



Telopea Park School  
Lycée franco-australien de Canberra

Secondary  
Years 7-10

Assessment and Reporting

Guidelines

Updated 2019



**Telopea Park School**  
**Lycée franco-australien de Canberra**  
**ACT Year 10 Certificate**  
**Diplôme National du Brevet (France)**  
**International Baccalaureate (IB) Middle Years Programme (MYP)**

Telopea Park School is a unique school within the ACT and has developed into a Kindergarten to Year 10 School since enrolling its first students in 1923.

Since 1984 Telopea Park School has been a very successful bi-national, bi-lingual French-Australian School following the signing of the bi-national agreement in 1983.

From Kindergarten (K) -Year 6, the school provides a bi-national bi-lingual curriculum from the Australian and French curricula. In Years K-2 the curriculum is delivered 80% in French and 20% in English.

In Years 3-6 the curricula are delivered two and a half days in English and two and a half days in French. This means that students benefit both from Australian and French Curricula delivered in the French or English languages, according to the school's Bilingual Curriculum.

In 2006 Telopea Park School was the first ACT school to be authorised for the International Baccalaureate's (IB) Middle Years Programme (MYP). The MYP is an accredited, internationally recognised program. It has been approved by the Australian Curriculum, Assessment and Reporting Authority (ACARA), and the ACT Education Directorate (ED).

The IB MYP emphasises intercultural awareness and international mindedness. This is exemplified by the school's unique structure and student enrolments which represent more than 70 different nationalities. The MYP encourages students to become aware of the learner attributes, through the 'Learner Profile'; to develop skills for lifelong learning through 'Approaches to Learning', and to develop values that contribute to a harmonious and productive community through 'Service and Action'.

In Years 7-10, English Stream (ES) students' study eight subjects following the Australian Curriculum through the IB MYP framework. Students in the ES study one of the seven languages offered - French, German, Indonesian, Italian, Japanese, Mandarin and Spanish. English-French Stream (EFS) students study four subjects in French following the French National Curriculum and four subjects in the English Stream following the Australian Curriculum through the IB MYP framework.

Students continuing from Year 6 into Year 7 undertake the EFS which provides instruction in French and English for the Diplôme National du Brevet examinations in Year 9. Subjects studied in French are Mathematics, Science (Physics, Chemistry and Biology), French Literature and History/Geography. Subjects studied in English are Arts/Design Technology, English, a third Language, Health and Physical Education. EFS students may continue their French studies into Narrabundah College to complete the French Baccalauréat in years 11-12.

#### **Assessment and Reporting**

The three secondary credentials offered at Telopea Park School are: the ACT Year 10 Certificate/ACT Student Record of Achievement, a School Based IB MYP Certificate of Achievement/Participation, and for Year 9 EFS students the Diplôme National du Brevet (Brevet).

Assessment (formative and summative) within the ACT is continuous. Students in the ES complete two summative assessment tasks for each subject each semester. Assessment (formative and summative) is a continuous process for class teachers who gather and interpret the evidence provided by the students to make judgements about student learning.

Assessment in the EFS is formative, summative and continuous with regular assessments.

Teachers and the Proviseur meet every term to moderate the EFS students' reports in the Conseil de Classe.

## Defining Assessment

- Assessment is the process of gathering and interpreting evidence to make judgements about student learning
- It is the crucial link between learning outcomes, content and teaching and learning activities
- Assessment is used by learners and their teachers to decide where the learners are at in their learning, where they need to go, and how best to get there
- The purpose of assessment is to improve learning, inform teaching, help students achieve the highest standards they can and provide meaningful reports on students' achievements
- assessment tasks that are differentiated through offering quality choices of ways for students to demonstrate knowledge, understanding and skills
- assessment tasks are integrated/embedded in instruction - they are a planned and an essential part of teaching and learning
- authentic assessment tasks that aligns with the knowledge and skills
- Simulations: the use of problem-solving, decision-making and role-playing tasks

**Assessment** can be both a **formative** and **summative** process

- Formative assessment is used to provide feedback to students and teachers to promote further learning
- Summative assessment contributes to the judgement of student learning for reporting and certification purposes.

