Year 11-12 International Baccalaureate

Assessment Policy

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

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

IB Learner Profile

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

IB learners strive to be:

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

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

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

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

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

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

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

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

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

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

Scope

This policy provides information for teachers, students and parents about roles, responsibilities, processes and procedures to ensure the integrity of assessment that contributes to the International Baccalaureate Diploma Program (IBDP) and the Queensland Certificate of Education (QCE). The framework for the policy is developed from the IB *Academic Integrity Policy*, the IB *Access and Inclusion Policy,* the IB *Diploma Programme Assessment Procedures,* and the QCAA *QCE and QCIA Policy and Procedures Handbook* available from www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019

These key documents outline policy and procedures relating to all IB subjects including the Extended Essay.

Purpose

Indooroopilly State High School is committed to an educational philosophy that encourages all students to achieve personal excellence by developing their skills and abilities. Underpinning the school's educational philosophy are our four core values: Each person's dignity, Open communication, Quality learning and Our community's diversity. This Senior Secondary Assessment Policy is designed to build capacity as students work towards summative assessment completion for the QCE.

Principles

Indooroopilly State High School's expectations for learning, teaching and assessment are grounded in the principles of academic integrity and excellence.

Assessment is used as a means of feedback for students and teachers to determine where a student is positioned in their learning. It includes any examination, practical demonstration, performance or product that allows students to demonstrate the assessment objectives as described by the subject guides.

Assessment will be:
• aligned with curriculum and pedagogy;
• equitable for all students;
• evidence-based, using established standards and continua to make defensible and comparable judgments about students' learning;
• ongoing, with a range and balance of evidence compiled over time to reflect the depth and breadth of students' learning;
• transparent, to enhance professional and public confidence in the processes used, the information obtained and the decisions made;
• Criteria-based.

High-quality assessment is characterised by three attributes:
• validity, through alignment with what is taught, learnt and assessed;
• accessibility, so that each student is given opportunities to demonstrate what they know and can do;
• reliability, so that assessment results are consistent, dependable or repeatable.

Responsibilities

School Responsibilities:
• publish all draft and final assessment due dates on the School Assessment Calendar for each Unit of work;
• provide students and parents with access to the school e-Diary containing the Assessment Policy;

- provide access to relevant documents regarding applications for special arrangements under the IB *Access and Inclusion Policy*;
- provide students with assessment instruments in an appropriate time frame, including Instrument standards' descriptors;
- provide support and adjustments where appropriate;
- provide appropriate opportunities for students to receive feedback prior to completion of assessment.

Student Responsibilities:
- present only their work for all assessment instruments ensuring they meet the guidelines for academic integrity as published in the IB *Academic Integrity Policy* as well as the QCAA *QCE and QCIA Policy and Procedures Handbook*;
- make full use of the class time provided to work on the assessment where applicable;
- present their draft and final copies of assessment as per the task requirements (e.g. file type) by the due dates to a satisfactory standard;
- use the school's American Psychological Association (APA) standard system of referencing as described in the e-Diary;
- communicate anticipated difficulties in completing assessment requirements with the teacher and follow the correct procedures to apply for an extension or adjustments within an appropriate time frame.

Parent Responsibilities:
- encourage students to submit all drafts and final assessment by the due date.
- inform the appropriate school staff of any difficulties relating to the completion of assessment items within an appropriate time frame.
- provide documentary evidence where necessary (e.g. medical certificate).

Assessment

Senior students participate in a variety of IB courses in their Senior School and will participate in internal and external assessment.

Internal Assessment	External Assessment
Internal Assessment can include: • Examinations • Extended responses • Investigations • Performances • Practical demonstrations • Products • Projects • Collection of work • Oral presentation Each subject guide specifies which Internal Assessment instruments are summative (counts towards the student's final grade).	External Assessment is developed by the International Baccalaureate Organisation for IB subjects. All external assessment for IB subjects is summative and contributes to a IB score and the QCE. External Assessment is: • an examination or production of work held towards or at the end of the course of study. • common to all schools. • administered by schools under the same conditions at the same time and on the same day. • marked by the IB according to a commonly applied marking scheme. The subject matter and conditions for

Other internal assessment instruments are formative (provide feedback without counting towards final grade). Schools utilise a variety of assessment techniques to develop assessment instruments for gathering evidence of learning. Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work): These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress. If final assessment is submitted late (without prior extension being granted) the assessment will be assessed and graded for feedback purposes only.	external assessment are determined by the IB and based on the relevant subject guides. External assessment contributes between 60 and 80 percent of the overall subject result in subjects, 67% in TOK and 100% in the Extended Essay.

Promoting Academic Integrity

Indooroopilly State High School promotes academic integrity by developing students' skills and modelling appropriate academic practices. The following whole school procedures support this endeavour.

