

 <p><b>OAKLEIGH GRAMMAR</b> Empowering young minds</p>	<h1>Oakleigh Grammar</h1>
<b>Policy Document Name</b>	<b>IB MYP Assessment Policy</b>
<b>Date Ratified by Board of Management</b>	November 2025
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## 1. Introduction

The Oakleigh Grammar MYP Assessment Policy is a living document that guides assessment practice for students in Years 6 to 9 participating in the Middle Years Programme (MYP). It has been developed collaboratively through workshops involving members of the Leadership Team, Learning Leaders, teachers, students, parents, and administrative staff.

This policy is reviewed regularly to reflect evolving practices such as continuous reporting and updates to the International Baccalaureate (IB) *Programme Standards and Practices*. It remains fully aligned with the IB MYP philosophy on learning and assessment.

Oakleigh Grammar has also established an IB Policy Review Process that invites feedback from teachers and parents to ensure the policy remains responsive, transparent, and evidence based.

This document provides:

- A clear articulation of the school's philosophy and principles underpinning assessment
- An outline of current practices used to assess and record student learning
- Defined expectations and responsibilities for teachers, students, and families throughout all stages of the assessment process

This policy should be read in conjunction with the MYP Academic Integrity Policy, the Oakleigh Grammar Guidelines for the Use of Generative AI in Education, and the Staff Semester Reporting Guidelines.

## 2. Philosophy

Assessment at Oakleigh Grammar is educative. Its central purpose is to help students learn rather than simply record performance. For students in Years 6 to 9, assessment supports the development of knowledge, conceptual understanding, skills, and attitudes that enable meaningful participation in local and global contexts.

High-quality assessment clarifies learning intentions, provides constructive feedback, and promotes reflection so that students can take increasing responsibility for their learning.

Teachers use assessment evidence to recognise growth, identify next steps, and adjust instruction to meet individual needs.

Our philosophy aligns with the principles of the MYP and reflects the school's HARK values – *Humility, Aspiration, Respect, and Kindness* – which are founded in Christian Orthodoxy. These values underpin how assessment is designed and used.

- Humility fosters openness to feedback and reflection.
- Aspiration encourages students to strive for personal excellence and continuous improvement.
- Respect ensures fairness, transparency, and recognition of every learner's individuality.
- Kindness guides feedback that is supportive, constructive, and focused on growth.

Assessment at Oakleigh Grammar is:

- Valid and purposeful: Designed to measure what it intends to measure and to support learning
- Fair and inclusive: Accessible to all students while recognising individual differences and learning needs
- Reliable and consistent: Informed by shared professional understanding and collaboration
- Authentic and meaningful: Connected to real-world contexts that promote inquiry, reflection, and transfer of learning
- Balanced and continuous: Providing varied and ongoing opportunities for students to show progress over time

Through this approach, assessment becomes a shared process of learning that embodies the school's values and helps every student realise their potential.

### **3. Roles and Responsibilities in Assessment**

Assessment is a collaborative partnership involving Learning Leaders, teachers, students, parents or guardians, and the MYP Coordinator. Each plays a vital role in ensuring assessment is fair, transparent, and aligned with MYP principles for Years 6 to 9.

#### **Learning Leaders and Teachers**

Learning Leaders and teachers work together to design, implement, and evaluate high-quality assessments that reflect the philosophy and requirements of the MYP. They:

- Design rigorous and engaging assessment tasks aligned with statements of inquiry, approaches to learning, and subject-specific criteria
- Communicate assessment criteria clearly and continuously so students understand learning objectives and expectations
- Ensure assessments are equitable, inclusive, and connected to real-world contexts
- Provide timely and constructive feedback and guide student reflection and goal setting
- Conduct internal standardisation to ensure consistency and fairness in marking and feedback
- Use professional judgment, supported by evidence, to determine achievement levels

## **Students**

Students take active responsibility for their learning. They:

- Understand task requirements and assessment criteria
- Demonstrate academic integrity and consistent effort in all work
- Manage time effectively and seek clarification or feedback when needed
- Reflect on feedback to identify strengths and set goals for improvement
- Communicate with teachers regarding absences or requests for extensions, supported by valid documentation when required

## **Parents and Guardians**

Parents and guardians support student learning by:

- Familiarising themselves with the MYP assessment framework
- Encouraging reflection, persistence, and engagement in learning
- Communicating with teachers about absences, extensions, or other factors affecting assessment completion
- Maintaining open dialogue with Learning Leaders and teachers about their child's progress

## **MYP Coordinator**

The MYP Coordinator oversees the implementation and integrity of assessment practices across the programme. In collaboration with the Assistant Principal – Academic, the Coordinator:

- Ensures assessment processes align with MYP standards and practices
- Oversees internal standardisation and academic integrity procedures
- Supports professional learning in assessment design, task construction, and feedback practice
- Maintains assessment timelines, reporting cycles, and communication with all stakeholders
- Promotes consistency, transparency, and reflection across all subject groups

## **4. MYP Assessment Practices**

Assessment practices at Oakleigh Grammar put the philosophy of educative assessment into action. They reflect the school's HARK values by encouraging:

- Humility through reflection and openness to feedback
- Aspiration through goal setting and challenge
- Respect through fairness and transparency
- Kindness through supportive communication and collaboration

Assessment is designed to improve learning and teaching, make student progress visible, and ensure fairness and consistency across classes and year levels. Teachers use assessment evidence to inform planning, provide targeted feedback, and recognise each student's growth over time. Students use feedback to reflect, refine their understanding, and develop the confidence to take ownership of their learning.

