

Delia Memorial School (Glee Path) Assessment Policy

I. Statement of Beliefs

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

- all students have the right to learn in a safe learning environment;
- all students are capable of learning and improving and that they have the right to do so;
- teachers have the responsibility to measure learning and improvement through assessments;
- teachers need to ensure that assessments are 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) or School-Based Assessments (SBA)** 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 two senior curricular programs offered by the school: Internal Assessments for the International Baccalaureate Diploma Programme (IBDP) and the School-Based Assessments for the Hong Kong Diploma of Secondary Education (HKDSE). 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 and SBAs form part of the total scores or levels that the students will receive at the end of the IBDP or HKDSE. 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. Types of Assessments in Glee Path Administered Externally by an Examinations Authority

- **The Hong Kong Diploma of Secondary Education (HKDSE)**
 - Administered by the Hong Kong Examinations and Assessment Authority (HKEAA)
 - Academic preparation in Form 4 to Form 6
 - Public examinations taken in April of the examination year in Form 6
 - Four Core Subjects: Chinese Language, English Language, Liberal Studies, and Mathematics
 - At least Two Elective Options, such as Biology, Economics, or Visual Arts
 - Marked using standards-referenced reporting system
 - Levels reported based on cut scores, with the Highest being 5** and the lowest being UNCL or Unclassified
 - Scores primarily used for admissions to tertiary institutions in Hong Kong
- **The General Certificate of Secondary Education (GCSE) and the General Certificate of Education (GCE) (Chinese examinations only for both)**
 - Offered in Hong Kong by Pearson Edexcel through the Hong Kong Examinations and Assessment Authority (HKEAA)
 - Academic preparation for Chinese Language in Form 4 (GCSE) and Form 5 (GCE)
 - External examinations taken in May or June of either Form 4 (GCSE) or Form 5 (GCE)
 - Marked using criterion-referenced reporting system
 - Grades reported based on grade boundaries, with the Highest being 9 and the lowest being U
 - Scores primarily used to satisfy the Chinese Language requirements of tertiary institutions in Hong Kong
- **The International Baccalaureate Diploma Programme (IBDP)**
 - 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
 - Six Subject Groups:
 - ◆ **Group 1: Studies in Language and Literature (Language A)**
 - English A: Language & Literature (HL or SL)
 - Chinese A: Language & Literature (HL or SL)
 - ◆ **Group 2: Language Acquisition (Language B)**
 - English B (HL or SL)
 - Chinese B (HL or SL)
 - Mandarin *ab initio* (SL)
 - ◆ **Group 3: Individuals and Societies**

- Business Management (HL or SL)
- Economics (HL or SL)
- Global Politics (HL or SL)
- ◆ **Group 4: Sciences**
 - Biology (HL or SL)
 - Chemistry (HL or SL)
 - Physics (HL or SL)
- ◆ **Group 5: Mathematics**
 - Mathematics: Analysis & Approaches (HL or SL)
 - Mathematics: Applications & Interpretation (HL or SL)
- ◆ **Group 6: The Arts**
 - Visual Arts (HL or SL)
- Three Core Elements:
 - ◆ Theory of Knowledge
 - ◆ Creativity, Activity, Service
 - ◆ Extended Essay
- 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. Standardization and Moderation

- Non-IB and IB Subject Teachers share and discuss internally marked coursework and internal assessment, such as quizzes, tests, mock exams, essays, lab reports, problem sets, and projects, to ensure that the marking rigor and process adhere to the relevant program standards, such as the IB.
- Such discussions take place during the collaborative planning meetings scheduled throughout the year.

V. School Reporting System

- **Non-IBDP Report Cards**
 - For non-IBDP students, the School issues two Report Cards annually, the 1st Term Report Card and the Annual Report Card.
 - The 1st Term Report Card contains information for the 1st Term only.
 - The Annual Report Card contains information from the entire academic year, including the information published in the 1st Term Report Card.
 - Each subject grade is reported on a 7-Level Point scale, with 1 being the lowest and 7 being the highest, in a similar way to the 7-Grade scale used for the IBDP.
 - The cutoffs for each subject are determined independently by each Subject Panel.
 - The descriptors of the five levels 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.

- **IBDP Year 1 and Year 2**

- 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.
- For IBDP Y1 students, the School issues a Mid-Year Progress Report in January/February and the Annual Report Card at the end of the academic year in July.
- For IBDP Y2 students, the School issues the Annual Report Card in April, prior to the commencement of the IB May Examinations.
- 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, 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):

Grade	1	2	3	4	5	6	7
%	0-12	13-25	26-39	40-53	54-65	66-79	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.

VI. 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 Integrity 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, 2023)
- 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)

VII. 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 IB Coordinator, in consultation with relevant Administrative and Teaching Staff.
- 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.