

Montessori International College

International Baccalaureate  
Career-related Programme

# Assessment Policy

Preliminary

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# IBCP MIC Assessment Policy (preliminary)

Assessment and Reporting in the Senior Phase at Montessori International College is based on our belief that the key purpose of assessment and reporting is to provide meaningful feedback to students, parents and teachers about student learning. Feedback provided should promote improvement and further learning for students. An emphasis is placed on student's developing skills, knowledge and understandings rather than comparing one individual with another.

## 1. Assessment Philosophy

### **A philosophy of assessment that supports student learning**

The approach to assessment at Montessori International College is also reflective of our philosophical and pedagogical approach to learning. We believe students should be encouraged to take responsibility for their own learning and follow a constructivist approach (Piaget), where students construct knowledge and meaning through their experiences. In the classroom, this is evident in the inquiry approach that teachers follow to lead students through appropriate experiences to allow this 'construction' of learning. The experiences students are exposed to are timed appropriately to push students into their 'zone of proximal development' (Vygotsky). This may include open ended experiences, direct and explicit instruction or working alongside students and providing critical feedback.

Teachers use the Inquiry Model (Murdoch) to plan appropriate sequences of learning and assessment. This approach is known as the 'The Period Approach' in Montessori programs.

## 2. Internal Moderation

**Internal moderation/quality checks to ensure that internally marked coursework is at the standard defined by the IB and that students get a true reflection of the marks they will receive**

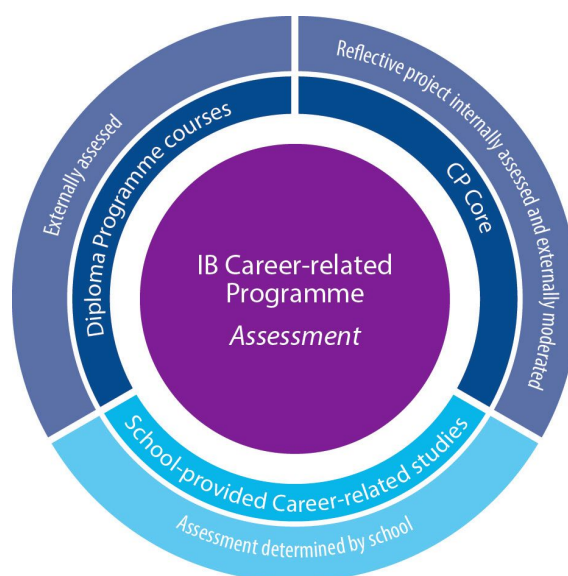
As part of the Senior Phase Staff Collaborative Planning Meeting Schedule, time will be allocated each term to moderation of student work. Student work will be compared against IB work samples, and also work between specialist areas will also be compared. Teachers will collaborate and share to reach a common understanding of assessment expectations and also to reach consensus regarding marks awarded. This practice will be implemented

for both school based assessment, and IB internal assessment. The College will also undergo moderation of Reflective Project marks before uploading to IBIS.

### 3. Assessment Practices

Language Development Portfolio are set out in the work programmes or handbooks. **Details of common practices for using the career-related and Diploma Programme assessment criteria and determining achievement levels**

Students will be assessed regularly throughout the programme to provide them with meaningful feedback to improve (**formative assessment**). The type and format of assessment tasks will reflect the format of the IB internal and external assessment components for DP subjects (**summative assessment**) to prepare students for these forms of assessment. Details of the assessment plan for each DP subject is clearly set out in the subject work programmes. The Career-related core will be assessed internally and the Reflective Project will be moderated externally. Details of assessment of the CP Core - Reflective Project, Personal and Professional Skills, Service Learning Portfolio and the



*Overview of assessment in the IBCP - from Principles into Practice*

#### Diploma Programme courses

The students chosen Diploma Programme courses are assessed according to the specific requirements listed in the subject guides. More details on assessment can be found in the Diploma Programme subject work programmes and in the **Calendar of School Assessment - Appendix 2**.

