

# Delia Memorial School (Glee Path) Assessment Policy

## I. Statement of Beliefs

*We, at Delia Memorial School (Glee Path), believe that...*

- learning is the primary purpose of school;
- all students are capable of learning and improving;
- learning and improvement can be measured through assessments;
- assessments need to be fair to all students being assessed, transparent in their marking criteria and grading guidelines, and relevant to the material learned and the subjects' curricular goals;
- assessments are only valid insofar as their integrity can be maintained;
- assessments provide invaluable information about the students' learning progress to teachers, parents, and the students themselves;
- assessments can evaluate a student's learning, but they don't define that student.

## II. Types of Assessments Administered by Glee Path

- **Diagnostic assessments** are typically taken before any learning or instruction has taken place, such as at the beginning of the academic year or a term. They are used to identify what students currently know or are able to do so that the teachers can more effectively plan instruction. Such assessments can be used as the baseline with which subsequent assessments can be compared to evaluate how much has been learned and understood. Examples of diagnostic assessments include:
  - Pre-tests or pre-quizzes
  - Unified Tests or Term Examinations from previous years
- **Formative assessments** are taken in the course of the students' learning. Often described as "assessments *for* learning," formative assessments are designed to provide meaningful feedback to inform students of their learning progress and to help them improve as they strive to reach their academic potential. In a way, the results from formative assessments are like markers of academic achievement along the students' journey throughout a unit, term, year, or curricular program. As such, the results are reported to students—and to parents in many cases--on the assessments themselves or through progress reports. Formative assessments are often effectively used by teachers to confirm that learning and understanding have indeed taken place or to correct any confusion and misunderstanding arising from instruction. Examples of formative assessments include:
  - Homework
  - Worksheets and handouts
  - Discussions and presentations
  - Daily observations
  - Weekly quizzes and unit tests
  - Mid-term Unified Tests (if the content of such tests overlap with the Term Examinations)
  - Self-assessment and peer assessment
  - The Learner's Portfolio
- **Summative assessments** are taken at the end of a fixed academic period, such as a term or the whole academic year. Often described as "assessments *of* learning," summative assessments are designed to measure the totality of the students' learning progress by the end of a fixed academic period and to evaluate whether they have indeed reached their academic potential. In a way, the results from summative assessments are like the final assessment at the end point of the students' journey throughout a unit, term, year, or curricular program. As such, the results are reported to parents and students in the form of report cards. Summative assessments are often used by teachers to reflect on the effectiveness of the teaching and learning within the fixed academic period and to better plan for the next iteration of such instruction. It is important to note, however, that though such assessments are summative in nature, they can nevertheless be used in a formative way if the students' learning progress is viewed with a wider perspective, such as the entire Junior Secondary School or Senior Secondary School experience. Examples of summative assessments include:
  - Mid-term Unified Tests (if the content of such tests do not overlap with the Term Examinations)
  - Term Examinations

- **Internal Assessments (IA)** are taken either in the course of the students' learning or at the end of a fixed academic period, such as a term or the whole academic year. Such assessments are designed to complement external or public examinations since they assess aspects of the students' learning that work best beyond time pressures and standardized questions, such as research work or projects. These assessments are linked to the International Baccalaureate Diploma Programme (IBDP). However, these particular assessments are administered and marked by the teachers in the school, with the results submitted directly to the examinations authorities and subject to external moderation. Crucially, the results from the IAs form part of the total scores or levels that the students will receive at the end of the IBDP. Summative assessments are often used by teachers to reflect on the effectiveness of the teaching and learning within the fixed academic period and to better plan for the next iteration of such instruction. Examples of Internal or School-based assessments include:
  - Oral presentations
  - Historical inquiries
  - Laboratory experiments
  - Mathematical investigations
  - Scientific fieldwork
  - Visual Arts portfolios

### III. The International Baccalaureate Diploma Programme (IBDP) External Assessments

- Administered by the International Baccalaureate (IB)
- Academic preparation in IBDP Year 1 and Year 2
- External examinations taken in May of the examination year in IBDP Year 2
- Marked using criterion-referenced reporting system based on analytic markschemes and assessment criteria, including markbands
- Scores reported based on boundary scores, with the Highest being 7 and the lowest being 1 for IBDP Subjects, for a total of 42 points, and from A to E for Theory of Knowledge and Extended Essay, with the combination of the two contributing to a maximum of 3 additional points. The highest possible score for the IB Diploma is 45 points.
- Scores used for admissions to tertiary institutions in Hong Kong and overseas

