



Mulgrave School Academic Guidelines 2009 – 2010

A. Mulgrave IB Learner Profile

The IB Learner Profile identifies the aim of all IB programmes. These programmes guide learners in their development to be internationally minded citizens who, through their common humanity and shared guardianship of the planet, create a better and more peaceful world.

Honouring the qualities described in the IB Learner Profile, all Mulgrave learners strive to be:

Inquiring	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thoughtful	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicative	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Adventurous	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

B. Late Work and Missed School Work Policies

Students evaluated according to IB rubrics who have more than one late assignment per subject per term may receive an Effort mark of "I" or "U" in that course. This may affect Honour Roll and Principal's List status (see section F below.)

Students are responsible for all missed school work. Arrangements must be made with individual subject teachers before a known absence (i.e. sports event or doctor's appointment) and on the first day back after an illness. Teachers are not expected to provide special coursework packages for students going on extended holidays during instructional time. Instead, upon their return, students must contact their teachers to catch up on missed work.

C. Term Lengths and Report Card Timelines

Term I: Wednesday, September 2 – Friday, November 27 (13 weeks)

- Progress reports are sent home on Thursday, October 22. This provides parents with a quick “heads up” as to how their child is currently progressing in every class. Teachers write a two or three line comment regarding the student’s work habits, achievement, skills, and attitude.
- Parent-teacher conferences: Thursday, November 5 and Thursday, November 12.
- Term I Examinations (G7 – 10, and English 12): Mon Nov 23 – Fri Nov 27.
- Term I formal reports are sent home on Fri Dec 18. This formal report reflects student’s work habits, effort, skills, attitude, and achievement in both the class work completed throughout the term and the winter examination. Areas for further improvement are included as well.

Term II: Monday, November 30 – Friday, March 19 (12 weeks)

- Parent-teacher conferences: Thursday, January 14 and Thursday, January 21.
- English 12 provincial examination: Wednesday, January 27.
- Term II Interim reports are sent home on Fri March 13. This report reflects the student’s achievement, effort, work habits, skills, and attitude in Term II. Also included are areas for further improvement.

Term III: Monday, March 22 – Friday, June 11 (11 weeks)

- IB Mock Exams (G12): Friday, March 19 – Friday, March 26.
- Student-parent-teacher conferences: Thursday, April 22.
- IB Exams: Tuesday, May 4 – Monday, May 24.
- Mulgrave Final Examinations (G7 – 11): Monday, June 7 – Friday, June 11.
- Provincial Examinations (G10s): Wednesday, June 23 – Monday, June 28.
- Final reports are ready for pick-up Wednesday, June 30. The final report will include the third term, the final examination and final grades, but not IB or provincial exam results.

D. Student Grades

Grades 7 - 10:

Students are being assessed using the criteria prescribed for each subject in the International Baccalaureate Middle Years programme (MYP). In line with the marks scheme used by IB, student reports will reflect progress on a scale of one (minimum) to seven (maximum.) The general seven point scale is defined by IB as follows:

- 7 Excellent *A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them **almost faultlessly** in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student **consistently** demonstrates originality and insight and **always** produces **work of high quality**.*
- 6 Very Good *A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a **wide variety** of situations. There is **consistent** evidence of analysis, synthesis and evaluation where appropriate. The student **generally** demonstrates originality and insight.*

- 5 Good *A **consistent and thorough understanding** of the required knowledge and skills, and the ability to apply them in a **variety** of situations. The student **generally** shows evidence of analysis, synthesis and evaluation where appropriate and **occasionally** demonstrates originality and insight.*
- 4 Satisfactory *A **good general understanding** of the required knowledge and skills, and the ability to apply them effectively in **normal** situations. There is **occasional** evidence of the skills of analysis, synthesis and evaluation.*
- 3 Mediocre ***Limited** achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a **limited understanding** of the required knowledge and skills and is **only able to apply** them fully in normal situations **with support**.*
- 2 Poor ***Very limited** achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is **unable** to apply them fully in normal situations, **even with support**.*
- 1 Very Poor ***Minimal** achievement in terms of the objectives.*

At each reporting period, teachers will assign a score to reflect student progress to date in their course. For the Progress Reports and Term 1 Reports, teachers may choose to assign a range of scores. Assessment criteria are specific to each subject group.

English 10, Math 10 and Science 10 have provincial exams worth 20% of the overall course mark. Final marks for courses with provincial examinations will be available in July from the Ministry of Education.

Grades 11 and 12:

IB Diploma students are being assessed using the criteria prescribed for each subject in the IB programme. In line with the marks scheme used by IB, students will be assessed on a scale of one (minimum) to seven (maximum.) The seven point scale is defined by IB as follows:

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| 7 | Excellent |
| 6 | Very Good |
| 5 | Good |
| 4 | Satisfactory |
| 3 | Mediocre |
| 2 | Poor |
| 1 | Very Poor |

At each reporting period, teachers will assign a score to reflect student progress to date in their course. For the Progress Reports, teachers may choose to assign a range of scores. As part of the IBDP course work, students are required to complete various internal assessments for each subject. The nature of the internal assessment is different for all courses. These assessments are internally evaluated and externally moderated. The course predicted scores and all the internal assessment marks are submitted to the IB on or before April 1, 2010. The final mark (1 – 7) is based solely on IB assessments. Results will be issued from IB in July.

Note:

- Each department sets the types of assessments and their weightings within the class work parameter (i.e. tests, projects, presentations and portfolios). The types of assessments and their weightings are consistent for all teachers teaching a particular subject.

