ASSESSMENT AND REPORTING POLICY

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This document should be read in conjunction with the following documents:
- Behaviour policy
- Language policy
- Incluson policy
- School regulations

MISSION, PURPOSE AND AIMS

ICS Milan serves a diverse community of students from a range of nationalities, cultures and backgrounds. We offer a broad-based education which uses English as the main language of learning and caters for a range of student abilities. As part of the Globeducate family of schools (https://www.globeducate.com), "we prepare each student to be a global citizen who can shape the world".

Philosophy

At ICS International School assessment is an integral part of the teaching and learning process and informs planning and practice across all areas of the curriculum. Our approach to assessment reflects and supports our mission statement and the philosophy and objectives of our school. Assessment is the process of identifying, collecting and analysing information about student learning to provide feedback on learning to students, parents, teachers and other significant adults. We believe that assessment should promote positive attitudes, encourage the pursuit of excellence and contribute to the success of each child's learning, recognising achievement and enhancing self-esteem.

Why do we assess?

Assessment helps us to identify what students know, understand, can do, and feel at different stages in the learning process which in turn:
- enhances student learning
- enables us to monitor the progress of student learning
- enables students to recognise the next steps in their learning
- informs future planning
- provides feedback to others, including, students, teachers, parents and schools
- helps evaluate the effectiveness of the school's educational programme and informs curriculum development

What is effective assessment?

We aim to ensure that effective assessments**:**
- give students opportunities to share their learning and demonstrate a range of knowledge, skills and conceptual understanding.

- allow students to actively participate in the assessment process and become aware of their own strengths and areas for improvement.

- allow each student to demonstrate their learning using a variety of learning styles, multiple intelligences and abilities to express their understanding.

- recognise student achievement and enhance self-esteem.

- have clear criteria for producing a quality product or performance that are known in advance.

- are comprehensive and ongoing, with a range of information collected in different situations over time.

- are authentic and should take place in real and meaningful contexts.

- provide teachers with evidence from which sound conclusions can be drawn.

- inform every stage of the teaching and learning process.

- make use of a range of assessment strategies and tools to suit different learners and purposes.

How do we put this into practice in the classroom:
- sharing learning objectives
- defining success criteria
- appropriate questioning
- a range of carefully planned assessment tasks
- self- and peer evaluation
- effective feedback
- raising children's self-esteem

How do we discover what the students have learned?
In order to discover what the students know and have learned we use formative and summative assessment.

Formative assessment is an on-going process, integrated into daily teaching and learning situations. It helps teachers and students find out what students can do and already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked and function purposefully together.

Summative assessment happens at the end of (each stage of) the teaching and learning process and aims to give teachers and students a clear insight into students' understanding. It gives students opportunities to demonstrate what they have learned and understood. It informs and improves student learning and the teaching process and may prompt students towards action.

How do we assess at ICS?
We believe that using a variety of assessment strategies is necessary in order to provide a complete view of each individual student. The methods or approaches that teachers use to gather information about student learning include:

Observations

These take place on a daily basis, in a variety of situations and occasions, and can involve the teacher focusing on the whole class or on individual students. They provide comprehensive information about students and highlight the connections and inter-relatedness of different learning opportunities. They can provide data about student attitudes and application of skills and can help to ascertain whether students (individually or in a group) are meeting the intended expectations.

Performance assessments

Performance assessment refers to assessment of goal-directed tasks with established criteria, which provide students with authentic challenges or problems. There is a variety of possible approaches to the challenge/problem, requiring the use of many skills, and there is rarely one correct response. Some examples of types of performance assessments are;

- problem solving tasks
- oral presentation
- science investigation (practical)
- dramatic performance
- musical recital

- design tasks
- dance/movement performance
- athletic skills performance
- debates
- 'Be-the-Teacher' activities

It is important that the task is well designed and the criteria for determining the degree of success of student performance are clearly established. The students may also be involved in this process. Having a clearly defined criteria allows the teacher to remain focused and objective during the assessment and the students to be fully aware of what is expected of them. Performance assessments are a highly versatile form of assessment which can be used in all curriculum areas, and which can provide a wealth of information about student learning. They can be a useful form of summative assessment, to establish the students' level of understanding of the main idea/concepts, as well as assessing a range of skills used in the process of the task.