### IV. School Reporting System

- **IBDP Year 1 and Year 2**
  - For IBDP students, the School issues the Annual Report Card at the end of the academic year and three Progress Reports beforehand: the 1<sup>st</sup> Term Midterm Progress Report, the Midyear Progress Report, and the 2<sup>nd</sup> Term Midterm Progress Report.
  - Each subject grade is reported on a 7-Grade scale, with 1 being the lowest and 7 being the highest, while Creativity, Activity, and Service (CAS); Theory of Knowledge (TOK); and Extended Essay (EE) are given progress feedback and comments.
  - Each subject grade is also accompanied by written feedback by the subject teacher as well as Learning Engagement Grades (A-D) in five areas:
    - ◆ Learns and Works Independently
    - ◆ Collaborates Effectively and Constructively with Others
    - ◆ Communicates Effectively, Respectfully, and with Empathy
    - ◆ Manages Time and Tasks Effectively and in an Organized Way
    - ◆ Demonstrates Analytical, Critical, and Creative Thinking
  - The grade boundaries for each subject are determined independently by each IBDP Subject Group, using factors such as the published examination grade boundaries of the most recent IB May Session examinations and syllabus progress expectations.
  - Below is a sample of the internal grade boundaries for Group 1 Subjects (English A: Language & Literature HL/SL and Chinese A: Language & Literature HL/SL):

<b>Grade</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
<b>%</b>	0-14	15-29	30-39	40-49	50-64	65-79	80-100

- The descriptors of the seven grades are taken from the ManageBac reporting platform and are as follows:

# Grade Descriptors

## Grade Descriptor

7	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.
6	Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking.
5	Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.
4	General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.
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 to normal situations with support.
2	Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.
1	Minimal achievement in terms of the objectives.
N/A	Not Yet Assessed.

- Internal IBDP grading is done on a Continuous Assessment basis, where the entirety of a student's academic performance thus far in each IBDP subject is taken into account before determining the most appropriate grade level to be reported using a combination of formative and summative assessments.
- As an example of the Continuous Assessment setup, below is a table of each subject group's grade percentage breakdown for IBDP Y1 1<sup>st</sup> Term:

Groups	Group 1	Group 2	Group 3	Group 4	Group 5	Group 6
	Studies in Language & Literature	Language Acquisition	Individuals & Societies	Experimental Sciences	Mathematics	The Arts
Subjects	- English A: Lang & Lit - Chinese A: Lang & Lit	- English B - Chinese B - Mandarin <i>ab initio</i>	- Business Management - Economics - Global Politics	- Biology - Chemistry - Physics	- Mathematics: Analysis & Approaches - Mathematics: Applications & Interpretation	- Visual Arts
Formative Assessment	80% (Written Tasks – 30%; Oral Tasks – 30%; Quizzes – 10%; Project – 10%)	70% (Project – 21%; Writing Practices – 14%; Oral Activities – 14%; Topic Tests – 14%; Quizzes – 7%)	60% (Case Studies – 20%; Oral Presentations – 20%; Field Trip – 10%; Homework – 10%)	80% (Lab Reports – 25%; Quizzes – 20%; Class Activities – 20%; Written Assignments – 15%)	70% (Written Assignments – 35%; Class Activities – 20%; Quizzes – 15%)	60% (Technique Enhancement Practice – 25%; Process Portfolio – 20%; Group Project – 15%)
Summative Assessment	20% (Paper 1 Test – 10%; Paper 2 Test – 10%)	30% (Paper 1 Test – 7.5%; Paper 2A Test – 6%; Paper 2B Test – 9%; Paper 3 Test – 7.5%)	40% (Written Assessment – 30%; Unit Tests – 10%)	20% (Unit Tests)	30% (Unit Tests)	40% (Studio Works 1 & 2 – 30%; Presentation – 10%)
TOTAL	100%	100%	100%	100%	100%	100%

## V. Links to Other Policies and Documents

- This Assessment Policy works in conjunction with the Language Policy not just in terms of the Language subjects like English and Chinese but also in terms of the languages used in the school assessments.
- This Assessment Policy relies on the students' fulfilling their obligations and responsibilities under the Academic Honesty Policy to safeguard the authenticity, integrity, and reliability of the assessments done by the students.
- This Assessment Policy accommodates the needs of students with Special Education Needs (SEN) as stipulated in the Inclusion/SEN Policy.
- The school's actions for Assessments by the HKEAA are governed by the HKEAA's *Grading Procedures and Standards-referenced Reporting in the HKDSE Examination* (2011), the HKEAA's *Assessment Frameworks* (2017), and the HKEAA's *HKDSE Handbook for Candidates* (2018)
- The school's actions for Assessments by the IB are governed by the IB's *Guidelines for developing a school assessment policy in the Diploma Programme* (2010) and the IB's *Diploma Programme assessment: Principles and practice* (2010)

## VI. Policy Review Process and Training of New Teachers

- This Assessment Policy will be subject to an annual review at the end of the school year by the School Principal, Head of Academic Affairs, IB Coordinator, Subject Panel Heads, and representatives from different IBDP Subject Groups.
- Changes to this Assessment Policy will be communicated to the school community at the beginning of each school year.
- New teachers will be informed of and trained in the school's assessment practices by the IB Coordinator for IBDP subjects or by the Head of Academic Affairs/Subject Panel Heads for HKDSE and other non-IBDP subjects.