**Formative assessment** – is assessment **for** learning.

- It is used at the beginning of an instructional period and during the process of instruction as teachers check for student understanding
- Diagnostic tools determine what students already know and where there are gaps and misconceptions
- Regular teacher observations and timely feedback to students
- Formative assessment also includes assessment **as** learning, where students reflect on and monitor their own progress. The information gained guides teachers' decisions in how to enhance teaching and learning
- Formative assessment enables students to **learn through the process of feedback** and opportunities to practice and improve
- As students reflect on, and monitor, their progress this process effectively becomes assessment as learning and contributes to students planning future learning goals.

### Key Questions:

What is it we expect students to learn?	How will we know if they have learned it?
How will we respond when they don't learn?	How will we respond when they already know it?

**There is no one way to assess learning - effective formative assessment ensures:**

- That tasks are planned, frequent, ongoing and authentic
- Supports planning and improves the impact of teaching
- Aligns with explicit learning intentions and success criteria
- Informs teachers about student progress and provides guidance for targeted intervention and improvement
- Enables timely and constructive feedback
- Facilitates peer and student self-assessment
- Allows students to demonstrate their skills / knowledge in a variety of ways.

**Formative assessment helps to guide where the student is going in their learning by:**

- The teacher clarifying and sharing learning intentions and criteria for success
- Peers understanding and sharing learning intentions and criteria for success
- Learners understanding learning intentions and criteria for success

**Summative assessment** – is assessment of learning

- It is used towards, and at the end, of the instruction period
- Teachers document the culmination of students' learning achievements through tasks that invite students to demonstrate their knowledge and skills of the course content
- Students' work being discussed and moderated through shared concepts and language
- Summative assessment data provides teachers with feedback about how **effective teaching strategies** have been, time needed for instruction and how to improve teaching for future students.

**Strategies used to support students completing assessment tasks may include:**

- Anecdotal records, objective narrative records of student performances,
- Real life authentic tasks
- Analysis of student results and reports
- Parent/Teacher meetings once a semester or as needed
- Portfolios digital or physical collections of student work that exhibit the students' efforts, progress and achievements in one or more areas
- Video and/or audio recordings of students' performances for assessment and moderation
- MYP criterion related assessment rubrics
- Self-evaluations: student reflections about her/his own learning process and achievements
- Student journals: personal records of, and responses to activities, experiences, strengths, interests and needs, student profiles: a compilation of data which may include student work samples
- Conseils de classes in the French Stream where students plan and give feedback to class teachers and the class

## **Reporting**

The key purpose of reporting is to:

- provide information to parents/carers to support student achievement and progress
- indicate areas for further development, and suggest strategies for future improvement
- foster partnerships between parents/carers and teachers to support student learning and progress
- provide a formal record at a point in time on the student's progress and achievement.

Parents/Carers receive formal reports on the student's progress each semester. At the end of Terms 2 and 4 English Stream students receive a comprehensive summative Semester EFS students receive their IB MYP grades for the subjects they study in the English Stream. The IB MYP Grade is converted to an ACT A-E Grade.

Parents/Carers receive a Mid-Semester Report Week 9, in Terms 1 and 3 for ES and EFS students and are invited to meet with class teachers at Parent/Carer/Teacher interviews held Tuesday and Wednesday evenings in Week 10, in Terms 1 and 3.

Parents /Carers of EFS students also receive a report on the subjects taught in French (Bulletin trimestriel) every term for Year 7, 8, 9 and three times a year from second semester of Year 9 following the Northern Hemisphere schedule for the assessment.

## **ACT Year 10 Certificate**

At the completion of Year 10 students receive an ACT Year 10 Certificate or an ACT Student Record of Achievement.

Assessment and reporting at Telopea Park School meets Australian Government and ACT Education Directorate (ED) and French Government guidelines. Students in the ES in Years 7-10 follow a curriculum based on the **Australian Curriculum** and the **IB MYP Curriculum framework**. Students in the EFS in Years 7-10 follow a curriculum based on the **French National Curriculum** for subjects taught in French and the **Australian Curriculum and the IB MYP Curriculum framework** for subjects taught in English.

### **MYP Grades and Year 10 Certificate**

The ES class teacher determines the final MYP Grade (1 to 7) based on the student's summative assessments and where appropriate formative tasks. The MYP Grade reflects the 'best-fit' of the student's achievement. All students who have satisfactorily completed four semesters in Years 9 and 10 and have met the requirements of the ACT ED and the IB MYP will be awarded an ACT Year 10 Certificate and a School Based MYP Certificate of Achievement.

