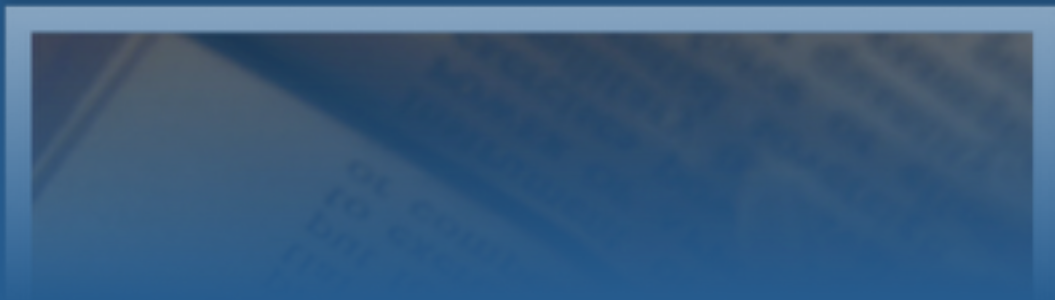


SHANGHAI JINCAI HIGH SCHOOL

INTERNATIONAL DIVISION

Assessment Policy



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The School Mission

Shanghai Jincai International Division seek to provide an excellent education for students, who will be educated to be responsible, caring citizens, thinkers with discretion and life-long learners with global vision.

The IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people with their differences, can also be right.

IB Learner Profile

Learner Profile Attributes	
Inquirer	You are curious and ask important questions to inquire into the world around you. You research on your own and love learning inside and outside the classroom.
Knowledgeable	Through your exploration of local and global issues you guide your knowledge and understanding across all subjects
Thinker	You think both critically and creatively to help solve problems and make responsible decisions.
Communicator	You are able to understand and express your self confidently in more than one language. You work well and enthusiastically with other people.
Principled	You demonstrate honesty, a sense of fairness and respect towards those around you. You take responsibility for your own actions.
Open-minded	You take pride in who you are. You are respectful of others' opinions, traditions and values. You consider more than one point of view when making decisions.
Caring	You are considerate towards the needs of others. You want to make a positive difference to others and to the environment.
Risk-taker	You are confident and show courage in new situations. You are keen to try new things. You defend your own beliefs strongly.
Balanced	You recognize the importance of caring for yourself, and balancing your physical, emotional and intellectual self {all parts of you!}
Reflective	You think carefully about how you learn. You can set yourself goals for learning and know what you are good at.

Purpose of this document

The purpose of this document is to share with the Shanghai Jin Cai High School International Division (JCID) community, including administrators, teachers, students, and parents, the philosophy and practice of assessment at our school, and to fulfill the MYP / DP curriculum framework in JCID .

What we believe

At JCID, we believe that the effective assessment is constructed around educational and pedagogical values and represents a statement of intent and action describing principles and practices for achieving educational goals. (IB FPIP P₃₆)

We believe that assessment should:

- promote positive attitude of lifelong learning.
- supports good classroom practice by creating authentic performance of understanding that call for critical and creative thinking.
- include diagnostic, formative and summative tasks, which show the continuous and cumulative processes.
- address multi-dimentional development (for example physical, social, emotional, cognitive, etc).
- take account of diverse approaches to learning skills that require a range of assessment strategies.
- Indicate impartially the proper levels of students' achievement.
- be vertically articulated and age-appropriate.
- be collaboratively involving students, teachers, parents and administrators.
- be supported by appropriate training in assessment methods for teachers involved.
- actively encourage students to engage in self-evaluation and reflection.
- reflect a range of strategies and methods specific to each subjects.

The Role of Effective Assessment

The key role of effective assessment is to encourage students learning, to support teachers in their monitoring students' developing understanding and reflection on approaches to teaching, and to highlight for the parents their children's learning and development. Through the effective assessment,

Students can:

- set goals for reaching expectations
- use their prior knowledge to build on and guide the inquiry process
- construct their own learning strategies and build on their own strengths
- evaluate their own learning and understand how to make further improvement
- demonstrate and share their learning and understanding
- build confidence and motivation in their own work

Teachers can:

- design instructional action plans to guide inquiry
- direct instructions via action plans
- define expectations and outcomes for students and teacher-lead inquiry
- foster students approaches to learning and multiple intelligences via interdisciplinary tasks.
- analyze feedback from students to prepare for future inquiries and student questioning
- inspect the key and related concepts, global contexts, skills, attitudes and content of the curriculum have been learned or not.

