

ASSESSMENT AND HOMEWORK POLICY*
for the
PETER GRUBER INTERNATIONAL ACADEMY

An IB World School
Offering the IB Middle Years Program and
Diploma Program



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**modeled after the International School of Paris, IB World School*

TABLE OF CONTENTS:

Purpose & Definition of Assessment	PAGE 3
Guidelines for Assessment Practice	PAGE 4
Facilitating Assessment	PAGE 5
PGIA’s Expectations of the Student, Teacher and Parent	PAGE 6
Internal and External Assessment	PAGE 7
Awarding Grades	PAGE 7
PGIA GPA Scale	PAGE 8
PGIA Report Cards and Progress Reports	PAGE 8
Awarding Semester Grades Lower than “4” and Success Plans	PAGE 8
Submission of Student Work	PAGE 9
In-Class Work Time	PAGE 10
Time, Procedure, Penalties	PAGE 10
School Examinations	PAGE 12
Academic Honesty	PAGE 14
Homework Load	PAGE 14
Internal Standardization	PAGE 14

Purpose & Definition of Assessment

The Peter Gruber International Academy recognizes that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

PGIA believes that assessment:

- Monitors the progress of student learning and achievement;
- Produces coherent feedback for students, parents and external institutions; and
- Informs curriculum and assessment review.

PGIA recognizes that students:

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should:

- Account for a variety of learning styles;
- Be differentiated to account for the diverse backgrounds and needs of learners;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success in meeting specific learning objectives;
- Be internally standardized both at departmental and grade level, and between the MYP (Middle Years Program) and DP (Diploma Program), to ensure consistency;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Guidelines for Assessment Practice

1. All assessment at the PGIA is criterion-related; however, the MYP and DP use distinct schemes and subject specific criteria. The final report card / transcript levels of both the MYP and DP are out of 7, and the overall IB 1-7 Rubric facilitates correspondence between the MYP and the DP. Grade boundaries are applied to determine the final level out of 7; for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language B phase in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at the PGIA.
3. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
4. Each assessment activity must allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
5. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
6. For the MYP, students and parents must be provided with their own copy of MYP criteria for each subject (overall criteria available on ManageBac; task-specific criteria must be posted or provided). Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications.

A well-constructed rubric should:

- Support learning by providing clear guidance;
- Provide transparency to the process for students, their families and teachers;
- Provide clear, measurable evidence of learning;
- Link generic descriptors and their command terms to task-specific clarifications.

7. For the Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
8. Feedback to students should be prompt (within 10 working days of work being submitted). Also, feedback should be positive and supportive, however based on constructive criticism and areas for growth.

9. Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.

10. Within the PGIA, grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

11. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the candidate's work.

12. If a teacher suspects that a student is guilty of plagiarism, he/she should not award a level of achievement and refer to the PGIA's Academic Honesty Policy and Parent/Student Handbook for further guidance. If a teacher, or another member of staff, suspects that a PGIA student may have breached the school's standards of academic honesty, he or she will inform the relevant IB Coordinator and the PGIA Director. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the teacher and/or IB Coordinator will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or repeated circumstances, the Director will plan a meeting with the student and parent and will decide the outcome of the case. Students are given an opportunity for a "teaching moment", warning the student of their inappropriate academic practice, however repeated actions will result in receiving zero credit for the work, suspension and/or expulsion.

Facilitating Assessment

IB MYP teachers should refer to the "Assessment" section in their most up-to-date IB MYP Subject Guide. When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme from the latest guide and/or the Subject Report. However, it may be necessary to make a change to ensure that this is in line with the schools internal grading policy. Teachers will consult subject guides, mark schemes and subject reports for current grade boundaries and criteria.

Supporting Assessment - PGIA's expectations of the student:

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Check their school email and ManageBac calendars on a daily basis to be up to date on all responsibilities;
- Respect others' right to learn and to collaborate constructively with peers, not cause disruption or distractions in any class;
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence; this includes both formative and summative assignments;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

Supporting Assessment - PGIA's expectations of the teacher:

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time. For more detailed work, especially at IB Diploma level or in the completion of MYP projects, teachers may take up to two weeks (but not longer than) to return work;
- Actively use and check their school email to communicate with students, and use ManageBac on a daily basis to clearly post all tasks, rubrics, grades and expected responsibilities of the students.

