



International Baccalaureate Assessment Policy

Middle Years Programme

Merici College Mission and Vision

"Merici challenges you to love life, have hope, be faithful and build futures more wondrous than you dare to dream."

As a Catholic community aspiring for excellence, Merici College is inspired by our Catholic teachings:

"Whatever is true, whatever is honourable, whatever is just, whatever is pure, whatever is lovely, whatever is gracious, if there is any excellence, if there is anything worthy of praise, think about these things." (Philippians 4:8)

We are an innovative, progressive and caring learning community, committed to the well-being of our students and driven by our Catholic values. We work in partnership with parents to provide a nurturing and inclusive environment, which develops young women who can lead and have impact within their communities by showing respect for others, empathy, intercultural understanding and positive stewardship. In order to facilitate the ongoing spiritual, emotional, academic and social development of our young women, Merici College has a comprehensive Pastoral Care system based on Christian beliefs. We create a positive and inclusive learning environment that develops and challenges students who are compassionate, confident and active members of our global community. Our vision for each young woman is that she feels fully prepared to meet the challenges of an increasingly globalised world where differences are valued and respected.

We take St Angela Merici as our guide and as such view each student as a unique individual with inherent dignity.

"The more you esteem them, the more you will love them; the more you love them, the more you will care for and watch over them. And it will be impossible for you not to cherish them day and night, and to have them all engraved in your heart, one by one, for this is how real love acts and works." (St Angela Merici)

Teaching and Learning at Merici College is designed, implemented and evaluated to achieve excellence in education. We promote enthusiasm and energy for learning within our classrooms by utilising a variety of strategies to meet individual student needs. We encourage ownership of learning, higher-order and critical thinking and reflection to empower students and allow them to develop the self-discipline and drive required to become life-long learners.

Our focus is on developing students holistically, so that they become compassionate and active members of our global community: young women who value ethical behaviour, who have a strong yet realistic sense of their own worth, and who are ready to take their place the world.

"Love your daughters equally, do not have any preference for one rather than the other, because they are all children of God, and you do not know what He wishes to make of them." (St Angela Merici)

Related Policies

Academic Honesty
Inclusion
Admissions

Rationale/Purpose

This policy describes the principles and expectations for assessing student achievement in the International Baccalaureate Middle Years Programme.

Definitions

Best-Fit

The most accurate demonstration of a student's performance, not an average of grades over a reporting period.

Continuous Assessment

This means that instead of achievement being measured only by a single examination, other items such as research, practical work, written and oral class work are considered as important contributions to the measurement of student outcomes.¹

Formal Summative Assessment

Formal summative assessment is defined by the IB as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education.

Formative Assessment

Formative assessment is therefore a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning.

¹Merici College, (2019). *Core Teaching and Learning Document*. Canberra. ACT.

International Baccalaureate 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 organisations 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.

The Merici College Mission and Vision Statement² aligns with the philosophy and principles of the International Baccalaureate to develop young women who are ready to take their place in the world.

Philosophy and Principles

Merici College is committed to our quality assessment framework, which is underpinned by our teaching and learning philosophy. We are committed to improving our student outcomes through quality feedback to students and parents, and to work collaboratively in teaching teams develop quality assessment tasks in line with IB requirements.

A lifelong love of learning is an educational goal held by Merici College. The Principles of Powerful Learning are at the core of best practice teaching and they underpin all aspects of our teaching strategies, from lessons in the classroom to assessment and the many varied learning experiences offered by the College.

Merici College will identify and nurture exceptional young women from any background with the potential to become effective, ethical leaders. It will be a joyful community of lifelong, fearless learners who are culturally rooted and internationally-minded.

Assessment

The purpose of assessment is to enable students to demonstrate their abilities, to affirm effort and application and to suggest ways to improve learning. Merici College has a policy of continuous and varied assessment. Assessment is integrated with teaching and learning in the classroom and reflective of the Merici's Principles of Powerful Learning³ and the Archdiocese of Canberra-Goulburn *Assessment Policy*.⁴

² Merici College, (2017). *Mission and Vision Statement*. [online] Available at: <https://www.merici.act.edu.au/building-futures/about-merici/strategic-directions>

³ Merici College, (2019). *Core Teaching and Learning Document*. Canberra. ACT.

⁴ Catholic Education Archdiocese of Canberra Goulburn, (2015). *Assessment Policy*. ACT.

Continuous Assessment

Merici College has a policy of continuous assessment throughout each semester which may include both formative and formal summative assessment opportunities. All subjects will aim to have at least one piece of formative assessment in line with IB style processes each semester and students will receive teacher feedback. These items do not contribute to the IB MYP grade but are designed to inform students of how to progress to make improvements and to acknowledge what has been done well.