- evaluate teaching strategies and check teaching objectives against learning outcomes
- identify the next stage of learning for individuals and groups

Parents can:

- observe and track student progress and growth
- provide support outside of the school
- understand student learning outcomes.
- celebrate learning and student accomplishment promoting multi dimension of learning and development.

Administration can:

- monitor standards of each subjects in the school.
- help to implement and review all the curriculum documents and teaching strategies.

Types of Assessment in JCID

Based on the regulation of IB MYP/DP, there are three types of assessment implemented in our school.

Diagnostic assessment

- usually occurs prior to teaching.
- used to diagnose what students know and what they can already do.
- allows teacher to plan teaching strategies for effective learning based on students' prior knowledge.

Formative assessment

- usually occurs during the tacking and learning process.
- helps students reflect on learning
- provides instant and frequent feedback for the learning process
- allows teacher to guide instruction by providing a glimpse into effectiveness and enthusiasm of what is learned.
- can be used to evaluate all parts of the learner - inquiry, learner profile and student growth.

Summative assessment

- generally occurs near the end of a teaching and learning process (MYP/DP unit).
- gives opportunities for students to show what they have learned at the culmination of the teaching or learning process.
- provides a judgment on the proficiency of the learning
- allows the teacher to measure student understanding via at least one of the MYP/DP objectives & strands (IB FPIP P₈₇)
- involves making a criterion-related judgement with a MYP/DP achievement level about students performance.
- can be used to inform and improve student learning and instruction.

Assessment of student learning (diagnostic, formative and summative) will incorporate a range of strategies, such as (but not limited to) those listed in the Appendix 1. It is also related to diverse tools, such as (but not limited to) those listed in the Appendix 2.

JCID Community Responsibility During Assessment

All members of the JCID community have a responsibility to ensure the effective implementation of assessment to maximize learning and teaching outcomes.

Students have a responsibility to:

- ensure they submit prescribed tasks by the due date or seek approval for an extension PRIOR to the due date.
- make a serious attempt at all tasks.
- ensure the work submitted is their own. Finish the “ACADEMIC HONESTY REFLECTION SHEET” in the Appendix 6 if breaking the Academic Honesty Policy).
- ensure they provide written / electronic (via email or message) notes for and catch up on absences from school .
- seek teacher support initiatives when required.
- reflect on their learning processes based on assessment feedback.
- Finish the “HOMEWORK REFLECTION SHEET” in the Appendix 5 if not handing in homework for three times.

Teachers have a responsibility to:

- set clear expectations for assessment tasks.
- provide clear timelines for assessment tasks.
- design a variety of suitably leveled assessment tasks that caters for student needs
- allow students to develop the knowledge and skills based on appropriate learning experiences.
- ensure assessment tasks meet MYP requirements.
- support students in reflection based on feedback from assessment.
- keep records of student achievement.
- report student progress to parents, students and administration. (Please seriously use the “LETTER OF CONCERN” in the Appendix 4.)

Parents have a responsibility to:

- support their kids in the completion of assessment by providing a suitable self study environment at home.
- guide their kids in the learning process.
- ensure their kids understand the importance of academic honesty.
- communicate with the subjects teachers PRIOR to the due date of tasks if necessary.
- provide written / electronic (via e-mail or message) notes if students are absent from school.
- Read the Appendix 1-6 carefully and sign when necessary.



Administration has a responsibility to:

- monitor assessment tasks being administered to ensure they are suitably leveled and sufficiently varied to meet student needs.
- support staff and parents in their understanding and application of assessment strategies.
- make sure teachers are sufficiently trained in the delivery of a range of assessment methods, which meet MYP/DP requirements.

Diverse methods of reporting students progress

Each students' progress in JCID is clearly displayed through a range of tools shown below:

- **Written school reports:**

Written Reports are sent out twice a year: January/February and June/July

- **Parent/Student/Teacher conferences**

Parents/Teachers conferences will be hold twice a year: November and April after the mid-term exam.