## The Career-related Programme core

- The personal and professional skills course is internally assessed by the school.
- The language development course is internally assessed by the school (or in some cases by an external provider and authenticated by the school).
- The reflective project is internally assessed by the school but externally moderated by the IB.
- The personal and professional skills, language development and service learning courses must be satisfactorily completed for the award of the Career-related Programme; satisfactory completion is determined by the school and reported to the IB.

## The career-related study

The career-related study is assessed by the relevant external authorities.

- Certificate courses - TAFE or another registered training organisation will assess students completing any Certificate II or III courses. Any registered training organisations in Australia are managed by **training.gov.au** and are heavily regulated.
- University courses - **University of the Sunshine Coast** will assess students completing Headstart courses (first year university courses offered to Year 11 and 12 students at school).

See the document titled *Career-related Studies at Montessori International College* for further details.

From *Career-related Programme: From principles into practice*:

In the Career-related Programme, assessment is intended to support curricular goals and to encourage appropriate student learning. Diploma Programme course assessments are based on the course aims and objectives, and therefore effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The Diploma Programme and the Career-related Programme place an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students. Although the two are inherently linked, an important distinction is to be made between formal summative IB assessment and the supporting formative assessment processes that schools develop for themselves. More details on Diploma Programme assessment can be found in the Diploma Programme assessment: Principles and practice (2005) and in the annually published Handbook of procedures for the Diploma Programme.

## Management of Assessment Materials and Processes

The College treats storage and maintaining the security of testing materials (examination papers) extremely seriously. Papers will be stored in a safe, locked in the Principal's office. A log of access to the materials will also be kept, requiring any handling of the materials be recorded and signed off on, from receipt of the materials, placement in the safe and then removal of papers as required for examinations. The CP Coordinator will be responsible for the management of papers to and from exams. When exams are in the testing room, invigilators will be responsible for the integrity of the materials and process. Further guidelines for the movement of materials, testing rooms and policy for examinations (what students can bring, set-up of rooms etc.) is to be developed.

