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SAINT-CHARLES
- COLLÈGE ET LYCÉE -

ASSESSMENT POLICY

Kindness, Respect, Responsibility

Updated August 2025
Next review August 2026

As an IB World School, Saint Charles is committed to the principles articulated in the IB Mission Statement:

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.

(IBO, 2025)

Saint Charles has developed our mission statement and philosophy:

Mission:

Our mission is to provide students with a high-quality education while developing the attributes of kindness, respect, and responsibility towards others and the environment.

Philosophy:

Collège et Lycée Saint-Charles, follows the humanist and Christian values of caring for others and the environment, respecting cultures and individuals, and approaching the world with openness and positivity. Thus, the school aims to develop the same values in students and to support students in becoming responsible, global citizens who work to make the world a better place.

This policy is available in ManageBac. It should be read in conjunction with the following IB publications:

- Assessment principles and practices – Quality assessments in a digital age
- Teaching and learning informed by assessment in the Diploma Programme
- Diploma Programme Assessment procedures (updated annually)
- Middle Years Programme Assessment procedures (updated annually)
- Programme standards and practices
- Interdisciplinary teaching and learning in the MYP
- MYP, DP subject guides
- Learning diversity and inclusion in IB programmes
- Access and inclusion policy
- Understanding policy to practice in IB programmes
- Navigating changing times in the Middle Years Programme
- Conduct of examinations booklet (updated annually)

LINKS TO OTHER SCHOOL POLICIES

Academic Integrity Policy

- Ensuring students produce genuine and authentic pieces of work, that represent their own abilities
- Structuring assessment tasks to promote original thinking and prevent academic misconduct
- Providing clear assessment criteria help students understand expectations for authentic work and proper attribution
- Using formative assessments to teach academic integrity practices before summative evaluations
- Providing assessment feedback that includes guidance on academic integrity to support student learning and ethical development

Inclusion

- Enabling full participation of all students by reducing and removing barriers using appropriate and well-planned access
- In IB assessments, all students should be allowed to demonstrate their ability under assessment conditions that are as fair as possible
- Assessment accommodations (extended time, alternative formats, assistive technology) enable participation for students with different needs
- Multiple assessment methods allow students to demonstrate learning through various modalities

Language Policy

- Language support levels directly impact assessment accessibility and fairness
- Bilingual assessment options ensure students can demonstrate knowledge in their strongest language when appropriate
- Assessment accommodations account for English language proficiency levels without compromising academic standards
- Mother tongue assessments preserve cultural identity while maintaining rigorous evaluation

Admissions Policy

Ensuring admissions testing is carried out in line with the assessment policy

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Purpose

The purpose of this document is to identify:

- our school's philosophy on assessment, evaluation, and reporting
- common definitions for the term's *formative* and *summative* assessment, *internal* and *external* assessment, *feedback*, and *reporting*
- guidelines and procedures for assessment, evaluation and reporting

The contents of this policy are based upon educational research, best practices, the IBO's published documentation. This document is designed to inform all stakeholders of the school (teachers, students, administrators, parents, and governing bodies) of the school's approaches towards assessment, evaluation and reporting student learning and understanding.

General assessment philosophy

We recognize the great value of evaluation as a source of growth and evolution of our students and our teachers.

Effective assessment:

- is a tool used to collect student data and inform future teaching
- improves and encourages student learning using effective and timely feedback
- is a continuous process
- reflects clear criteria which are known in advance
- provides opportunities for peer feed-back and self-reflection
- is varied and reflective of various learning styles

We believe all assessments should be:

- honest, authentic, and fair
- criteria-referenced
- significant, relevant, challenging
- positive and focused upon a growth mindset
- directly linked to the teaching and task
- regular and frequently reported
- focused upon achievement and not effort or behavior

Assessment categories

Teachers regularly check for understanding, monitor progress, adjust teaching, and evaluate learning. Assessment is divided into the following three categories:

Pre-Assessment:

Pre-assessment is used at the beginning of learning to gauge what students already understand, know and can do; they are also designed to uncover misconceptions about the subject matter. Teachers complete pre-assessments for each unit to identify areas for focus in the teaching plan. Pre-assessments are graded as formative assignments.

