	Oakleigh Grammar
Policy Document Name	**MYP Assessment and Reporting**
Date Ratified by The Board of Management	November 2023
Date for Review	November 2026

Table of Contents

1. Introduction

The Oakleigh Grammar MYP Assessment and Reporting Policy is a working document developed through a series of workshops involving Leadership, Learning Leaders, administrators, students, parents, and teaching staff. This document is reviewed as new practices are introduced (continuous reporting, the new IB Programme standards and practices) and is consistent with the IB MYP philosophy concerning learning and assessment. This policy provides an overview of our school's philosophy; current practices regarding the assessment of learning, and the administration of assessment. It also provides a concise outline of assessment for teachers, students, and families to refer to at all stages of the assessment process.

2. Philosophy

The aim of the IB is to *develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect* (International Baccalaureate, 2019). The Oakleigh Grammar mission *is to empower our students with a commitment to academic excellence and a zest for life so they can contribute meaningfully to our community and society.* As such assessment is integral to all teaching and learning at our school. Developing quality assessment is an essential tool to provide students with opportunities to demonstrate their learning, support teachers to build better quality learning opportunities and provide meaningful feedback. Other documents related to this policy include: Academic Integrity, Late Work for Students and Inclusion.

At Oakleigh Grammar we understand that all students are unique, and each person brings different background knowledge, skills and viewpoints. Teachers collect information on prior knowledge through diagnostic tests, and classroom practices to help understand the current levels of each student, to address the needs of all students and plan units of study and appropriate learning activities. As teachers understand individual student needs, they can ensure they provide scaffolding, modelling, modified assessments and Individual Learning Plans where necessary and opportunities to challenge the more able.

Oakleigh Grammar recognises that AI has had an impact on education and will continue to consider the potential implications at local, state, national and international levels.

The school community identified the flowing IB learner profile attributes as being relevant to this assessment and reporting policy:

- Thinkers – students and staff use critical and creative thinking skills to analyse and take responsible action on assessment. They exercise initiative in making reasoned ethical decisions relating to assessment.
- Principled – the Oakleigh Grammar community act with integrity and honesty, with a strong sense of fairness and justice during assessment practices. They take responsibility for completing assessments with integrity and for any actions that breach this attribute.
- Reflective – students thoughtfully consider their assessment experiences; they take time to understand their strengths and weaknesses in order to support their learning and personal development.
- Knowledgeable – students develop and use conceptual understanding to explore knowledge across a range of disciplines. Their assessment experiences engage them with issues and ideas that have local and global significance.

3. Responsibility of Key Stakeholders

At Oakleigh Grammar we believe that assessment is a partnership between teachers, students, parents and administrators. As such this means that everyone has a key role to play.

4. The Teacher's Role
- Fulfil the school's expectations of outstanding assessment practices
- Moderate assessments to provide an equitable experience for students
- Design appropriate, engaging and rigorous units of study and assessment
- Ensure that assessment is equitable and inclusive
- Align assessments with statements of inquiry, approaches to learning and assessment criteria
- Provide students with detailed assessment sheets that outline the necessary steps to complete the task
- Provide scaffolding or models as required
- Identify students who need to be challenged
- Create authentic formative and summative assessments
- Provide timely and detailed feedback on student work which students share with their parents/guardians
- Provide students with opportunities to reflect on their learning
- Work collaboratively to design assessments and moderate marking
- Use professional judgement when determining levels of achievement
- Provide opportunities for students to demonstrate transference of skills through interdisciplinary learning
- Create tasks with real-world contexts in order to promote inquiry and global awareness
- Set appropriate timelines for the completion of tasks, 1 – 2 weeks
- Share exemplars and examples that match achievement grades
- Explain and scaffold subject specific criteria and assessment tasks

5. The Student's Role
- Familiarise themselves with the assessment task and criteria
- Set meaningful goals for achievement and effort
- Ensure their work represents their best effort and reflects academic honesty
- Organise their time proactively
- Ask for assistance when required
- Check their work carefully before submitting it
- Submit their work on the due date or email their teacher if they are absent
- Reflect on their achievement and set goals for improvement
- If they require an extension they must communicate directly with their subject teacher, and provide a medical certificate.

6. The Parent/ Guardian's Role
- Familiarise themselves with the assessment policy, MYP assessment criteria and MYP levels of achievement
- Use the above as discussion points to clarify understanding and ask meaningful questions regarding their child's assessment journey
- Contact teachers at any time with questions
- Communicate any questions or comments with teachers, Learning Leaders or administrators

7. The Administration and Leadership Team's Role is to:
- Manage academic integrity matters
- Provide time for collaborative planning
- Support a spirit of collaboration and collegiality amongst all stakeholders
- Arrange parent/student interviews
- Collate and publish an assessment calendar for all stakeholders
- Communicate and manage the reporting cycle
- Support the quality of assurance of assessment in the MYP
- Provide appropriate professional learning on assessment practices where needed
- Review the assessment cycle
- Communicate and review assessment expectations for all stakeholders.

