



AFFILIATED SCHOOL OF JNU

For HongKong & Macao Students

广州暨大港澳子弟学校

Assessment Policy for MYP

July 2023 (Revised)



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1. Assessment Philosophy

Assessment is used as a means of ongoing communication between teachers, students, and families with the goal of improving instruction and learning. It is through the continuous feedback from assessments that we are able to understand our students' current level of achievement, make necessary adjustments to support their improvement, and offer further opportunities for our learners to demonstrate their comprehension.

What is Assessment

Definition

- Assessments are means by which teachers and students gather information on student progress towards specific learning outcomes to inform learning and teaching.
- Assessments are authentic, meaning that they focus not only on recalling facts but on the ability to apply knowledge and skills to real-world problems.
- Assessments are clearly communicated and have corresponding criteria with which to determine student achievement.

MYP Assessment

Assessment in the MYP is criterion-related, reflecting contemporary educational theory regarding assessment. Each subject in the MYP has its own assessment criteria that are age, level, task specific, and based on core learning aims and objectives for that subject. In recent years, educational assessment has moved away from comparing a student's achievement against other students because this normative model for assessment provided students with continuously negative perceptions about learning.

Formative assessment VS Summative assessment

Formative assessment

Formative assessments take place throughout the course of study. Formative tasks are made to guide a student toward the culminating summative assessment.

Formative assessments are used to guide instruction and evaluate the process of students' preparedness for the summative assessment. These assessments are rooted in both the MYP area objectives as well as *Hongkong* Curricula Standards. Due to the focus on standards, formative assessments allow instructors to

differentiate based on abilities, learning styles, and student interests.

Summative assessments

Summative assessments are used as an evaluation of the individual student's achievement of objectives/ criteria and standards through an end-of-unit culminating project. While the teacher designs the summative assessment, student achievement levels are determined using a set of subject-specific criteria from the MYP subject guides.



The MYP courses are assessed according to four criteria, each of which is divided into several separate strands. Each assessment strand must be summatively assessed at least twice throughout the academic year.

Summative tasks involving group work

When introducing group work-based summative tasks to students, teachers should inform the procedures for groups missing a group member at the time of assessment.

In the case of a group missing one of its members, the remaining members of the group can be asked to present/perform as per the discretion of the teacher. If a group presents/performs without a specific group member, the teacher will treat this as an absence from a summative task, and the missing student must present/perform on his/her return to school.

Teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined; achievement levels in group tasks should be individually determined and not group determined.

2. Assessment Process

- The teacher selects appropriate criteria (as designated by the MYP subject guide) for a unit of study.
- These criteria have grade-specific descriptors which clearly indicate various levels of student performance in these areas.
- The teacher designs a summative assessment that will be used at the end of the unit to determine student achievement levels on these criteria.
- While planning the unit, the teacher designs several formative assessments to be given throughout the unit. The purpose of these assessments is clear, and the teacher indicates a plan for providing feedback and establishing goals for individual students based on their outcome.
- The teacher clearly communicates with students about the criteria and goals for the unit of study, including the descriptors that will be used to determine which level of achievement they have attained by the end of the unit.
- The teacher will use formative assessment data to provide learning experiences that are appropriate for each student to help them progress toward the mastery of knowledge, skills and conceptual understanding in the unit.
- A summative assessment will be given at the end of the unit.
- The teacher uses the criteria in the MYP subject guide to determine student achievement levels based on the summative assessment. This process should include collaboration with other teachers of the same year/subject to ensure the standardization of the assessment procedure.

3. MYP Assessment Criteria

The MYP assessment process is a criterion-related model. The strengths of this model are:

- Students know before even attempting the work what needs to be done to reach each level.
- It helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- Students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

Each subject group has four criteria (A, B, C, and D) that are used to evaluate student progress as below:



	A	B	C	D
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
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	Knowing and understanding	Developing skills	Thinking creatively	Responding
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
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing	Communicating	Reflecting

As the table above shows, the MYP has a clear set of assessment criteria for each subject group. Having clear criteria is very helpful as students will know what the learning expectations are for a particular **level of achievement** before attempting an assignment . As a result, your child will be able to monitor their own

Progress and collaborate with their teachers to determine the next steps in their learning. The criteria also supports teachers to clarify expectations to students and can shape lessons to ensure your child meets the requirements of the assessment.

Each strand will be assessed at least twice during the school year to give an accurate account of student achievement.

Standardization Process for Assessments:

- Teachers regularly collaborate to ensure that assessments are in keeping with the school's philosophy and are best suited for determining student achievement
- Units of study and summative assessments are written in collaborative teacher groups so that every student enrolled in the same course receives the same opportunity to display the knowledge and skills emphasized in that unit
- Awarding student achievement levels on summative assessments should be done in collaboration with every teacher teaching the same subject in the same year. For example, every teacher teaching 7th grade Mathematics should be collaboratively scoring summative assessments from the same unit. This ensures an understanding among staff in regards to what specifically constitutes different levels.
- Regular discussions of assessment evaluation procedures be part of ongoing staff development and departmental sessions.



