporting period (see principles above). The adjustment of grade boundaries must be done in consultation with the Head of Department, using professional judgement based on the IB grade descriptors. The grading of students for predicted grades utilises similar processes as term reporting. Predicted grades are used for IB processes and university entrance processes as required and are not reported to students. The last school reporting period for a student at the end of the DP is in Term 3 of Year 12.

3.2.8 RECORDING ASSESSMENT

Accelerus is the database used at QASMT to record all summative assessment data. Teachers and faculties should employ measures to ensure all data is recorded accurately to ensure accountability of our reporting data.

3.2.9 REPORTING OF STUDENT ACHIEVEMENT

QASMT reports to parents/guardians and students each term. All reports are designed to provide information about student achievement at that point in the course. The following is a summary of the different reports issued at various times in the MYP and DP courses.

- **Accelerus Progress Report** – provides information about student work habits, organisation, working with others and behaviour – issued in Term 1 in Year 7.
- **Accelerus Achievement Report** – provides detailed information about student achievement within the grade boundaries and information about previous student achievement to encourage reflection about progress compared to previous achievements. An engagement summary provides information about student effort, behaviour and homework. The information about student achievement is aligned to the state and national requirements outlined in this policy.

Relationship To State/National Requirements For Reporting

According to the Department of Education (DoE) requirements in Queensland, reporting is part of communicating with parents and building the school-parent partnership to improve student learning. School reporting processes are clear and transparent for parents, so they understand:

- the learning expectations for the student
- the student's achievement against expected standards
- how well the student is engaging with the expected learning
- how the student may be able to improve.

In addition to providing written reports at least twice a year, schools must offer parents opportunities to discuss their child's educational performance at the school with their child's teacher(s). Parent Teacher Interviews are held twice yearly at QASMT.

Student data from Accelerus is entered into OneSchool at the end of Semester 1 and 2 to meet DoE One School reporting requirements. The following table outlines the requirements for reporting by DoE.

	Years 7 – 10	Years 11 – 12
Achievement	A B C D E	QCAA subjects studied A B C D E
		Year 12 Exit VHA, HA, SA, LA, VLA
		International Baccalaureate 1-7 Scale
Effort and Behaviour	Excellent Very good Satisfactory Needs attention Unacceptable	Excellent Very good Satisfactory Needs attention Unacceptable
		At Exit, Year 12 students receive only a Level of Achievement

Based on the standards articulated in the Australian Curriculum and those published by the QCAA for Years 7-12 and the table published by QTAC for Diploma Programme subjects, the following conversion tables will be used when converting IB scores to A – E achievement grades.

MYP grade	DoE grade
7, 6	A
5	B
3, 4	C
2	D
1	E

IB DP HL Subjects		IB DP SL Subjects	
DP grade	QCAA Achievement Level	DP grade	QCAA Achievement Level
7, 6	A	7	A
5, 4	B	6, 5	B
3	C	4	C
2	D	3, 2	D
1	E	1	E

3.3 FEEDBACK PROCESSES TO INFORM AND IMPROVE LEARNING

The purpose of feedback is to provide meaningful information about a student's strengths and areas for improvement to support them to progress their learning. How teachers and students make use of qualitative and quantitative assessment information is vital to understanding and improving learning. Effective feedback encourages self-reflection, allows students to actively monitor and evaluate their own learning, and facilitates self-direction and motivation. Together, assessment and feedback support continuous, collaborative, active and self-directed learning.

Effective feedback to support evaluation, self-reflection and improved understanding should be:

- ongoing
- individualised
- specific to the teaching, learning and assessment related to the standards/descriptions
- clear, and in language that is readily interpreted by the intended audiences
- timely, so that students can act on it and adjust their learning
- collaborative, so that students, teachers and parents/carers all support and participate in the students' learning
- delivered in a way to support the learner to reflect, act on the feedback and build their capacity for self-assessment.

QASMT values effective feedback practices, as detailed by Hattie (1999) and its potential for improving student outcomes. All QASMT teachers should utilise evidence-based feedback processes and meet all faculty requirements in terms of feedback. The role of feedback in the development of Personal Learning Plans by students is articulated in the Academy Data Plan.

4.0 ADMISSIBILITY OF AN APPEAL

At the school level, a student may ask the school to review how an assessment has been graded by lodging an appeal with the Head of Department for that subject. The Head of Department can be asked to explain the process of assessment grading within the department and across the cohort. If a student or their family is unsatisfied, they may lodge an appeal with the IB MYP Coordinator (Years 7-9) or the IB DP Coordinator (Years 10-12).

At the school level, a student may ask the school to review how a decision was made as part of handling the accusation of academic misconduct. An appeal cannot challenge published policies, but it can challenge the reasonableness of the interpretation of the IB and school rules. All appeals must be lodged with the IB MYP Coordinator (Years 7-9) or the IB DP Coordinator (Years 10-12).

At the IB level, a student may ask IB to review how a decision was made as part of handling the academic misconduct case. An appeal is the final stage in a concern regarding the assessment process. The outcome of an assessment appeal may or may not be escalated further in the IB and must be raised by the IB DP Coordinator on behalf of the student and family.

5.0 ADDITIONAL PUBLICATIONS

The following QASMT and IB publications provide additional details related to this Assessment Policy. QASMT documents are available on the Staff SharePoint site and IB documents are available in My IB.

- QASMT IB MYP Assessment Guidance Handbook (reviewed annually)
- QASMT IB DPP Assessment Guidance Handbook (reviewed annually)
- QASMT IB DP Assessment Guidance Handbook (reviewed annually)
- QASMT Inclusion Policy
- QASMT Academic Integrity Policy
- QASMT Academy Data Plan
- *IB Assessment principles and practices – Quality assessments in a digital age*
- *IB Diploma grade descriptors*
- *IB MYP general grade descriptors*
- *IB From principles into practice* (MYP and DP)
- IB Subject guides (MYP and DP)
- *IB Assessment procedures*
- *IB Conduct of examinations* (DP)

6.0 COMMUNICATIONS ABOUT ASSESSMENT WITH THE QASMT COMMUNITY

The following communication processes are used to ensure our community are informed about all aspects of student assessment at QASMT.

1. This policy (and accompanying documents) is available to staff on the QASMT Staff SharePoint and students and parents on the school website.
2. The QASMT Assessment Guidance Handbooks are published annually on the QASMT Staff SharePoint and students and parents on the school website, outlining important information including IB and school guidelines.
3. A school-based summative assessment calendar is published to students and parents each school term.

7.0 POLICY REVIEW

This policy was reviewed in 2025 in consultation with the Middle Leadership Team and approved by the Executive Leadership Team. The next review is proposed for 2026.