The conference serve as progress discussions where teacher, student and parents discuss the social and academic development of the student.

- **The whole school assembly**

The whole school assembly will be hold in the Monday morning each week, or the 6 period on Friday each week.

- **Electrical portfolios on the Managebac**

In JCID, we compile student e-portfolios on the managebac system to allow students, parents and teachers to reflect on progress and development of the students in all subject areas. The e-portfolio includes course work chosen by the student, personal project, CAS, reflection, reports and personal files.



Teachers also keep assessment folder/portfolio that includes students' e-course work in the dropbox, all key assessments, messages, files and feedback on the managbac. Some paper work samples may appear in both the student portfolio and teacher records. In these cases the original work should go in the student portfolio and a photocopy kept in the teachers records.

- **Student reflections**

The students reflections will be collected either via e-reflections on the managebac or via hard copy by homeroom teacher.

The Appendix 5 & 6 list two samples of reflection sheet used when students break the JCID Assessment Policy and the JCID Academic Honesty Policy.

- **School newsletters**

The School newsletters will be published **each month** by the Students' Council.

JCID MYP/DP Assessment Practice for All JCID Community

Assessment practices in the MYP/DP can sometimes represent significant challenges to existing school practices. Some key features of MYP/DP assessment include:

- distinction between internal summative assessment and the supporting formative processes
- attention to the most accurate demonstration of student performance, rather than mechanically and uncritically averaging achievement levels over given reporting periods
- assessment of student understanding at the end of a course, based on the whole course and not individual components of it.

(IB FPIP P₇₈)

As there is no a specific style of assessment which will properly cover all the objectives of an MYP/DP subject or appeal to the range of learning styles, diverse assessment activities are generated by our creative subject teachers. The following guidelines govern the implementation, marking and providing feedback when practice the assessment policy.



Formal assessment of MYP/DP assessment criteria


Each subject teachers will determine the number of assessment tasks for their subject according to their subject guide from OCC. It is required that during the course of a reporting period (two reporting periods each academic year), each MYP/DP assessment criteria should be assessed formally **at least twice each semester** via formative tasks or summative tasks for reporting purposes. Teachers need to choose proper forms of assessment which are suitable for each assessment criteria.

Adapted grade-appropriate criteria for each subject group

Assessment criteria for years *1*, *3* and *5* of the program are provided in MYP/DP subject-group guides, and all teachers in JCID will follow it. As far as assessment criteria for year *2* and *4* are concerned, the nature of MYP/DP criteria may be adapted and interpreted in ways that are developmentally appropriate for the purposes of internal assessment. Adapted criteria should align with the corresponding strands of the subject's objectives with the descriptors of each achievement level. Teachers can find the adapted criteria either in each JCID Subject Content Guide, or on the managebac when adding a new task. Subject leaders and the MYP/DP coordinator are responsible for modify the adapted criteria each school year in order to ensure that the adapted assessment criteria is achievable by students.

Assessment rubrics / Task specific clarification (TSC)

Assessment rubrics /Task specific clarification will be developed and applied to all summative assessment tasks. These rubrics/ TSC should link the Assessment Criteria's level of achievement descriptors, i.e. redrafting the value statements in the levels of achievement in reference to the specific unit of work being assessed.



Please note that when teachers plan to use criteria for formative assessment tasks, the criterion descriptors shown in the content guide or on the managebac must be modified. The criterion descriptors provided in the content guide or on the managebac are matched to the IB MYP/DP subject guides and are meant for summative assessment tasks only.


When setting the assessment rubrics / TSC for a specific task, teachers need to consider the following questions:

- Do the assessment rubrics / TSC provide clear guidance for students and easy to operate?
- Do the assessment rubrics / TSC provide clear measurable evidence of learning?
- Are the assessment rubrics / TSC useful in curriculum review, in helping identify what content has been taught?

