

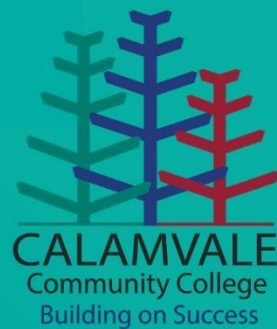
ASSESSMENT POLICY

Thinkers Reflective Risk-Takers Knowledgeable

Caring Open-minded

Communicators

Principled Balanced Inquirer



Curious | Creative | Clever | Calamvale

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Philosophy

At Calamvale Community College (CCC), we believe that the main objective of assessment is to provide students with feedback on their learning, to provoke reflection, learning and action in order for students to improve their learning outcomes. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning. Assessment practices and processes at CCC aims to provide opportunities for students to develop and enact the College values: Respect, Resilience, Responsibility and Initiative

Assessments are designed to enrich student learning, monitor and evaluate student progress towards meeting curriculum standards, provide feedback to students, parents and other stakeholders, gather evidence to support teacher reflection for students and on the effectiveness of teaching, inform curriculum review, evaluate the suitability of curricula and develop short and long-term achievement goals for students.

This policy should be read in conjunction with the Inclusion Policy, Academic Integrity Policy and Language Policy. CCC Minor and Major Behaviours Document. CCC Secondary Reporting Guidelines. MYP From Principles into Practice.

Roles and Responsibilities

School

Principals:

- manage the school's overall responsibilities for assessment processes
- ensure students are receiving adequate hours of learning Middle Years Program (MYP)/ Queensland Curriculum & Assessment Authority (QCAA)
- delegate assessment responsibilities to an assessment coordinator/s
- manage the security, storage and movement of assessment materials (where required).

Head of Program (HoP):

- maintain the security and integrity of assessment materials
- adhere to and manage assessment processes
- ensure the assessment meets MYP/QCAA requirements
- receive and disseminate communications from the MYP/QCAA coordinator and communicate to teachers as required
- ensure teachers are aware of, and prepare for, HoP approved access arrangements and reasonable adjustments.

School staff:

- adhere to assessment processes
- supervise assessment as required
- complete records as required
- report incidents of suspected academic misconduct.

Students:

- read and adhere to the information provided by schools, including the
 - *Assessment timetable*
 - *Directions for students*
 - *Assessment equipment list*
- attend assessment in which they are enrolled and adhere to appropriate extension processes where possible.

Parents/carers:

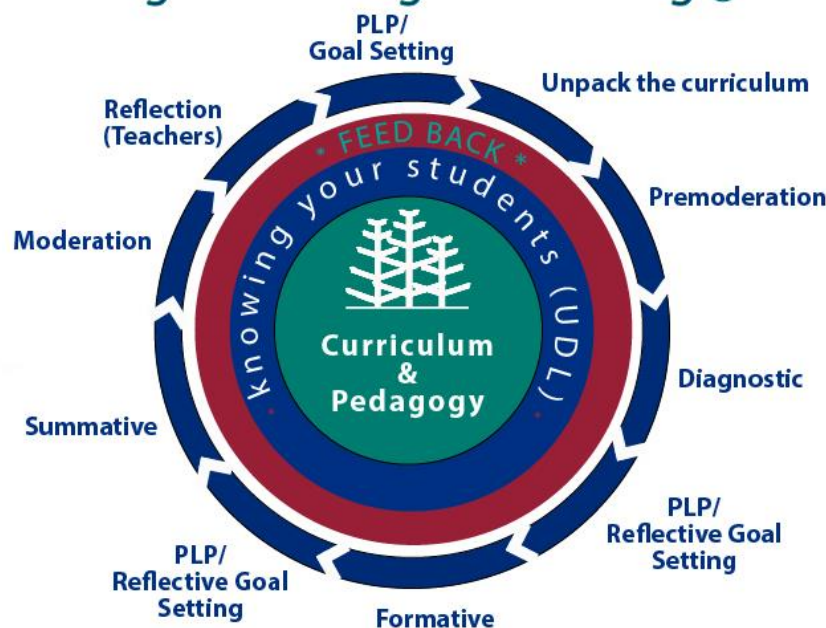
- read the *assessment timetable* and *Directions for students: CCC website*
- complete applications and provide documentation for extensions, if required
- support students to participate in the assessment in which they are enrolled.