	Policy and procedures
Location and communication of policy	The Indooroopilly State High School Assessment Policy is located on the school website. All questions regarding this policy should be directed to the IB Coordinator. To ensure the Assessment Policy is consistently applied, it will be revisited during the school year with students each semester e.g. year level assemblies, Connect classes, email correspondence. Relevant processes will be revisited: • at enrolment interviews • during SET planning • at Academic Conferencing • when the assessment schedule is published via OneSchool (oslp.eq.edu.au). • when outlining authentication strategies within assessment handed to students • referencing in the newsletter and/or by email promoting phases of the assessment cycle and school related assessment processes.

Expectations about engaging in learning and assessment	Indooroopilly State High School has high expectations for academic integrity and student participation and engagement in learning and assessment. **Student responsibility** Students are expected to: • engage in the learning for the subject or course of study; • produce evidence of achievement that is authenticated as their own work; • submit responses to scheduled assessment on or before the due date; • Use Safe Assign to perform an electronic plagiarism check; To emphasise the importance of sound academic practices, staff will complete the **QCAA** academic integrity courses. IB students will complete an academic honesty unit as part of their induction for their Extended Essay.
Due dates	**School responsibility** Due dates for final responses and drafts will be published in the assessment schedule. The assessment schedule for all students will be published at the start of each Unit and be accessible to students via OneSchool (oslp.eq.edu.au). The assessment schedule will: • align with guide requirements • provide sufficient working time for students to complete the task • allow for internal quality assurance processes • enable timelines for IB submission processes to be met • be clear to teachers, students and parents/carers • be consistently applied • be clearly communicated at the start of each Unit of work • give consideration to allocation of workload. **Student responsibility** Students are responsible for: • recording due dates in their e-Diaries; • planning and managing their time to meet the due dates; • informing the school (e.g. subject teacher, IB Coordinator, Guidance Officer) within an appropriate time frame if they have concerns about assessment load and meeting due dates. In cases where students are unable to meet a due date, they will: • inform the IB Coordinator and classroom teacher within an appropriate time frame; • provide the school with a reasonable explanation including relevant documentation, e.g. medical certificate; • adhere to alternative arrangements for submission of assessment, if applicable, as decided by the school.

	All written assessment items must be submitted for subjects on/before the due date of assessment. For non-written assessment (e.g. oral, performance) items, students may be required to provide documentation (e.g. script, palm cards) on the first day the non-written assessment is scheduled. In the case of group non-written assessment where a student absence occurs, the group may be required to complete the task with appropriate support (e.g. substitute participant). Those students who are absent for group non-written assessment may be required to complete the task upon their return to school. All final decisions are at the Principal's discretion
Submitting, collecting and storing assessment information	Assessment instruments, where applicable, will provide information about Indooroopilly State High School's arrangements for submission of checkpoint, draft and final responses, including due dates, conditions and file types. All assessment evidence, including draft responses, will be submitted by their due date and where required, via the school's academic integrity software (Safe Assign). Draft and final responses for all internal assessment will be collected and stored in each student's folio. Live performance assessments will be recorded and stored. The IB Coordinator working with subject teachers manage the collection and storage of assessment information.

Ensuring academic integrity

Indooroopilly State High School has procedures in place to ensure that there is consistent application of the assessment policy and that staff and students optimise opportunities to understand academic integrity. The following procedures are to be applied in this context.

Internal assessment administration

	Policy and procedures
Scaffolding	Scaffolding for assessment helps students understand the process for completing the task. Scaffolding will: • maintain the integrity of the requirements of the task or assessment instrument as described in the subject guide; • allow for unique student responses and not lead to a predetermined response.
Checkpoints	Checkpoints will: • be detailed on student task sheets; • be used to monitor student progress; • be used to establish student authorship. Students will work on assessment during designated times and show evidence of progress at scheduled checkpoints. Teachers will use these

	checkpoints to identify and support students to complete their assessment. Failure to submit assessment at a checkpoint is deemed unsatisfactory participation. If checkpoints are not met parents will be contacted and notified by subject teachers. Students with assessment that is unsatisfactory at a checkpoint may be expected to participate in support determined by the teacher until assessment meets a satisfactory standard.
Drafting	Drafting is a key checkpoint. Types of drafts differ depending on the given subject, e.g. written draft, rehearsal of a performance piece, or a product in development. Drafts may be used as evidence of student achievement in the case of illness or misadventure, or non-submission for other reasons. Feedback on a draft is: • provided on a maximum of one draft of each student's response; • a consultative process that indicates aspects of the response to be improved or further developed; • delivered in a consistent manner (e.g. written or oral) and format (e.g. using track changes in word or annotating hard copy document) for all students; • provided within one week of a submission of a draft or within specifications identified on the task sheet. Feedback on a draft must not: • compromise the authenticity of a student response • allocate a mark. A copy of the draft with feedback will be stored electronically or in hard copy in a student folder/ folio. Parents will be notified by the teacher via email and/or phone about non-submission of a draft by the due date or when a draft submitted does not demonstrate Satisfactory Progress. Students with assessment that is unsatisfactory at a draft will be expected to participate in support determined by the teacher and/or Head of Department until assessment meets a satisfactory standard. Repeated failure to participate satisfactorily including engagement with support, will result in referral to the respective Deputy Principal for further support/intervention. Failure to submit a draft by a due date is deemed refusal to participate (unsatisfactory participation).
Managing response length	Students must adhere to assessment response lengths as specified by assessment instrument task sheets as well as the subject guide, e.g. word length range, time frame for performance etc. The procedures below support students to manage their response length. • All assessment instruments indicate the required length or range of the response. • Teaching and learning programs embed subject-specific strategies about responding purposefully within the prescribed conditions of the task. • Model responses within the required length are available.