E. Middle and Senior School Examinations

The aim of Middle and Senior School examinations is to evaluate student skills and knowledge, and help prepare students for future studies. This experience is not intended to cause undue stress. Parents are encouraged not to put too much pressure on their son or daughter, but rather treat the examination experience as an opportunity to teach, assess and improve study habits. Unlike many other schools (and universities), Mulgrave believes in returning the exams after they are marked whenever possible, so teachers can go through them with the students and use them as learning tools.

If a student misses a Mulgrave exam for a reason which is unexcused, s/he will receive an IB Level of 1 on each rubric/criterion used in the exam. Teachers will factor this result into their term's data, using the IB guidelines of "most recent and most consistent," when calculating the student's term IB level for their course. The student will also drop one effort level in each course for which a Mulgrave exam is missed.

Students in Grades 7 to 10 will write Term I and final examinations in the following courses: English, French, Math, Science, and Social Studies. There will be a common exam for all sections of a course. The Term I exam will test a student's understanding of concepts taught since September. The final exam will be based on concepts taught since the Term I exam.

Students in Grades 11 and 12 will not write a Term I exam, with the exception of English 12. Grade 12 students will write mock IB exams in March. Grade 11 students will write school final exams in June, based on concepts taught since September. IB examinations occur in May.

Students in Grades 10 to 12 will have to write provincial examinations in English 10, Math 10, Science 10, and English 12 in order to graduate. A Social Studies 11 or Civics 11 provincial exam will also be required for students enrolled in Economics 11.

All Middle and Senior School courses in PE and the Fine Arts department — Visual Arts, Drama, Band, and Film Studies — will not have formal written examinations. However, in the Senior School, there will be some form of major assessment.

Grade and exam results are not given to students before report cards go home. Parents and students are expected to find out all mark information on the reports.

F. Middle and Senior School Honour Roll

Grade 7:

The report scores from the students' nine courses, including Mentoring, will be summed. Students achieving a minimum sum of 48 and three or more Effort "E" marks are awarded Honour Roll status. To qualify for Principal's List status, students need to achieve a minimum sum of 52 and obtain four or more Effort "E" marks. Students engaged in advanced level coursework may be given special consideration. Please note that Effort marks of "I" or "U", or scores of "1" will disqualify students from the Honour Roll and the Principal's List.

Grades 8 and 9:

The report scores from the students' ten courses, including Design Technology and Mentoring, will be summed. Students achieving a minimum sum of 53 and three or more Effort "E" marks are awarded Honour Roll status. To qualify for Principal's List status, students need to achieve a minimum sum of 58 and obtain four or more Effort "E" marks. Students engaged in advanced

level coursework may be given special consideration. Please note that Effort marks of “1” or “U”, or scores of “1” will disqualify students from the Honour Roll and the Principal’s List.

Grade 10:

The report scores from the students’ nine courses, including Planning 10, will be summed. Students achieving a minimum sum of 48 and three or more Effort “E” marks are awarded Honour Roll status. To qualify for Principal’s List status, students need to achieve a minimum sum of 52 and obtain four or more Effort “E” marks. Students engaged in advanced level coursework may be given special consideration. Please note that an Effort mark of “U” or any course score of “1” will disqualify students from the Honour Roll and the Principal’s List.

Grades 11 and 12:

The top five scores from the term report will be summed. Students achieving a minimum sum of 24 will be awarded Honour Roll status. A minimum sum of 30 will allow students to be awarded Principal’s List status. Please note that an Effort mark of “U” or any course score of “1” will disqualify students from the Honour Roll and the Principal’s List.

G. Academic Probation

Students who are not passing coursework or who are performing at a level well below expectations may be put on Academic Probation. This could entail any or all of the following consequences: withdrawal from electives; support and guidance from the school, including assignments with the Learning Support Coordinator; restrictions in co-curricular participation; and other expectations or special support arrangements in relation to academics.

The purpose of academic probation is help steer the student back on track in his or her studies. At the same time, the student is given clear expectations regarding the necessary improvements in academic studies to ensure continued enrolment at Mulgrave.

H. Academic Dishonesty: Cheating and Plagiarism

Students are responsible for the academic honesty of their school work. Unless authorised by a teacher, homework, assignments and other school exercises must be a student’s own work. When submitting or presenting school work, the student is in effect stating, “This is my own work.”

Cheating is a serious violation of the Mulgrave Code of Conduct. It is a deliberate act of dishonesty in school work, tests and other assessments, and includes receiving and supplying unauthorised assistance, materials or other aids in any school work, assignment or test.

Plagiarism is a special kind of cheating equivalent to academic theft. It involves the unauthorised use of other people’s ideas and can take the following forms:

1. taking a passage directly from a book, Internet site or any other source without giving appropriate credit or following proper citation practices;
2. paraphrasing a passage from another person’s work without giving appropriate credit or following proper citation practices;
3. submitting previously graded work, or the work of a current or past student of Mulgrave or another school, without giving appropriate credit or following proper citation practices;

4. getting assistance on school work from others (such as a tutor or parent) in a manner that goes beyond reasonable limits or limits noted by the teacher, such that the authenticity of the student's work comes into question;
5. copying another student's work when independent work was expected by the teacher.

Students found guilty of cheating or plagiarism will be subject to serious consequences as outlined in the Mulgrave Handbook. Students should ask their teachers for support if they are uncertain about what constitutes academic dishonesty or how to document sources used in school work correctly.

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