The MYP requires work to be assessed and moderated by class teachers. Each subject in the ES organises relevant, authentic tasks for assessment according to IB MYP objectives and criteria. Internal assessment and moderation of student work is based on MYP criterion-related assessment in each subject. Teachers make the final judgment of the student's level for each criterion. There are four criteria in each MYP subject. The final MYP Grade 1-7 is achieved by the tally (4x8) of the subject criteria (32) and the grade boundaries set by IB MYP in each subject.

### **IB MYP Grade and IB MYP Boundaries**

MYP Grade 7	MYB Grade 6	MYP Grade 5	MYP Grade 4	MYP Grade 3	MYP Grade 2	MYP Grade 1
28-32	24-27	19-23	15-18	10-14	6-9	1-5

### **ACT A-E Grades converted from MYP Grades**

A	B	C	D	E
26-32	20-25	12-19	6-11	0-5

### **The International Baccalaureate (IB) and the Middle Years Programme (MYP)**

Year 10 students who complete the MYP requirements will receive a School Based MYP Certificate of Achievement. Students who do not meet all the requirements of an MYP School based Certificate receive a School Based MYP Certificate of Participation.

### **MYP assessment**

To receive a Telopea Park School School-Based MYP Certificate of Achievement students must successfully complete studies in Arts and/or Design, Individual and Societies (Social Sciences), Language Acquisition (Languages), Language and Literature (English), Mathematics, Physical and Health Education and Sciences. A student must achieve an MYP Grade 3 for all subjects and the Personal Project in Year 10 (MYP Year 5). In Year 10 all students must complete the Personal Project. The Personal Project is undertaken independently with the support of a teacher mentor. Students must complete Service and Action to the satisfaction of the school.

The **Personal Project** is the culminating task of the IB MYP and demonstrates a student's understanding of the key *concepts* of the MYP and identifies a *Global Context* that is central to the Personal Project. Students begin their Personal Project journey in Term 3, Year 9 and complete it at the end of Term 2, Year 10. Students select, plan and develop the project and produce a product and a report. An important feature of the Personal Project is the 'Process journal', through which students research, reflect and demonstrate their learning by addressing the development of 'Approaches to learning' skills.

### **MYP assessment and reporting for EFS students**

EFS students' study three languages (English, French and one other) Arts/Design Technology and Physical Education. Students study the Arts/Design Technology and Physical Education for one semester over Year 9 and 10. At the end of Year 10, EFS students receive a English-French Stream School Based MYP Certificate of Participation, with their MYP Grades listed.

### **The Diplôme National du Brevet EFS Year 9**

The Diplôme National du Brevet is the French Middle Schooling Certificate. Assessment and Reporting requirements are determined by the French National Government.

In June, Year 9 EFS students sit papers for Mathematics, French Literature, and History- Geography. The Brevet papers are written in Académie de Montpellier (partner Académie in France for AEFÉ Asia Pacific Region), are common for all students in the Asia Pacific, and are assessed externally and anonymously. The Brevet Grades are: Très Bien (TB), Bien (B), Assez bien (AB), Admis (P), Non-admis.

### **The Baccalauréat**

In Semester 2, Year 9 EFS students begin senior high school and continue their French studies towards, completing the French Baccalauréat. EFS students complete the Baccalauréat in Year 12. Baccalauréat studies begin in semester 2, Year 10 and are completed at the end of Semester 1 Year 12.

### **ACT Year 10 Certificate**

The ACT Year 10 School Certificate is issued to students who have successfully completed an approved program of study from Year 9 to the end of Year 10. Successful completion includes academic performance, attendance and conduct.

The Principal of the school makes the final decision on the awarding of the ACT Year 10 Certificate.

Each of the courses completed in Years 9 and 10, lists the subject grades from A-E. At TPS the A-E grades are based on the IB MYP Grades 1-7 and the French Curriculum grades. The IB MYP grades are determined using the IB MYP Year 5 assessment criteria.

### **Year 10 Student Record**

Students who are not eligible to receive a Year 10 Certificate will be issued with a Year 10 Student Record.

A Student Record is issued by the school and lists the courses undertaken and the A-E grades earned by a student in Years 9 and/or 10.

