

Inspiring Great Minds

IB Middle Years Assessment Guidance Handbook

Information for students and parents



Queensland Academy
for Science Mathematics
and Technology



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INTRODUCTION

Welcome to the International Baccalaureate Middle Years Programme. This handbook contains information relevant to all academic and administrative aspects of the IB Middle Years Programme. Information is taken from the current 'MYP: From Principles into Practice' and other IBO documentation. This handbook is designed to provide students and parents with sufficient information so that they are able to plan and make adequate provisions for their IB Middle Years workload, understand the school and IBO regulations regarding assessment and know the responsibilities of the students and school during the IB Middle Years Programme.

Students studying an IB Middle Years course must make a genuine attempt to complete course requirements. These requirements include students applying themselves with diligence and sustained effort to the set tasks and experiences provided in the course by the school regardless of whether or not these tasks contribute to the final assessment mark. It is a matter of the teacher's professional judgment to determine whether a student has made a genuine attempt to complete these requirements.

Individual departments supplement these guidelines with details relating to subject specific components, task criteria and advice about the nature and completion of tasks.

This handbook is detailed in the information presented. Below are important points to remember. However, it is vital that both parents and students read and understand the entirety of the contents.

Some important things to know and remember:

- The IBO rules and regulations regarding assessment cannot be altered. Students, parents and teachers work within the rules to ensure consistency and fairness to all students.
- Students absent on the day of a scheduled assessment component must notify the school and request an extension from the IB MYP Coordinator either before or on the day, any request for extension must be submitted with supporting documentation such as a medical certificate. Situations within a student's control are not accepted as reasons for an extension.
- Students failing to submit or complete assessment requirements on the due or scheduled date, without an extension granted, will be awarded a non-submission.
- IB Middle Years students are responsible for ensuring they meet all academic integrity requirements. Students submitting or completing assessments through academic misconduct will be awarded a non-submission for the assessment or examination. Repeated breaches of academic integrity will result in consequences as per the Student Code of Conduct.

IB Middle Years students, in the spirit of independence and self-reliance, are responsible for ensuring they are up to date with the requirements and information. If students are away for any reason, they need to ensure they check to see what has been missed.

If the spirit of assessment is adopted, then it should ease the students' preparation for achieving an IB Diploma in the senior years. Queensland Academy for Science, Mathematics and Technology (QASMT) wishes to see each student achieve his/her potential. We look forward to working together with parents and students to realise this aim.

The IBO Mission Statement

The International Baccalaureate Organization 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 IBO works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

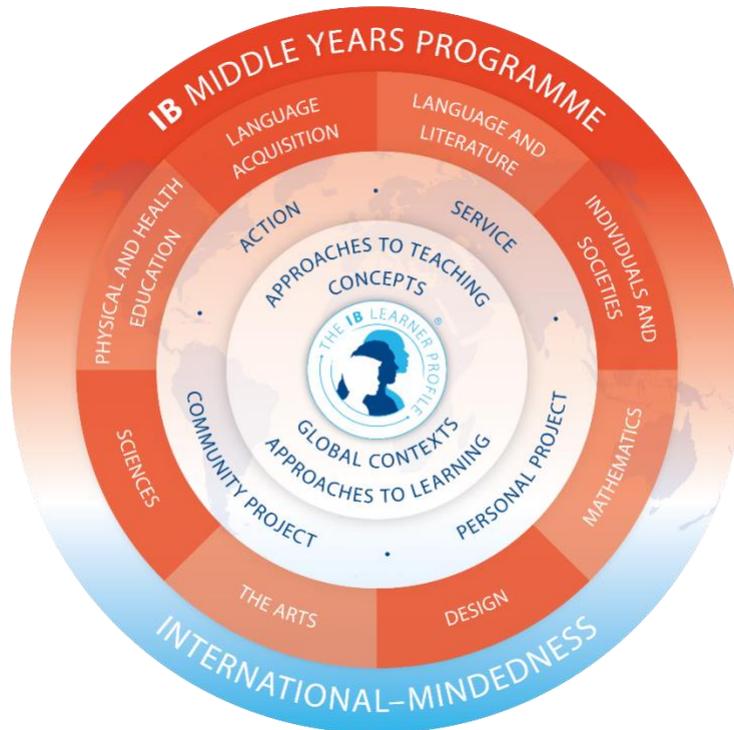
This programme encourages students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

The QASMT Vision Statement

Inspiring great minds through the provision of a world-class education that nurtures personal excellence and develops young people who are able to contribute positively to an ever-changing world.

