



HKCA Po Leung Kuk School

保良局建造商會學校

Assessment Policy

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1. Guiding Statements

1.1 Vision

Our students will become creative, critical thinkers who are internationally minded lifelong learners

1.2 Mission

We will:

- Provide a transdisciplinary, challenging learning environment in a happy, safe and caring school
- Develop our students' confidence and desire to inquire, in order to expand their knowledge, skills and understanding
- Nurture individual interests, strengths and abilities
- Foster an inclusive language atmosphere where English, Chinese and other mother-tongue languages are valued and respected

2. Assessment Overview

We believe that assessment is a crucial part of the learning process aimed at determining the students' levels of understanding, not only to award a level of achievement, but also to identify the learning needs of students and provide feedback on progress. It supports, encourages and celebrates student learning. For the purposes of this policy, **assessment** is a term used to cover all the various methods by which student achievement can be evaluated.

Internal assessments include:

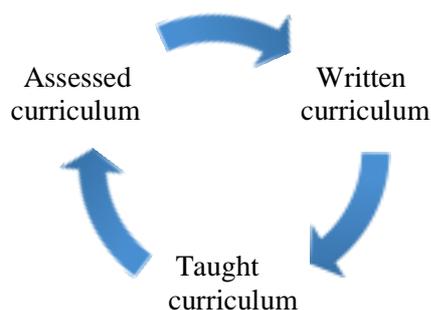
- pre-assessments: aimed at identifying prior student knowledge
- formative assessments: aimed at identifying the learning needs of students and forming part of the on-going learning process itself throughout each unit of work
- summative assessments: aimed at determining a student's achievement level, generally at the end of a unit of inquiry

External assessments may include:

- International Schools' Assessment (ISA) for Grade 3, 4 & 5 students, that provides the school community with an international benchmark against which student achievement can be compared. This is usually conducted online once per school year.

2.1 Assessment & Curriculum

The IB's composite curriculum model¹ represented in the diagram below shows that assessment is one of three curriculum components.



In this composite curriculum model, each component has equal value. The figure above illustrates that developing, implementing and monitoring the school's written, assessed and taught curriculum is an integrated process.

2.2 Principles of Assessment

The primary purpose of assessment is to support and encourage effective teaching and learning in the classroom. There are differences in the assessment processes within the programme in order to meet the needs of students at particular ages and stages of development. However, to ensure continuity and cohesion, a set of principles of assessment that are common have been developed.

At HKCA Po Leung Kuk School, assessment and reporting will be guided by the following principles:

1. Assessment, evaluation and communication of student growth are based on the curriculum and are guided by the school's Vision and Mission.
2. Assessment is integral to planning, teaching and learning.
3. Assessment systems and practices are made clear to students and parents.
4. Methods of assessment and evaluation of student growth are developmentally appropriate and differentiated according to student needs.
5. Sufficient class time is given to support key assignments.
6. Understanding of key knowledge, concepts, skills, attitudes, action and Learner Profile attributes are embedded in assessments.
7. Current knowledge and experience are assessed before embarking on new learning.
8. There is a balance between formative and summative assessment.
9. Criteria for successful assessment tasks are given in advance.
10. Students are provided with timely and constructive feedback as a basis for future learning.
11. Teachers plan opportunities for peer and self-assessment.
12. Teachers plan opportunities for students to reflect on their own learning.
13. Assessment data is recorded and analysed to evaluate the effectiveness of the curriculum.
14. Reporting to parents is meaningful and varies according to audience and purpose.

3. Assessment in the Primary Years Programme

3.1 What, When and How We Assess

The assessment strategies and tools proposed by the IB: rubrics; exemplars; anecdotal records; checklists; continuums; and portfolios of student work, are designed to accommodate multiple intelligences and ways of knowing. Teachers observe, document and reflect in order to move student progress toward individual learning goals. Where possible, they provide an effective means of recording student responses and performances in real life situations that present real problems to solve. These authentic assessment strategies may be used in conjunction with other forms of assessment, which includes standardized tests for older students, in order to assess student performance, basic skill levels and the efficacy of the programme.

At the start of new learning engagements, prior knowledge is established by means of pre-assessments. Formative assessments are on-going and provide information about the teaching and learning that are occurring. Students in each grade level have six units of inquiry. Each of these includes a summative assessment that is collaboratively planned by all teachers at each grade level.

Where appropriate, mathematics and language are assessed within the units of inquiry. Where this is not the case, they are assessed as stand-alone subjects.

In Grade 5, the final year of the PYP, students participate in a culminating inquiry, the PYP Exhibition. It is both a transdisciplinary inquiry conducted in a spirit of personal and shared

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responsibility, as well as a summative assessment activity that is a celebration and rite of passage, symbolic and actual, from the PYP into the middle years of schooling.

Teachers employ a variety of techniques for assessing student work that take into account the diverse, complicated and sophisticated ways individual students use to make sense of their learning experiences.

3.2 Reporting to Parents

Reports:

There are two written reports each year as follows:

- December: first term report
- June: third term report

Goal-setting Conferences:

Goal-setting conferences take place at the end of September, about a month after the start of the academic year. Students, parents and teachers collaborate on setting individual goals for the year. These conferences are set up by appointment.

Parent-student-teacher Conferences:

Conferences take place at the same time as progress and semester reports are issued. These conferences are set up by appointment. Parents and/or teachers may arrange conferences at other times as needed.

Student-led Conferences and Portfolios:

Student-led conferences are held at the beginning of the third term in April. All students share their learning experiences and portfolios with their parents.

Portfolios of student work are part of the classroom programme and are maintained throughout the year. A portfolio is a record of the student's involvement in his or her learning that is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. It enables the student to reflect with teachers, parents and peers in order to identify individual strengths, growth, and areas for improvement. Both students and teachers add samples of work, documentation and reflections of progress and learning throughout the year. The included work is not just finished or 'best' work, but rather examples that most clearly show the process of student learning. It is used to set individual goals and establish teaching and learning plans.

4. Communication and Review Process

4.1 Communication of Policy to the School Community

The School shares and discusses this policy document with staff at the beginning of each academic year and makes it available to all members of the school community.

4.2 Policy Review

The School establishes a review committee to collaboratively evaluate and review this policy document annually.

5. Sources

1. Making the PYP Happen: A curriculum framework for international primary education. IBO 2009
2. Towards a continuum of international education. IBO 2008
3. A framework for Student Assessment. Alberta Assessment Consortium 2007
4. 9 Principles of Good Practice for Assessing Student Learning. The American Association for Higher Education 1991