## Information for Students Regarding Assessment Dates

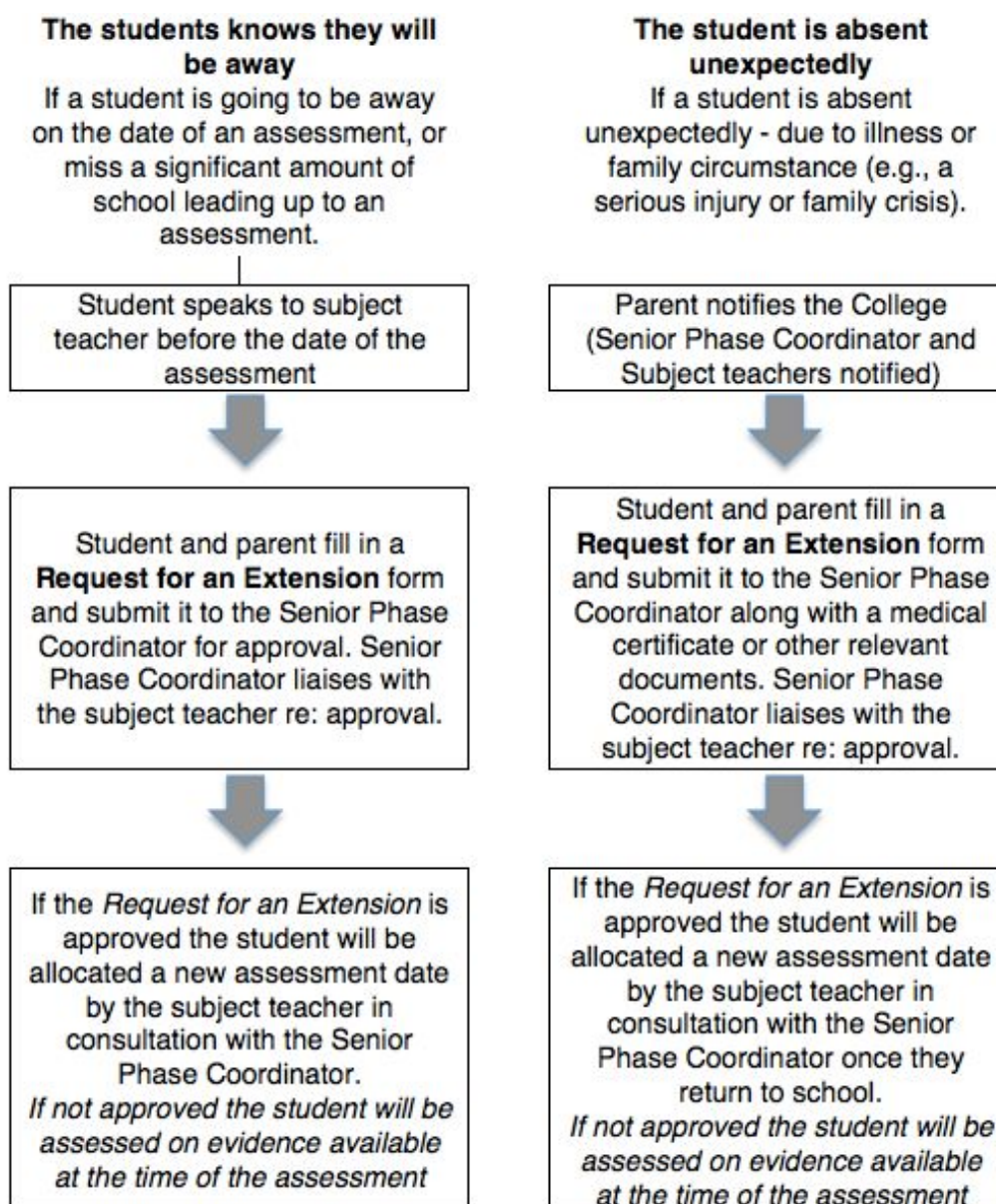
It is a student's responsibility to ensure that assessment is submitted or completed on the due date set by their guide/teacher. Where this is not possible, they need to request an extension.

For Senior Phase students, this is a serious matter, and can only be done through the Senior Phase Coordinator. The process for students to follow is outlined on the following pages.

If Senior Phase students are in need of on-going assessment support, such as a long term or permanent illness, they should speak with the Senior Phase Coordinator to find out their eligibility for semester long or year long Special Consideration.

## Changes to Assessment Dates

If a student is unable to meet a deadline or is not at school on the day of an assessment / due date:



*If a student is at school and the above process is not followed the student will be assessed on evidence available at the time of the assessment. The Subject teacher will inform the Senior Phase Coordinator who then notifies the student's parents.*



## 4. Recording and Reporting Student Achievement

### Details of common practices for recording and reporting student achievement

#### Monitoring progress

Performance across all components of the Career-related Programme core will be reported on in 3 main forms:

1. **Assessment Feedback Reports** - students will receive feedback on each school based assessment task completed in the form of criteria/rubric, score and teacher commentary.
2. **Semester Reports** - a summary of student progress in both DP subjects and the CP Core - students will be awarded a level of achievement for each DP subject and a progress rating or grade for each component of the core.
3. **Learning Conferences** - a student led conference is held at the beginning of each term (4 times per year) with parents, students and teachers to reflect on the previous term and discuss strategies and support for the coming term.

Progress across all components of the programme will be tracked in the 'Student Progress Tracker', a spreadsheet of all assessment scores, grades or ratings - showing progress throughout the programme. This document will be used as an important tool during Learning Conferences.

At the end of the Career-related Programme students will receive a summative statement of their achievements in the form of an academic transcript - similar to the Semester Report, which will provide a summary of the levels of achievement (DP subjects), grade (Reflective Project) or satisfactory completion (CP Core) which they can use for post-secondary applications.