The IB Middle Years Programme Curriculum

The IB curriculum can be best understood through the IB Circle (see below). Students must study all eight subjects in Years 7 and 8. Students in Year 9 study Mathematics, Language and Literature and Language Acquisition as well as 3 electives from the STEM futures program that cover the additional subject areas.



ATTENDANCE DURING THE IB MIDDLE YEARS PROGRAMME

Students are expected to attend all classes in which they are enrolled, unless for appropriate medical reasons or they have prior Principal permission. Students who miss classes regularly severely affect their chances of meeting the IB Middle Years requirements. In addition, as an IB World School, QASMT is bound to ensure that students meet the recommended guided learning hours for each course and as such a student must ensure they do not fall short of meeting these hours during class contact time.

IB MIDDLE YEARS PROGRAMME ASSESSMENT REQUIREMENTS

Assessment is integral to all teaching and learning. Teachers assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. In order to provide students with opportunities to achieve at the highest level, teachers develop rigorous tasks that embrace a variety of assessment strategies.

Teachers make decisions about student achievement using their professional judgment, guided by mandated criteria, known in advance, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. As required by the IB, we use a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

In the initial stage of planning units, teachers design statements of inquiry that drive the unit. Choosing from a range of assessment strategies, teachers devise assessment tasks that give students adequate opportunities to show clearly what they can achieve in relation to inquiry questions, and hence the subject-group objectives for that unit. Teachers ensure that they assess their students' performances fairly, fully and appropriately by selecting and using various assessment tasks. The assessment tasks developed for each unit must address at least one MYP subject-group objective. Student work that stems from these tasks is then assessed using the appropriate criteria.

MYP-published assessment criteria are described as holistic, in that they offer general, qualitative value statements about student achievement. Task-specific clarifications are useful in bringing a level of clarity to the assessment criteria. Each task-specific clarification is derived from the published MYP assessment criterion. Task specific clarifications may be given orally or in written form.

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

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
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	Investigating	Developing	Creating/performing	Evaluating
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
Community project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Each criterion is divided into various achievement levels (1-8) that appear in bands, and each band contains general, qualitative value statements called level descriptors. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted.

QASMT regularly reports student progress towards the MYP objectives using the prescribed subject-group

assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 3 and 5 of the program are provided in MYP subject-group guides, and their use is mandatory. Students in years 7 and 8 are assessed using the MYP Year 3 criteria and in year 9 using the MYP Year 5 criteria. Language Acquisition classes use Phase 1 criteria in Year 7, and students then progress through the phases throughout MYP (maximum Phase 6).

Each term (except for Term 1), teachers make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers gather sufficient evidence of achievement from a range of summative assessment tasks. Teachers take all the summative data into account when determining a summative achievement level for a student in each criterion. Summative assessment data is recorded as an achievement level (1-8) as described within a criterion (A-D). In addition to determining achievement levels in each of the criteria, we award a grade for each subject by adding together the student's overall achievement level in each of the criteria of the subject group (maximum 32). The grade boundary guidelines table below is used to determine the reporting grade at the end of semester one and for the year.

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

THE ASSESSMENT PROGRAMME

Middle Years students at QASMT undertake a course of study designed to meet the IBO's requirements. MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the program. Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential through check-in and feedback activities. Student peer and self-assessment can be important elements of formative assessment plans. **Summative** assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group specific assessment criteria, all units in the MYP are assessed summatively. Each strand within each criterion is assessed at least twice throughout each year.