Supporting Assessment - PGIA's expectations of the parent:

The school encourages parents to offer constructive and positive support as their students complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work. The school requires that:

- A student be provided with a quiet and effective space at home to complete their school work, as well as a schedule conducive to successful completion of homework outside of school hours;
- A student have their own reliable laptop computer (the school provides this to students in grades 7&8) and a graphing display calculator;
- A student have reliable home internet access;
- Parents check their school email and ManageBac calendars on a daily basis to be up to date on all student/parent responsibilities;

- Parents support their student in attending after school office hours and/or study hall if necessary.

Internal and External Assessment

Internal and external assessment is a feature of both the IB Diploma Program and the IB Middle Years Program. Internal assessment is undertaken by all MYP and DP teachers; external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment. The DP relies on both internal and external assessments, with the many assignments being sent to the IB examiners for moderation, and the culminating exams being totally externally assessed. The MYP relies uniquely on internal assessment. However, as a part of the MYP, the PGIA participates in external assessment and moderation of the Personal Project for students in Grade 10.

Awarding Semester Grades

In each subject, the award of a summative semester grade requires the translation of a variety of criteria-referenced grades awarded through each semester into a single 7 (high)-1 (low) grade. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each teacher must have these criteria clearly identified in their curriculum documentation and posted in their classroom.

Awarding Grades for the IB Diploma Program

Grades awarded for criteria-referenced tasks are translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by IB.

Semester grades awarded in the DP are given in the IB 1-7 form and are shown on the official PGIA transcript, and in accordance with the PGIA DP GPA scale.

Awarding Grades for the IB Middle Years Program

The translation of MYP criteria-referenced numeric grades into final 7 (high)-1 (low) semester grades should be achieved by a) determining the most consistent level of achievement for each criterion achieved by the student during the course of each semester; and b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries (these boundaries can be found in ManageBac in teacher's gradebooks).

MYP teachers must give students *at least two assessment opportunities per criteria per semester*.

In the MYP, students are awarded a year-long grade that shows evidence of an assessment trend over the course of the entire school year. A first semester grade is awarded in the IB 1-7 form, but only the second semester (year-long grade) is shown on the official PGIA transcript, and in accordance with the PGIA DP GPA scale.

PGIA GPA Scale:

IB Grade	MYP Grade Points (grade 7-10)	Grade Points DP SL (grade 11-12)	Grade Points DP HL (grade 11-12)
7	4.40	4.70	5.00
6	3.90	4.20	4.40
5	3.30	3.50	3.70
4	2.70	2.85	3.00
3	2.00	2.10	2.20
2	1.40	1.45	1.50
1	0.80	0.80	0.80

PGIA Report Cards and Progress Reports

Students receive a semester **Progress Report** (in digital form via ManageBac) mid-way through each semester, immediately before the set Parent/Student/Teacher conference dates. These progress reports will only contain an *estimate* of current criteria marks, and an estimate of an overall 1-7 mark. These Progress Reports serve as a basis for meaningful discussion at the conferences.

Students also receive a detailed **Report Card** (in digital form via ManageBac) at the end of each semester. These reports give detailed narrative comment from each teacher, criteria marks and a final 1-7 IB overall grade.

There is a direct correlation between student success and reflection on report card data. It is highly recommended that parents, students and teachers read over report cards in detail and discuss student strengths and areas of growth.

Awarding a “0” Level of Achievement

An MYP/DP candidate should only receive a level 0 if work is not described by the band descriptor for levels 1 and 2. An IB DP candidate should only receive a level 0 if the work has either not been handed in, or the material is entirely irrelevant/incorrect.