Formative assessment may be supported by any or all the following instruments:

- student self and/or peer evaluation
- use of detailed assessment criteria (rubrics, matrices)
- verbal and/or written feedback
- electronic self-marking feedback

Formal Summative Assessment

Formal summative assessment must be set in line with IB requirements for each subject group. IB MYP Teachers are expected to communicate the task requirements using a task cover sheet and this must include the MYP Criteria being addressed, the strands covered and the deadline for submission. Subject teachers are required to submit the formal summative assessment tasks to the relevant Studies Coordinator for approval four weeks prior to distribution to students.

Procedures

For students in Year 10, to achieve the Merici College MYP Certificate of Achievement, the following conditions must be met:

- a) school learning expectations for service have been met
- b) participation in the programme for a minimum of one year (MYP Year 5) and completed and submitted the Personal Project
- c) There is no grade 1 awarded in a subject, including the Personal Project
- d) There are no more than two grade 2s awarded, including the Personal Project in the final year of the programme (Year 10)
- e) The school will recognise the credentials of any student transferring into the school from other IB MYP accredited educational systems/ institutions to achieve the Merici College MYP Certificate of Achievement.

Students who have achieved an overall average score greater than 6 across all subjects in Year 10 will be awarded a Merici College Certificate of Distinction.

Students who do not achieve these criteria will be awarded the Merici College MYP Record of Participation. For students completing a modified programme, where outcomes have been written individually for a student a Merici College MYP Record of Participation will be awarded.

Any exceptions due to extenuating circumstances to the above Year 10 Merici MYP requirements must be approved by the Deputy Principal of Learning.

Assessment

Assessment in each subject is made against published IB Criteria (criterion referenced), using teachers professional judgment. This judgment is evidence-based, using a 'best-fit' approach. There are 4 criteria in each subject group, and each criteria is scored up to a maximum of 8; the numbers corresponding to descriptions of performance. All strands and all criteria must be assessed twice across the year in each subject group.

In awarding Grades for the IB Middle Years Programme, grades awarded for criteria-referenced tasks are translated into final 7 (high) -1 (low) reported grades by measuring performance against grade boundaries published by the IB.

In Years 7 and 8 students will be assessed using MYP Year 3 Criteria, and in Years 9 and 10 will be assessed using MYP Year 5 Criteria. For students on an accelerated programme or a modified programme, criteria applied may be varied to stretch or support the student and this will be communicated in writing to families.

Language Acquisition is assessed according to phases and progress is made once proficiency at that level has been achieved (see language policy). At Merici College, proficiency is when a student achieves an overall MYP grade 7 at that phase.

Reporting

Assessment of a student's achievement in a semester is determined by the aggregation of performance in several assessment tasks in each subject. These tasks provide indicators of achievement for the selected subject assessment criteria and strands. Students reports will indicate the best fit, evidence based teacher judgment against the 4 MYP Criteria for each subject and will provide the IB Grade 1-7 based on the IB Published Grade Descriptions which is determined by the totals of the 4 criteria (sum of a possible 32). The MYP grade awarded reflects the best overall description of the student's achievement.

Progress reports are issued mid semester and at the end of each semester. Parent teacher interviews are scheduled once every semester. Students are encouraged to attend these parent/teacher/student interviews with their parents to facilitate authentic conversations about improved learning and achievement.

Students receive ongoing feedback on their progress through:

- Interactions with their teachers in class
- The results of formative and summative assessment: feedback written on the tasks and/or indication of achievement through marking of the rubric
- Individual or class feedback on the task

ACT Year 10 Certificate

The culmination of students' junior secondary schooling in the ACT is the Year 10 Certificate. As an ACT Catholic High School, assessment and reporting at Merici College meets Australian Government guidelines. Students in Years 7-10 follow a curriculum based on the IB MYP Curriculum framework, the Australian Curriculum and the ACT, Every chance to learn document. The ACT Year 10 School Certificate is issued to students who have successfully completed an approved program of study to the end of Year 10. Successful completion includes; academic performance, attendance and conduct. The Principal of the school determines the final awarding of the ACT Year 10 Certificate.

Integration of Australian Curriculum to the IB MYP

Merici College delivers and reports on the Australian Curriculum. At the end of each semester, students are given an A-E grade for each of their subjects. The MYP criteria totals are used to determine the Australian curriculum grade awarded. See table below for the MYP grade boundaries and how the grade cut off's have been applied to determine the Australian Curriculum grade.

MYP Grades	MYP Grade Boundaries	MYP Grade Descriptions
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.
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.
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.
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.
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.
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.
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.

Australian Curriculum Grade	MYP score with grade boundaries for Australian Curriculum conversion	MYP Grade
A	28-32	7
B	20-27	6 5
C	12-19	5 4 3
D	5-11	3 2 1
E	1-4	1

Academic Honesty

If a teacher suspects that a student is guilty of malpractice, the teacher should not award a level of achievement and refer to the Merici Academic Honesty Policy⁵ for further guidance. The occurrence must also be reported to the relevant Studies Coordinator and the IB Coordinator with regards to the Personal Project.