### **Criteria for the Awarding an ACT Year 10 Certificate:**

#### **1. Academic Achievement**

- Satisfactory academic achievement is defined as at least 75% of grades reflect basic achievement or better. Therefore, at least 75% must be a D or above (or no more than 25% of grades to be E grades).
- Students with E's in two or more subjects per semester may be deemed at risk of not attaining the ACT Year 10 Certificate.
- All executive teachers and year coordinators receive a summary of grades for their respective subjects or year groups each semester.
- Year Coordinators and Contact Group Teachers counsel students who receive E grades and monitor their performance the following semester.

#### **2. Attendance**

- Satisfactory attendance is defined as attendance at 80% of classes in any one semester unless an acceptable reason (e.g. illness, family crisis, and overseas leave, medical or other official appointments) is presented by the parent/carer in advance or at the time of the absence.
- Lateness to school without explanation will be considered as non-attendance, as will fractional truancy.
- A daily SMS/email message is sent to the parent/carer when a student's absence is unexplained.
- Attendance is monitored each term. Students who receive a warning may be placed on daily lesson checks for a period of 2-4 weeks to:
  - (i) Monitor their attendance more closely
  - (ii) Support them in changing their attendance patterns.

#### **3. Conduct**

- Satisfactory conduct at school requires all students to follow school rules which have been established within the framework of school values.
- Students may be considered at risk if they have:
  - (i) Level 2 contracts in more than 3 subjects per term
  - (ii) Two suspensions per term

Parents/Carers of a student who may be at risk of not receiving an ACT Year 10 Certificate will receive a request to meet with the Principal. After this meeting with the Principal a student who fails to meet the criteria for the ACT Year 10 Certificate and fails to improve their academic record, attendance or conduct may receive a High School Record. Parents/ carers / students may appeal in writing the decision taken by the Principal within a one-month period of the decision being made.

### **MYP School based Certificates**

The requirements of academic achievement, attendance, application and conduct outlined for the award of ACT Year 10 Certificate apply to the award of the School Based **MYP Certificate of Achievement**. Students with special circumstances including subjects outside the MYP curriculum framework will receive the **MYP Certificate of Participation**.

### **TPS School Based MYP Certificate of Achievement**

The School-based MYP Certificate of Achievement is awarded to students who have:

- participated in the programme for a minimum of one year (MYP Year 5) and completed the Personal Project
- gained at least an MYP Grade 3 from each subject group
- gained at least an MYP Grade 3 for the Personal Project
- completed the school's requirements for Service and Action.

### **TPS MYP School-based Certificate of Participation**

The School-based MYP Certificate of Participation is awarded to students who:

- participated in the programme for a minimum of one year (MYP year 5)
- have not completed the Personal Project or received a MYP Grade 2 in the Personal Project and subjects
- completed the school's requirements for Service and Action.

### **The MYP Grade of 1-7 for each subject is calculated by:**

Determining a student's performance for each criterion in each subject (at least twice).

Adding the values obtained for each criterion for a 'total' score. This is the **criterion levels total**.

MYP Grade 1-7 is determined by the IB MYP grade boundaries of the criterion level total for each subject.

### **IB MYP Grade and IB MYP Boundaries**

MYP Grade 7	MYB Grade 6	MYP Grade 5	MYP Grade 4	MYP Grade 3	MYP Grade 2	MYP Grade 1
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26-32	20-25	12-19	6-11	0-5

### **Review of Results**

A student can request a review of any grade received after assessment.

steps for the review of grades are:

1. student requests a review from the classroom teacher
2. student requests a review from the head of the faculty
3. student requests a review from the Principal or Principal's delegate.

### **Appeals**

If a student and their parent/carer, is dissatisfied with the result of the high school review process, they may appeal to the Director-General of ACT Education Directorate.

Appeals to the Directorate should be made in writing as soon as possible, but within one month following notification of the schools' review decision.

## MYP Grade Descriptors

Grade	Descriptor
<b>Grade 1</b>	<b>Minimal</b> achievement in terms of the objectives.
<b>Grade 2</b>	<b>Very limited</b> achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b> .
<b>Grade 3</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a <b>limited understanding</b> of the required knowledge and skills and is <b>only able to apply</b> them fully in normal situations <b>with support</b> .
<b>Grade 4</b>	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
<b>Grade 5</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrates originality and insight.
<b>Grade 6</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a <b>wide variety</b> of situations. <b>Consistent</b> evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
<b>Grade 7</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .

