



## CISH SPECIFIC POLICIES & MYP/DP GROWTH AND SUPPORT PLAN

### LATE SUBMISSION POLICY

#### MYP, New Brunswick, and DP (Non-IB IA/EA Assessment) Late Submission Policy Aims

The aim of this policy is to encourage students to develop self-management skills, and create systems to ensure students have the best chance for success. Developing these skills are a key element of an IB education referred to as the IB Approaches to Learning (ATL). Whenever possible, teachers are also encouraged to discuss deadlines with their students for formative assessments in order to help students take more ownership of their learning and achievement.

In brief, each student at the Canadian International School of Hefei is expected to submit assignments on or before the deadline. In the event a student fails to submit work on or before the deadline, the following document outlines the procedure that will be followed.

#### Formative Assessments

Teachers will report late assessments as a behaviour report on Managebac and assign Mandatory Study Hall as necessary. Teachers will meet with students to discuss alternative deadlines as required, but students must attend Mandatory Study Hall until the assessment task is complete. If a pattern of late submissions is noticed, the Coordinator and Admin is notified and a decision is made if a parent meeting is required.

#### Summative Assessments

1. If a student wishes to request an extension for a summative assessment then they are required to apply for this at least one day (24+ hours) prior to the submission deadline. Approval will only be granted at the teacher's discretion. If the student fails to apply at least 24 hours in advance or is not granted an extension, teachers will create a behaviour note on Managebac, inform the Coordinator, and proceed to step 2. If a student is absent for an assessment, once presented with an excused absence note, the teacher will identify a new deadline on Managebac, and notify the student either in person, or via email.
2. If a student misses the deadline (including extension), that student will be assigned to ASA study hall. During this period, that student will have time to complete and/or polish their work to the best of their ability. After this period is



over (4:20pm on the due date), the student will immediately be required to submit the work they have completed on Managebac for assessment. If a student refuses to comply or has not completed sufficient work to be evaluated by the end of this study hall period, they will be referred to the administration, and the parents will be called.

If the deadline falls on a Friday, Wednesday or day where ASAs have been cancelled, the student will be given a grace period (6pm on the due date) to polish and complete their work before submitting on Managebac.

*Note: teachers will not include any assessments on the current report card that are submitted after the last day of assessment for that reporting period. This will be mentioned in the report card. If, by the final reporting period, the student has not submitted a sufficient amount of work to receive a "best fit" grade, they may have to complete additional "credit recovery work" over the summer, or potentially repeat the grade (please see CISH Promotion Policy for more details).*

## DP Policy for Final IA/EA Submissions

CISH works to ensure that all students have the best chance for success, and as such, it has implemented several systems in order to provide students with ample support and time to complete required assessments. To improve visibility to community members and student self-management skills, CISH has created an assessment calendar outlining all draft and final deadlines for Internal and External IB assessment components. This is published at the beginning of each year and shared with the school community. Teachers and coordinators in the DP will continue to work with students regularly to explicitly teach and support the development of critical time management and organizational skills. Furthermore, all DP formative and summative assessments NOT related to the IA or EAs will be added to Managebac so students have the opportunity to plan their time appropriately, and complete all work promptly and with quality in mind.

However, CISH also endeavors to maintain high expectations for our students and therefore, in addition to the support systems we have in place, we will implement the following policies to ensure there are appropriate consequences in place for students who are unable, or unwilling to manage their time appropriately.

## Final Submission

All deadlines for IA/EA submissions are final and must be adhered to by DP students. All work must be submitted by the end of the school day (3:30pm/ 4:20pm) on the assigned deadline date. In order for work to be marked as "complete" it must be written and formatted appropriately, using MLA-style citations throughout.



Students who fail to submit work on time will be required to attend our mandatory study hall during ASA time on the day the submission is due, as well as a specialized lunchtime study hall period supervised by the DP coordinator. This will give the student time to complete their first draft/ final copy. If ASA period is not taking place on the due date, the student will receive a grace period until 6pm on the due date to complete and submit the work.

## Consequences

If a student misses the final deadline, they will be required to submit their work regardless of its status or completeness. The student will only receive feedback on the work they submit at this time, they will NOT be permitted to upload an updated draft at a later date to receive comments.