#### Diploma subjects:

Teachers of DP subjects have outlined all school based assessment tasks in the subject work programmes which will be reported on. For each of these assessment tasks, student work will be evaluated against IB criteria (drawing on the IB External and Internal Assessment Criteria) and a score will be generated. The score a student receives for each task, along with the criteria feedback sheet / rubric (clearly showing how the score was awarded) and teacher commentary is shared with students and parents in the form of a Report. An example of a student report is included in **Appendix 1**. Scores are also recorded in a database, which tracks student progress in each DP subject across the two year programme. The scores are also used to determine levels of achievement each semester. At the end of each semester, students will receive a summary of grades for the subjects



studied. The grades will be modelled on the IB 1-7 levels - grade boundaries will be based on the IB grade boundaries set for each DP subject.

#### CP Core:

Reporting in the CP Core will be formative in nature, with the exception of the Reflective project, which receives a summative grade at the end of the programme. Students will receive regular feedback, as they do for DP subjects, in the form of Progress Reports at the end of each term for Personal and Professional Skills, Service Learning and Language Development. For the Reflective Project, their progress will be monitored by a supervising teacher who will meet formally with the student every term to check on progress. The supervisor will provide written feedback after these meetings - indicating whether the student's progress is satisfactory or not and also providing commentary - see the Reflective Project Handbook for further details.

See **Appendix 1** for a more in depth description of the reporting of student achievement.

## 5. Formative and Summative Assessment

**Implementation of formative and summative assessment consistent with IB expectations**



Source: <https://bryanmmathers.com/formative-vs-summative/>

## Formative assessment

Formative assessments are assessments for learning. The purpose of formative assessment is to monitor student learning to provide ongoing feedback for both students and teachers. Formative assessment is used for **Personal and Professional Skills, Service Learning and Language Development**. Teachers design and provide ongoing formative assessment that informs students about their learning through conferencing and regular progress reports (see the Core handbooks for more details). Formative assessment provides meaningful feedback to students and also feedback to teachers to guide their planning and ensuring them to meet the needs of individual learners.

Schools use a number of practices and instruments to support this including (from *Career-related Programme: From principles into practice*):

- student self-evaluation supported by the teacher
- systematic use of detailed assessment criteria (rubrics, matrices)
- peer evaluation mediated by the teacher (either face-to-face or using an ICT resource such as a blog). Examples of formative assessment include: observations, journals, discussion forums, summaries, graphic organizers, question and answer sessions, peer review, presentations, self-evaluation, essays and coursework comments.

## Summative assessment

Summative Assessments are assessments of learning. The purpose of summative assessment is to evaluate student learning at the end of an instructional unit. The evaluation of student work is made against standards or criteria. Summative assessments are often high stakes and include such tasks as examinations, reports and essays. It is important to note that summative assessments can be used formatively when information from these assessments are used by students or teachers to guide their work in subsequent units. MIC DP subjects will use summative assessments throughout the 2 year program to best prepare students for IB Internal and External assessments. In this approach, these assessments (prepared and used by the school for student learning and improvement) can be considered formative.

IB summative assessment is assessment that directly contributes to students' final qualification. How the College prepares students for these 'high stakes' assessments is clearly detailed in the subject work programmes and outlined in the **Calendar of School Assessment - Appendix 2**.

# 6. Internal Standardization

## Practices for internal standardizing of assessment

When teachers develop assessment tasks and mark schemes for DP subject school assessed tasks, a process of standardization will be followed. To ensure that mark schemes (and the level of difficulty of the tasks themselves) are fair, and will be applied consistently, teachers will draw on the IB Internal and External criterion based mark schemes when developing their own for school based assessment task. There is still the potential for variability in the setting of standards, so as part of the College's ongoing moderation process, standardization will also be undertaken. Teachers will collaboratively develop standards for each task at a standardization meeting - held twice per year - where the IB Coordinator and DP subject teachers set the standard of marking for the future assessment tasks. All teachers are then required to adhere to this standard in their own marking.