## Year 10 Certificate Grade

Grades are awarded each semester across Years 9 and 10 leading for the ACT Year 10 Certificate.

Grades are based on the student's level of achievement in relation to MYP assessment criteria.

Each subject has specific MYP assessment criteria and the MYP Grade 1-7 is converted to an A-E grade. A-E Reporting is an ACT and Australian Curriculum requirement.

Grade	Performance Descriptor
<b>Grade A</b> Characterized by	<u>outstanding achievement of knowledge, skills and understandings</u> <ul style="list-style-type: none"> <li>• extensive knowledge and understanding</li> <li>• ready application of knowledge</li> <li>• a high level of competence</li> <li>• the ability to apply skills in new situations</li> </ul>
<b>Grade B</b> Characterized by	<u>high achievement of knowledge, skills and understandings</u> <ul style="list-style-type: none"> <li>• thorough knowledge and understanding,</li> <li>• competence in processes and skills,</li> <li>• the ability to apply skills in most new situations</li> </ul>
<b>Grade C</b> Characterized by	<u>satisfactory achievement of knowledge, skills and understandings</u> <ul style="list-style-type: none"> <li>• attainment of the main knowledge and skills</li> <li>• a sound level of competence in processes and skills</li> </ul>
<b>Grade D</b> Characterized by	<u>limited achievement of knowledge, skills and understandings</u> <ul style="list-style-type: none"> <li>• a basic level of knowledge and understanding</li> <li>• a basic level of competence in processes and skills</li> </ul>
<b>Grade E</b> Characterized by	<u>low achievement of knowledge, skills and understandings</u> <ul style="list-style-type: none"> <li>• an elementary level of knowledge and understanding</li> <li>• limited competence in processes and skills</li> </ul>



### **Course outlines and assessment calendar**

At the beginning of each semester students are issued a course outline detailing, course content, assessment tasks, and approximate due dates. Parents/carers are asked to read and sign the course outline document.

At the beginning of each term an **assessment calendar** noting the major assessment tasks is issued to all students, emailed to parents/carers and uploaded on the front page of the TPS website. This calendar is based on the information entered by Executive teachers of each subject. This calendar is a guide and may vary from the original notification. Teachers will inform students of the actual date at least one week prior to the assessment. Students should record any changes in their calendars.

### **Task submission and late submission guidelines**

Each task contributes towards the development of the student's learning and thus to his/her final grade. It is important, in the interests of fairness and equity that all students adhere to the following guidelines.

- All work is to be completed by the due date
- This date will appear with the original instructions for the work to be completed
- Late submission of work will not be accepted unless a written request from a parent/carer with the reason clearly stated and with a medical certificate if appropriate is received before the due date.

**Note:** Failure of technology used to complete the assignment is not a valid excuse.

Reasons to apply for an extension could include:

- Illness during the time given for the assignment
- An unexpected absence from school during the time set for the assignment

If work is submitted after the class task has been graded and returned to other students, the student may only receive feedback on the task and a zero may be given.

Students will be given every opportunity to complete set tasks. When no work is submitted a zero may be awarded.

The teacher will determine the validity of the reason for any missed assessment task. Acceptance of the reason should not be automatically assumed. In disputed cases, parents/carers/students should follow the guidelines listed above.

In cases of extended absences for a valid reason, the student may receive a *pro-rata* or status grade.

A Letter of Academic Concern (see appendix 1.) may be sent to parents/carers when a student demonstrates inappropriate application.

### **Students Transferring to Telopea Park School**

Students transferring from the EFS or other schools into Years 9 and 10 will be placed in the classes available.

### **Students Transferring to another school**

Students transferring to another school after the conclusion of Semester 1 Year 9 will receive a 'Record of Achievement' from Telopea park School.

### **Special Provisions/Consideration**

Parents /carers are asked to discuss their concerns with the Student Services Team regarding special provisions/considerations to support students, for example by *pro-rata* assessment or *status* grades.

**Important information for Parents/Carers**

1. Students must attend and submit assessment tasks in each subject to be awarded a grade in that subject.
2. Completion of all set work is a prerequisite to meet the satisfactory completion of each course.
3. Fractional truanancies count as one day of unapproved absence.
4. Where illness or misadventure prevents a student from attending or submitting an assessment task parents/carers must advise the school as soon as possible. Usually a medical certificate or other appropriate documentation will be required before a student is excused from a task.
5. Concerns about a student's progress or marks should be discussed with the relevant teacher as they arise.