Process-focused assessments

This form of assessment focuses on the process of learning rather than the final product. Students are observed often and regularly, with the observations of typical, as well as non-typical, behaviours recorded. Multiple observations need to be carried out to enhance reliability and evidence from different contexts should be considered. Some examples of types of process-focused assessments are;

- oral questioning
- observation
- conference
- learning logs

- self-evaluation surveys
- interview
- 'Think aloud'

Process-focused assessments provide information about student thinking, reasoning, attitudes and skills. They can lead to independent learning when students are asked to reflect on their learning and set goals to improve it.

<u>Tests</u>

Tests provide effective assessment when there are clear right or wrong answers and when teachers want to gather information about student learning, specifically in memory, recall and comprehension.

Tests may include;
- weekly spelling/times tables tests
- multiple choice
- matching statements
- true/ false questions
- quizzes
- end of unit tests

When this kind of one-dimensional assessment is used it should always be followed up by giving individuals meaningful feedback to help their understanding. Once created, tests enable you to assess a large number of students quite quickly.

At ICS we currently use the Cambridge Primary Progression Tests in Reading, Writing and Maths in Year 4-5-6, which are standardised tests linked to the Cambridge Primary Curriculum and marked internally. The results from these assessments help to provide us with information about areas of strength, as well as highlighting any particular needs. In Italian the children take the national tests (prove INVALSI) in Year 3.

<u>Open-ended tasks</u>

Open ended tasks are situations in which students are presented with a stimulus and asked to communicate an original response or solution. A variety of answers is possible and may be presented in different ways. They provide opportunities for students to use multiple pathways to arrive at a solution by using their chosen individual learning style. Open-ended tasks are an effective assessment tool because there is no single correct answer, the students can often answer at the level of their ability. This allows for a high level of student involvement as the students are asked to contribute their own personal ideas so that the teacher can get a good idea of what the students know and can do independently. Tasks often promote a higher level of thinking and encourage students to think, learn, analyse, criticise, and to solve unfamiliar problems. Students can apply skills and understanding in real world/meaningful contexts.

Recording, collecting and analysing data

Recording the findings of assessments is necessary to inform planning and ensure continuity and progression in children's learning. It is also important in order to give parents, teachers and schools access to information about student learning and to provide the basis for reports and discussions with parents.

Teachers collect and record information about a student's learning using a variety of ways including:

<u>Rubrics</u>

Rubrics may be generated by teachers or students. The criteria of a rubric provides targets which teachers can teach towards and students can aim for with their work making them better equipped to reflect and revise their work.

Checklists   Providing
students with a list of information, data, attributes or elements that their work or performance will be evaluated against is an efficient way of helping students be more aware of the learning process and helping them develop their self-management skills.

Exemplars
Using samples of students work to refer to provides students and parents with a better understanding of assessment criteria and performance expectations and can help students identify what changes they need to make to their own work in order to achieve the success criteria. They can also be helpful during teacher discussions about consistency in expectations.

Anecdotal notes
Making brief written notes based on observations of students can provide information about students' development over an extended period of time that can provide insights that will help teachers more fully understand a child's learning or behaviour. They can be helpful for teachers to remember specific incidents that have happened and teachers are able to gather as much or little detail as necessary.

Samples of work
 By keeping and examining examples of students work teachers can document and assess student progress and achievement. Samples of work provide a picture of each student's development of knowledge, conceptual understanding and skills over a period of time which can help teachers, students and parents understand the learning process of the individual student.

How do we communicate information about assessment?
Effective assessment requires that meaningful and comprehensive information on what students know, understand and can do is communicated to students and parents.
Reporting should:
- describe the progress of students' learning
- identify areas for growth and development
- enable parents, students and teachers to develop effective partnerships
- be comprehensive, honest, fair and credible
- be clear and understandable to all involved
- allow teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice
- take different forms, including discussions and written reports
- reflect the philosophy of our school
- contribute to the on-going development of the school programme
- protect the privacy of individuals.