Please note that summative assessment dates are not flexible. Failure to submit Middle Years Programme assessment requirements on the school due dates will result in a non-submission for that assessment.

Submission instructions:

- All assessment must be submitted as outlined on the assessment task sheet, in the format required by the date and time required. (8.30 am unless otherwise informed by the MYP Coordinator)
- Where appropriate, assessment is submitted online to Turnitin (a plagiarism checking software) (through Daymap).

Students must ensure they understand or know where to find the following information:

- All requirements for Academic Integrity.
- All requirements for assessment task – all assessments are provided with detailed task sheets explicitly stating requirements.

The IB MYP Coordinator is responsible for ensuring all IBO regulations are adhered to. Students and parents must fully understand and be prepared to work within these regulations for the programme to achieve its aims.

SUMMATIVE ASSESSMENT DURING YEARS 7 - 9

This following information addresses requirements for summative assessment as previously defined. The key purpose of summative assessments are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the period of study.

Summative Assessment

Summative assessment is used by teachers at QASMT to report how well a student is progressing in a particular subject. Assessment calendars are published at the beginning of each term listing the assessment items and dates for the term. Students need to know that:

- Summative Assessment is not optional. All MYP candidates must undertake and complete all requirements for summative assessments.
- Appropriate documentation and the granting of extensions through the process outlined in Appendix 1 will be required for students missing summative assessments and deadlines.
- Technical difficulties with computers, lifestyle choices like travel or early school holidays and regular school commitments, are not acceptable excuses for missing assessment deadlines or lessons.
- All assessment items must be uploaded via Daymap by 8.30 am on the due date (unless otherwise informed.)
- Uploading of incomplete or draft work will be considered to be the final copy, if the final work is not resubmitted by the due time and date.

Failure to submit or complete Summative Assessment requirements by the due date

Students failing to submit or complete Summative Assessment requirements by 8.30 am on the due date, without an extension granted, will be awarded a non-submission.

If a non-submission is determined the following principles will be applied by the MYP Coordinator:

- At the discretion of the Head of Department, previously submitted or completed work may be assessed. If the student has completed the assessment but has not submitted it by the due date, they will need to apply for an extension as outlined in Appendix 1. The MYP Coordinator will determine if an extension can

be granted and the assessment accepted after the due date, if granted it will be assessed instead of the draft work.

- If the assessment is an exam and an extension is approved, the MYP Coordinator will determine a future date for the exam, or where necessary an exemption from the assessment. If an extension is not granted (including unapproved leave) then a zero standard for each of the criteria assessed will be awarded for that reporting period. If this occurs as part of a recurring pattern, then the zero grade may be maintained for all affected assessment for the calendar year. Students will be required to complete the assessment as soon as possible after the due date for feedback purposes.

SPECIAL PROVISIONS

The IB believes that all candidates must be allowed to undertake assessment under conditions that are as fair as possible. The IB has two forms of special provision to ensure assessment is fair.

Candidates with inclusive access arrangements

A learning support requirement(s) often necessitates inclusive access arrangements for assessment. The school is able to authorise inclusive assessment arrangements (based on guidelines from the IB Organization) for a candidate with assessment access requirements. If a candidate needs inclusive assessment arrangements, the MYP coordinator must make such arrangements.

Candidates with adverse circumstances

Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including temporary illness or injury, severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health or safety of candidates. Any application for special consideration in cases of adverse circumstances must be submitted to the Academy's MYP coordinator (all applications are assessed based on guidelines provided by the IB Organization).

ACADEMIC INTEGRITY

As an IB World School, QASMT embraces the mission and philosophy of the IB Organisation, which holds as a basic tenet, Academic Integrity. As it pertains to Academic Integrity, the IB Learner Profile states that each student must be 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."