Additionally, the teacher should write a behaviour note on Managebac, as well as inform the DP Coordinator, parents, and the Middle/High Vice Principal. The administration may decide on further consequences after reviewing the situation.

## Extensions and Exceptions

CISH understands that there are occasions where students may be unable to complete the work despite their best efforts, or may require support and scaffolding above and beyond the embedded differentiation in order to complete their work. If a student foresees a problem prior to the submission due date, he/she MUST contact their teacher to submit a formal request and provide a reasonable explanation for why an extension may be required. The teacher will then, in consultation with the DPC, decide if an extension may be granted. This will be done on an individual basis and must be due to adverse circumstances (see disclaimer below) or student exceptionalities. Requests for an extension will not be accepted or heard less than 24 hours before the final deadline.

Work submitted after the deadline (and without pre-approved extension) will only be accepted when accompanied by appropriate official documentation (i.e medical, governmental) outlining the adverse circumstances that resulted in the late submission.

In the case that the draft has been successfully submitted, but the final copy has not, the student's draft will be submitted in place of the absent final version. Should the student fail to submit both the draft and the final copy of their work, this will be recorded as a "non-submission of work" to the IB, in which case the students will have to apply for a resubmission of their work during the next examination period.



## **Presentations, Performances and Other Group Work**

In the cases where the IA takes the form of group work or a presentation, if a student is absent without a valid reason, the students' presentation or performance will not take place, and will constitute "non-submission of work" in which case, as above, the student will have to apply for resubmission during the following examination period.

## **Disclaimer**

The DP Coordinator may, if deemed necessary, modify the deadlines for teachers and/or students if he or she deems that there are adverse circumstances that impact the submission of a student's work.

According to article 18 of the Diploma Programme General Regulations (2016a):

18.1 Adverse circumstances are defined as those beyond the control of the candidate that might be detrimental to his or her assessment performance, including severe stress, exceptionally difficult family circumstances, bereavement or events that may threaten the health and safety of candidates.

18.2 Where a candidate, or group of candidates is affected by adverse circumstances prior to the submission of early components (for example, the extended essay, theory of knowledge essay, or internal assessment marks/sample work) an extension to the submission deadline may be authorized by the IB upon receipt of the required documentation (available in the handbook) from the school. An extension must be formally authorized BY THE IB AND IS THE ONLY POSSIBLE ACCOMMODATION THAT CAN BE OFFERED.

## **MYP/DP INTEGRATION**

### **Grade 9/10 Writing Course**

This course has been embedded into the existing English Language and Literature and Language Acquisition classes to specifically target and improve the writing skills needed by students to be successful in IB DP courses and in the Core. Although every subject teaches writing, this will allow teachers to explicitly teach academic writing and give students the time to practice, reflect, and improve on their skills. Through this course, students will also be exposed to elements of the core prior to DP which will help to better prepare them for the core and therefore improve individual and collective results.



## EAL Support

At CISH, we currently have one EAL teacher assigned per grade in order to be able to fully support the I&S and Science classes. These additional staff members will allow us to support our English Language Learners and specifically target skill development through course content. English language skills are the bedrock for academic success throughout MYP and DP. Providing additional EAL support is paramount to improving student overall success.

## Transition Plan

This involves a support plan to ensure that grade 5 students transitioning into grade 6 have the requisite language skills to be successful and a pre-MYP parent meeting to design a support plan for struggling students

## Entrance Scholarship

We feel the need to consider whole and partial entrance scholarships in order to attract more high-achieving students. We need to attract high-achieving students in order to gain better results and higher-level University acceptances.

## GRADE 12 PREDICTED GRADE POLICY

### What is a Predicted Grade?

According to IB, "The predicted grade is the teacher's prediction of the grade the candidate is expected to achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of IB standards" (IBO)

### Predicted Grades Release Dates

Student predicted grades, for the purpose of university applications, are created and released to students at the end of June, during the release of the final Grade 11 report card. This score represents the culmination of student achievement so far, as well as consideration for the increasing difficulty in the second year of the DP. This DP predicted grade also serves to create coherency for teachers approaching the end of their contract so student marks are based on at least one full year of student achievement. These predicted grades will be reviewed and updated in November, prior to the first round of university applications.

The predicted grades will also be updated one final time in March, in order to submit final predicted grades to the IBO. These final predicted grades will not be shared with students.