Our reporting methods include:-

- Regular informal discussions with students and parents
- Sending books/work home for students to share their learning with their parents
- Scheduled individual teacher-parent meetings (Students from Year 4-5-6 are invited to these meetings)
- Target setting
- Mid-year short reports
- End of year reports

ICS Assessment schedule

September	Base-line assessments; Phonics assessment Year 2; observations;	Ongoing assessment strategies: Observations, self-evaluation by students, reading records with targets, weekly spelling and times table, tests etc.
October	Writing assessment; end of unit Maths assessment; IPC Presentations (Year 5/6)	
November	Individual parent meetings; target setting; book moderating	
December	Writing assessment; end of Maths assessment	
February	Mid-year reports; individual parent meetings	
March	Writing assessment	
April	INVALSI tests (Year 3, 6 & 9)	
May	Cambridge Progress Tests in Reading, Writing and Maths (Year 5/6)	
June	End of year reports	

At ICS, we believe that narrative reporting provides a much better insight into students educational development than a numerical system. However, we are obliged by Italian law to grade our students out of a mark of 10. We have produced a grade conversion table to indicate which numerical grade relates to which evaluation descriptor. *(appendix 1)*

Assessment in the Middle School

Assessment is a fundamental component of the IB Middle Years Programme (MYP) and the Italian Terza Media programme as it strengthens learning through an ongoing process of monitoring student knowledge and understanding. ICS has a unified approach to assessment which satisfies the requirements of both the IB MYP programme and the Italian Terza media programme. Assessment in both programmes is formative, ongoing and criterion-based.

All assessment can be described as "formative" if it provides students with an opportunity to assess *what*

they know and understand, and *how* they learn. It is used to allow the teacher to discover where each student is on their learning journey and to inform their planning about how best to deliver a programme of learning to meet each individual student's needs. Summative assessment is used to measure a student's skills, knowledge and understanding at a moment in time, measured against a clear set of criteria to give feedback to students about their learning. All summative assessment tasks can also be formative, as they contribute to each student's understanding of their strengths and areas for growth towards becoming an independent learner. In the Italian system, the terms *valutazione iniziale, formativa* and *sommativa* are used to describe the evaluation process in the Italian system.

Assessment aims
- MYP assessments are aligned with subject group objectives, using a range of tasks according to the needs of the subjects and the nature of the knowledge, skills and understandings being assessed
- The criteria related assessments are designed appropriately for the age group and reflect the development of the students within the subject group. The assessments provide evidence of student understanding through authentic performance and not simply the recall of factual knowledge

Assessment criteria and MYP command terms
- There are four assessment criteria for all subjects. Each assessment criterion has a maximum possible achievement level of 8. All assessment criteria and all strands from each criterion are assessed at least once every term
- Subjects taught in Italian will be graded out of 10, following the Italian system's requirements. Teachers will include their criteria in their *programmazione*. The Italian grades will then be converted into MYP grades at the end of every term, considering the four different MYP criteria for each specific subject *(see conversion table appendix 2)*
- Teachers use the MYP command terms *(appendix 3)* when giving instructions and when questioning students, when posing problems and when eliciting responses from a class
- Students are expected to understand and be able to respond effectively to the MYP command terms.
- At the end of each semester teachers make professional judgment on their students achievement levels for each of the four criteria based on evidence gathered throughout the assessment period
- The best-fit achievement levels for each of the four criteria are added together to achieve the final MYP grade. The final MYP grade is achieved by using the MYP grade boundaries from the MYP general grade descriptors *(appendix 4)*

How often are the assessments?
- Summative assessments are conducted as per the individual subject needs. These will depend upon the criterion that is to be assessed
- Within each semester every subject area will have assessed each criteria at least once in a summative fashion
- Students following the *paritaria* programme will be assessed at least five times *per trimestre* (3 written tests + 2 oral/practical tests).
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How do students receive feedback?
- Teachers give feedback to students within two weeks after the assessment date. The feedback focuses on the criteria

What if the achievement level is very low?
- If the teacher feels that a student has performed considerably worse than expected, the student will be asked to redo the work. Feedback will be provided for the redone work but the first achievement level will not be changed.