Academic misconduct

The IB Organisation defines academic misconduct as behaviour (whether deliberate or inadvertent) that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more components of assessment. Behaviour that may disadvantage another candidate is also regarded as academic misconduct. Academic misconduct is a breach of these regulations and includes, but is not restricted to, the following:

- plagiarism - this is defined as the representation, intentionally or unintentionally, of the ideas, words or work of another person without proper, clear and explicit acknowledgment
- collusion - this is defined as supporting academic misconduct by another candidate, for example, allowing one's work to be copied or submitted for assessment by another
- duplication of work - this is defined as the presentation of the same work for different assessment components and/or MYP requirements
- any behaviour that gains an unfair advantage for a candidate or that affects the results of another candidate (for example, taking unauthorized material into an examination room, misconduct during an examination, falsifying records, disclosure of information to and receipt of information from candidates about the content of an examination paper within 24 hours after a written examination).

Actions taken in the event of academic misconduct

If a breach of the Academic Integrity Policy is suspected the following will occur.

1. The teacher, invigilator, or fellow student will report suspected academic misconduct to the MYP Coordinator.
2. The MYP Coordinator will investigate the incident and determine as to whether academic misconduct has occurred and the extent of the academic misconduct.
3. If it is concluded that academic misconduct has occurred, the MYP Coordinator will determine what elements, if any, of the assessment will be marked and graded.

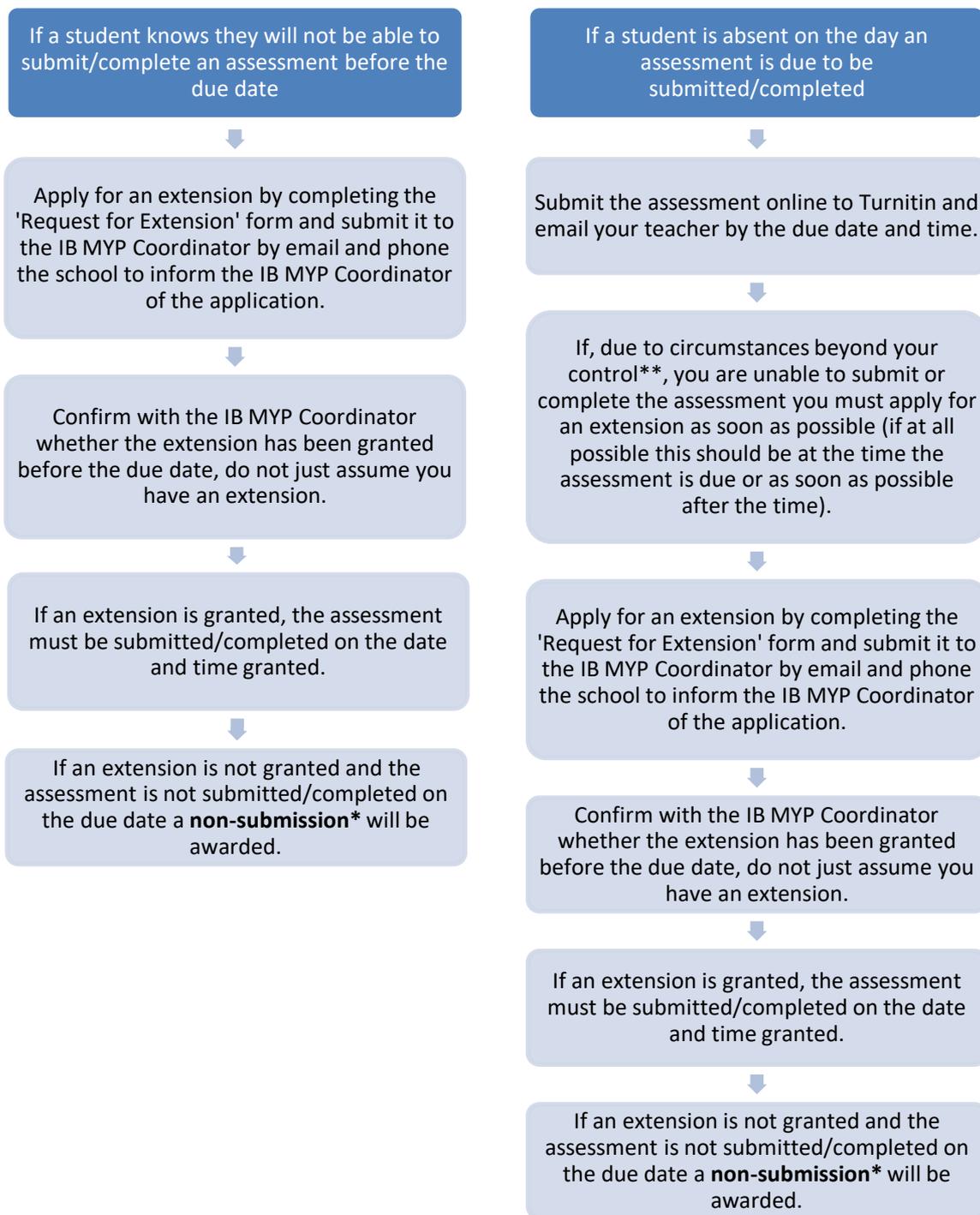
4. The MYP Coordinator will notify parents and the matter will be recorded on OneSchool.
5. If the breach is part of an ongoing pattern of behaviour or it involves a Diploma Programme student, a report will be submitted to the Associate Principal.
6. The student will face disciplinary consequences in accordance to the Student Code of Conduct

