

KCCIS Assessment Policy 2019-2021

A. Introduction and Purposes

The purpose of the assessment policy is to:

- a) Communicate to all stakeholders (students, teachers, parents, administrators, etc) within the KCCIS IB Community on assessment philosophy and principles
- b) Provide clear guidelines to all stakeholders by clearly defining assessment expectations and practices that support teaching and learning in the classroom
- c) Establish clear roles and responsibilities of all stakeholders

The policy draws its authority from: a) **Assessment principles and practices - Quality assessment in a digital age** (IBO, 2018); b) **Guidelines for developing a school assessment policy in the Diploma Programme** (IBO, 2010); c) **Assessment Procedures** (IBO, 2018), d) **Grade Descriptors** (IBO, 2017) and e) **Conduct of examinations** (DP only) . The subject guides are readily available on the PRC. The Assessment policy was created in collaboration with students, teachers, parents, and administrators by setting up the Assessment policy steering committee.

B. Assessment Philosophy and Principles

The assessment philosophy at KCCIS is aligned with the aims of assessment of the IB. The IB stresses the building up of the IB learner profile, which aims at developing students as open-minded critical thinkers, risk takers, empathetic, caring leaders etc. Therefore at KCCIS, various formative and summative assessments are used to challenge students and to help them to demonstrate their own abilities against the IB assessment criteria. The assessments and evaluations are also used to support and improve teaching and learning in the classrooms.

Both the summative and formative assessments are designed based on the curriculum requirements as laid out in IBO subject guides. KCCIS tries to implement the best assessment practices to the highest standard, as it applies to the assessment policy as well as each subject discipline.

C. Purposes of Assessment

Students are assessed for the following reasons:

- To support curriculum expectations and to encourage student learning
- To provide feedback to students regarding their learning progress
- To provide feedback to students regarding their performance against the IB assessment criteria
- To provide feedback to teachers to improve their classroom teaching and learning
- To provide a grade for reporting to the parents
- To provide parents with feedback on their children's progress.
- To provide information for supporting students who may need learning support

- To provide predicted grades for university/college admission purposes

D. Formative and Summative Assessment Practices

Formative assessment is aimed at identifying the learning needs of students and forms part of the learning process itself. This form of assessment identifies the knowledge, skills and understanding that students should develop rather than a measure of each student's achievement. Summative assessment is aimed at determining the level of achievement of a student, generally at the end of a course of study.

Different types of formative and summative assessments are used depending on the subject discipline and the skills/knowledge/understanding being assessed. A wide variety of different assessment opportunities are available. The subject-specific assessment is chosen according to the assessment requirements released by the IBO. Typical types of assessments can be:

- a) Quizzes and Tests - short answer questions, multiple-choice and case study questions, where appropriate. The tests are usually marked by the subject teachers with opportunities for peer or self evaluation.
- b) End-of-Year and Mock Examinations - extended essay response questions, problem solving, analytical tasks or practical tasks. The examinations take place at the end of IB DP Year 1 (June) and the second term of IB DP Year 2 (January). The examinations are usually marked by the subject teachers with opportunities for self evaluation.
- c) Other types of assessment - oral activities, written tasks, projects, reports, practical investigations, portfolios, exhibitions. The tasks may be assessed by the subject teachers, in the case of IB DP Internal assessments, also externally moderated by the IB examiners or moderators. There are opportunities for self evaluation. Feedback can be in oral or written forms.

Each subject teacher is responsible for ensuring that the assessments are carried out appropriately following the guidelines specified in the Subject guides as well as IBO. Moderation for internal assessments is needed when more than one teacher is involved in teaching the course.

Assessment is criteria-referenced and students are assessed against subject-specific learning objectives. Subject guides are given to the students at the beginning of the IB Diploma Programme. Rubrics are used for almost every assessment so that students are aware of the skills and content being assessed.

Teachers carry out ongoing formative assessment to address student achievement issues. Teachers also carry out summative assessment (e.g. end-of-year exam and mock exam) of student progress which will be collated and shared with parents.

Teachers are to ensure that students understand that what constitutes academic honesty and that the assessment tasks produced are “authentic”. Teachers are to handle cases of Academic dishonesty and apply the consequences consistently as outlined in the Academic honesty policy. All major assessments and all work being sent to the IBO are submitted to turnitin.com for verification of authenticity before grading.

Assessment access arrangements need to be arranged for students with special learning needs and/or EAL needs, as listed out in the Inclusion/Special educational needs and/or Language policy. Assessment is differentiated to cater for the diverse needs of students.

The reflection carried out by the student after assessment holds equal importance to the tests, essays and presentations. Students need to reflect on their performance, with the guidance of a teacher, on what was achieved well, and what areas of on the knowledge and skills require further review and improvement for future learning and assessments. Teachers similarly, should provide timely feedback to allow students the opportunity to reflect and make adjustments to their learning.