## 4.1 Key Principles of Assessment

Oakleigh Grammar's assessment is guided by *MYP: From Principles into Practice* (2022) or the latest reiteration, and the subject-group guides. It reflects the MYP commitment to criterion-related, educative assessment that promotes conceptual understanding, skill development, and authentic application of learning.

Principles include:

**Educative purpose:** The primary purpose of assessment is to improve learning. Assessment helps students understand what success looks like, where they are in their learning, and what actions will move them forward. Teachers use evidence of learning to plan instruction, provide feedback, and guide reflection.

**Criterion-related design:** Each subject uses four assessment criteria that are derived directly from the subject objectives. The descriptors within each criterion express the same learning intentions that guide teaching and learning in each unit.

**Achievement levels and performance bands:** Each criterion has eight possible achievement levels (1–8), divided into four bands that generally represent limited (1–2), adequate (3–4), substantial (5–6), and excellent (7–8) performance. Each band has its own descriptor that teachers use to make best-fit judgements about student progress and achievement.

- 1–2 Limited: Minimal understanding and skills are demonstrated
- 3–4 Adequate: Basic understanding and skills are evident but may be inconsistent
- 5–6 Substantial: Secure understanding and effective application of skills are demonstrated
- 7–8 Excellent: Comprehensive understanding, perceptive analysis, and creativity are shown
- 0 The student does not reach a standard described by any of the descriptors above

**Standardisation:** Learning Leaders and teachers work collaboratively to ensure shared understanding of the criteria and consistency in applying achievement levels across classes and year levels.

**Transparency:** Students are introduced to the assessment criteria and learning objectives at the beginning of and throughout each unit. They use these criteria to monitor progress and reflect on their learning.

**Feedback and reflection:** Feedback is timely, constructive, and specific. It helps students recognise strengths, identify next steps, and take responsibility for improving their work.

**Equity and inclusion:** Assessment tasks are fair, accessible, and designed to provide appropriate challenge for all learners.

**Authenticity:** Tasks are meaningful and situated in real-world contexts, enabling students to apply and transfer their learning in creative and relevant ways.

## 4.2 Formative and Summative Assessment

Teachers use ongoing and culminating assessments to gather evidence of student learning.

**Formative assessment** provides frequent opportunities for teachers and students to check learning progress. It may include questioning, classroom discussion, observation, exit tasks, peer or self-assessment, or draft submissions. The purpose of formative assessment is to inform teaching and guide next steps in learning by identifying what students know, understand, and can do at a given point in time.

**Summative assessment** occurs near the end of a learning sequence and provides evidence of student achievement in relation to the MYP criteria. These tasks demonstrate how effectively students can apply their knowledge and skills in authentic situations.

Teachers may use the terms formative and summative in professional discussions and planning. However, these terms are not used with students. In classrooms, teachers use accessible language such as learning task, checkpoint, or final task to emphasise that all assessment contributes to learning.

### **4.3 Assessment in Practice**

Assessment at Oakleigh Grammar is continuous, educative, and designed to inform teaching and improve learning. Teachers gather a range of evidence throughout each unit to monitor progress, provide feedback, and make professional judgements using the MYP criteria.

#### **4.3.1 Assessment Process**

Teachers plan assessment opportunities that:

1. Communicate inquiry statements, objectives, and criteria clearly
2. Provide formal task details at least one week in advance
3. Use varied and authentic tasks across all the strands all four MYP criteria
4. Assess all strands of each criterion at least twice per year, as per IBO requirements
5. Include informal assessment opportunities (discussion, peer review, etc.)
6. Use evidence to inform teaching and differentiation
7. Provide feedback within one week of submission (where feasible). Feedback includes a marked rubric and written or verbal commentary, shared individually or with the whole class
8. Collaborate through standardisation for fairness and consistency
9. Determine achievement levels using the best-fit approach, considering the full range of evidence collected across the year

#### **4.3.2 Continuous Reporting**

Oakleigh Grammar uses continuous reporting to make learning visible for students and families throughout the year.

- All assessment tasks are published on Compass with descriptions, due dates, and rubrics.
- Teachers record achievement levels (0–8) for each assessed criterion and provide feedback that may be written, oral, or shared through discussion
- Core subjects publish a minimum of two learning tasks per term, ensuring that all four criteria (A–D) are assessed and reported on at least once per semester
- Task results appear directly in the Semester Report.