Formative Assessment:

Formative assessments are on-going assessments, observations, summaries and reviews used to inform teacher instruction and provide students feedback on a regular basis. Teachers use formative assessment as the predominant form of assessment in classrooms. Formative assessments are used in every lesson for teachers and students to gauge their understanding of the concepts, skills and knowledge.

Formative assessments may include:

- Oral and written summaries, reviews, exit cards, etc.
- Practice responses to official exams style questions
- Observations and quick checks
- Student and peer assessments
- Tasks evaluated using criteria and specific rubrics

Feedback from teachers on formative assessments may be oral or written and should be richly descriptive, with commendation on success and suggestions for improvements.

Summative Assessments

Summative assessments are graded assessments given at the completion of a unit of study or learning process.

Summative assessments are planned for in advance and assessed using rubrics. Teachers collaborate to revise the deadlines at the beginning of the year prior publishing to families and students.

Summative assessments are used to determine grades for reporting and feedback to parents.

Summative assessments only assess concepts, skills and knowledge that have been explicitly covered in a unit of work.

Summative assessments may include:

- Criteria assignments
- Exams (internal and external)
- IBDP internal and external assignments
- Unit tests
- End-of-year Exams

Descriptive feedback on summative assessments is still a valuable aspect of the learning. Teachers plan time after the completion of summative assessments for review and reflection. Teachers keep formal records on summative assessments using each specific grading program.

Assessment Practices

School instructors adhere to the following practices:

Planning for Assessment:

- Subject area teachers plan their courses having the assessment criteria and final exams in mind.
- Teachers design their courses to build upon students' prior knowledge.
- The educational coordinator of each section creates and publishes a calendar for internal and external requirements to help students manage their workload.

Assessment Strategies:

- Assessment in
 - The IB is criterion related. Student-produced work is evaluated against clearly defined pre-determined descriptors.
- Teachers use a broad range of formal and informal assessment strategies throughout their course to allow students to demonstrate their learning.
- Teachers provide students with multiple opportunities to reflect upon their achievement based upon meaningful and timely feedback.
- Teachers design assessments, which allow students to achieve at the highest levels in both familiar and unfamiliar contexts.
- Teachers design formative tasks that prepare students for success on their summative assessments and the end of program exams.

Feedback and Reporting on Assessment:

- Teachers provide students with rubrics and clear expectations, which align with subject area criteria/objectives for assessment tasks.
- Teachers provide students with example materials.
- Teachers use various methods to provide students with accurate and prompt feedback about their current levels of achievement and outline specific steps for improvement.
- Teachers record and report assessments using
 - IB: ManageBac that is always accessible to students and parents.
- Teachers value the most accurate demonstration of student performance at a given time rather than averaging grades over a reporting period.
- Teachers report all assessments using:
 - IB: whole numbers. Decimals, percentages, or fractions are not consistent with criterion-related assessment and do not factor into IB grades.

Analysis of Assessment:

- Teachers closely follow the process of moderation to standardize their grading and ensure accuracy of the assessment criteria/learning objectives.
- Teachers frequently use assessment data to improve student learning, plan curriculum, and drive instruction.
- Teachers are reflective in nature and regularly review assessment practices and curriculum.
- Teachers and the programs' Coordinators frequently monitor student progress and achievement.

Grades, Reporting, and Recording

Conditions for achievement the IB Diploma

A candidate can only receive an IB Diploma if the following conditions are met.

- CAS requirements are met.
- The candidate has achieved at least 24 total points.
- A grade has been awarded in all subjects, TOK and the EE.

- A grade of at least a 2 has been awarded in all subjects.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).
- Candidates receive 3, 2 or 1 extra points based on the Core Points Matrix:

Core Points matrix

		Theory of knowledge				
		A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

Conditions for unconditional entry into DP2

At the end of DP1, the Diploma Coordinator will review student achievement levels. Students will be placed on a contract if don't meet any one or more of the following conditions, or removed from the full IB Diploma:

- Attendance of at least 95%, unless there are exceptional circumstances that have been agreed with the IBDP Coordinator
- All internal assessments scheduled for DP1 completed and handed in to teachers, for each applicable subject, as per your assessment deadlines calendar
- Successful completion of the Language A: Learner Portfolio(s) requirements from DP1
- Successful completion of TOK exhibition at a minimum Grade D
- Successful completion of the CAS programme requirements from DP1, including the portfolio on ManageBac and the CAS project
- From the end of year report, average effort on end of year report of at least 5 with a minimum predicted total point score of 26 (excluding the core, see annex 1)
 - End of Year Examinations (May-June 2025)
 - Total points score of at least 24 points, including a minimum of 12 points from HL subjects
 - No subject gaining 1 point.
 - Achieving less than a 4 in more than 2 subjects. Any subjects scoring below a 4 will need to be re-taken at the end of the summer break, before DP2 begins.
- Extended Essay Draft submitted on the first day of DP2

**IB regulations state students must earn no more than three grades below 4; however, as an institution, Saint-Charles reserves the right to increase the expectations.*

It is important to note a DP courses program is not the same as obtaining the IB Diploma and typically is not accepted at most universities. These requirements vary from nation to nation and school to school.

Conditions for passing an MYP course

In the Middle Years Programme, in accordance with IB guidelines, assessments are measured by criterion-related rubrics that are found in the MYP subject group guides. The rubrics describe eight levels of competency for each of four criteria (specific to each subject-group, see annex 2). Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted. Task-specific clarifications should be shared with students in advance so that they know precisely what must be achieved to get a top grade.

Each criterion strand of the four criteria of each subject-group must be assessed at least twice in each year of the MYP.

At the end of each term, all summative assessment data is used to make a final judgment using the “best-fit” approach, resulting in a 1-8 achievement level for each of the four criteria in each subject. The total of these four scores will be converted into a 1-7 final grade in each year of the MYP, along the following grade boundaries:

Grade	Boundary guidelines	Descriptor
1	1–5	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.
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.
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.
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.
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.
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.
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.

- The candidate has an average of a 5 for effort grade across all the subjects (See annex 1).
- The candidate must have a minimum of 28 points out of 56 from with a minimum of a 3 out of 7 in each component:
 - Language A
 - Language Acquisition
 - Humanities
 - Science
 - Mathematics
 - Design, Visual Arts and PHE
 - Interdisciplinary unit
 - Community project / Personal Project
- SA requirements are met
- If the student is not meeting the requirements from above, they may be required to take re-sits for the DP choice in case that they are in MYP 5. The school reserves the right to restrict DP subject choices.

Reporting achievements grades

IB course grades are reported to students and their parents on an ongoing basis with ManageBac.

Progress reports are provided electronically midterm and official reports are provided at the end of each semester.

Grades on progress and official reports will be given in the form of 1-7 and are, therefore, reflecting the IB grading scale. This allows for students and parents to understand how students are performing when measured against the IB criteria. These grades are a teacher's reflection of how well the student has mastered the curriculum.

As to the DP, it is important to note the grades reflected on ManageBac are not the official grades the student will receive at the end of the two-year program; while teachers strive to be as accurate as possible, the grades posted are predication and can vary from actual results.

Standardization of assessment

With subject teams, staff are expected to standardize assessment tasks. This involves teachers within each subject group coming together to arrive at a common understanding of its criteria at each stage. They make autonomous judgments against the same samples, then discuss their views to form a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school and ensure that all our students are being assessed fairly.

Reflections

Progress reports also include a reflection by each student on their progress, as well as a general comment by their "Homeroom Tutor" and/or the MYP Coordinator. These are meant to provide further insights into a student's attitude and growth in general, interactions with their peers and with the staff, and the overall situation at the school.

MYP Personal project

The personal project is a self-directed inquiry which is an expression or an outcome of the students' constructivist and holistic learning. It is produced over an extended period, completed during Year 5 of the MYP. It holds an important place in the MYP as the students explore the extent to which they have developed the IB Learner Profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real-world context of learning through the global contexts.

- Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion.
- The process of internal standardization takes place involving both the supervisors and all the MYP teachers, to ensure that similar standards have been applied to all students.
- The program coordinator will validate the final levels for each criterion: these will be added together and grade boundaries applied to the total to decide the grade, on a scale of 1 to 7.

Personal project exhibition

Year 5 students are involved in a personal project exhibition towards the end of the academic year.

The key purpose of the exhibition is:

- to provide a forum for the students to present the journey and the outcome of their self-driven inquiry
- demonstrate the ATL skills, attitudes, strategies and knowledge developed in the course of their extended period of inquiry
- demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.