What if the work submitted is plagiarised?
- When the work submitted is plagiarised the students receive a zero. In addition, the student is required to complete the task. However, the student will receive feedback on the completed task but will not receive an achievement level. The student might be required to complete the task during lesson time or at home. Please refer to ICS Middle School Academic Honesty Policy.

What happens if tasks are not submitted on time?
- Teachers provide adequate time for students to submit their tasks. If for some unforeseen reason the student is not able to submit the task on time, he/she will have to inform the teacher first and submit the task before the teacher gives feedback to the class to receive an achievement level
- Once the teacher gives feedback to the class for the assessment task, the student will receive feedback but the submission will not contribute to an achievement level

Can a student receive modified work?
- Students who are receiving learning support or are in English Language acquisition classes are eligible for differentiated tasks
- Summative tasks may be differentiated in ways that allow students to complete the activity in a way that suits their learning preferences
- If a student is receiving a modified term grade, the report will read as 'these achievements are based on modified tasks'

What is the homework policy?
- All students are expected to continue their learning outside of the classroom. This could be revising what has been learnt in class or working on tasks that are assigned to be completed outside of class
- Students in Year 7-8 can expect a maximum of 60 minutes of homework per night, and is provided as per the homework timetable

Who are identified as underperforming students?
- Students who are receive achievement levels lower than their potential, as highlighted through the use of external assessment data as well as our internal data records are considered to be underperforming students
- After each assessment teachers will contact parents of students who are underperforming

Assessment is criterion-based

In the Middle Years Programme, all students are assessed against a prescribed set of criteria, which align with the objectives of each subject group and translate them into a means to identify the level of student learning. The following table gives an overview of the criteria for each subject group *(Appendix 5). Further* information regarding the objectives from which criteria are derived can be found in the section containing course descriptions.

All assessed criteria receive a score from 1 to 8 points, which represents the level of achievement for that objective. There are a total of 4 criteria assessed for each subject which combined together gives a total possible maximum score of 32 points. The total marks out of 32 are then placed into a conversion table to produce an overall score of between 1 - 7 for each subject. *See appendix 4.*
For subjects taught in Italian, the criteria can be found at *Appendix 6.*

According to MIUR (the Department of Education), the students' knowledge, skills and abilities at the end of every term are to be graded as follows:

Voti: 1-2-3
Conoscenze: inesistenti; Abilità: inesistenti; Competenze: inesistenti.

Voto: 4
Conoscenze: I contenuti non sono appresi o sono appresi in modo confuso e frammentario; Abilità: Non è in grado di applicare procedure, di effettuare analisi e sintesi; ha difficoltà di riconoscimento di proprietà e classificazione; espone in modo confuso; Competenze: Comprende in modo frammentario testi, dati e informazioni; non sa applicare conoscenze e abilità in contesti semplici.

Voto: 5
Conoscenze: I contenuti non sono appresi in modo limitato e disorganizzato; Abilità: Applica procedure ed effettua analisi e sintesi in modo impreciso; ha difficoltà di riconoscimento di proprietà e classificazione; anche se guidato, non espone con chiarezza; Competenze: Comprende in modo limitato e impreciso testi, dati e informazioni; commette errori sistematici nell'applicare conoscenze e abilità in contesti semplici.

Voto: 6 (= PASS)
Conoscenze: I contenuti non sono appresi in modo superficiale, parziale e/o meccanico; Abilità: Applica procedure ed effettua analisi e sintesi in modo parziale e solo in compiti noti. Guidato, riesce a riconoscere proprietà ed a classificare. Necessita di guida nell'esposizione; Competenze: Comprende solo in parte e superficialmente testi, dati e informazioni; se guidato, applica conoscenze e abilità in contesti semplici.