E. Grading/Marking

The following letter grade system is used for **Engagement**:

EE – Exceeding Expectations

ME – Meeting Expectations

AE – Approaching Expectations

BE – Below Expectations

The descriptor for each grade level is shown as below:

Engagement Grade

Grade Descriptor

EE	Exceeding Expectations - shows active and positive interest in learning. Actively and willingly volunteers ideas and insights. Offers thoughtful and well-considered questions and answers. Always has a positive and enthusiastic attitude. Care is taken to produce the student's highest quality work. Extra effort in presentation is obvious. Always brings correct materials to class. Always ready to begin work at the start of class. Always asks for help when necessary. Always catches up work after absence. Always uses class time effectively. Critical reflection on own achievements. Sets appropriate goals and takes action towards achieving them. Always focused and on-task. Always meets deadlines. Homework is always submitted on the due date. Answers are extremely details and thorough.
ME	Meeting Expectations - shows positive interest in learning. Often volunteers ideas and insights. Usually offers thoughtful and appropriate questions and answers. Participates in discussions willingly. Usually has a positive attitude. Care is taken to produce quality work. Some extra effort in presentation is noticeable. Usually brings correct materials to class. Usually ready to begin work at the start of class. Usually asks for help when necessary. Usually catches up on work after absence. Usually uses class time effectively. Good reflection on own achievements. Sets appropriate goals and takes some action towards achieving them. Usually well focused and on-task. Usually meets deadlines. Usually submits homework on the due date. Answers are usually detailed and thorough.
AE	Approaching Expectations - sometimes concerned about learning. Sometimes give ideas and insights, but generally only when directly asked. Sometimes offers questions and answers. Sometimes participates in discussions. Attitude fluctuates. Some pride is apparent in the work. Work is sometimes untidy and careless. Sometimes brings correct materials to class. Sometimes ready to begin work at the start of class. Sometimes asks for help when it is needed. Sometimes catches up on work after absence. Often uses class time ineffectively. Satisfactory reflection on own achievements. Usually sets appropriate goals but may need encouragement to take action towards achieving them. Sometimes distracted and needs to be refocused. Sometimes meets deadlines. Sometimes submits homework on the due date. Answers are sometimes detailed and thorough.
BE	Below Expectations - shows little interest in learning. Only give ideas and insights when directly called upon. Rarely offers questions or answers. Comments are frequently irrelevant or inappropriate. Very little/no participation in discussions. Negative attitude. Very little/no pride is apparent in the work. Presentation is often untidy and careless. Rarely brings correct materials to class. Rarely ready to begin work at the start of class. Rarely asks for help. Rarely catches up work after absence. Regularly uses class time ineffectively. Difficulty in reflecting on their achievements and in setting and taking action to achieve goals. Often distracted and needs to be refocused. Rarely meets deadlines. Rarely submits homework on the due date. Answers are rarely detailed or thorough.

The following grade system is used for **Progress grade** (Interim report):

Grade Descriptions

Grade Descriptor

7 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 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 realworld situations, often with independence.

5 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 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 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 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 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.

N/A Not Yet Assessed.

The following "**Attainment / Exam / Predicted**" (end-of-year report) grade descriptors are used for reporting student performance in quizzes, tests, examinations, and other types of assessment (except for TOK):

Grade	Descriptor
7	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. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight

5	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	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	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	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	Minimal achievement in terms of the objectives

TOK is assessed and reported using an A-E scale, following the IBO guidelines:

Grade	Descriptor
A	Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.
B	Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/or assumptions, and includes some consideration of counterclaims and/or different perspectives
C	Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.
D	There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

E	There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives are not identified.
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F. Methods of Recording and Reporting.

Teachers need to keep updated records of assessment for each student. The recording of assessment data in whatever forms (e.g. an Excel spreadsheet, Markbook) is the teacher's responsibility. ManageBac is used to keep track of the progress of the CAS programme. The information needs to be available at all times to IB DP Coordinator or parents when requested.

The school gives sufficient, timely feedback to the students and parents by issuing interim report at the end of the first term, which includes Engagement grades and IB progress grades 1-7 are given.

At the end of the first year of the IB programme, the school gives a very comprehensive report card to each student which gives detailed information about the formative and summative assessment data that has been gathered and the IB Predicated grades 1-7. No ATL grades are given. Engagement grades, IB Predicted grades 1-7 and end-of-year exam grades 1-7 are reported. Comments follow the format: 1 strength, 1 area for improvement, 1 suggestion.