## 7. Meeting State (QCAA) Requirements

**For schools with local/state/national requirements, an explanation of the relationship of Career-related Programme or Diploma Programme assessment principles and practices with required systems for grading and reporting.**

Senior school programmes in Queensland must meet the requirements of the Queensland Curriculum and Assessment Authority (QCAA). The International Baccalaureate Programme is recognised by the QCAA, however, the CP is not given the same degree of recognition or status as the DP. Despite this, the programme will still be able to satisfy the expectations of the QCAA. All students who study in Queensland all need to be given the opportunity to attain a Queensland Certificate of Education (QCE). In order to gain a QCE, students must accumulate 20 points of credit. Students receive credit for subjects studied at school or through registered training organisations. Most students at MIC will study 3 DP subjects, as well as completing vocational studies and the core. The points a typical student would receive are summarised below:

<b>DP Subjects</b>	<b>Credit for QCE</b>
Language A: Language and Literature	4 points
Mathematics Studies	4 points
Other DP subject, eg, Biology	4 points
<b>CP Core</b>	
Personal and Professional Skills	1 point
Reflective Project	1 point
<b>Career-related Studies</b>	
TAFE (vocational) course, eg, Cert II in Health Services	4-8 points

USC Headstart subject 1, eg, LFS122 Human Anatomy	1 point
USC Headstart subject 2, eg, PUB102 Environment and Health	1 point
<b>Total number of points</b>	<b>20-24</b>

For further detail see the MIC 'Course Options' document.

Australian and New Zealand universities are increasingly providing a greater number of pathways into tertiary study. The traditional pathway is via an Australian Tertiary Admissions Rank (ATAR). Students who wish to be selected for a course this way, or who wish to gain entry into a course where an ATAR is essential, will be eligible for an ATAR as long as they complete 4 DP subjects. Most students, however, will be eligible for tertiary entrance, as they will have completed the first year university courses at USC as part of the Headstart programme. The College also has a memorandum of understanding with USC allowing MIC students access to many courses offered by the university direct entrance upon recommendation by the College principal.

## 8. Timelines and Assessment Calendars

**Effective assessment policies should also consider assessment timelines and the demands they place on students and teachers, including workloads and personal well-being.**

Teachers within the Senior Phase faculty at MIC collaboratively develop Assessment Calendars each term, which take into account the requirements of each subject, the assessment plans as described in subject work programmes and handbooks and also to ensure that the assessment program is balanced and considers the well being of students. The calendar also considers teacher workload, marking and planning demands placed on teachers as well as other College events.

## 9. Sharing Assessment Information

**They should also contain information about plans for sharing information about assessment with school staff and the wider school community.**

**Everyone concerned with assessment, including students, teachers, parents and administrators, should have a clear understanding of the purposes of assessment and its practical application in the programme.**

The IBCP MIC Assessment Policy will be shared directly with all students and parents/guardians, and the information contained in the policy will be shared in more detail at an IBCP information evening. The purpose of the information evening will be to provide information and guidance for Year 10 students and their parents/guardians about the

programme. This will begin the process of counselling students with subject and course selection, as well as ensuring that students and families are appropriately prepared for the IBCP. The entry process for the programme is described in detail in the IBCP MIC Admissions Policy.

The IBCP MIC Assessment Policy will also be available on the College website and accessible to all members of the College community.

## 10. Review and Evaluation

**They should also contain information about a process for gathering feedback and a system to review the policy on a regular basis**

The IBCP MIC Assessment Policy will be reviewed and evaluated every 3 years, but will be evaluated at the end of the first year of implementation of the programme. This process will be led by the IB Coordinator, and will involve all key stakeholders - students, teachers, parents and administrators.

## 11. Appendices

### Appendix 1 - Outline of Current Reporting Programme

#### Continuous Reporting Online

Students and parents/guardians receive Assessment Feedback Reports for each Senior Phase assessment task. The purpose of these reports is to provide feedback to parents and students regarding performance on each assessment task students complete. This provides timely and strategic feedback that can be acted on, allowing students to improve and ultimately to achieve the goals they set for themselves. The tasks (samples of work), the rubrics used to assess them and the Continuous Reporting online reports will be placed in the students Portfolio.