Assessment

Principles of Assessment:

Assessment is an integral part of teaching and learning at CCC. We believe that assessment informs our teaching, as well as providing levels of achievement. Clear expectations of assessment and reflection are shown through the CCC Planning for Learning Wheel.

Planning for Teaching and Learning @ CCC



We also believe that assessments should reflect and be inclusive of our diverse student population, and that they should promote the values of CCC: Respect, Responsibility, Resilience and Initiative. With this as our context, we aim for assessment to be:

- Varied – using a range of tools and strategies in design, both formal and informal
- Both formative and summative
- Accessible - to ensure assessment meets the learning, language and cultural needs of the students
- Valid – to align with what is taught, reflects curriculum requirements, provides realistic contexts that are authentic and appropriately challenging, whilst allowing students to demonstrate specified performance levels.
- Reliable – to ensure the marking of an assessment will produce the same consistent result, no matter who is marking it.
- Broad - to allow students to demonstrate understandings and concepts in a range of ways
- Transparent – to all stakeholders, with clear criteria for success
- Comprehensive – assesses all elements of the curriculum offered, not just knowledge and skills
- Used to drive instruction, guide learning and inform curriculum planning
- Rigorous and involves critical, creative and transfer thinking skills
- Meaningful – leads to feedback for students to reflect, set goals and action
- Collaborative - involves teachers, students, peers and parents
- Timely – at relevant junctures of the teaching and learning cycle
- Reflective of assessment types and contains clear use of IB terminology, such as command terms.

Why do we Assess?

By providing students with a range of authentic, differentiated assessments and timely, constructive feedback, they will have the greatest opportunity to develop the International Baccalaureate (IB) Learner Profile attributes to become reflective, internationally minded, lifelong learners:

- to promote continued student learning and growth
- to guide children through the five essential elements of learning (concepts, knowledge, skills, attitude and action) within the PYP
- to celebrate what students can do
- to set goals and plan for future student growth
- to evaluate the effectiveness of the learning program.

When does assessment take place?

Assessment is a continuous process that allows teachers, parents and students to identify areas of strength and areas that need improvement, as well as the effectiveness of the curriculum. It is a daily activity and takes various forms. There are two main categories of assessment – formative and summative, but a wide range of assessment practices take place which may occur at any point during the unit.

Assessment Practices

Assessment practices require a well-rounded approach from Prep to Year 12 that includes the following forms:

Pre-Assessment/Tuning-In

- establishes what students already know
- determines the pace of learning
- adjustments of complexity of objectives.

Diagnostic

- standardised
- informs areas of focus in lesson design
- helpful for tracking student progress.

Formative Assessment

- consistent and regular to inform instruction
- allows the teacher to make necessary adjustments to teaching plans and methods
- is cyclical in nature
- promotes student reflection on Approaches to Learning
- enables student engagement in feedback processes and checking of progress against goals
- formative tasks may be modified in accordance to the Inclusion Policy
- may include (but not limited to) observation and anecdotal evidence, class discussions, tests and student-designed tasks.

Summative Assessment

- designed and often shared with students prior to teaching the unit
- culminates the teaching and learning process of relevant knowledge, skills, conceptual understanding and attitudes/values
- in Primary Years Programme (PYP) and MYP all students, except for students who do not yet have proficiency in the language of instruction, complete summative assessments without modifications to content
- provides the opportunity for students to demonstrate what they have learned at the end of the unit
- may be open-ended and provide opportunity for student reflection
- is reportable to parents.

Peer and Self-Assessment

- regular opportunities to assess their own and other's work, emphasising the importance of reflection
- encourages students to take responsibility for their own learning and to give respectful feedback to their peers
- these may take the form of checklists, rubrics or reflections and may occur at any point during learning
- use of student-friendly checklist or criteria language.

Types of assessment include, but are not limited to: written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment, portfolios, observations, checklists, exemplars, open-ended tasks, anecdotal records, continuums, teacher-student conferencing and project-based learning.

Assessing Students with Diverse needs (Inclusion)

As outlined in the CCC Inclusion Policy, assessments are designed to remove barriers so that all students may access and achieve success to their ability. Additional adjustments may be made to teaching, learning and assessment for SWD so they can demonstrate what they know and can do in relation to syllabus outcomes, content and conceptual understanding. The types of adjustments vary and are based on the individual needs of the student, be it below or above the expected outcome. Adjustments are made in consultation with the subject group HoP and assigned SWD case manager. Adjustments may include:

- adjustments to the assessment process, e.g. additional time, rest breaks, quieter conditions, the use of a reader/scribe or specific technology
- adjustments to assessment tasks e.g. rephrasing questions, using simplified language, fewer questions or different formats for questions – oral instead of written
- alternative formats for responses– e.g. point form answers, scaffolded structured responses, multimedia presentations and interviews.

