

# Secondary Program



# Parent Information Pack

## Student Textbook Agreement

Hiroshima International School provides textbooks to students each year for use in their courses. Course depending, textbooks (soft cover texts, novels, etc) are for home and school use. HIS does not charge an annual textbook fee and relies on students to maintain the condition of the textbooks and return them in good condition so that they can be used year after year. We understand that texts will show signs of gentle wear after each passing year. However, when students do not use textbooks gently, the life of the book is greatly diminished and results in greater costs incurred by HIS to replace the textbooks sooner than budgeted.

### Damage and concerns include:

Water or other liquid damage	Writing in ink, pencil, colored pencil or highlighter
Binding is loose or torn	Pages/corners bent and curled
Missing pages	Textbook cover is torn or bent
Unreturned or lost textbook	

### Students will:

- Cover textbooks as directed by the teacher: Students must purchase one zip folder for each text (100JPY)
- Transport books carefully
- Use textbooks gently for class and home assignments

### Teachers will:

- Explain expectations for the use of textbooks for their class
- Carefully evaluate the condition of textbooks when they are issued and returned
- Maintain accurate records of textbooks issued to students and their condition

### Parents will:

- Encourage children to be responsible for the proper use of the textbooks
- Ensure textbooks are returned at the end of the year or when they withdraw
- Reimburse HIS for textbooks that are damaged or lost

Families have the option to buy their own textbooks. Please see the Crane from 25 August for the textbook list for each grade level.

## **Secondary Program Academic Honesty Policy**

IB Middle Years Programme (Grades 6-10)

IB Diploma Programme (Grades 11-12)

### ***I. Expectations and Goals***

Hiroshima International School's mission is to *"provide an international education that promotes integrity, excellence, cultural sensitivity and a lifelong commitment to peace and a sustainable planet"*. As part of this mission, it is expected that academic honesty is to be upheld at all times by students throughout all coursework, research and assessment, both internal and external.

HIS will promote academic honesty by engaging students in dialogue about academic integrity in and out of the classroom in relation to the learner profile attribute of **principled** and the IB's Approaches to Learning.

HIS will take an active role teaching students the appropriate skills needed to safeguard students against academic dishonesty as well as cultivate a sense of value and appreciation for their own original work and the work of others.

HIS students, teachers, and administrators are expected to adhere to the academic honesty regulations, procedures, and teaching suggestions as outlined in IBO's Academic Honesty publication "Academic Honesty in the IB educational context," August 2014.

### ***II. Teachers' responsibilities***

- Teachers will provide explicit examples of what academic honesty looks like in their course based on subject-specific and task-specific assignments, course specific information and materials, and creative and constructive processes that may be used to complete assignments.
- Teachers will outline expectations for referencing and citing the work of others in assignments. All expectations should be consistent with the APA style of referencing.
- Teachers may investigate assignments or products submitted by a student if they feel it does not accurately represent work that is consistent with prior work submitted by the student.
- All instances of academic honesty are taken seriously; the Secondary Vice Principal will be informed of any infraction and parents will be notified.

### ***III. Students' responsibilities***

- Students will produce authentic work in both formative and summative assessments.
- When citing or paraphrasing others' work, students will acknowledge all sources using the APA citation style.
- Students will seek help from a teacher if unsure of the quality of their referencing.

### ***IV. Parents' responsibilities***

- Parents should strive to develop an understanding of academic honesty in order to ensure that their child submits authentic work.
- Occasionally assist their child in finding reliable sources.
- Discuss the importance of academic honesty with their child.

## **V. School's responsibilities**

- HIS will approach all cases of academic dishonesty with fairness and consistency.
- Promote parent awareness of academic honesty.
- Provide teachers with professional development and opportunities for collaborative planning focused on academic honesty.
- Assist students in the development of their academic honesty skills by providing them with the necessary support and resources.

## **Expectations per grade level**

### **Grade 6**

- Paraphrase information or use quotation marks to indicate direct quotes and give credit to a source.
- Include at least the following information in citations (in a bibliography):
  - Author's name
  - Title of the source
  - Publisher
  - Year of publication
  - URL (if online)
- Always include a bibliography when using others' work

### **Grades 7/8**

- Paraphrase information or use quotation marks to indicate direct quotes
- Properly cite sources in APA format
- Include in-text citations after direct and indirect quotes
- Always include a bibliography when using others' work

### **Grades 9-12**

- Paraphrase information or use quotation marks to indicate direct quotes
- Properly cite sources in APA format
- Include in-text citations after direct and indirect quotes (following APA guidelines)
- Always include a bibliography when using others' work