After the completion of the Mock exam in the second year of the IB programme, comprehensive report card is issued to each student with detailed feedback about the examinations, which reflect the importance of assessing content and skills across both the IB Year 1 and Year 2, and internal assessment components (roughly 20-30 % of the student's final grade) for each subject. Engagement grades, IB predicted grades 1-7 (when taking all of the assessment data into consideration) and mock exam grades 1-7 are reported. Comments follow the format: 1 strength, 1 area for improvement, 1 suggestion.

G. Progress/Predicted grades and Progress Review

The IB DP Coordinator sends out Progress Review form to the teachers at regular intervals. The teachers are to give an overall impression of student progress, and attendance. ManageBac is used to keep track of the student attendance. Progress Review meetings are set up to discuss student concerns, gather information which may use to help teachers make decisions regarding teaching and learning, and gather information to help parents and students make decisions regarding university subject choices. Interventions can be set up to help students who are in need.

Two sets of Predicted grades are issued to IB students:

- a) End-of-Year Predicted grades (Year 1 IB DP)

At the end of the first year, students will be issued a predicted grade letter so that students can prepare for application for higher education institutions during the summer and apply for standardized tests (e.g. SATs). Teachers report these predicted grades to the IB Coordinator.

The Progress Review report is attached to the predicted grade letter. The IB DP Coordinator and the Guidance counselor meet individually with each student to review teacher predicted grades. Plan for next year is decided.

- b) Higher Education Application Predicted grades (Term 1 of Year 2 IB DP)

In the first term of Year 2, students will be issued a formal predicted grade letter. These grades are to be used for application to higher education institutions, which require an indication of students' most likely final IB Diploma grades.

The IB DP Coordinator and the Guidance counselor meet individually with each student to review teacher predicted grades and set targets for the remaining of the year.

H. Homework

Each subject teacher is responsible for setting homework and ensuring that the work is completed on time and with quality.

I. Roles and Responsibilities

The responsibilities of the Head of School and IB DP Coordinator are to:

- Communicate with students and parents the assessment expectations of the programme
- Provide information to parents and students about the nature of subject assessments
- Provide a calendar of assessment deadlines and the exam schedule
- Monitor teaching and learning process and assessment to ensure it is in line with IB curriculum guidelines and expectations
- Monitor the workload in each year level so that students have enough time to complete their work
- Collect data from subject teachers as to how students are progressing and assist teachers in interpreting that data to inform teaching and learning
- Provide guidance in the selection of subject selections as well as level (SL/HL) for each student along with the Guidance Counsellor

The responsibilities of the teachers are to:

- Provide students the Course outline, which include the course content, the nature of formative and summative assessments, the relative weight of these assessments for the student's achievement at the start of each course
- Provide the breakdown of the skills and the sequence of teaching
- Provide the nature of formative assessments
- The rubrics by which the formative and summative assessments are judged by the teachers as well as by IB

- Provide expectations with regards to meeting deadlines, assignment format, assignment turn in procedures, academic honesty, citation and referencing, plagiarism check, and handling of late work
- Forward grades to the IB DP Coordinator at designated time
- Report to parents and students regularly during the parent-teacher conferences
- Reflect on the effectiveness of teaching and assessment practices based on the student progress data

The responsibilities of the students are to:

- Follow all the rules and criteria when completing assessments or taking examinations and behave ethically as highlighted in the academic honesty policy
- Meet all internal deadlines set by the school and the subject teacher
- Maintain good attendance record
- Reflect on progress for improvement
- Be organised and get materials ready for class
- Demonstrate the attributes as highlighted in the IB Learner Profile

J. Ideas for future considerations in the Assessment policy

- Study of different schools' Assessment policies

K. IB Publications

IBO, Assessment principles and practices - Quality assessment in a digital age, 2018
IBO, Guidelines for developing a school assessment policy in the Diploma Programme, 2010
IBO, Assessment Procedures, 2018
IBO, Grade Descriptors, 2014
IBO, Conduct of examinations (DP only),
IBO, The responsibilities of IB World Schools in ensuring that the integrity of IB assessments, November 2017

L. Policy Review:

The Assessment Policy shall be regularly reviewed to assess whether it is working in a satisfactory manner. Reviews shall take place at least once every 2 years, but may occur more frequently as needed. Input shall be sought from all interested parties and amendments shall be made as necessary.

M. Communicating the Assessment Policy

The Assessment Policy shall be available to the school community. It shall be posted on the KCCIS website and updated as it is revised.

Drafted by J. Beattie 2012
Revised by J. Beattie 2014
Revised by C. Tse, D. Wong and Assessment Policy Committee August 2018
Revised by C. Tse Sept 2019

Open for further discussions September-October 2019
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This policy is subject to review by Mr. Fong / C. Tse / D. Wong / Assessment Policy Committee in September 2021