Students requiring disability provisions in Year 10-12 are required to submit a form one week prior to the assessment, alerting the SWD assigned case manager of their wish to use their adjustments

Assessment Moderation and Standardisation

Moderation and standardisation are an integral part of the Planning for Learning Wheel. Across the College, teachers engage in formal and informal processes within teaching teams. Formal moderation is scheduled into allocated staff meeting time. Moderation processes can include:

- exemplars are exhibited and discussed
- conditions are explicitly high-lighted and dates set
- criterion is examined, annotated and clarified if needed
- teachers moderate share examples of already marked student assessments with their team to ensure alignment across the year level
- examples of student work from Australian Curriculum, Assessment and Reporting Authority (ACARA) and QCAA websites are used to ensure that student achievement is assessed according to national and state standards
- in Diploma Programme (DP), samples of previous work and an analysis of formally submitted student work ensure that assigned grades reflect standards and expectations of IB DP.

ASSESSMENT IN THE PYP

Assessed Curriculum

Assessment is central to the PYP goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

The Australian Curriculum identifies content descriptions and achievement standards for learning areas at each year level or bands. The achievement standards describe the expected knowledge, understanding and skills at each year level from Prep to Year 10. Not all content descriptions are identified in the achievement standards for the year level. Over a year, the assessment program collects evidence of all elements of the achievement standard for the learning area or subject (or over a juncture period for some subject areas).

Planning for assessment occurs while curriculum plans are created.

Marking & Determining Levels of Achievement

Teachers use the QCAA Standard Elaborations, which are the achievement standards made accessible, to create their criteria for assessment.

Students overall achievement will be reported against the following levels of achievement:

Prep



Years 1-2



Years 3-6



Effort and behaviour levels are also indicated in semesterly reporting.

Academic Reporting

Teacher–Parent(s) Conferences

These are designed to give parents information about student’s success, progress and areas of further development. These conferences provide an opportunity for teachers to gather background information, to answer the parents’ questions, to address their concerns, and to help define their role in the learning process. Parents are able to communicate important information which relates to the student’s learning.

Student-Led Conferences

Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. The conference involves the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents, identifying strengths, areas of development and goals in relation to their learning. This conference process enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The conference is carefully prepared with the teacher providing support to the student to enable them to fulfil their role.

Written Report

Written reports are a summative record for students, parents and the school itself of a student's progress. CCC reports student achievement according to Education Queensland (EQ) Policy for each semester.

Documentation and Storage

All student work for each subject is kept in student folios (either digitally or physically) with the teacher or in a centralised location. This work is held for 6-12 months at the completion of the year and then shredded or deleted.

Links and Documents for PYP Students

1. ACARA
2. QCAA Standard Elaborations
3. Behaviour & Effort Matrix
4. Guide to Reporting
5. P-6 Assessment Calendar
6. IB Academic Honesty Policy

ASSESSMENT IN THE MYP

Assessed Curriculum

Assessment at Calamvale Community College starts with a clear, collaboratively developed assessment schedule developed in line with ACARA achievement standards and MYP (Years 7-9) requirements before teaching begins. This assessment plan:

- identifies the knowledge, understandings and skills students need to accomplish by the end of the unit
- uses standard-referenced curriculum mapped ACARA outcomes and relevant MYP criteria (MYP2 – Year 7 & 8, MYP3 – Year 9) as key reference points for decisions about student progress and achievement
- ensures that each strand of each objective is assessed twice every year.
- considers how students can authentically demonstrate their understanding of the statement of inquiry
- caters for the specific needs of the students – their unique abilities and learning styles
- uses effective strategies and tools to gather evidence, and
- develops clear task specific clarifications.

The formal assessment schedule is created by teacher/s with the HoP. Once it has been checked and signed off by the HoP, it is reviewed by Junior Secondary Admin Team prior to the commencement of each Semester. The assessment calendar is then published to parents and students via email at the beginning of each Semester.

CCC does not conduct the IB MYP e-Assessment.

Administering Assessments

Assessment task notifications with marking criteria are provided to students at least one week prior to the task or exam. They are placed on the Teams Class Note for each subject, and are published on the same day for all students in that cohort.