	• Feedback about length is provided by teachers at checkpoints. • Feedback about length is provided by teachers at draft. After all these strategies have been implemented, if the student's response exceeds the word length required by the syllabus, the school will decide to either: • mark only the work up to the required length, excluding evidence over the prescribed limit or • allow a student to redact their response to meet the required length, before a judgment is made on the student work.
Authenticating student responses	Accurate judgments of student achievement can only be made on student assessment responses that are authenticated as their own work. The assessment conditions on an assessment item will stipulate expectations for students for authentication requirements. All students are expected to submit assessment as per the authentication strategies specified on assessment instruments. In cases where a student response is not authenticated as a student's own work, procedures for managing alleged academic misconduct will be followed. Procedures relating to the management of academic misconduct are outlined in the section Managing Academic Misconduct. For **assessment electronically uploaded by the candidate**, the authentication process is confirmed on screen by both the candidate and teacher. • For **assessment electronically uploaded by the school** (on behalf of the candidate), the authentication process is confirmed on screen by the teacher. This option requires the school to have previously secured the candidate's authentication.
Managing Access arrangements	**Applications for special arrangements is subject to the Access and Inclusion Policy.** Indooroopilly State High School is committed to reducing barriers to success for all students. Access arrangements are actions taken by the school to minimise, as much as possible, barriers for a student whose disability, impairment, medical condition or other circumstances may affect their ability to read, respond to or participate in assessment. Indooroopilly State High School follows the processes as outlined in the Access *and Inclusion Policy* for IB students The Principal or their delegate (IB Coordinator) manages all approval of access arrangements for students. All applications for adjustments must be accompanied by the relevant supporting documentation outlined in the IB Access and Inclusion Policy as far in advance as possible to meet the IB published timelines. All evidence used to make decisions is recorded in the student's file by the Principal or their delegate. Students are not eligible for adjustments on the following grounds: • teacher absence or other teacher-related issues

	• matters that the student could have avoided **Applications for extensions to due dates for unforeseen illness and misadventure** Students and parents must contact the Principal's delegate (IB Coordinator) as soon as possible and submit the relevant supporting documentation. Two forms of supporting documentation are required to be uploaded to the online application • A psychological/psycho-educational/medical report. • Educational evidence from the school. The psychological/psycho-educational/medical report must be written by medical, educational or psychological professionals with appropriate qualifications and/or professional licences in their country of residence.
Managing nonsubmission of assessment by the due date	Teachers will collect progressive evidence of student responses to assessment instruments at the prescribed checkpoints. The checkpoints on the instrument-specific task sheets provide details of the evidence that will be collected. In circumstances where students are enrolled in a subject but do not submit a final response to an assessment (other than unseen examinations) and where evidence of student work: • provided by the student for the purposes of authentication during the assessment preparation period is available (e.g. formative work completion including class work, draft, rehearsal notes, photographs of student work), teachers make judgments based on this evidence. • was not provided by the student on or before the due date as specified by the school and no other evidence is available, Not Rated (N/NR) will be issued by the school for the assessment item on the school report and an F will be submitted to the IB. For oral presentations, the due date for written support materials will be the first day of presentations. It is not appropriate to award a lower result, mark or standard as a penalty for late or nonsubmission, as evidence is to be matched to the relevant syllabus marking guides or standards. In circumstances where a student response is judged as N/NR, the student will not meet the requirements for that subject. Students failing to meet participation requirements in their educational program will be referred to their respective Deputy Principal for further support/intervention. Students who receive a 'Not Rated' on a single piece of assessment could result in the student not being eligible for their diploma. It is essential for a student experiencing difficulty with a piece of assessment, to approach the teacher or other appropriate member of

	staff (e.g. subject teacher, Head of Department, Guidance Officer) for support before the due date.	
Internal quality assurance processes	Indooroopilly State High School's quality management system ensures valid, accessible and reliable assessment of student achievement. This includes: • quality assurance of all assessment instruments before they are administered to students. • quality assurance of judgments about student achievement. All marks for summative internal assessment are provisional until they are confirmed by the IB.	
Review	Indooroopilly State High School internal review processes for student results is equitable and appropriate for the local context.	

