



Middle Years Programme Assessment Procedure

Assessment Philosophy:

At Hunter Valley Grammar School, we acknowledge that effective assessment is key to the progression of student learning. Teachers use assessment *for* learning, assessment *as* learning and assessment *of* learning as the framework for designing formative and summative assessment tasks and activities. A well-constructed assessment framework which includes clearly articulated learning goals, constructive and timely feedback occurring at regular intervals plus authentic and differentiated tasks, all underpinned by the School's values, will give our students the greatest opportunity for developing the required skills to be life-long learners.

Steering Committee:

Through the process of developing and revising this procedure the interests of the Senior School Years 7-10 were captured through the expertise of an MYP Assessment Procedure Steering Committee. The group consisted of representatives from multiple areas of the school (the Senior School Wellbeing team, Library, Heads of Faculty, Academic Services, Learning Enrichment, Curriculum Executive and the MYP Co-ordinator). The group examined IB standards and practices, the New South Wales Education Standards Authority documents and the needs of the HVGS student body to produce this procedure. The procedure is a 'living procedure' which will be reviewed annually (unless a change in circumstances dictates an earlier review) and altered to suit the changing needs of our student community.

Middle Years Programme Assessment Procedure:

The information contained in this procedure is to guide the process of assessment in the Middle Years Programme (Years 7-10) at Hunter Valley Grammar School.

The Purpose of Assessment

Assessment, both formative and summative, is to guide the teacher and student through the process of each student's learning journey. It informs them of what the student knows and can do, what needs developing and how the student is progressing. At HVGS, we recognise the importance of assessing the process of learning as well as the products.

Types of Assessment

- 1) Formative assessment (assessment *for* learning and assessment *as* learning) is "*the process of seeking and interpreting evidence for use by learners and their teachers to decide where the learners are in their learning, where they need to go and how best to get there*" (From MYP: Principles into Practice). Formative assessment can take various forms and needs to be included as part of the unit planning process.
- 2) Summative assessment is used to determine student achievement, in each discipline and across a range of indicators. Summative assessment tasks are to be included in each unit of work and need to be aligned to the MYP subject-group objectives as well as NESA outcomes for that unit. These need to be rigorous tasks which employ a variety of assessment strategies.

Summative assessment tasks will be specific to MYP objectives being assessed and can take various forms such as (though not limited to):

- Compositions – musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations – verbal (oral or written), graphic (through various media)

Notification of Assessment Tasks

Assessment task notifications are to be given to the student at the beginning of a unit. If a specific due date for the task is not known at that time, students will be informed during the unit when the timing becomes clearer. The HVGS Assessment notification template is to be used, with some subject specific changes if required. A copy of the notification is to be placed on the class OneNote,

the Parent Portal (via Iwise) and a copy sent to the relevant Head of Year. Verbal explanations of the assessment task and the opportunity for students to seek clarification about task specifics will be provided in class. This is particularly important for Years 7 and 8.

MYP Assessment Criteria

Teachers determine a student's progress towards achieving the MYP objectives by using the prescribed subject-group assessment criteria.

The MYP assessment criteria across subject groups can be summarised as follows:

	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organising	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	Synthesising and applying	Communicating	Reflecting

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. Assessment criteria for each subject-group and for years 1,3 and 5 of the programme are outlined in the subject-specific guide. In MYP years 2 and 4 the criteria for years 3 and 5 (respectively) are introduced in ways that are interpreted and adapted to be developmentally appropriate.

At HVGS, it is recommended that in Year 7 the criteria for MYP year 1 are used at the beginning of the year, with the MYP year 3 criteria introduced throughout the year starting with the lower-order thinking criteria and building from there.

Reasonable adjustments

Students with learning support requirements may require reasonable adjustments to access the MYP curriculum framework, including assessments. Adjustments will be documented within the student's Personalised Learning Plan and reflected in the differentiation section of the unit plan submitted for purposes of teaching registration.