8. MYP Assessment Practices

Assessment is integral to all teaching and learning. In the MYP, achievement levels are assessed via subject specific criterion and each criteria is out of eight marks. Each MYP subject group has four objectives that state specific targets for learning in that subject, they define what the student will be able to accomplish as a result of studying that subject. Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation and all strands of all four objectives must be assessed at least twice in each year of the MYP. Teachers make decisions about student achievement using their professional judgement, guided by criteria which students know about in advance, ensuring that assessment is transparent.

Teachers create summative assessment tasks to address the criteria. Two weeks prior to the implementation of the assessment task, the teacher provides students with information on the task including a detailed task sheet, task clarification and task specific assessment criteria.

The subject group objectives correspond to assessment criteria. Each criterion has nine possible levels of achievement (0-8), divided into four performance bands that generally represent: limited (1-2); adequate (3-4); substantial (5-6); and excellent (7-8). Each band has its own unique descriptor which teachers use to make "best fit" judgements about students' progress and achievement. This information is displayed in an achievement level table for each criterion.

The following table represents MYP subject specific criteria:

	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 and applying	Communicating	Reflecting

Final levels for each subject are determined by the MYP 1 - 7 grade boundaries which provide general descriptors that represent a students' achievement level. To arrive at a final level, teachers add together the students' final achievement level in each criterion, in each specific subject. **As per the MYP guidelines each criteria is assessed at least twice per semester.**

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.

9. Formative Assessment

The MYP like other curriculum frameworks has a strong emphasis on formative assessment (assessment for learning) in addition to summative assessment (assessment of learning). Feedback to students and teachers on student learning via a range of formative assessment tasks and methods, take place on a regular basis using a variety of assessment methods.

Formative assessments are aligned with subject specific group objectives and play an important role in preparing students for their summative assessments. Through effective formative assessment teachers gather, analyse, interpret and use a variety of evidence to improve student learning, and support students to achieve their potential. Students can self-assess and peer-assess in order to develop their critical thinking and reflective skills. Examples of formative assessments include:

- Observations
- Quizzes, tests, comprehensions
- Process journals, reflections
- Portfolios, visual diary/journal entries

- Written extracts, analysis of primary sources, document analysis
- Homework
- Round robin activities
- Strategic questioning
- Exit tickets
- Creative projects
- Rehearsals
- Presentations

10. Summative Assessment:

Summative assessment plays a part of every MYP unit. Summative assessments are task specific and designed to provide evidence for evaluating student achievement using MYP subject-group-specific assessment criteria after the relevant skills and content has been covered. Formative and summative assessments are closely linked and used to provide teachers with evidence of student understanding through authentic performance. Within the MYP framework, summative assessment is used to measure the students' ability to inquire, communicate, investigate and reflect. Examples of summative assessments include:

- Projects
- Reports
- Performances
- Essays, reports, creative writing
- Tests, analysis of documents and primary sources
- Presentations
- Speaking and listening assessments
- Role play
- Art works, visual diary/journal entries
- Laboratory reports
- Product development
- Cooking
- Musical or dance performances
- Multi-media presentations.

11. Special Consideration

Special considerations and arrangements regarding assessment tasks will be reviewed on an individual basis and should be initiated through student and parent communication to the relevant subject teacher. Students with Individual Education Plans or those needing modification are granted extra time as required. Students who are absent on the day of assessment and produce a medical certificate must apply to their teacher and Learning Leader. If an absence is due to another reason) the decision will be made by the Learning Leader and Deputy Head of Teaching and Learning in consultation with teacher. If the absence is not supported by a medical certificate, and is not deemed acceptable, the student will be assessed on whatever has been completed, or alternatively, may not be permitted to attempt the task.

12. Continuous Reporting:

Oakleigh Grammar is committed to effective assessment and feedback processes that fully inform both students and parents as to opportunities and advice to improve both student learning growth and achievement. Continuous reporting is based on the premise that students make the best progress in their learning, by targeted, effective and timely feedback by their teachers. The provision of feedback at the end a term or semester is neither immediate nor fully effective in assisting students to implement strategies that will make a significant difference to the improvement of their learning outcomes. Consequently, OG introduced continuous reporting from 2023, starting with Years 6 and 7.

Continuous Reporting will reflect similar content and features across all year levels at Oakleigh Grammar. Although similar, each area of the school will reflect in its Continuous Reporting aspects which best reflect students need, outcomes and age and stage appropriate reflections. The content will include Australian Curriculum and Reporting Authority subject elaborations, a coversheet which describes the assessment, marking criteria and specific written comments pertaining to such work. This will be relevant, personalised and follow the protocols as set out. Each student will also be given two holistic descriptor statements reflecting teacher professional judgement regarding student learning relating to achievement standards and the other to effort and behaviour.