We are in the process of developing a similar report for the IBCP, which will provide feedback in a similar fashion to students and parents. Students will receive timely and strategic feedback after each summative task is completed (as per the work programs) in the form of a Continuous Reporting online report (written comment and rubric) with the aim of helping them to improve on future tasks. At the end of each semester they will receive a summary of grades.

Attached in Appendix 1 is a sample of the Senior Phase Continuous Reporting online report, a sample of the Senior Phase Semester Report, a sample of a student self evaluation

(completed 4 times per year - at the end of each term) and a sample of the information sent with the reports explaining the standards and levels of achievement.

## Learning Conferences

Learning Conferences (student-led conferences) will take place in the first few weeks of each term. This will provide an in-depth discussion between parents, students and teachers (the key stakeholders) led by the students. Students are expected to lead this discussion, using their Portfolio as a focus. Research clearly shows that students who are able to effectively reflect on and analyse their learning achieve and learn more successfully. It is also important that all stakeholders – parents, teachers and students are involved in this discussion, so they can all work together towards the common goal of students achieving the highest level of success they set for themselves.

## Portfolios

Portfolios are a collection of a student's work across the programme. Portfolios are designed to show growth in thinking and reflection and are used to communicate that growth to parents, teachers and the student themselves. The Portfolio tracks a student's development in each subject or learning area, their thinking skills and reflective practice. They include goals established by the student, teacher assessments and feedback, including reflections by both the student and teacher. Portfolios are used as a focus in Learning Conferences where students are expected to lead the discussion, discussing their progress, goals for improvement, how to achieve their goals and also, how teachers and parents can best support them.

## Progress within the Core

Student progress within the core will be monitored and feedback provided to students and parents by the teacher supervising them in their Reflective Project, Language Learning and Service Learning. Teachers will monitor progress and provide feedback using a similar report to the Senior Phase Assessment Feedback Report. Progress in the Core will also be graded on the student's Semester Report.



## Sample Reports

Academic Subject Report - sample is a Year 10 Report upon which the DP Subjects will be modelled on:



**MONTESSORI**  
INTERNATIONAL COLLEGE

### ASSESSMENT TASK FEEDBACK SHEET

<b>Student Name:</b> [REDACTED] <b>Year Level:</b> 10 <b>Teacher:</b> Nick Harrison	<b>Subject:</b> Visual Art in Practice <b>Unit:</b> Unit 1: Under the sun, in the rain <b>Task:</b> Assessment Item 1 - Comparative Study
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#### Assessment Feedback Summary:

Identification and Description	Analysis and Evaluation	Making comparisons and connections	Presentation and use of language	Overall Mark
5/6	4/6	4/6	5/6	18/24

#### Comments:

Well done [REDACTED]! You have followed the formatting and structure of this style of task very well. You have also attempted to analyse the work and have made some good comparisons between the two. To improve, your analysis needs to be more thorough and in depth. Using the strategy I shared -See-Think-Feel-Wonder would have given your analysis much greater depth. For future analytical tasks in Art, please share a draft with me before submitting your final piece so that I can give you feedback to help you write in greater depth and to improve your work.

#### Criterion A: Identification and description of artworks

To what extent does the work demonstrate:

- Informed identification and description of the qualities of the selected artworks?

Mark	Descriptor
0	The work does not reach a standard identified by the descriptions below.
1-2	The work provides a basic description the selected artworks, but this is limited or superficial.
3-4	The work provides a largely descriptive account of the identified qualities of the selected artworks. There is some evidence of informed description, but this is underdeveloped.
5-6	The work provides clear, insightful and informed identification and description of the qualities of the selected artworks.

#### Criterion B: Analysis and evaluation of artworks

To what extent does the work demonstrate:

- Informed analysis and evaluation of the selected artworks within the context in which they were created?