## Appealing Predicted Grades

If a student has evidence that their predicted grade may be incorrect, it can be appealed using the process outlined below. All appeals must be received by the indicated deadlines and are to be directed to the DP Coordinator by email.

Students and parents/guardians are not to make appeals of predicted grades to teachers.

## Appeal Process

1. During the final reporting period, Grade 11 DP teachers will submit their predicted grades using Managebac, which will be visible to students and parents. An updated prediction will be provided to the students during the Quarter 1 reporting period of their Grade 12 year.
2. Within one week of marks being posted, if a student or their parent/guardian wishes to appeal a predicted grade, they need to submit a written appeal to the DP Coordinator by email. For an appeal to be considered, an appeal must include the following:
  - Grade that is being appealed.
  - What you feel the predicted grade should have been.
  - Rationale for why the predicted grade is incorrect.
  - Evidence that supports the requested change of predicted grade. This may include completed course work, copies of graded work, or anything else that suggests a grade discrepancy.
3. Within three weeks of the grade being posted, all appeals submitted with evidence by the indicated deadline will be reviewed. If the appeal is not received within one week, or does not have the required documentation, the appeal will not be reviewed and the predicted grade will stand.
4. A final decision will be made by administration, in consultation with the teacher and DP Coordinator and shared with the student/parent/guardian. All decisions on appeals are final. Predicted grades that appear on the Grade 12, Quarter 1 report cards cannot be appealed.





## ASSESSMENT SUPPORT

### Expansion of the Assessment Calendar

Currently, the CISH DP Programme manages an Internal Assessment (IA) calendar to help students better manage their time. The IA calendar will be updated to reflect all the summative IA deadlines and Draft due dates over the entire two-year span of the DP Programme for each cohort. These dates will also be presented to the students, parents, and school community each year, and will be available on Managebac. All other summative assessments will be added to the Managebac calendar for maximum visibility, and to enable minor adjustments in scheduling throughout the year.

This expanded assessment calendar will enable teachers to offer assessments at more regulated intervals, allowing students to demonstrate improvement and inform predicted grades. The assessment and Managebac calendars will allow all DP teachers to see the assessments due dates of other courses and space-out due dates for the purpose of reducing simultaneous assignment submission, giving students appropriate time to plan out their work.

### Managebac as a Learning Platform

Visibility for units, tasks, and parent communication will occur on Managebac in order to ensure that all community stakeholders are informed and have an opportunity to communicate with school members. Managebac is currently available in Mandarin, Spanish, French and English, and we are currently investigating support possibilities for our Korean-speaking parents. Personalized Korean and Chinese support is also available through our main office.

### Advisory Period/ MYP/DP Hour

We are currently looking at the possibility of adding an MYP/DP hour to our weekly schedule in order to provide students and teachers with an opportunity to focus on non-course-specific workshops and programs such as career counselling, community projects, pre-CAS preparation, librarian support, plagiarism and writing skills, Duke of Edinburgh etc...

### ATL Skills Focus in Grade 6-12

ATL skills are explicitly taught throughout all grade 6-12 classes, and students will complete a self-reflection on their ATL skill development via google forms each month. Subject groups are expected to teach the ATL's through the lens of their subject, and full G6-12 ATL mapping has been created and will be reviewed each



year. Teachers are also expected to reflect on ATL skill development in their units on Managebac.

## Creation of Standardized Late Assessment Procedure

In order to better support the development of student self-management skills and to formalize and standardize our progressive discipline and student support strategies, CISH has created a late policy for all MYP/DP students that was put into effect Fall 2020. This will help to maintain high expectations for student work, and create a greater sense of unity with regards to our assessment practices.

## DIRECT SUPPORT FOR INCREASED SCORES

### Student-Teacher Collaborative Goal-setting

As part of our at-risk student identification practices, students who currently score below minimum expectations on assessments in their MYP/DP subjects will be required to take part in a variety of interventions in order to get the support they need to improve. These steps currently include mandatory tutoring, and collaborative meetings with their teachers in order to set reasonable improvement goals, create action plans, and assess their own understanding in the course.