Awarding Semester Grades Lower than “4” and Success Plans

In the PGIA, and IB 4 is considered a passing mark and that of expected achievement. IB marks of 1, 2 or 3 are considered failing marks and of a concerning performance. Exceptional achievement is seen from students who are earning IB 6 or 7 marks.

For 2018-2019 the point system is as follows:

MYP Total Grade Points:

(based on 8 classes – adjust if needed)

HONORS

Exceptional achievement = 48-56

STANDARD

Expected achievement = 32-47

CONCERN

Academic Probation <32

DP Total Grade Points:

(based on 6 classes – adjust if needed)

HONORS

Exceptional achievement = 36-42

STANDARD

Expected achievement = 24-35

CONCERN

Academic Probation <24

***Please note that a student cannot be on HONORS if they have a failing grade in any class*

Please see the PGIA Passing Policy for more details.

A grade of 4 is a satisfactory achievement against MYP subject objectives, demonstrating a “good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations [and]...occasional evidence of the skills of analysis, synthesis and evaluation.” A 4 in the DP program is commonly seen as the minimum requirement to secure passing grade in external examinations. Students who end the semester at a less than IB 4 average will be placed on Academic Probation and a success plan will be put into place using the school’s support tools. The parents of students who may be at risk of scoring less than 4 at the end of a semester should be engaged in a dialogue with the teacher and/or program coordinator *by the time of progress reports and conferences*, aimed at implementing measures to improve learning. Parents should have been forewarned of the possibility of their child receiving a grade lower than a 4, with sufficient time subsequently available to give the student the opportunity to change his/her approach to their learning and improve his/her performance.

If the student has a learning issue, the school may refer the student to one of our Learning Specialists who may be able to help develop an “individualized student modification and accommodation plan” (ISMAP) to modify course objectives and help find success strategies for the student. Students on an ISMAP may also receive a modified MYP/DP report card.

Prior to release of semester grades the relevant IB program coordinator must be informed of any grade of 1 or 2 across the semester. The teacher awarding grades of a 1 or 2 should also supply the coordinator with the relevant correspondence with the student and parents, and all information about measures taken to address the student’s difficulties. This should be copied to the relevant Head of Department and PGIA Director.

Submission of Student Work

All formative and summative assessments must be notified as a ‘task’ on the ManageBac calendar. Students should be informed by email if the task is a major summative. Also, summative assignments

must be posted at least one week ahead of time. ManageBac notification should include the following features:

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.;
- The criteria to be assessed, with generic descriptors and task-specific clarifications;
- Task's due date. Ideally, at the beginning of each teaching unit the final summative assessment should be posted as a "task" on the ManageBac calendar.

At a minimum, the summative task should be on the ManageBac calendar at least 7 days before the submission date.

Formative assessment, or non-summative assessment tasks to check for student understanding, should be posted as a task on ManageBac, but can be non-graded, or "comments only". However, it is HIGHLY recommended that teachers keep clear records of a student's consistency in completing formative tasks, as this can have direct impact on summative performance.

Notification of all formative tasks should include information about the teacher's expectations and students should record due dates in their HW planners, and use their ManageBac calendars and email daily to check for upcoming due dates.

In-Class Work Time

Teachers are encouraged to allow in-class work time to allow for successful submission of work. This allows time for clear 1-1 feedback and ensures that students are producing authentic, original work. Teachers should insist that students work only on tasks for that class when given in-class worktime. Teachers can use their own judgment as to whether students may listen to music or engage in other non-disruptive study habits, while having silent work time.

Time, Procedure, Penalties

All work (formative and summative) is expected to be submitted on the due date at the time specified either on the notification assessment sheet or on the ManageBac calendar. *Formative assignments are NOT optional.* Work must be handed to the relevant teacher or submitted on line when requested. It is the responsibility of the student to ensure that work has been received by their teacher, even when absent from school.

There will consequences for late submission of work. This be determined by the professional judgment* of classroom teachers and may take into consideration the following factors:

- The age of the student;
- Previous occurrences;
- The student's academic history (e.g. whether the student has specific learning needs);
- Other personal circumstances.