Achievement Descriptors:

1. unsatisfactory,
2. limited,
3. adequate,
4. proficient,
5. exemplary.

13. The Reporting Cycle:

Student achievement in each subject group is reported to parents at four times per year. A student achievement level for each assessment criterion provides parents, students, and teachers with information about the student's engagement with the objectives of each subject group. Each subject awards a MYP grade twice per year in reports 2 and 4 and provide a comment that describes the student's achievement and areas for improvement.

In reports 1 and 3, the student's academic progress is rated in each subject from low, medium, high to very high, as are the approaches to learning (ATL) which also appear on reports 2 and 4. Approaches to Learning represent skills have relevance across the curriculum and help students 'learn how to learn'. These skills are grouped into five clusters which include:

- Communication
- Social - collaboration
- Self-management – organisation, affective and reflection
- Research – information and media literacy
- Thinking – critical thinking, creative thinking and transfer.

The four reports for Years 8, 9 and 10 provide a clear picture of student achievement for all stakeholders:

- **Report 1, Term 1:** an interim report that captures academic progress and ATL skills
- **Report 2, Term 2:** levels of achievement, a MYP grade and comment
- **Report 3, Term 3:** an interim report that again captures academic progress and ATL skills
- **Report 4, Term 4:** a final report that contains levels of achievement, a MYP grade and comment.

14. Australian Curriculum Assessment and Reporting Authority (ACARA)

ACARA is responsible for the National Assessment Programme, Literacy and Numeracy (NAPLAN) that happen annually in MYP 2 and 4. Students are tested on 'fundamental literacy and numeracy skills every child needs to become successful learners in school and beyond. NAPLAN is a national, consistent measure to determine whether or not students are meeting important educational outcomes. '(ACARA, 2016).

15. Exams and Practical Assessments

Exams are held annually for Years 7 – 10 in Terms 2 and 4. Exams are important experiences for students and are created and assessed by teachers who are well positioned to make informed judgements about student learning. These assessments are rigorous and include a range of assessment strategies. The MYP assessment criteria and MYP levels of achievement are used to assess exams. If a student is absent for an exam they must provide a medical certificate and/or a parent contact via phone or email explaining the absence. With the Learning Leaders approval, they can negotiate to complete the exam at a later date. If there is no valid reason for the student to have missed the exam the student is to sit the exam or a comparable exam in the next lesson, or be assessed on the work that they produced in class.

16. The Personal Project

In the final year of the MYP (Year 10) each student must complete a Personal Project including a product/outcome and report which is internally assessed and externally validated by the IB. Choosing a topic that ignites demonstrates their passion for learning, working on their project over an extended period of time and producing an extensive report are important skills that represent a summative assessment experience in the MYP.

<p style="text-align: center;">**Access Arrangement Application Form**</p>

The assessment dates set at the beginning of the term and published in the Assessment Calendar/Exam timetable are not negotiable. However, an application for an extension/ period of leave can be made when:

- An illness or event is unseen and beyond a student's control.
- An adverse effect can be demonstrated.
- The situation is not of the student/family/guardian's own choosing such as a family holiday taken during the school term.

This application should be completed one week BEFORE the due date (emergencies and sudden illness being the only exceptions).

Supporting Documentation:
- Medical certificate on letterhead
- Parent/guardian email or phone call to the school.

Student to complete:
Name: **Year:** **Subject:**   **Assessment:** **Due Date:**
Parents/ Guardians to complete: *State your reasons for applying for an extension. In the case of illness, a medical certificate must be attached.*   **Parent Signature:**   **Date:**

2. Teacher Recommendations:

☐	*Extra time to complete original task*
☐	*Complete an alternate assessment/exam*
☐	*Extra assistance is required*
	New Date and time: Signature:

3. Approval – Learning Leader:

☐	*Granted*
☐	*Not granted*
	Signature: Date:

Reference List

ACARA (2016). *NAPLAN*. [online] www.acara.edu.au. Available at: https://www.acara.edu.au/assessment/naplan.

International Baccalaureate Organisation. (2018). *Programme Standards and Practices*. United Kingdom: International Baccalaureate Organization.

International Baccalaureate (2019). *Mission*. [online] International Baccalaureate®. Available at: https://www.ibo.org/about-the-ib/mission/.

International Baccalaureate Organisation. (2014). *MYP: From principles into practice, developing an assessment policy*. United Kingdom: International Baccalaureate Organization.

International Baccalaureate Organisation. https://pds.ibo.org/motif-builder/. International Baccalaureate Organization.