Assessment tasks are to be administered by the class teacher, unless conducted in exam block. If the classroom teacher is away, the relevant HoP, or a responsible delegate will take the task.

Where the task runs across more than one class (at the same or at different times), teachers are to meet to ensure that they deliver the task under the same conditions. Where the task runs at different times, the HoP needs to ensure that no advantage is given to the classes that do the task later than the preceding classes. Therefore, the task must be of a nature that does not compromise the validity of the task.

If a student misses a task, it is the teacher's responsibility to chase up the student and the relevant documentation and have them complete the task as soon as possible. This may be during class time or outside of class time.

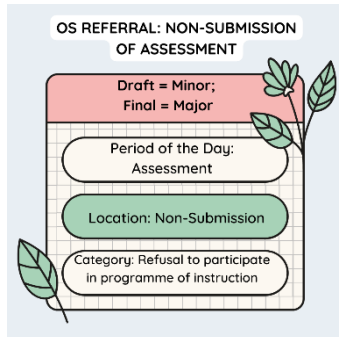
If a student misses an examination due to ill health, they must provide a medical certificate. Should a student require an extension for an assessment, then they must complete the Request for Extension form and return this with evidence to their relevant Deputy Principal (DPr)/Head of School (HoS). The DPr/HoS will review the request and if approved, in consultation with the HoP and class teacher, alternative arrangements will be made. This will be communicated to parents and the student, and will be documented on One School.

Marking & Determining Levels of Achievement

Marking Guidelines must clearly link marks to the outcomes/criteria being assessed and use the full range of marks, ensuring correlation between marks and the quality of responses. A process to ensure consistency must be used, for example, blind double marking, panel marking or benchmarks and moderation. Once a task notification has been issued to students, a teacher should give feedback to students on their assessment task following the formal procedure of checkpoints, as noted on the task sheet. The marking will need to be completed on a Department approved template with clear marking criteria, so that all students receive equitable feedback. Teachers will use the MYP Criterion to allocate the 1-8 mark. Once all four criteria have been assessed, students are given a semesterly Level of Achievement by totally the four marks and applying the 1-7 grade boundaries below.

Non-submission

In the event that no assessment has been submitted, the teacher must refer this via One School, (as per the CCC Minor and Major Behaviours document) to the HoP and Year Level DPR. Contact must also be made to the parent to inform them. Failure to hand in a draft is a Minor behaviour and failure to submit final summative assessment is a Major behaviour. If the draft has been received, but no final is submitted, then the draft must be marked as the summative. If neither draft, nor summative has been submitted, and no accompanying medical certificate has been received, then parents will need to be advised that a mark of zero has been given for the task.



Academic Misconduct

As per the CCC Academic Integrity Policy, it is the responsibility of MYP teachers to explicitly teach students about academic integrity. The administration and marking of all assessment items should be conducted to ensure that no academic misconduct takes or has taken place. In the event of suspected academic misconduct, teachers and HoPs should follow the procedures outlined in the CCC Academic integrity Policy.

Academic Reporting

To arrive at a criterion levels total for each student, teachers add together the student's latest achievement levels in all four criteria of the subject group.

Teachers should then use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7. (*MYP From Principles into Practice, 2015*)

Teachers may override the boundary guidelines, if a student is on the cusp of a grade boundary and the teacher believes there is enough evidence which demonstrates the student is performing at the level described in the grade descriptor. Teachers must never average out the four criteria marks.

Reporting to parents occurs in a systematic way in Junior Secondary, i.e. four times per year at the end of each term. EQ requires that students in Years 7-10 are reported using A-E scale twice per year. To arrive at an A-E, teachers use the conversion table below once an 1-7 grade has been calculated. The remaining two reports are using 1-7 grade. Reporting is published using Toddle and OneSchool

In addition to academic achievement levels, teachers also report on the behaviour, effort and completion of homework, as outlined in the CCC Secondary Reporting Guidelines.

Three Way Conferences (parent/student/teacher)

At set times in the year all students and their parent/s or guardian will meet with teachers to:

- discuss a student's academic progress
- share the strengths and areas of development in approaches to learning skills and attitudes

For Year 9 (MYP4), parent, students and teachers will discuss a student's possible senior school pathway, in preparation for Senior Education and Training (SET) planning and pathway selection at the end of Year 9.

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. Vary 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.