### DP Grade Boundary Framework

Currently, staff are using a combination of IB-set grade boundaries and internally created grade boundaries for assessment purposes. Department Heads and DP subject teachers will review 5 years of grade boundaries for the subjects in their respective departments in order to create course-specific grade boundaries that best reflect student achievement and IB grading standards. For New Brunswick grade conversions, a universal conversion scale has been created to facilitate an accurate representation of New Brunswick levels of achievement in the DP classes. This consistent approach to establishing grade boundaries will give administrators, teachers, students, and parents a clear target for understanding areas for growth, achievement levels, and predicted grades.

### Official DP Support Resources

CISH has purchased/ will continue to purchase subscriptions for relevant Questionbank subjects as well as a yearly purchase of the Examination papers and mark scheme packs. Where appropriate, the school will also purchase EURs in order to identify strengths and areas of growth for our teachers, as and to better support our students' learning. CISH currently has shared access with ISNS to their subscription of the InThinking DP teacher support sites. CISH will investigate other resources as they are suggested by staff, students or other community members.





## Individualized Action Plan (Student Support Plan)

For students who have been identified as “at risk” of failure, or who are currently not meeting CISH expectations, CISH admin will create Individualized Action Plans. A shared Google Doc has been created to outline individual students’ areas for growth and the steps the various CISH stakeholders will take to improve their results (student, teachers, guidance, admin and parents). Meetings will be held each week to update the IAP for these students, to review their detailed action plan for early intervention and to identify new learning needs. Initial intervention steps may include: referral to the Guidance Counsellor, mandatory tutoring, teacher-student conferences, student study support, one-on-one paid tutoring, and parent-teacher meetings.

## Increased Academic English Support

When necessary (as decided by the English B teacher in conjunction with DP Coordinator and the administration), EAL teachers may be assigned to DP1 English B classrooms to provide support to struggling students. Furthermore, all students who have not been successful thus far in meeting minimum English standards (ELPA fail) will attend mandatory English preparation classes 1-2 times a week with a MYP or DP English teacher.

## STUDENT SUPPORT

### DP Course Students

Students who have not met the minimum requirements of the promotion policy (see CISH promotion policy document) may be diverted to the Diploma Course (aka Certificate) stream, rather than remain full DP students. Realizing that a number of students may not have the skills/abilities to enter the Diploma Programme in grade 11, CISH will allow students to select the course-only stream from the start of grade 11. CISH is also currently considering the value of diverting Art students to the course-only stream due to the rigors of the Arts portfolio required for university admission.

### Tutoring Referrals

Using the Individualized Action Plan, we will advise students to get additional after-hours tutoring. Students who do not meet minimum expectations at CISH are expected to attend tutoring unless other learning needs or motivational/behavioral issues are discovered.



## DIRECT EXAM SUPPORT

### Study Leave, Final Week of April (5 school days)

Beginning in 2020, Grade 12 students will be given a study leave in order to prepare for IB May examinations. Grade 12 full DP or DP course students will not be expected to be in attendance at CISH during this time. Although DP teachers will be available for study support for students who come into school. Students who live on campus are required to come into the school during this time, however, they may do self-study in the library.

### Skills Workshops

Beginning in Semester 2 of DP2, we will offer a variety of workshops for students during their EE block period to focus on study skills and exam stress. The workshops we offer cover topics in the following areas:

- Modeled on official IB internal and external assessments (Scaffolded practice).
- Study techniques
- Wellness
- Exam stress
- University transitions

## POLICY REVIEW PROCESS

This policy will be reviewed every 2 years by the pedagogical leadership team of the school and any proposed changes which might reflect new research, source documents or ways to improve the policy's effectiveness will be shared with the school community for their input (teachers, parents, students if appropriate and director/board) before any changes are made. *(This policy was last reviewed August, 2021)*



## RELATED DOCUMENTS/REFERENCES

G12 DP Predicted Grades, Canadian International School of Beijing, 2019

"What are Predicted Grades? – FAQs", Recognition of IB Programmes, IBO, 2019

Diploma Programme: From Principles into Practice. IBO, 2015

Diploma Programme: General Regulations. IBO, 2016

Late Submission Policy, International School of Nanshan Shenzhen

Late Submission Procedure, Canadian International School of Beijing.

G12 Support Plan, Canadian International School of Beijing, 2019

ISNS IB DP Growth Plan & Successful Strategies, International School of Nanshan Shenzhen, 2019