SICKNESS OR MISADVENTURE DURING AN ASSESSMENT OR EXAM PERIOD

If a student is sick or suffers misadventure (unexpected circumstances outside the student's control) on the day of an assessment, they must:

- Submit the assessment to Turnitin (through Daymap).
- Email the MYP Coordinator to request an extension by forwarding the *Request for Extension* form and copies of any associated documents, such as a medical certificate, if it is an exam or they have extenuating circumstances why they cannot submit the assessment online.
- Be prepared to sit the exam on the first day back at school, or at a time nominated by the classroom teacher.
- Students who are not awarded an extension will receive a 0 mark for that component.

APPENDIX 1 – REQUESTING AN EXTENSION FOR SUBMISSION OR COMPLETION OF ASSESSMENT



***Non-submission**

If a school-based assessment is awarded a **non-submission** for a component/exam then the MYP Coordinator will determine the outcome, as outlined on page 8.

****Circumstances beyond a student's control**

This includes circumstances such as acute illness or injury, the death of a close relative, unavoidable attendance at a hospital or court of law. It does not include failure of IT device or technical issues, as students should regularly back up their work elsewhere and should, therefore, be able to provide most recent evidence of work completed.

REQUEST FOR EXTENSION – MIDDLE YEARS PROGRAMME

Send this completed form and required attachments to middleyearscoordinator@gasmt.eq.edu.au

Student Name:		Year Level (Tick one only)	7
Instep:	Subject:		8
Teacher Name:			9

Assessment Details: _____

Brief information about the task (topic, % of grades, etc.)

DUE DATE FOR TASK: _____

If applicable - attach electronic evidence of what has been done to date. If you do not have an electronic copy (e.g. you have rough notes in a book), provide those to the MYP Coordinator directly. Send all requests to : middleyearscoordinator@gasmt.eq.edu.au

REASON FOR REQUESTED EXTENSION:

- MEDICAL (attach original copies of medical certificates, a parental letter may be accepted in some instances)
- APPROVED LEAVE (attach letter from the school)
- UNJUSTIFIED LEAVE (attach letter from the school) – will be awarded **non-submission**
- OTHER (provide brief information – attach further information if required)