Converting MYP Achievement levels into an MYP Grade

Teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgement guided by the criteria to determine a student's achievement level. Achievement levels for the four criteria are added together creating a total number out of 32. Using the table below, this is converted to an **MYP Grade** from 1-7 with 7 being the highest. This table describes in broad terms what a student can do.

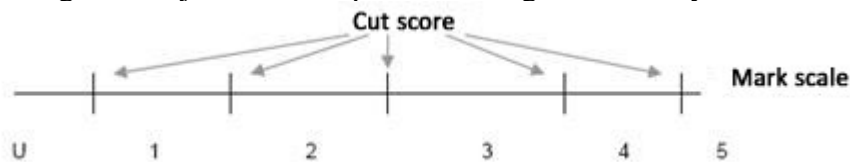
Sum of assessed criteria	MYP Grade	Description
28-32	7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations.
24-27	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 real-world situations, often with independence.
19-23	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
15-18	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.
10-14	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.



6-9	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.
1-5	1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Conversion to other Grading system - HKDSE

In line with international standards and to ensure the transparency and explicitness of the results, Standards-referenced reporting (SRR) is adopted to report candidates' assessment results in the HKDSE Examination. What it transpires is that candidates' levels of performance are reported with reference to a set of standards as defined by cut scores on the variable or scale for a given subject. The set of standards for a given subject can be represented diagrammatically as shown below:



Within the context of the HKDSE there are five cut scores, which are used to distinguish five levels of performance (1–5), with 5 being the highest. Performance below the threshold cut score for level 1 is designated as “Unclassified” (U). To maintain current levels of discrimination for selection purposes, results of level 5 candidates with the best performance are annotated with the symbols ‘**’ and the next top group with the symbol ‘*’.

ASJ is a *Hongkong*-based school where many students continue their studies through the DSE curriculum after Grade9. In order to help students and parents better understand the conversion between IBMYP grading system and DSE level, we adopt the reference grades from UCAS(2017)

Level	Tariff	Remarks
5**	NA	To be allocated with further evidence after the first administration of the HKDSE examinations in 2012.
5*	130	Between grades A and A* in the 2010 GCE A Level examination
5	120	Comparable to grade A in the 2010 GCE A Level examination
4	80	Comparable to Grade C in the 2010 GCE A Level examination
3	40	Comparable to Grade E in the 2010 GCE A Level examination



Grade	UCAS Tariff Points
7	130
6	110
5	80
4	50
3	20

IBMYP conversions to DSE in ASJ	
IB	DSE
7	5*/5**
6	5
5	4
4	3
3	2
2&1	1

4. Recording and Reporting Policy

Reporting on learning informs the learning community and reflects the question “How well are we doing?”. Effective reporting practices are able to illuminate and describe the progress and achievement of each students’ learning whilst also identifying areas for growth.

Generally has organized the following formal arrangements for reporting at key points throughout the year:

- **Three Way Conferences:** This is held within the first half term with the purpose of setting appropriate learning targets for the next steps in learning. Prior to the conference, teachers support students in reflecting on their learning identifying areas of relative strength, areas of growth and next steps in learning.
- **Mid Year Reports:** During the end of the term1, parents/legal guardians receive an electronic report identifying students level of understanding against MYP criteria in each subject. This is accompanied by a class teacher comment
- **End of Year Reports:** Towards the end of the academic year parents/legal guardians receive an electronic report containing tick boxes identifying students level of understanding against MYP criteria in each subject and teacher comments with regards to each students progress in all MYP subject groups. This is accompanied by a class teacher comment.



Academic Misconduct

The ASJ academic program strives to develop students' capability in creativity, independent thoughts and ideas. Furthermore, ASJ community wants to hear each student's words and ideas. This requires all students to become aware of the different forms of academic misconduct.

Plagiarism – the representation, intentionally or unwittingly, of the ideas, words or work of another person without proper, clear and explicit acknowledgement.

Collusion – supporting academic misconduct by another student, as in allowing one's work to be copied or submitted for assessment by another.

Duplication of Work – the presentation of the same work for different assessment components. Any other behavior that gives an unfair advantage to a student or that affects the results of another student (falsifying data, misconduct during an examination, creating spurious reflections).

5. Inclusion in Assessment

- Creating and administering assessments in keeping with the IB assessment philosophy creates a positive experience that allows for student growth, regardless of ability level
- Students are supported throughout the learning experience, using data formative assessments to drive instructional decisions, to ensure that all students have the opportunity to achieve to their best on summative assessments
- Assessments should vary in their output and should show a diversity that reflects the diverse needs of the study body
- The criteria for assessing student work on summative assessments should not vary, but the support provided to individual students should meet the needs of the individual and allow them to display knowledge and skills to their true potential

6. Policy Review

The assessment policy will be available on the school's website. It will also be available by emailing the programme coordinator.

The policy will be reviewed annually and the last reviewed is July, 2023.