Voto: 7
Conoscenze: I contenuti sono appresi in modo globale, nelle linee essenziali e con approfondimento solo di alcuni argomenti; Abilità: Applica procedure ed effettua analisi e sintesi in modo consapevole. Riconosce proprietà e regolarità e applica criteri di classificazione; espone in modo semplice, ma chiaro; Competenze: Comprende in modo globale testi, dati e informazioni; sa applicare conoscenze e abilità in vari contesti in

modo complessivamente corretto.

Voto: 8
Conoscenze: I contenuti sono appresi in modo ordinato, sicuro con adeguata integrazione alle conoscenze preesistenti; Abilità: Applica procedure ed effettua analisi e sintesi in modo consapevole, corretto e con assoluta autonomia. Riconosce con sicurezza e precisione proprietà e regolarità, che applica nelle classificazioni; sa esprimere valutazioni personali ed espone in modo preciso e ordinato; Competenze: Comprende a vari livelli testi, dati e informazioni; sa applicare conoscenze e abilità in vari contesti in modo corretto; sa orientarsi nella soluzione di problemi complessi.

Voto: 9
Conoscenze: I contenuti sono appresi in modo completo, sicuro e autonomo; Abilità: Applica procedure ed effettua analisi e sintesi con piena sicurezza e autonomia. Riconosce proprietà e regolarità, che applica autonomamente nelle classificazioni; sa esprimere valutazioni personali ed espone in modo chiaro, preciso e sicuro; Competenze: Comprende in modo completo e approfondito testi, dati e informazioni; applica conoscenze e abilità in vari contesti in modo corretto e sicuro; sa orientarsi nella soluzione di problemi complessi.

Voto: 10
Conoscenze: I contenuti sono appresi in modo completo, sicuro e organico, riuscendo autonomamente ad integrare conoscenze preesistenti; Abilità: Applica procedure con piena sicurezza ed effettua analisi e sintesi corrette, approfondite e originali. Sa utilizzare proprietà e regolarità per creare idonei criteri di classificazione. Esprime valutazioni personali pertinenti e supportate da argomentazioni efficaci. Espone in modo chiaro, preciso e sicuro; Competenze: Comprende in modo completo e approfondito testi, dati e informazioni; applica conoscenze e abilità in vari contesti sicurezza e padronanza; sa orientarsi nella soluzione di problemi complessi.

The MYP/Italian grades can be converted using the conversion table *(Appendix 2).*

Recording and reporting
Written reports: Parents receive interim reports five times a year. In addition, a full written report is published during the academic year. Each subject reports on the four subject-specific IB MYP criteria, as defined in the IB MYP guides. The parents will also get an Italian *pagella* at the end of every year, with MYP grades converted into Italian (out of 10) grades.

Record of Achievement: This is completed by MYP 4-5. The work selected includes achievement levels, Service as Action records and any further achievements in and outside school (e.g. fundraising, certification). All summative assessments from all subjects must be included in the Record of Achievement.

Conferences: Three-way conferences are held twice each academic year as detailed in the annual calendar. Teacher-Parent conferences can also take place upon request from the parents.

Requirements for Progression

By the end of MYP5 an average achievement level of 5 is required for students to be accepted onto the full IB Diploma programme. An average of 4.5 will allow students entry to the programme, but only on a trial basis. The average includes the grade awarded for the Personal Project. According to Italian law, by the end of every school year, an average achievement level of 5.5 is required to move on to the next one. Should a student not reach a full 6 out of 10 in one or more subjects, they will be required to do extra work during the summer to make up for their *debito formativo*.

It is mandatory that the students fulfil the Service as Action requirements of the IB MYP programme.