Mark	Descriptor
0	The work does not reach a standard identified by the descriptions below.
1-2	The work provides an outline of the function and purpose of the selected artworks, but this is limited or superficial.



3-4	The work provides a largely descriptive account of the function and purpose of the selected artworks from a personal perspective. There is some evidence of informed analysis and evaluation, but these are not fully developed.
5-6	The work provides a consistent, insightful and informed analysis and evaluation of the function and purpose of the selected artworks from a personal perspective.

#### Criterion C. Making comparisons and connections

To what extent does your work demonstrate:

- effective critical analysis and discussion of the connections, similarities and differences between the selected artworks?

Mark	Descriptor
0	The work does not reach a standard identified by the descriptions below.
1-2	The work outlines connections, similarities and differences between the selected artworks, with little analysis. These connections are largely superficial or inappropriate and demonstrate a basic understanding of how the pieces compare and contrast.
3-4	The work analyses and describes the connections, similarities and differences between the selected artworks, with some critical analysis. The connections are logical and coherent and demonstrate an adequate understanding of how the pieces compare and contrast.
5-6	The work critically analyses and discusses the connections, similarities and differences between the selected artworks. These connections are logical and coherent, showing a thorough understanding of how the pieces compare and contrast.

#### Criterion D. Presentation and use of language

To what extent does the work:

- ensure that information is conveyed clearly and coherently in a visually appropriate and legible manner, supported by the consistent use of appropriate subject-specific language?

Mark	Descriptor
0	The work does not reach a standard identified by the descriptions below.
1-2	The work is limited or inconsistent in conveying information clearly or in a visually appropriate manner. The work contains some appropriate subject-specific language, but this is limited.
3-4	The work clearly and coherently conveys information, in a visually appropriate and legible manner, with some consistent use of appropriate subject-specific language.
5-6	The work clearly and coherently conveys information which results in a visually creative and legible study that enhances the impact of the work and the reader's understanding. Subject-specific language is used accurately and appropriately throughout.

Note: The assessment of your work was based on the content - what you wrote - including the description, analysis, evaluation and comparison of the artworks, as well as your use of language and the format of your work. The following elements need to be evident:

- ☐ Introduction (100-150 words)
- ☐ Images of the artworks
- ☐ Details about each artwork
- ☐ Comparison of the artworks (similarities and differences) (150-200 words)
- ☐ Sources - list of sources

Semester Report - sample is a proposed format for the Semester Report for a Year 11 student:



**MONTESSORI**  
INTERNATIONAL COLLEGE

Senior Phase  
Reporting

## Semester 2 Report 2019

**Name:**

**Year 11**

Days absent: X (up to 24<sup>th</sup> November 2019)

Days late: X (up to 24<sup>th</sup> November 2019)

### Summary of Achievement

Diploma Subjects	
Language A: Language and Literature (SL)	6
Mathematics Studies (SL)	5
Visual Art	6
CP Core	
Personal and Professional Skills	Excellent progress
Reflective Project	Satisfactory progress
Language Learning	Satisfactory progress
Service Learning	Not yet achieved

### Learning Skills and Work Habits

	Consistently	Often	Generally	Sometimes	With Support
<b>Responsibility</b> <i>Uses time purposefully and productively</i>		✓			
<b>Independence</b> <i>Works well independently</i>	✓				
<b>Collaboration</b> <i>Works productively with others</i>			✓		
<b>Organisation</b> <i>Manages time and resources</i>	✓				
<b>Initiative</b> <i>Curious, engaged and positive attitude</i>		✓			
<b>Self-Regulation</b> <i>Applies effort, seeks assistance and perseveres</i>		✓			