#### **4.3.3 Semester Reports**

Semester Reports provide a formal summary of achievement and progress and are prepared in line with the Staff Semester Reporting Guidelines. They include:

- A visual learning continuum showing growth over time
- A five-point scale (A–E) describing achievement
- Learning task results as evidence of learning
- Work habits reflecting effort and engagement

In Semester 2, a Final Achievement Level-Whole Year is awarded for each criterion. This represents the student's overall level of achievement in each criterion for the academic year. The judgement is based on a range of assessment evidence from all reporting periods, using a best-fit approach rather than a simple average.

## **5. Additional Assessment and Support Practices**

### **5.1 Standardised and Diagnostic Assessments (PAT Tests)**

To complement classroom assessment, Oakleigh Grammar uses Progressive Achievement Tests (PAT) to track growth in key learning areas including Reading, Grammar and Punctuation, Mathematics, and Science.

Progressive Achievement Tests (PAT) in Reading, Grammar & Punctuation, Mathematics, and Science provide standardised data to:

- Identify strengths and gaps
- Inform differentiation
- Monitor cohort progress
- Support placement or diagnostic decisions

PAT data align with the school's focus on educative assessment by providing another source of evidence to inform teaching and learning. While MYP assessment focuses on conceptual understanding and skills in authentic contexts, PAT testing provides standardised evidence of foundational learning and growth.

### **5.2 Access, Equity, and Special Considerations**

Oakleigh Grammar ensures fairness and inclusion through, for example:

- Access arrangements: Additional time, modified formats, or assistive technologies
- Special considerations: Adjustments for illness or emergencies

All decisions align with IB MYP policies on inclusion, language, access, and fairness.

## **6. Late Work and Absence from Assessment**

### **6.1 Late Work**

Teachers provide clear written task details, assessment criteria, and due dates in advance

- Students must submit work by the due date or request an extension in advance supported by a parent note
- Late submissions without approval may result in supervised catch-up sessions.
- Teachers will record the incident on Compass and contact the parents if the work is not submitted by the due date
- Work will be completed in a catch-up session, at the teacher's discretion (class time, lunch or after school)
- Teachers assess the quality of learning, not lateness.
- If no work is received, a "0" may be recorded. Teachers will use their professional judgement to assign achievement levels based on available evidence
- Repeated lateness triggers support from the Learning Leader or MYP Coordinator.

## **6.2 Absence from Assessment**

Students are expected to complete all assessment tasks, including examinations, on the scheduled date.

- Absences must be supported by medical or parent documentation.
- Missed tasks are usually completed within one week of returning.
- If rescheduling is not possible, existing evidence informs the grade.
- For extended absences, the task may be excluded from reporting.
- A medical certificate or parent note should accompany any illness related absence
- Teachers will record the incident on Compass and communicate with parents about rescheduling
- If rescheduling is not possible, teachers determine the achievement level using existing assessment evidence in consultation with the Learning Leader and MYP Coordinator
- If no evidence is available for the missed criterion, a "0" will be recorded

For extended absences, parents and students must notify the teacher and Learning Leader as early as possible. If the assessment is deemed not meaningful under the circumstances, the student will be excluded from the task, and the achievement level for the missing criterion will not appear in the Semester Report

## **7. Year 9 Examinations**

Year 9 examinations form part of the MYP assessment structure at Oakleigh Grammar. They provide students with opportunities to demonstrate their knowledge, conceptual understanding, and skills within a formal setting at the end of a learning cycle, while developing readiness for Senior School assessment.

### **7.1 Alignment with the MYP Framework**

- Examinations use MYP criteria (A–D).
- Results contribute to Semester 2 Final Achievement Levels alongside other evidence of learning collected throughout the year
- Practices align with the *Exams Staff Information Handbook*.

### **7.2 Preparation and Feedback**

Teachers:

- Provide content outlines at least two weeks in advance
- Offer review sessions and practice questions
- Deliver post-exam feedback for reflection and growth

### **7.3 Absence from Examinations**

- Absences require documentation (medical certification or parent note)
- Teachers will record the absence on Compass and communicate with parents about the catchup, and notify the Learning Leader and MYP Coordinator
- Make-up exams are arranged within one week where possible.
- If rescheduling is not possible, teachers determine the achievement level using existing assessment evidence in consultation with the Learning Leader and MYP Coordinator
- If no evidence is available, a "0" may be recorded.

#### **7.4 Educative Purpose**

Examinations extend MYP assessment, allowing students to demonstrate conceptual understanding in formal settings while promoting readiness for Senior School. They serve as an opportunity for students to consolidate learning, apply knowledge in unfamiliar contexts, and reflect on their progress. The focus remains on learning and growth rather than ranking or comparison, consistent with the school's philosophy of educative assessment.

#### **8. Policy Status and Review**

The Assistant Principal – Academic and MYP Coordinator are responsible for reviewing and updating this policy. Reviews include input from students, parents, and the wider school community to ensure alignment with current IB and Oakleigh Grammar standards.