(* The MYP philosophy is that teachers are best placed to assess the work of their MYP students, as well as the contexts for the submission of work. Teachers are also best placed to make a judgment on their approaches to learning, including organization skills, as well as the consequences for poor study habits.)

Teachers are encouraged to liaise with Heads of Department, the MYP/DP Coordinator and/or the PGIA Director if they have concerns over late/non-submission of student work.

Parents will be notified in writing when an assessment is not submitted on the due date. In serious instances/re-occurrences, the MYP/DP Coordinator and PGIA Director will meet with students and parents. Work not submitted on time (without adequate explanation or being unreasonably late**) may be marked but with no credit recorded at the discretion of the teacher. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements. Incomplete work should be submitted on time despite not being finished.

(** Work submitted 'unreasonably late' is deemed to have been submitted more than 10 working days after deadline.)

The following consequences for the late submission of tasks (both formative and/or summative, at the teacher's discretion and without an acceptable excuse*) apply to Grades 7-12:

Days late	Consequence
1-3 or first occurrence in a school year	Responsibility reminder issued and parents contacted by classroom teacher. Parents will be informed of the expectation that the work is still to be submitted by the new deadline. If the task is submitted by the new date students will receive feedback and grades will count towards their final MYP subject grade. This task will also be recorded as a late submission and will impact their Approaches to Learning (ATL) judgment on MYP reports.
4-9 or second occurrence in a school year	Parents are to be informed of this consequence by the Teacher, MYP Coordinator and/or PGIA Director. In the case of persistent lateness (i.e. more than one occasion) parents may be requested to come to school for a meeting. After school mandatory sessions may also be required.
10+	A non-submission will be recorded for a task after 10 days; a zero will be recorded as the student has not shown evidence of reaching a level 1-2. Students may be placed on an individualized plan or success contract to prevent future occurrences. Student transcripts will also reflect the non-submission of work. After school mandatory sessions may also be required to ensure submission of important tasks.

Scheduling for missed assessment tasks

If a student is absent on the day work is due, he/she must submit the assessment item the following school day to the teacher. For multiple day absences, students have one day for each excused day to submit the work. Students must communicate with their teacher to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course). When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

Deadline Extensions

A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

School Examinations

At certain times of the school year, students in Grades 7-12 will sit for formal written examinations. The results of these examinations should be recorded as follows:

Grade 12:

- IB DP mock (trial) examinations occur in February, and these will include questions on material completed over the entire course of study. Individual results are recorded as a part of a student's semester grade, recorded on the 7 (high)-1 (low) scale.
- IB DP external examinations in May

Grade 11:

- IB DP end-of-year examinations will include questions on material completed over the entire course of study to date. These year one DP examinations should include samples and/or parts of actual DP examination material, and should be a year one practice IB DP exam. These scores will be a component of a student's semester grade.

Grade 7-10:

- IB MYP students have end-of-year formal examinations for some subjects (English, Spanish, I&S, Science, Math). Results of Grade 7-10 end-of-year examinations will be recorded within the body of the year-long report.

Please note:

1. MYP Teachers should give students clear guidelines concerning the material to be included in any summative examination - explicit study guides must be posted on ManagaeBac at least one week before final exams.

2. Exams for students in grades 7-10 should include quality assessment in the form of short answer, data analysis, analytical writing, essay questions, etc. Multiple choice and matching questions should be kept to a minimum.
3. MYP Final exams should be written in an age-appropriate form where length, difficulty and depth will vary with age.
4. These final exams should be treated as one major summative, encompassing all 4 criteria for that class, and the final mark will be a part of the MYP year-long grade.

School Examinations: Specific Guidelines General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent);
 - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The examination supervisor will decide where each student will sit during an examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.
7. No additional time will be allowed for students arriving late for the examination.
8. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.
9. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.
11. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

13. No examination materials—examination papers, answer papers, rough working—may be taken out of the examination hall.

14. Students must leave the examination room in a quiet and orderly manner.

Academic Honesty

The PGIA works to create an atmosphere of honesty where students genuinely desire to create authentic, unique work. We expect students to uphold academic integrity at all times and uphold the PGIA Honor Code. If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy and/or the PGIA Parent/Student Handbook for guidance. Submission of student work via ManageBac allows staff to pass all students' assignments through "Turnitin.com", to check for plagiarism. Students are also encouraged to use this tool themselves during the editing process of their work.