Appendix 1

Primary school Evaluation

Evaluation	Grade	Evaluation Descriptor	*Descrittore di valutazione*
Emerging *Emergente*	7	Beginning to demonstrate skill or an understanding of the concept but significant support is required. Working below the expected level for this stage.	*Comincia a comprendere ed interiorizzare i concetti ma necessita di un supporto aggiuntivo.* *Non ha ancora raggiunto il livello per questa fase.*
Developing *In crescita*	8	Demonstrating a basic understanding of skill or concept but may still require some support. Beginning to work at the expected level for this stage.	*Dimostra una competenza e conoscenza di base rispettivamente delle abilità e dei concetti, ma potrebbe aver bisogno di esercizio aggiuntivo.* *Comincia a lavorare al livello previsto per questa fase.*
Applying *Autonomo/a*	9	Able to apply understanding of concept or use skill independently. Working within the expected level for this stage.	*È in grado di applicare la comprensione dei concetti o l'uso delle abilità autonomamente.* *Lavora all'interno del livello atteso per questa fase.*
Extending *Al di sopra delle aspettative*	10	Able to apply understanding of concept or use skill in a range of ways and also demonstrates evidence of understanding or skill levels that extend beyond that expected at this stage. Working beyond the expected level	*È in grado di applicare la comprensione dei concetti e di mettere in atto le proprie abilità in diversi contesti. I livelli di comprensione e di competenza si estendono al di sopra di quelli previsti in questa fase.* *Lavora al di sopra del livello atteso per la*

	for their age	*sua età*

N/A	Not applicable at this stage	*Non applicabile in questa fase*

Appendix 2

Italian/MYP Grade conversion table		
Criteria assessment	Italian	Subject term report
1	1	1
	2	
	3	
2	4	
3	5	2
4	6	3
5	7	4
6	8	5
7	9	6
8	10	7

Appendix 3
Command terms

Bloom's Taxonomy and IB MYP Command Terms		
Design/ Create Evaluate *Plan, produce, check, judge, hypothesize, critique, experiment*	**Appraise**	Evaluate, judge or consider text or a piece of work.
	Comment	Give a judgment based on a given statement or result of a calculation.
	Construct	Develop information in a diagrammatic or logical form.
	Design	Produce a plan, simulation or model.
	Evaluate	Assess the implications and limitations; make judgments about the ideas, works, solutions or methods in relation to selected criteria.
	Justify	Give valid reasons or evidence to support an answer or conclusion
	Synthesize	Combine different ideas in order to create new understanding.
Analyze *Break information into*	**Analyze**	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
	Argue	Challenge or debate an issue or idea with the purpose of persuading or committing someone else to a particular stance or action.
	Compare	Give an account of the similarities between two (or more) items or situations, referring to both (all) of them throughout.
	Compare & contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.

parts to explore understandings and relationships organize, deconstruct, interrogate, find	**Contrast**	Give an account of the differences between two (or more) items or situations, referring to both (all) of them throughout.
	Deduce	Reach a conclusion from the information given.
	Discuss	Offer a considered and balanced review that includes a range of arguments, factors or hypotheses. Opinions or conclusions should be presented clearly and supported by appropriate evidence.
	Distinguish	Make clear the differences between two or more concepts or items
	Examine	Consider an argument or concept in a way that uncovers the assumptions and interrelationships of the issue.
	Explore	Undertake a systematic process of discovery.
	Infer	Deduce; reason from premises to a conclusion. Listen or read beyond what has been literally expressed.
	Interpret	Use knowledge and understanding to recognize trends and draw conclusions from given information.
	Investigate	Observe, study, or make a detailed and systematic examination, in order to establish facts and reach new conclusions.
	Reflect	Think about deeply; consider.
Apply *Use information in another familiar situation, implement, carry out, execute*	**Apply**	Use knowledge and understanding in response to a given situation or real circumstances.
	Calculate	Obtain a numerical answer showing the relevant stages in the working.
	Demonstrate	Prove or make clear by reasoning or evidence, illustrating with examples
	Derive	Manipulate a mathematical relationship to give a new equation or relationship.
	Estimate	Find an approximate value for an unknown quantity.
	Formulate	Express precisely and systematically the relevant concept(s) or argument(s).
	Measure	Find the value for a quantity.
	Predict	Give an expected result of an upcoming action or event.
	Present	Offer for display, observation, examination or consideration.
	Prove	Use a sequence of logical steps to obtain the required result in a formal way.
	Sketch	Represent by a diagram or graph (labeled as appropriate). The sketch should give a general idea of the required shape or relationship and include relevant features.
	Solve	Obtain the answer(s) using appropriate methods
	Use	Apply knowledge or rules to put theory into practice.
Understand *Explain ideas or concepts* Interpret, paraphrase, classify,	**Annotate**	Add brief notes to a diagram or graph.
	Classify	Arrange or order by class or category.
	Describe	Give a detailed account or picture of a situation, event, pattern or process.
	Document	Credit sources of information used by referencing/citing with a recognized referencing system. References should be included in the text and also at the end of the piece of work in a reference list or bibliography.
	Exemplify	Represent with an example.
	Explain	Give a detailed account including reasons or causes.
	Recognize	Identify through patterns or features.
	Show	Give the steps in a calculation, derivation, or process
	Suggest	Propose a solution, hypothesis or other possible answer.
	Summarize	Abstract a general theme or major point(s).
Remember/ Know	**Define**	Give the precise meaning of a word, phrase, concept or physical quantity.
	Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.
	Label	Add title, labels or brief explanation(s) to a diagram or graph.
	List	Give a sequence of brief answers with no explanation.
	Outline	Give a brief account.