Written notice to students

At the beginning of any new unit, teachers will post the information about the new unit on the notice boards with students. This information may include:

- The unit's indicative time in weeks
- The key and related concepts
- The global context
- The Statement of inquiry and inquiry questions
- The ATL skills
- An indication of the form of summative assessment



Students will be given notification, either in hard copy or via clear postings on the noticeboards, of summative task. Notification should include the following features:

- Duration of the task
- Task's due date
- Task background, requirement, instructions, etc.
- Form of the task, e.g. essay, report, power point presentation, podcasts, video or sound file, etc.
- Assessed criteria and rubrics, including generic descriptors and task-specific clarifications


The minimum number of days for this notification is **one week** for a test or in-class task, and **two weeks** for an assignment or hand-in task. The cover page of the notifications (giving activity description, due date, assessable criteria, etc) will be distributed in hard copy.

Submission of assessment tasks

The subject teacher who sets the assessment will decide the forms of submission of assessment tasks. The submitted students tasks, either electronically or in hard copy, must be made clear on the task notification.

Students need to submit their works before the deadlines. Computer and other technical difficulties will not be accepted as a reason for lateness.

It's a good suggestion that students need save their work in both hard and soft copies as they progress through their tasks, although teachers in JCID are required to



save **at least one sample** for each achievement level in an assessment rubrics of a summative task. Saving copies of electronic work by attaching files to email, or by dropbox on the managebac is also highly recommended. When oral presentations are to be assessed over a period of time (i.e. more than one lesson block's worth), all students may be required to submit a copy of their transcripts, **a soft copy of the presentation or notes** on the day oral presentations are to commence.

Feedback to students and parents/guardians

Students should receive meaningful feedback on all tasks. Feedback must be more specific and will guide and further improve students learning. The forms of feedback can be various according to the tasks. Here are some samples of feedback forms:

- Annotated written work for formative assessments
- Verbal feedback for for formative assessments
- Written and/or verbal feedback linked to assessment criteria for summative assessments.

When linked to MYP/DP assessment criteria, this will be with close reference to the ATL skills, subjects' objectives and content described in the task sheet and rubrics. Feedback will be timely and be sufficiently individual to allow students to see which areas of their work they need to address in order to improve further.

Students should also complete the self-reflections on tasks that make use of the assessment rubrics / task specific clarification.

For tasks that make use of the rubrics / task specific clarification, students will have the opportunity to share these graded rubrics with their parents to discuss their learning process.



Storage of student's assessment work and recording assessment data

Teachers in JCID are required to save **at least one sample** for each achievement level in an assessment rubrics / task specific clarification of a summative task by hard copy. The sample include:

- the unit planner of the task
- the notification of the task
- the rubrics / task specific clarification
- hard copy of students work for each achievement level.
- grades and comments of sample students work.
- students reflection sheet

Teachers should hand in these samples to subject leaders at the end of each semester. The MYP/DP coordinator will collect and save all the samples from each subject leaders. Teachers must record the results of summative and formative assessments securely on the managebac/grade book.

Determining final grades for reports

Final grades are determined by the application of MYP/DP Assessment criteria. According to the bar graph of combination of summative and formative data collected on the managebac grade book, teachers should use their professional judgements in assigning the final grades.

Where more than one teacher teaches a subject, teachers must regularly work together to internally moderate student work so that a shared understanding of the application of assessment criteria is achieved and a shared understanding of the meaning of the assessment criteria is established.

Local Grade and Percentage on the school report

Although all the formative and summative tasks are assessed by MYP/DP criteria, local grade and percentage are also used when teachers submit students' term grade on the managebac for the needs of parents or application for new schools. The Appendix 3 is the conversion table of MYP/DP Grades, Local Grades and Percentage Grades.

JCID MYP/DP Assessment Practice for Students & Parents

Students in JCID and parents must follow the following procedure when meeting the situations below:

Academic Honesty


All students' assessment tasks must comply with the JCID Academic Honesty Policy.

If the student breaks the academic honesty, he/she will follow the procedure for dealing with infringement mentioned in the JCID Academic Honesty Policy, and also needs to finish the "Academic Honesty Reflection Sheet" in the Appendix 6. The reflection sheet will be saved in the student's portfolio.

Absence

If a student is absent for an in-class assessment task or the day a hand-in task is due, it is the responsibility of the student and their family to **provide written evidence of illness or misadventure**. Documentation (a signed note from a parent and/or a medical certificate) must be presented to the subject teacher upon the student's return to school. Arrangements will be made for an alternative completion of task outside of classroom hours and will inform parents.