Marking summative assessment tasks

When more than one teacher is teaching a subject, there must be standardisation of marking. This can be achieved through corporate marking strategies, including sample marking beforehand and pilot marking discussion. It is important that teachers have a common understanding of the marking criteria, achievements levels and how they are applied through consensus on the grading of a variety of student responses/tasks.

Reporting Student Achievement

Each strand of each objective must be assessed at least twice each year, across each subject. These results, along with evidence gained from formative assessment, inform decision making, as to the most accurate description of a student's performance.

- 1) MYP achievement levels will be reported against the objective criteria for each subject group, twice per year. In addition, an overall MYP grade will be awarded, for the end of year report. This is determined by adding together the achievement levels for each objective and then, using the table below, converting this to a grade.

Grade	Boundary guidelines	Descriptor
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 most concepts and contexts. Demonstrates basic 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.

- 2) NESA grades will be reported twice per year. Teachers will determine the NESA grade to be awarded using the level of achievement demonstrated by the student in assessment tasks and then matching these to the NESA descriptor which best describes the student's performance in that subject.

For Years 9 and 10 the NESA Stage 5 Course Performance Descriptors will be used to determine the grade in Board Developed Courses. These can be found on the ARC website at <https://arc.nesa.nsw.edu.au/go/9-10/stage-5-grading/cpds/index>. For Content Endorsed courses the Common Grade Scale will be used to determine grades (see below).

- 3) For Years 7 and 8 the NESA Common Grade Scale will be used to determine grades. The Common Grade Scale is set out below.

Grade	Descriptor
A	The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.
B	The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.
C	The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.
D	The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.
E	The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.

- 4) Parent/teacher interviews are conducted formally twice per year to discuss the progress of each individual student with their parent/caregiver.

Contingencies/Sanctions

1) Failure to attend on the day

If a student misses a task which is set down for a particular day, due to illness, accident or other misadventure then the following procedures will be followed:

a) a student in Year 7 or 8 must produce a note from their parent.

b) a student in Year 9 or 10 must complete a Misadventure Form (with accompanying documentation if requested) and submit to the Dean of Innovative Curriculum.

c) the student will sit for the task (or a substitute task) on the first day they return to school and have a lesson in that subject. The Head of Faculty may arrange an alternative day for completion of the missed task as required.

2) Submitting work and due dates

It is expected that students complete and submit tasks by the due date. Many tasks are completed over an extended period. Therefore, teachers should have students place draft copies of their submissions onto the subject OneNote at regular intervals. This practice aids in the teacher being able to monitor the students' progress towards completion of the task, as well as the opportunity to provide feedback.

Should a student fail to submit a task by the due date, then the latest draft copy of the student's work will be assessed in its place. However, the student will still be required to complete the task proper and fulfil the requirements of the assessment task, within the environment of a detention room.

Should a student be unable to submit a task due to illness or misadventure, they are required to provide a note from their parents outlining the reason (Year 7 and 8 students) or complete a Misadventure Form (Year 9 and 10 students). A new submission date will be negotiated with the appropriate Head of Faculty. Failure to submit either drafts or the final task could result in a student receiving zero for that task, for the purposes of determining the student's final MYP grade. Teachers are to inform the parents of the student via email or phone call of their child's failure to meet the task submission deadline.

3) Malpractice

Malpractice is an activity undertaken by a student that breaches the MYP Academic Honesty Procedure. Any allegations of malpractice will be investigated by the Dean of Innovative Curriculum and the MYP Coordinator. Should they be satisfied that there is clear evidence of misconduct then the consequences (to be determined on a case by case basis) may result in a student receiving zero for that task. Parents must be informed of allegations and the outcome of the investigation.

Related documents:

- The HVGS Assessment Policy
- The HVGS MYP Academic Honesty Procedure
- The HVGS MYP Inclusion Procedure
- HVGS Year-level Curriculum Guides

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