(International Baccalaureate, 2015, *MYP From Principles into Practice*, page 95)

Conversion Table

MYP Grade	EQ Achievement
6 - 7	A
5	B
3 - 4	C
2	D
0-1	E
	N (only with approval from HoP and Junior Secondary Admin Team)

Documentation and Storage

Portfolios of student assessments are kept digitally or as hard copy by each department until the end of Term 1 the following year. Language Acquisition Teachers maintain student portfolios throughout their MYP journey so that they can map their transition through the phases.

It is the HoPs responsibility to collect and store the following for each unit for purposes of Building Quality Curriculum (BQC) evaluation, and to provide samples for standardisation:

1. One Assessment Task sheet (notification and/or notification with assessment instructions)
2. Two samples of completed student assessments – marked and annotated by teacher

Homework

Homework may present in many forms. These include (but are not limited to):

- review class-notes
- pre-reading of content
- Education Perfect exercises
- research or viewing of visual materials.

The amount of homework is left to the discretion of each subject group for each year level, and should reflect the needs, abilities and accessibility of students.

Links and Documents for MYP Students

1. Assessment Schedule (see email sent at the beginning of each semester)
2. Request for Extension form (MYP)
3. MYP Assessment Criteria for each subject group (see Teams Class-note for relevant subject)
4. MYP From Principles into Practice
5. CCC Minor and Major Behaviours document

ASSESSMENT IN THE DP

Please note that this relates to students on the IB DP pathway only. For students who are studying Work Readiness, Certification, Business Diploma or Australian Tertiary Admission Rank (ATAR) pathways, students, parents and teachers should refer to the Senior Secondary Handbook for details.

Assessed Curriculum

The curriculum is designed collaboratively by faculties using the most recent version of the IB DP Subject Guides, and as such all assessments are marked using the relevant IB DP assessment criteria for that subject.

Final grades in IB DP are based on one Internal Assessment and two to three external examinations for all subjects (except Core). All external examinations take place at the end of Year 12 and represent a culmination of the knowledge and skills attained throughout the course. Formative assessment, therefore, plays a crucial role in preparing students for their final assessments. Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment is also important for the teacher, as it should provide detailed feedback on the nature of the students' strengths and limitations. The key component of formative assessment in IB DP is to allow students to learn how to learn, so that they are confident and knowledgeable in how they can demonstrate what is required by examiners.

All formative and summative assessments are entered into Managebac by the class teachers of that subject before the beginning of each Semester. The DP/IB DP Co-ordinator (DPC) checks the calendar each Semester for clashes and possible work overload for students. Students and parents can access the assessment calendar at any time via their Managebac accounts.

Marking & Determining Levels of Achievement

Formative assessments should as far as possible mirror the requirements of the external examination or the final internal assessment. Teachers should use the IB rubric/criteria, as published in the relevant IB DP subject Guide.

When assigning the IB Level 1-7 for reporting purposes, teachers should calculate the score using the most recent results from each student. Student grades should not be averaged out. Teachers should also use appropriate and relevant weighting from the IB DP Subject Guide, and should apply the boundaries as published in the November subject reports from the preceding year. The most recent results for the student should be used.

Administering Assessment

IA (Internal Assessment)

Internal assessments (IA) are required assessments completed during Years 11 (DP1) and 12 (DP2), focusing on skills and subject content. As per the relevant IB DP subject guide, these assessments are either externally assessed or marked by teachers using the IB rubric/marking scheme for the course.

Final IAs are moderated with all teachers of that subject, and where a single teacher exists collaborating with other teachers within the QLD IB network ensure that all IAs are as accurately marked as possible. Regular IB DP meetings also allow for teachers to collaborate by sharing their assessment practices and samples of student work as a form of professional development to ensure consistency and accuracy of marking. Once marked, IA scores are submitted to IB for external moderation to ensure consistent scores worldwide. The weighting of the IA varies between 20% and 30% between subjects.

Submission of Assessments

As per the Academic Integrity Policy, it is expected that where possible all IAs, whether final (end of programme) or formative (during the programme), are submitted via Turnitin. All assessments should be submitted as per the assigned time, to ensure equity for all. Any late or non-submissions are to be referred to the DPC via One School. Students are also explicitly taught the definitions of malpractice, and procedures and consequences if malpractice is suspected.

If a student misses an assessment, it is the teacher's responsibility to chase up the student and the relevant documentation and have them complete the task as soon as possible. This may be during class time or outside of class time.