If the absence from school is prolonged, the Director of JCID should be informed, and the test will need to be completed outside classroom hours. If a student is absent for an extended time, which makes the completion of an assessment task irrelevant or inappropriate, a score of 'NA' will be recorded. Failure of finishing the task could result in a non-completion of the course and will affect students' final grade at the end of the



semester. Parents will be informed via managebac grade book, or an email from subject teachers.

If a long term task is due on the day the student is absent, the student will need to email work to the teacher before the task due date. Absences on task due dates must be followed with a medical note and/or parent signed note to explain the absence. Failure to do this could result in a failed task.

Parents and students should note that:

- It is the responsibility of the student who has been absent from class(es) to find out from their teacher(s) what work has been missed, including the details of assessment tasks
- Parents and students who already know the absence on a task due date beforehand must inform the school in a written note with signature and the student must consult with their subject teachers in order to discuss the alternative arrangements for the task completion
- Students are expected to attend school during school time. Parents who wish to take their children out of school during term for any reason must apply/request in written note with signature to the homeroom teacher. It is the responsibility of the student to find out and complete the work they will/have miss(ed).

Slacking-off Attitudes


Students must seriously involve in their assessment tasks with all-out effort. The slacking-off attitudes include mocking the task, intentionally offending teachers, showing a demonstrable lack of commitment , etc.

Students who get slack in their study may, at the discretion of the teacher, be required to:

- Re-submit the task or complete a new task. This task will be used to fulfill subject requirements and attached with teachers' feedback. However, criteria scores for the work will not be used for summative assessment and reporting purposes.

Times	Consequence MYP/DP Students
1	<ul style="list-style-type: none"> • Detention given to complete task. • Inform Parents via letter of concern (Appendix 4) and CC homeroom teacher & MYP/DP Coordinator as well by subject teacher.
2	<ul style="list-style-type: none"> • Detention given to complete task. • Contact parents and inform the MYP/DP Coordinator by homeroom teacher.
3	<ul style="list-style-type: none"> • Detention given to complete tasks. • Contact parents by the MYP/DP Coordinator. • It is the last day to submit task for a grade.
>3	<ul style="list-style-type: none"> • No grade awarded without reasonable excuse (medical or parent note). • In the case of persistent non-submission more than three occasions, request parents to come to school for a meeting with the MYP/DP Coordinator and the subject teachers to discuss the solution.

- Inform parents via the letter of concern (Appendix 4) and consequence by the MYP/DP Coordinator.

- 
- Failure of task.
 - Attend the meeting with parents, subject teacher, homeroom teacher, the MYP/DP Coordinator, and the vice director of JCID to discuss if the student is suitable for the course/school
 - Be suffered by academic probation
 - Be suffered by Expulsion for repetitive offending after meetings with parents, subject teacher, homeroom teacher, the MYP/DP Coordinator and the director of JCID . It is a last measure for senior students

Other behaviors of concern

Other behaviors towards assessment activities that teachers feel need to be brought to the attention of the student's parents should be done so by email or by phone. In the case of persistent (i.e. more than twice) behavior of concern, teachers may chose to send home a Letter of Concern (appendix 4)

None-submission formal assessment tasks

Managing task deadlines and completing their work on time is the students' basic responsibility. The following table outlines the consequences for not handing in tasks (without an acceptable excuse).



MYP/DP Final grades on the reports

Final grades are determined by the application of MYP/DP Assessment criteria. According to the combination of summative and formative data collected on the managebac grade book, teachers use their professional judgements in assigning the final grades. Where more than one teacher teaches a subject, teachers regularly work together to internally moderate student work.