Homework Load

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

The amount of homework given will vary across the school; but as a general rule:

- Grade 7 & 8 students can expect approximately 5-7 hours of homework each week,
- Grade 9 & 10 students can expect up to 10-15 hours of homework per week,
- Grade 11 & 12 can expect up to 20 hours of additional home research and study per week.

In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines. Students are responsible for organizing their time appropriately to manage long-term projects. Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher, MYP/DP Coordinator and/or PGIA Director may require the student attend after school work sessions to complete the outstanding work, or be asked to attend after school office hours and/or study hall. Parents will be notified should a student repeatedly fail to submit school work. For more details on the submission of MYP/DP student work, please refer to the section, Submission of Student Work.

Internal Standardization

The IB MYP and DP pedagogies encourage school use of internal standardization. This is a method of avoiding "grade inflation" and ensuring consistent expectations of skill performance across horizontal

and vertical articulations; and internal expectations consistent with international IB standards. Teachers will change over time but the same criteria and associated references should remain and continue to guide assessment decisions.

Internal standardization is carried out by PGIA teachers in curriculum meetings throughout the school year.

Internal standardization of assessment tasks and marking:

- Allows us to make consistent, reliable and valid decisions across different points in time.
- Prevents 'assessment creep', whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- Always applies the same standardized criteria, ensuring consistency over time.
- Utilizes exemplars to reference criteria judgments.
- Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through valuable and consistent feedback.

Internal standardization improves assessment because:

- Systemic and individual teacher decisions are made with increased confidence.
- Reliability, validity and fairness within the process are enhanced, so achievement decisions are defensible.
- Dependable information is recorded and used for variety of teaching, learning and reporting purposes.
- It provides us with more reliable and valid information when comparing cohort data with historical information.

Internal standardization engages us in:

a) Learning conversations;

- Teachers and students discuss their interpretations of achievement criteria using evidence.
- Teachers and students compare samples of work with exemplars.
- Teachers and students clarify current skills, knowledge and understanding, past improvements and future learning goals.
- Students receive dependable achievement information to act on.

b) Teaching conversations;

- Teachers learn from each other so curriculum and pedagogical content knowledge improves.
- Professional development needs can be identified when analyzing the achievement data or through the moderation process.
- Classroom teaching and learning programs can be adjusted to meet student learning needs.
- Individual and collective student achievement trends become clearer.

c) Community conversations.

- Evidence of learning can be confidently shared.
- Reliable information is used to make teaching and learning decisions, which helps when communicating with other professional agencies.
- Dependable information can be discussed with students and parents.
- Dependable achievement information influences strategic directions, including budget allocation and professional development planning.

These internal standardization discussions provide opportunities for:

- Biases and prejudices to be aired and discussed, and shared expectations to be developed about how to arrive at final grades.
- All teachers to share their understandings, expectations and interpretations of criteria and how the criteria have been clarified for the task.
- Reflection on the quality of the task and whether students were able to access all criteria level descriptors.
- Debate of discrepancies, such as those they consider near the border between judgments, or with a high level of inconsistency between different sources of evidence.
- Teachers to make judgments collaboratively about a sample of student work before assessing their own class's work.
- Making final judgments of criteria levels of their own students' achievement;
- Coming to an 'agreed' judgment of each student's achievement in relation to the criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

When referring to any portion of this Assessment/Homework Policy, it is pertinent to ask...

- 1. Is the student being provided with an environment that allows and encourages them to be engaged in the learning process?*
- 2. Is the student receiving valuable and effective feedback on assessments within a timely manner?*
- 3. Is the teacher/school making decisions that are in the best interest of the student, their well-being and their overall learning experience?*

If the answer to these questions is YES, then we are always doing the right thing.