**Students will be responsible for:**

1. Attending classes and making a positive contribution
2. Seeking clarification when unsure of the requirements of a task
3. Completing each assessment task to the best of their ability to demonstrate their level of achievement
4. Completing all class work and home work to the best of their ability
5. Attending school for all assessment tasks and tests
6. Ensuring that all work is handed in on time
7. Ensuring that any question they may have concerning the grades or comments awarded for an individual piece of work are resolved at the time the work is returned to the student
8. Demonstrating, through their effort and achievement, that they have met all requirements of the course
9. Adhere to the school policy of 'academic honesty'
10. Meet the requirements of Service and Action each year in Years 7-10

**Please refer to the Telopea Park School IB MYP 'Academic Honesty' policy on the school website.**

## GLOSSARY OF TERMINOLOGY AND ABBREVIATIONS

Approaches to Learning	Is the development of communication, social, self-management, thinking and research skills to reflect one one's own learning
Assessment criteria	Criteria against which a student's performance is measured as evidenced by work produced. For the <b>MYP</b> , Subject guides provide assessment criteria to be used for the final assessment for each subject group, and for the Personal Project
Assessment task	A teacher-designed assignment used to measure student success with meeting the MYP objectives. The task will generate work that can be assessed using <b>MYP</b> assessment criteria
Brevet	The French Middle School Certificate, completed in June Semester 1, Year 9
Community and Service	Is the development of community awareness and a sense of responsibility through service activities
Criterion levels total	The sum of the levels awarded to each criterion for final assessment in each MYP subject. The levels total is then converted into a grade from 1-7 by applying <b>IB MYP</b> grade boundaries.
Criterion-related assessment	An assessment process based on awarding grades against MYP criteria
Descriptors	These describe the levels of achievement that are assessed within each criterion
Discipline	A subject as described by the IB
EALD	English as an additional language / dialect
Final assessment	The summative assessment of student work at the end of the final year of MYP
Formative assessment	Ongoing assessment aimed at providing information to guide teaching strategies and feedback to improve student performance
Grade boundaries	The lowest and highest criterion levels totals corresponding to a grade for final assessment. These are determined by the IB and published in the current MYP Assessment procedures.
IB	International Baccalaureate
IDU	Interdisciplinary Unit
Internal assessment	The assessment of a student's work that is carried out by the student's teacher
LA – Learning areas	The Arts, Design Technology, Individuals and societies (Social sciences), Language Acquisition (Languages), Mathematics, Health and Physical Education, Science.
Metacognition	Knowing how we know
Moderation	The process of standardizing marking of work by students from different classes.
MYP	Middle Years Programme
Personal Project	The culminating work completed during the final year of the MYP
Pro rata	(L.) In proportion. Students who are assessed <i>pro rata</i> receive a grade determined by the standard of the work they completed
Status	Students may be awarded 'Status' for a subject due to circumstances beyond their control where they have not completed the required assessment
Subject guide	A guide published by the IB for each of the subject groups, stating the aims and objectives, assessment details, and providing sample schemes of student work.
Summative assessment	The culminating assessment for a unit, term or course of study, designed to contribute a report on the student's level of achievement against specific objectives.

**Bibliography:**

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Middle Years Programme: From Principles into practice, International Baccalaureate Organisation, 2014, Updated September 2017.

Teaching by design: Evidence-based practices to improve student outcomes in Canberra's classrooms, Australian Capital Territory, Canberra 2016.

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### Academic Letter of Concern

Date: \_\_\_/\_\_\_/\_\_\_

Dear Parent / Carer

We are concerned about the progress of your child, \_\_\_\_\_, (Year \_\_\_) in \_\_\_\_\_.

The reason for our concern is:

- Lack of class work being completed
- Lack of homework being completed
- Inappropriate behaviour in class
- Number of absences affecting progress
- Assignment/s not being submitted
- The possibility of a failed grade for the semester
- Unprepared for class
- Other concern

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Please contact the teacher listed below to discuss this further.

\_\_\_\_\_

*Class teacher*

\_\_\_\_\_

*Executive Teacher*

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