The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process journal, a product/outcome and a report.

DP assessment

Internal and External Assessment

Each DP student grade is comprised of internal and external assessments. A DP grade is not based solely on the end of course exams. Internal assessments represent work that is completed during the two-year program, receives feedback, and is marked by the instructor.

External assessments are completed either at the end of the course (exams) or also during the two-year program. Some external assessments receive feedback from the teacher.

External assessments receive predicted grades from the instructor. The teachers will provide the IB DP Coordinator with three examples of work from the student to justify the predicted grade to submit to the IB. The school will keep all the evidence until the end of the examination cycle.

All external assessments are assessed by specially trained external examiners provided by the IB. Candidates' work is sent electronically to the examiners. The final DP grade is a mixture of both internal and external assessments.

IB External examination data is analyzed alongside moderated feedback to inform and improve future learning.

Students who consistently remain on a contract may be excluded from the exams, moved to courses, or jeopardize their standing at Saint-Charles. It is important to note a DP courses program is not the same as obtaining the IB Diploma and typically is not accepted at most universities. These requirements vary from nation to nation and school to school.

Students in DP2 who are retaking their external IB exams—following recommendations from school staff—will do so at the school.

- **November resits** will be scheduled for students needing results for **university entry** or when the **course changes**.
- **All other students** will retake their exams in **May**.

Predicted Grades

Our DP1 and DP2 students will encounter three types of predicted grades during their Diploma Programme. At each stage, our teachers put time, care and thought into predicting grades to support students in their progress throughout the programme.

1. Predicted grades for the end of the programme, shown on student reports
2. Provisional and final university predicted grades
3. IB predicted grades.

Each predicted grade assessment is required at different moments during the course of the two-year programme, so it has a specific purpose for our students.

1. Predicted grades on student reports

These grades help students set their target goals for academic achievement and to understand realistically which Universities they should be considering in their research. It is based on the evidence that the teacher has seen since the beginning of the course and the approaches to learning that the student has shown. As the programme progresses and a greater proportion of internal assessments are completed, this grade may change.

This will also be a key focus for discussion in our three-way conferences as students set targets for development in how they may improve on their predicted grades.

2. Provisional and final University Predicted Grades

Provisional university predicted grades are requested from teachers in the **summer term of DP1**. These provide IB students with a realistic benchmark for making final selections for appropriate universities as they begin the final stages for their applications. In a similar way to predicted grades on reports, these grades are based upon the student's coursework, assessments and final exams. They are not a simple average of a student's class grades.

In each subject, a minimum and maximum prediction will be made to give students a range of grades in which to make final choices. Students are strongly encouraged to make one aspirational choice from their maximum total point score, one back-up choice based on the minimum score and other choices from within the range.

If a student does not agree with their provisional university predicted grades, it is appropriate and necessary to schedule a conversation with the teacher to discuss what will be required by the student to improve the grade prior to final University applications. Please note, it is NOT acceptable or respectful behaviour for students or parents to debate or try to negotiate a change in a predicted grade. Parents and students must understand and recognize that universities may refuse enrolment to students if they do not meet their university predicted grades. Conditional acceptances are specific for many universities. Therefore, even a one-point difference can result in a declined conditional acceptance.

Final university predicted grades are issued by teachers in the **two weeks prior to the submission of University applications**. Any change in a predicted grade from those issued prior to this would be based on work completed in the time since the issue of the provisional grades. Families will be made aware prior to this if a change in grade is likely so applications can be adjusted in sufficient time.

3. IBDP Predicted Grades

Official IBDP predicted grades are confidential and are sent directly to the IBO Assessment Centre. These must be submitted by the school in April of DP2. They are not released to students. The IB predicted grades are based on student work to date, internal assessments, February mock exams and other evidence of prior achievement over the course of the two-year program. This is considered against the IBDP grade descriptors for each subject for the final decision.

Each teacher will provide and discuss with the IBDP Coordinator three pieces of student work to justify the predicted grade awarded. The student work will be kept secure until the end of the examination cycle.

Analysing Predicted Grade accuracy

Following the publication of IBDP final grades in July of each examination session, predicted grades will be analysed carefully by the IBDP Coordinator and subject teams with regard to the accuracy of the predictions. Adjustments will be made for the following examination session as needed.