Assessment in the Middle Years Programme is guided by the IB and the guidelines and practices are outlined in *Middle Years Programme: From principles into practice*⁶ and the *Middle Years Programme Assessment Procedures*.⁷

IB marking criteria is set out in subject guides.

IMYP Personal Project

The Personal Project demonstrates a student's understanding of the key concepts of the MYP and identifies one 'Global Context' that is central to the Personal Project. Students begin their Personal Project in Term 4, Year 9 and complete it in Term 3, Year 10. Students select, plan and develop an individual product and then use a process journal to reflect on the process and learning to achieve it. Personal Project supervisors are responsible for providing grades to the IB MYP Facilitator to enter on IBIS (IB official reporting site).

Course Information

All students receive a Unit Outline for each subject for each semester within the first three weeks of the semester. The outline details the course being studied, the teacher, the assessment objectives and the formal summative assessment tasks and due dates.

The teacher may alter this outline only after consultation with the relevant Studies Coordinator. A copy of the Unit Outline is also found on the student's online learning platform. The online learning platform also contains other relevant information such as assessment task sheets and course learning materials.

Drafts

Merici College encourages teachers to provide constructive feedback to students, to assist them to achieve to their potential. General discussion of assessment work and how it is proceeding is a natural part of the relationship between the teacher and the student in any course. As part of the learning process, teachers can give advice to students on a draft of the assessment item. Advice should be in terms of the way the work could be improved, but this should not be heavily annotated or edited by the teacher.

Personal Project Draft

In order to ensure fairness and to prevent undue influence, supervisors' feedback on personal projects must only advise students generally on how to approach and complete their work. As a shared standard of good practice, supervisors must provide only one round of formal feedback on candidates' project reports. Once students have submitted the final versions of their project materials for school-based assessment, they cannot be retracted or redone.

⁵ Merici College, (2018). *Academic Honesty Policy*. ACT.

⁶ International Baccalaureate Organization, (2017). *Middle Years Programme: From principles into practice*. Cardiff: IBO.

⁷ International Baccalaureate Organization, (2019). *Middle Years Programme Assessment Procedures*. Cardiff: IBO.

Homework

It is expected that students engage in their formative and summative homework activities to support their classroom-based learning and progression. Subject Teachers are responsible for ensuring homework tasks are designed in line with course aims and objectives. If a student is not submitting homework tasks, the class teacher is to speak with the student and if it continues should contact parents/guardians and discuss this with student's Pastoral Care Teacher, House Coordinator, Head of Junior School, relevant Studies Coordinator.

Moderation

Internal moderation

The MYP requires work to be assessed by teachers and internally moderated. Where more than one teacher is involved in the teaching of a course, all teachers of a subject must standardise their marking of the summative assessment through a moderation process which may involve horizontal and/or vertical team meetings. The Personal Project, completed in Year 10 will be internally moderated to standardize marking prior to submission of grades to the IB.

External moderation

A sample of student's Personal Projects, selected by the IB, is sent for external moderation to achieve a common standard across schools. Marks may be adjusted by the external moderators based on the sample submitted to the IB and adjustments affect the whole cohort in that subject for that assessment item.

Transferring Students

Students who arrive to the college mid way through the MYP will be immersed in the MYP programme and supported to understand the IB language and assessment.

Transfer in Year 10

Students who are transferring from other MYP schools may be eligible for the Merici College MYP Certificate. For students arriving in Year 10, if they have started working on their Personal Project they must speak with the IB Coordinator who will determine if they are eligible for the Merici College MYP Certificate. For students arriving later in Year 10, and not completed a substantial amount of work for their Personal Project, they will receive a Merici College MYP Record of Participation.

Roles and Responsibilities

All subject groups will have at least 1 member who has completed valid IB training in that subject area. Teachers new to Merici College without IB training will be expected to ensure they are familiar with the IB MYP philosophy regarding assessment and apply the IB MYP practices as outlined in this policy.

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Studies Coordinators have a responsibility to ensure teachers have recorded summative assessment results following the college processes and that the processes for moderation have been followed.

It is the responsibility of the IB Coordinator to oversee all IB MYP procedures and practices are followed. The Deputy Principal of Learning has overall responsibility for Assessment at the college. The MYP Facilitator is responsible for the implementation of MYP process and practices.

Students have a responsibility to engage with feedback provided by their teachers about their assessment.

Review of Assessment

It is the right of students and their families to appeal judgments of summative tasks and grades awarded. The process is as follows:

1. student or their family requests a review from the teacher
2. student or their family requests a review from the Studies Coordinator and
3. student or their family requests a review from the Deputy Principal of Learning

References

Catholic Education Archdiocese of Canberra Goulburn, (2015). *Assessment Policy*. ACT.

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Forms

Nil

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