Recognize, retrieve, name, locate.	Recall	Remember or recognize from prior learning experiences.
	State	Give a name, value or other brief answer without explanation or calculation.

Appendix 4

Grade	Boundary guidelines	Grade descriptor
1	1-5	The student 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	6-9	The student 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.
3	10-14	The student 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.
4	15-18	The student 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.
5	19-23	The student produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates 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.
6	24-27	The student 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.
7	28-32	The student 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.

Appendix 5

Subject group	A	B	C	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 solutions	Evaluating
Interdisciplinary Units	Disciplinary Grounding	Synthesizing and applying	Communicating	Reflecting
Personal Project	Investigating	Planning	Taking action	Reflecting

Appendix 6

ORTOGRAFIA (solo per testi scritti: nell'esposizione orale la forma sarà valutata secondo i parametri di morfologia, lessico e sintassi): 0 - 2.5 punti

0 punti	Errori ortografici >12
0.5 punti	10-12 errori ortografici
1 punto	7-9 errori ortografici
1.5 punti	4-6 errori ortografici
2 punti	1-3 errori ortografici
2.5 punti	Zero errori ortografici

MORFOLOGIA, LESSICO, SINTASSI: 0 - 2.5 punti

0 punti	Periodi illeggibili e incomprensibili, lessico completamente inappropriato, gestione della sintassi assente
0.5 punti	Periodi mal strutturati e non conclusi, lessico ripetitivo e con uso di termini impropri, sintassi oltremodo semplice
1 punto	Periodi semplici ma corretti oppure complessi ma incerti nella struttura, con lessico ripetitivo e sintassi elementare
1.5 punti	Periodi complessi con qualche incertezza, lessico generico e non del tutto adeguato, sintassi non sempre pulita
2 punti	Periodi complessi, consegne svolte secondo l'ordine richiesto, lessico appropriato, sintassi complessa e adeguata alla traccia
2.5 punti	Periodi complessi, strutturati correttamente, con uno stile personale, lessico ricco e appropriato, sintassi ricca e originale

QUALITÀ DEL CONTENUTO: 0 – 2.5 punti

0 punti	Testo non aderente alla traccia
0.5 punti	Testo parzialmente aderente alla traccia
1 punto	Testo aderente alla traccia, svolgimento parziale o semplice
1.5 punti	Testo aderente alla traccia, svolgimento semplice ma originale
2 punti	Testo aderente alla traccia ed esauriente
2.5 punti	Testo aderente alla traccia, preciso e ricco

ORGANIZZAZIONE DEL CONTENUTO: 0 – 2.5 punti

0 punti	Testo illeggibile e disorganizzato
0.5 punti	Testo organizzato in modo frammentario
1 punto	Testo composto da parti non chiaramente collegate
1.5 punti	Testo composto da parti non sempre ben collegate
2 punti	Testo organizzato, svolto secondo l'ordine richiesto
2.5 punti	Testo pianificato in modo organico e coerente in tutte le sue parti

Policy reviewed February 2021