## Appendix 2 - Calendar of Assessment Components

Montessori International College											
Calendar of school deadlines for student submission of internal and external assessment components											
Month	Career Related Programme course components										
	Diploma Subjects IA = Internal Assessment EA = External Assessment * Coordinator/teacher task						Career related studies	Reflective Project	Language Development	Service Learning	PPS
	Language A: Language & Literature (SL)	Math Studies (SL)	Biology (SL)	Sports, Exercise & Health Science (SL)	Psychology (SL)	Visual Art (SL)					
YEAR 1											
Mid Jan											
Feb											
Mar											
April										Meeting 1	
May	Written task 1 (EA) + Further oral activity 1 (IA)										
June								Meeting 1 (First reflection, RPPF).			
July											
Aug											
Sept	Written task 2 (EA)										

Montessori International College Calendar of school deadlines for student submission of internal and external assessment components											
Month	Career Related Programme course components										
	Diploma Subjects IA = Internal Assessment EA = External Assessment * Coordinator/teacher task						Career related studies	Reflective Project	Language Development	Service Learning	PPS
	Language A: Language & Literature (SL)	Math Studies (SL)	Biology (SL)	Sports, Exercise & Health Science (SL)	Psychology (SL)	Visual Art (SL)					
Oct			Group 4 Project	Group 4 Project						Meeting 2	
Nov											
YEAR 2											
Mid Jan											
Feb								Meeting 2 (Interim reflection, RPPF)			
Mar											
April	Written task 3 (EA) + Further oral										

Montessori International College Calendar of school deadlines for student submission of internal and external assessment components											
Month	Career Related Programme course components										
	Diploma Subjects IA = Internal Assessment EA = External Assessment * Coordinator/teacher task						Career related studies	Reflective Project	Language Development	Service Learning	PPS
	Language A: Language & Literature (SL)	Math Studies (SL)	Biology (SL)	Sports, Exercise & Health Science (SL)	Psychology (SL)	Visual Art (SL)					
	activity 2 (IA)										
May	Individual oral Commentary (IA)		Individual Investigation due (IA)	Individual Investigation due (IA)		Comparative study (EA)					
June											Presentation of PPS portfolio Completion of PPS
July					Experimental Study due (IA)	Process portfolio due (EA)	Completion of CRS	Meeting 3 (Final meeting, RPPF)		Meeting 3	
Aug		Individual Project due (IA)				Exhibition (IA)		Reflective Project due	Language Development portfolio due	Service Learning portfolio due	

Montessori International College Calendar of school deadlines for student submission of internal and external assessment components											
Month	Career Related Programme course components										
	Diploma Subjects IA = Internal Assessment EA = External Assessment * Coordinator/teacher task						Career related studies	Reflective Project	Language Development	Service Learning	PPS
	Language A: Language & Literature (SL)	Math Studies (SL)	Biology (SL)	Sports, Exercise & Health Science (SL)	Psychology (SL)	Visual Art (SL)					
Sept	* Upload written tasks to IBIS										
Oct	* Upload sample IA to IBIS for moderation * Predicted grades and marks submitted to IBIS	* Upload sample IA to IBIS for moderation * Predicted grades and IA marks submitted to IBIS	* Upload sample IA to IBIS for moderation * Predicted grades and IA marks submitted to IBIS	* Upload sample IA to IBIS for moderation * Predicted grades and IA marks submitted to IBIS	* Upload sample IA to IBIS for moderation * Predicted grades and IA marks submitted to IBIS	* Upload sample for the IA component for moderation (Exhibition) * Predicted grades and marks for the IA component (Exhibition) End of October: * Upload materials for EA components (Comparative study and Process portfolio)	* Enter completion info on IBIS	* Submit RP marks to IBIS * Submit sample RP work to IBIS for moderation	* Enter completion info on IBIS	* Enter completion info on IBIS	* Enter completion info on IBIS
Nov	DP exams (EA) Paper 1: Textual Analysis Paper 2: Essay	DP exams (EA) Paper 1: Short response Paper 2: Extended Response	DP exams (EA) Paper 1: Core Paper 2: Data & Core	DP exams (EA) Paper 1: Core Paper 2: Data and Core	DP exams (EA) Paper 1: Core content Paper 2: Option						
			Paper 3: Core & Option	Paper 3: Options							