Time, Procedure, Penalties

All student work is expected to be submitted on the due date at the time specified on the ManageBac calendar. Work must be handed to the relevant teacher or submitted online when requested. It is the responsibility of the student to ensure that work has been received by their teacher.

There will be consequences for late submission of work. This will be determined by the professional judgment of classroom teachers and may take into consideration the following factors:

- previous occurrences
- the student's academic history and/or learning needs
- personal circumstances

Teachers are encouraged to liaise with the appropriate coordinator if they have concerns over late/non-submission of student work. Parents will be notified in writing when assessment is not submitted on the due date.

Formal assessments not submitted on time (without adequate explanation or being unreasonably late) may receive feedback but with no credit recorded. The task may still be required to be completed in order to demonstrate an ability to meet the criteria for the task and course requirements. Incomplete work should be submitted on time despite not being finished.

If a student is absent from school on the day an assessment task is to be completed, they must contact their teacher to organize a time to catch up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course). When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during the preparation time. In some cases, an alternative task may be given. Each case will be reviewed individually before a decision is made.

Students may apply for an extension through their classroom teacher prior to the due date for formal assessments. All extensions for internal and external assessments **must** receive final approval from the Diploma Coordinator. Without approval, the assignment may not be accepted. Students must have a valid reason for application (medical certificate) and, if approved, a new date will be set for submission.

Please note, failure to attend an externally set IBDP examination will result in a no score. Illness, even if accompanied by a medical certificate, may not be accepted.

Academic Integrity

If a teacher suspects a student is guilty of academic malpractice, they should refer to the academic integrity policy and apply the corresponding sanctions. In line with the IB's policy and practice, any work which fails to meet academic integrity requirements will not be submitted for external evaluation.

Sources

International Baccalaureate Organization. (2015). *Diploma Programme: From principles into practice (for use from August 2015)* [PDF]. International Baccalaureate <https://www.ibo.org/>

International Baccalaureate Organization. (2022, August). *MYP: From principles into practice (Updated 2022 for use with the latest Programme Standards and Practices)* [PDF]. International Baccalaureate. <https://www.ibo.org/>

International Baccalaureate Organization. (2020). *Programme standards and practices: Learning: Approaches to assessment (0404)*. IB programme resources. <https://www.ibo.org/>

Annexe

Annex 1: IB Effort Rubric grade

Effort Grade Rubric

Grade	Explanation
7 - Outstanding	<ul style="list-style-type: none"> Always focused and engaged on learning in class Always meets all deadlines for class and homework Always well organised, arriving on time to lessons with all equipment, ready to begin learning Shows outstanding collaboration skills in the lesson Works independently
6 - Very good	<ul style="list-style-type: none"> Consistently focused and engaged on learning in class Meets all deadlines for class and homework Consistently well organised, arriving on time to lessons with equipment, ready to begin learning Very collaborative in the lesson Works independently most of the time
5 - Good	<ul style="list-style-type: none"> Usually focused on learning in class Usually meets deadlines Usually well organised and on time, but very occasionally fails to bring all equipment or be on time Good collaboration skills Works often independently
4 - Adequate but not consistent	<ul style="list-style-type: none"> Is inclined to do what is required rather than be fully focused on extending their learning, and does not always invest sufficient effort to make really good progress Meets most deadlines but work is not always as thorough as is required to make genuine progress Is normally organised, but might be late to class sometimes or fail to bring all equipment Sometimes needs help to work independently
3 - Requires occasional support to sustain effort	<ul style="list-style-type: none"> Not very focused or engaged on their learning when in class Fails to meet deadlines more frequently Is not always organised, and may quite frequently arrive late to class or without equipment
2 - Requires constant support to sustain effort	<ul style="list-style-type: none"> Rarely focused or engaged on their learning when in class Consistently fails to meet deadlines more frequently than is acceptable Rarely organised, and may quite frequently arrive late to class or without equipment
1 - Minimal effort	<ul style="list-style-type: none"> Never focused or engaged on their learning when in class Always fails to meet deadlines more frequently than is acceptable Never organised, and may quite frequently arrive late to class or without equipment

Annex 2: MYP Subject Group Criteria

	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Investigating	Developing	Creating/performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	