Managing academic misconduct

Indooroopilly State High School is committed to supporting students to complete assessment and to submit work that is their own, and minimising opportunities for academic misconduct. There may be a situation when a student inappropriately and/or falsely demonstrates their learning. The following are some examples of academic misconduct along with the procedures for managing them:

	Types of misconduct	Procedures for managing academic misconduct
Cheating while under supervised conditions	A student: • begins to write during perusal time or continues to write after the instruction to stop writing is given • uses unauthorised equipment or materials • has any notation written on the body, clothing or any object brought into an assessment room • communicates with any person other than a supervisor during an examination, e.g. through speaking, signing, electronic device or other means such as passing notes, making gestures or sharing equipment with another student.	In the case of breaches in summative or externally marked assessment, the International Baccalaureate Organisation will be informed and processes followed as described in *Diploma Programme General Regulations – Articles 20 and 21*. There may be academic consequences arising from the malpractice including being ineligible to be receive their diploma. When authorship of student work cannot be established or a response is not entirely a student's own work the school will provide an opportunity for the student to demonstrate that the submitted response is their own work.
Collusion	When: • more than one student works to produce a response and that response is submitted as individual work by one or multiple students • a student assists another student to commit an act of academic misconduct a student gives or receives a response to an assessment.	Opportunities for non-summative assessment include; • verbal confirmation of responses • resit modified assessment • resubmit modified assessment For summative assessment, some items can only be completed once and in these cases the work will not be submitted to the

Contract cheating	A student: • pays for a person or a service to complete a response to an assessment • sells or trades a response to an assessment.	IB and an F will be recorded for the result. This will result in the student not being eligible for their diploma. Student work subject to any form of misconduct will not be submitted to the IB and an F will be recorded for the result. This will result in the student not being eligible for their diploma. In the case of formative assessment, teachers will • mark verifiable assessment • mark checkpoint/draft assessment Students disruptive during an examination will be (1) redirected, (2) warned and, if persistent despite redirection and warning, (3) removed from the examination. Removal from an examination will result in the student not submitting that assessment item and likely becoming ineligible to receive their diploma. Where required, the school's rules and Responsible Behaviour Plan policy will be implemented. http://www.indoorooshs.eq.edu.au/ourschool/responsible-behaviour/ **For instances of late arrival to examinations** Students who arrive late (less than 60 minutes) to an examination will be permitted entry to the exam but will not receive extra time to complete the exam. Students will be expected to comply with the scheduled finish time for the exam.
Copying work	A student: • deliberately or knowingly makes it possible for another student to copy responses • looks at another student's work during an exam • copies another student's work during an exam.	
Disclosing or receiving information about an assessment	A student: • gives or accesses unauthorised information that compromises the integrity of the assessment, such as stimulus or suggested answers/responses, prior to completing a response to an assessment • makes any attempt to give or receive access to secure assessment materials.	
Fabricating	A student: • invents or exaggerates data • lists incorrect or fictitious references.	
Impersonation	A student: • arranges for another person to complete a response to an assessment in their place, e.g. impersonating the student in a performance or supervised assessment. • completes a response to an assessment in place of another student.	
Misconduct during an examination	A student distracts and/or disrupts others in an assessment room.	
Plagiarism or lack of referencing	A student completely or partially copies or alters another person's work without attribution (another person's work may include text, audio or audio-visual material, figures, tables, design, images, information or ideas).	
Selfplagiarism	A student duplicates work, or part of work already submitted as a response to an assessment	

	instrument in the same or any other subject.
Significant contribution of help	A student arranges for, or allows, a tutor, parent or any person in a supporting role to complete or contribute significantly to the response.
Late arrival for an exam	A student arrives late for an examination without providing a reasonable explanation.

Related school policy and procedures

Refer to other school policies as appropriate:

- Responsible Behaviour Plan for Students - http://www.indorooshs.eq.edu.au/ourschool/responsible-behaviour/
- Attendance Policy - http://www.indorooshs.eq.edu.au/our-school/permissionforms/attendance-policy/
- Personal Devices – Mobile Devices - http://www.indorooshs.eq.edu.au/ourschool/permission-forms/2012-2/
- BYOD Charter Agreement - http://www.indorooshs.eq.edu.au/studentservices/services/11-laptop-program-byox/
- *QCE and QCIA Policy and Procedures Handbook* - www.qcaa.qld.edu.au/senior/certificates-and-qualifications/qce-qcia-handbook-2019
- Disability Discrimination Act (1992) - https://www.legislation.gov.au/Details/C2016C00763