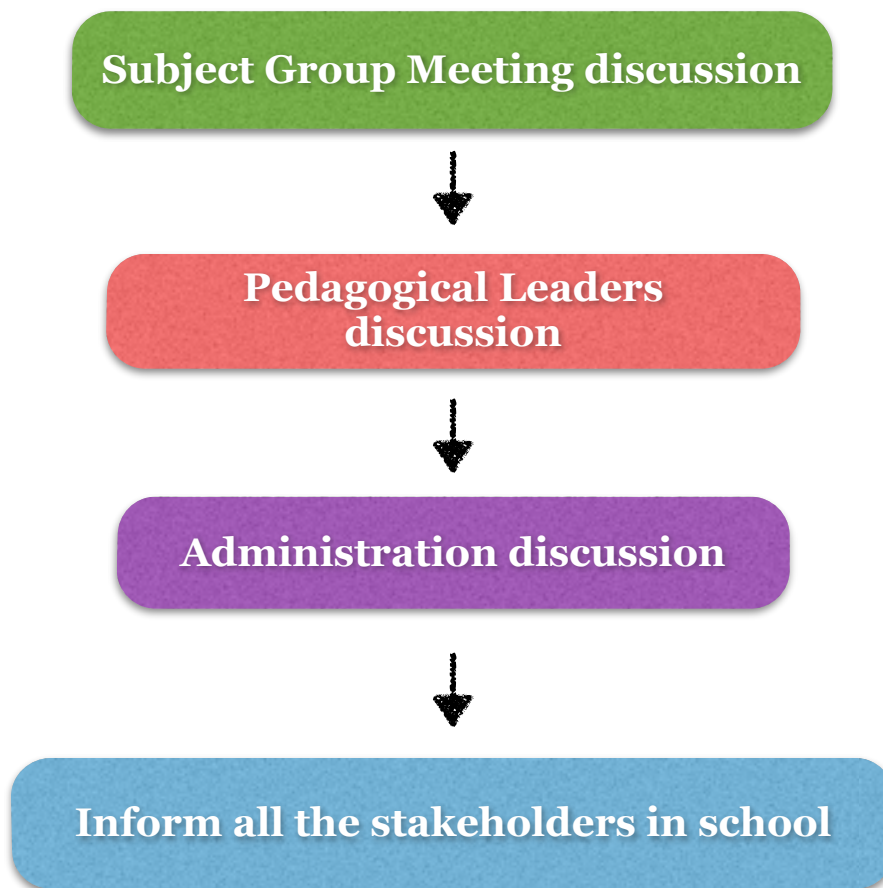
The descriptions of MYP/DP Final Grade are listed at the last page of the school report for parents' reference.

Local Grade and Percentage on the school report

Although all the formative and summative tasks are assessed by MYP/DP criteria, local grade and percentage are also used when teachers submit students' term grade on the managebac for the needs of parents or application for new schools. The Appendix 3 is the conversion table of MYP/DP Grades, Local Grades and Percentage Grades.

Assessment Policy Review & Reference

The JCID Assessment policy was jointly discussed by JCID Director, the related vice director, the MYP/DP Coordinator and the subject group leaders. It will be reviewed and updated on an annual basis. The procedure of the review is as following:



IB Document: From Principle into Practice

IB Document: The Coordinator's handbook

JCID Document: Students Handbook.

Appendix 1:

Effective Assessment Strategies

The frequently-used effective assessment strategies are listed (but not limited) in the following tables.

Observations	Performance Assessments
All students are observed often and regularly, with the teacher taking a focus in and out of the class.	Performance assessments are tasks with goal direction and established criteria, that are authentic challenges and problems. Audio, video and narrative records are often useful for this kind of assessment.
<ul style="list-style-type: none"> • Individual behaviours • Student interactions • General class behaviours • Reading skills (individual, both silent and aloud; partnered; group) • Logical thinking skills • Lateral thinking skills (eg in brainstorming sessions) • Study skills, Listening skills, Communication skills • Response to instructions • Student application of what has been learned 	<ul style="list-style-type: none"> • Role-play • Presentation • Demonstration • Problem-solving • Response to challenges • Test performance (written or oral) • Mid-term and Final Exam
Process-focused Assessments	Reflections
The students' trans-disciplinary and other skills are observed often and regularly.	Assessment through journal writing and discussion
<ul style="list-style-type: none"> • Inquiry and Research project • Transdisciplinary skills • Typical and non-typical behaviours • Behaviours over time (ie multiple observations) • Behaviours in different contexts, with synthesis of evidence 	<ul style="list-style-type: none"> • Self assessment • Peer assessment • Parental assessment • Assessment by other teachers

Appendix 2:

Effective Assessment Tools

The frequently-used effective assessment tools are listed (but not limited) in the following table.