If a student misses an examination due to ill health, they must provide a medical certificate and send it to the DPC. Should a student require an extension for an assessment, then they must complete the Request for Extension form and return this with evidence to the DPC before the due date. The DPC will review the request and if approved, in consultation with the class teacher, alternative arrangements will be made. This will be communicated to parents and the student, and will be documented on One School.

External Assessment

External Assessments (EA) are mandatory assessments that are completed predominantly during Year 12 and are not scored by the classroom teacher. These assessments are IB exams that are administered during the November testing session and are sent directly to IB examiners for evaluation. Other, Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the Theory of Knowledge (TOK) essay and the Extended Essay (EE).

These summative assessment pieces measure student attainment against IB criteria and contribute to semester grades.

EA's are conducted as per the DP Assessment Procedures guide, as published by the IB each year. The DPC assumes the responsibility for the administering of the examinations in accordance with IB requirements. This includes training new teachers and students in the procedures, securing examination papers in the exam safe, and ensuring that completed papers are safely sent.

Academic Reporting

Parents, teachers and students are partners in education. Teaching and learning benefits greatly when there is open and consistent communication among the three stakeholders. As a result, CCC has a structured and formalised system of recording and reporting as outlined previously. There are some additional recording and reporting procedures unique to DP.

Recording

Teachers are required to keep markbooks for their classes, where they note all formative and summative marks. Students are kept fully informed of their grades either through Managebac, One Note, email or individual conferencing. On a separate markbook, teachers keep marks which reflect the final grading system used in Year 12. For example, in Language B Higher Level: Paper 1 Writing (30) Paper 2: Reading and Listening (65) and IA: Speaking (30) with weighting of 25%, 50% and 25% respectively. Each time a student completes one of the exam types, this mark supersedes the previous one, so that the student is given the latest mark. Teachers must not average out marks over the year. The final 1-7 is calculated using the boundaries from the November subject reports from the previous year.

Reporting

Students in the DP follow the same reporting schedule as all of Secondary School. Students in the DP are awarded a grade representing current and progressive achievement for each subject, plus a comment on Effort, Behaviour and Homework. Subjects report giving a 1-7, allocated as outline above. The three Core subjects are included in the report, and students are assigned an A-E grade.

Twice a year, students and their parents/guardians meet with the DPC or their representative. This will primarily follow the College's direction of student-led conferencing, where students articulate their learning goals, progress, challenges and successes in a supportive environment with their parents and teacher.

At these meetings:

- discuss student's educational profile and to ensure that subject selection and career aspirations align with student performance
- discuss student's IB pathway including academic performance, progress with the Core requirements, preparation for exams, progress with IA etc.

Documentation and Storage

All summative assessments and examinations conducted outside of EA's are kept by the teacher in student folios. These are maintained, as per the rest of the secondary school, until March the following year after they have graduated from Year 12. These could be used as evidence in case of examinations not being run due to unforeseen circumstances.

All IB examination stationery and examination papers for a forthcoming examination session are stored securely in the examination safe which is locked in a store cupboard in the administration building, as per the most current 'Secure storage of confidential IB examinations material booklet' of the year and CCC's Exam Conduct Policy.

Homework

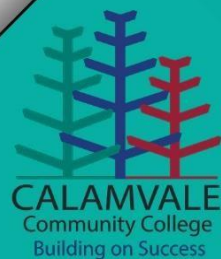
DP students should expect to complete 10-15 hours of homework per week, although this may vary greatly at different times in the year and the programme. Homework may present in many forms. These include (but are not limited to):

- review class-notes
- pre-reading of content
- research
- practice papers
- revision for exams
- viewing of visual materials.

The amount of homework is left to the discretion of each subject group, and should reflect the nature of the units and topics being studied.

Links and Documents for DP Students

1. IB Calendar – A two-year calendar of Summative Assessment deadlines (draft and final dates) and other key school and IB specific dates. This calendar is organised by the DPC in conjunction with the IB teaching team. Semester Planners produced by subject teachers on Managebac each semester outlining course content and assessment (formative and summative)
2. Assessment Schedule/Block Exam timetable – IB Block exam schedule produced mid-term for end of term exam block
3. Submission arrangements for Core – issued to students to manage submission of TOK, EE and for finalisation of CAS. Forms part of the IB Student Handbook
4. CCC Exam Conduct Policy



Thinkers
Reflective
Risk-Takers
Inquirer
Open-minded
Knowledgeable
Communicators
Caring Principled
Balanced