Student Signature: _____ Date: ___/___/20___

Parent Signature: _____ Date: ___/___/20___

APPENDIX 2 – MIDDLE YEARS PROGRAMME ACRONYMS AND GLOSSARY

Acronym, Position or Concept	Definition																						
IB MYP Coordinator	The person at QASMT who is responsible for the planning, organization and administering of the Middle Years Programme within the school. The Middle Years Coordinator is responsible for following the rules and regulations as set out by the IBO.																						
MYP	Middle Years Programme																						
DP	Diploma Programme																						
Grade	<p>The final grade awarded to a candidate in each subject is on a scale of 7 down to 1, with 7 being the highest grade. The final score out of 7 is determined by the aggregation of summative assessment marks in each criteria across the semester/year.</p> <p>The IBO scale is as follows.</p> <table data-bbox="464 842 916 1077"> <tr> <td>Grade 7</td> <td>Excellent performance</td> </tr> <tr> <td>Grade 6</td> <td>Very good performance</td> </tr> <tr> <td>Grade 5</td> <td>Good performance</td> </tr> <tr> <td>Grade 4</td> <td>Satisfactory performance</td> </tr> <tr> <td>Grade 3</td> <td>Mediocre performance</td> </tr> <tr> <td>Grade 2</td> <td>Poor performance</td> </tr> <tr> <td>Grade 1</td> <td>Very poor performance</td> </tr> </table>	Grade 7	Excellent performance	Grade 6	Very good performance	Grade 5	Good performance	Grade 4	Satisfactory performance	Grade 3	Mediocre performance	Grade 2	Poor performance	Grade 1	Very poor performance								
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IBO	<p>International Baccalaureate Organisation</p> <p>The administering organisation for the Middle Years Programme. The Foundation Office is in Geneva, Switzerland.</p>																						
ATL	<p>Approaches to learning define the student skills that have relevance across the curriculum that help them “learn how to learn”. ATL skills can be learned and taught, improved with practice and developed incrementally. They provide a solid foundation for learning independently and with others.</p> <p>IB programmes identify five ATL skill categories, expanded into developmentally appropriate skill clusters.</p> <table data-bbox="464 1496 1318 1955"> <thead> <tr> <th>ATL skill categories</th> <th>MYP ATL skill clusters</th> </tr> </thead> <tbody> <tr> <td>Communication</td> <td>I. Communication</td> </tr> <tr> <td>Social</td> <td>II. Collaboration</td> </tr> <tr> <td>Self-management</td> <td>III. Organization</td> </tr> <tr> <td></td> <td>IV. Affective</td> </tr> <tr> <td></td> <td>V. Reflection</td> </tr> <tr> <td>Research</td> <td>VI. Information literacy</td> </tr> <tr> <td></td> <td>VII. Media literacy</td> </tr> <tr> <td>Thinking</td> <td>VIII. Critical thinking</td> </tr> <tr> <td></td> <td>IX. Creative thinking</td> </tr> <tr> <td></td> <td>X. Transfer</td> </tr> </tbody> </table>	ATL skill categories	MYP ATL skill clusters	Communication	I. Communication	Social	II. Collaboration	Self-management	III. Organization		IV. Affective		V. Reflection	Research	VI. Information literacy		VII. Media literacy	Thinking	VIII. Critical thinking		IX. Creative thinking		X. Transfer
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Command Terms	Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP.
Statement of Inquiry	A statement of inquiry for a unit is created by combining a key concept, one or more related concepts, and a global context for the unit into a meaningful statement that students can understand. This statement expresses the relationship between concepts and context; it represents a transferable idea supported by factual content. Statements of inquiry facilitate synergistic thinking, synthesizing factual and conceptual levels of mental processing and creating a greater impact on cognitive development than either level of thinking by itself (Erickson 2007; Marzano 2009).
Special Provisions – Assessment Access and Adverse Circumstances	Special provisions are available to students who have ongoing medical or other needs. The school makes determinations regarding provisions based on the application and documentary evidence utilizing the IB Organisation guidelines.

APPENDIX 3 – QASMT POLICIES FOR IB MYP STUDENTS

All Academy policies relevant to the IB Middle Years Programme students are available on the Parent Portal of the Academy website at:

<https://qasmt.eq.edu.au/support-and-resources/forms-and-documents/documents>

Relevant policies include:

- General regulations: Middle Years Programme
- Assessment Policy
- Student Code of Conduct
- Managing Student Attendance Policy
- Language Policy
- Academic Progression Policy
- Academic Integrity Policy
- Uniform Policy