Assessment Criteria	Previous Records	Recording
<ul style="list-style-type: none"> • Rubrics • Benchmarks/exemplars • Check-list of desired behaviours • Anecdotal records • Rating scales • Focus grids • Literacy & numeracy screening tests • Standardised tests • Self and peer assessments • Continuums 	<ul style="list-style-type: none"> • Previous student records • Records of previous learning experiences • Samples of student work 	<ul style="list-style-type: none"> • Photographing or videoing activities, art work etc • Audio-taping activities • Collecting and retaining work samples • Anecdotal note-taking • Reading records • Progress charts • Scores • Profiling

Appendix 3:

Conversion Table

2014 Conversion Table

MYP/DP Final Grade	Local Grade	Boundary guidelines	Percentage
7	A	32 31 30 29 28	98-100 96-97 94-95 92-93 90-91
6	B	27 26 25 24	88-89 86-87 83-85 80-82
5	C	23 22 21 20 19	78-79 76-77 74-75 72-73 70-71
4	D	18 17 16 *15	68-69 66-67 63-65 60-62
3	D-	14 13 12 11 10	58-59 56-57 54-55 52-53 50-51
2	NP	9 8 7 6	48-49 46-47 43-45 40-42
1	F	5 4 3 2 1	30-39 20-29 10-19 10-19 1-9
0	NA	0	NA

Appendix 4:

Letter of Concern

LETTER OF CONCERN

Dear Parent, 家长您好,

We are concerned about the progress of your child _____, in Grade _____ Class _____ Subject _____.

您的孩子_____年级_____班级_____学科_____

The reason for our concern is:

我们对于他/她在以下方面的表现予以关注:

- ☐ Lack of homework being completed 多次未完成作业
- ☐ Number of absences affecting progress 多次缺课影响学习进度
- ☐ Assignment/s not being submitted 多次未按时提交作业
- ☐ The possibility of a failed grade for the semester 可能会出现成绩不达标的情况
- ☐ Inappropriate behavior in class 课堂行为不端
- ☐ Other concerns 其它_____

Please reply this letter to the homeroom teacher. The content is as follows.

请务必回复此邮件至班主任老师邮箱，内容如下

Yes, I received the Letter of concern regarding my child _____.

我已收到关于我的孩子_____（姓名）的情况说明。会予以关注。

Please contact the teacher listed below if you wish to discuss this further.

若您需要联系任课老师了解更详细的信息，联系方式如下:

Name 姓名: _____ Email 邮箱: _____

进才中学国际部

Jincai High School International Division

Date 日期: ____/____/____

Appendix 5:

Homework Reflection Sheet

The student has been asked to write a homework reflection by the MYP/DP coordinator because he/she has not completed the set homework in excess of **THREE** times this term. The student should start to develop better attitudes and habits towards the completion of homework via answering the following questions.

HOMEWORK REFLECTION SHEET

I have not been completing my homework because,

It is important that I **DO** complete my homework because,

Some things that I can do to make sure that I **ALWAYS** complete my homework include:

If I cannot complete my homework, I should

Student Signature

Parent Signature

MYP/DP Coordinator Signature

Date: ____/____/____

Appendix 6:

Academic Honesty Reflection Sheet

The student has been asked to write a report or reflection on academic honesty by the teacher. Then student should be able to understand how to complete the work without breaking school academic honesty policy via answering the following questions.

ACADEMIC HONESTY REFLECTION SHEET

Subject : _____

Task: _____

- Explain what it is that you have done that breaks the school rules on academic honesty and why you did this (it might be a good idea to both read through the rules and include quotations from them as relevant):

- How was your dishonesty uncovered?

- As you resubmit the work, what steps and strategies will you now use, in order to follow the policy on academic honesty?

Student Signature: _____

Date : _____ / _____ / _____

Parent Signature: _____

Date : _____ / _____ / _____

Subject Teacher Signature: _____

Date : _____ / _____ / _____

Homeroom Teacher Signature: _____

Date : _____ / _____ / _____

MYP/DP Coordinator Signature: _____

Date : _____ / _____ / _____