## Secondary Homework & Assignment Submission Policy

### Students...

- Will submit all homework and assignments on time.
- Will perform to the best of their ability on homework and all course assignments.
- Will check the online homework calendar and plan for completion of homework by the due date.
- May ask for clarification for assignments before the due date.
- May ask for an extension for an assignment but must do so at least 24 hours before the due date.
- Must collect assignments from the teacher in case of an absence and complete assignments by the amended date set by the teacher.
- Must submit all work with the following heading:
  - Student name
  - Date of submission
  - Title/identifier for work
  - Amount of time to complete assignment

***Failure to complete homework and assignments on time and to the required standard will result in teacher-parent communication and lunchtime study hall.***

### Teachers will...

- Plan homework assignments that are purposeful, differentiated, and allow time for completion.
- Follow up with homework assignments by providing checks on homework completion before and of course at the due date.
- Set a clear standard/expectations for the assignment.
- Provide feedback on homework that informs the student on how to improve their skills/knowledge.
- Use homework to inform their understanding of student achievement.
- Hold students accountable for completing homework and other class assignments by:
  - Supporting students in completing the task
  - Following consistent procedures for missed assignments
  - Holding students to the set expectations for the assignment (require re-do's, etc)
- Make decisions on whether or not to grant any extension for an incomplete homework.
- Log homework on the online homework calendar to:
  - communicate assignments and due dates with parents and students
  - ensure assignments across the curriculum are distributed throughout the week

### Homework calendar link:

<http://www.hiroshima-is.ac.jp> > Academic > Homework

Page includes: grade level homework calendars, homework policy & CRANES planner

## Assessment in Grades 6-10

### Principles of MYP Assessment

- In order to provide opportunities to achieve at the highest level, students participate in rigorous tasks that embrace a variety of assessment strategies.
- Across a variety of assessment tasks (authentic performances of understanding), students' achievement is measured against established assessment criteria (see next page).
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. Students need to understand assessment expectations, standards and practices, which are incorporated into instruction as well as in class and homework activities.
- The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning. Evidence is collected through authentic performance, not simply the recall of factual knowledge.
- Through effective **formative** assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self-assessment can be important elements of formative assessment plans.
- **Summative** assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria (see next page).

### MYP assessment strategies

The following are some types of assessments students in grades 6-10 will complete to demonstrate their knowledge and skills.

Tests & examinations	Quizzes	Essays
Presentations (verbal: oral or written)	Diagram or solution to a problem	Composition (musical, physical, artistic)
Research report	Performance (performing learned skills in a real-life context)	Process journals
Portfolio assessment	Investigations	Presentations (graphic: various media)

## MYP subject group assessment criteria

- The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught.
- The criteria encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.
- Assessing each criterion requires a variety of assessment tasks.
- A balance of assessment strategies ensures that students' skills and knowledge is assessed fairly, fully and appropriately.

<b>Subject</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Sources:

[https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m\\_0\\_mypxx\\_guu\\_1409\\_2\\_e&part=8&chapter=1](https://ibpublishing.ibo.org/server2/rest/app/tsm.xql?doc=m_0_mypxx_guu_1409_2_e&part=8&chapter=1)

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## Grade & Rating Descriptors

### Overall Grade

The levels (0-8) from the assessment criteria (A-D) are summed, and the ranges below are used to determine the overall grade in each subject.

Grade	Range	Grade Descriptors
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
C / P / N		C: student has completed modified course activities P: student has partially completed some modified course activities N: insufficient evidence for evaluation

### Self-management Ratings

<b>E: Exemplary</b>	Self-management skills are demonstrated effectively and consistently, and with independence.
<b>P: Proficient</b>	Self-management skills are demonstrated effectively and frequently, independently or with some guidance.
<b>D: Developing</b>	Self-management skills are demonstrated with guidance, or sometimes with independence.
<b>U: Unsatisfactory</b>	Self-management skills may not be demonstrated, even with guidance, or may be demonstrated inconsistently. There is little evidence of this practice in the student's academic performance.

Self-management Skills		
Organisational Skills	Affective Skills	Reflective Skills
<ul style="list-style-type: none"> <li>- Manages time and tasks effectively</li> <li>- Plans for long and short term assignments; meets deadlines</li> <li>- Keeps and uses weekly planner for assignments</li> <li>- Brings necessary materials to class</li> <li>- Keeps information for class organized</li> <li>- Uses technology effectively and productively</li> </ul>	<ul style="list-style-type: none"> <li>- Practices focus and concentration</li> <li>- Overcomes distractions</li> <li>- Demonstrates persistence and perseverance</li> <li>- Demonstrates self-motivation</li> <li>- Bounces back from mistakes or failures</li> <li>- Practice dealing with change</li> </ul>	<ul style="list-style-type: none"> <li>- Develops new skills, techniques and strategies for learning</li> <li>- Awareness of strengths and weaknesses of personal learning strategies</li> <li>- Demonstrates flexibility in selection and use of learning strategies</li> </ul>