



AFFILIATED SCHOOL OF JNU
For HongKong & Macao Students
广州暨大港澳子弟学校

Assessment Policy for PYP

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1. Philosophy of the Assessment Policy

We believe that assessment is vital to teaching and learning, and assessment drives instruction. It is central to the IB's goal of thoughtfully and effectively guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills and the decision to take responsible action (Making the PYP Happen, 2009). At ASJ we believe that constructive feedback, self-assessment, reflection, and peer review are powerful tools in developing student agency and self-regulated learners. Teachers and students at ASJ collaborate to create assessment rubrics, set learning goals, plan/modify units of inquiry, and assess learning. We value the steps taken during the learning process as much as the final outcome. Ultimately, we believe that assessment is integral in guiding our planning and instruction so every child can be successful.

2. Purpose of Assessment

All stakeholders gain information on how students are progressing within different content areas and how students are developing as inquirers and globally-minded citizens through various types of assessment. The school values sharing communication on assessment of purposes and values, and establishing a shared assessment culture throughout the school. Within the school, learners, learning and teaching, and the learner community are able to understand learning outcomes, progress, and make decisions accordingly so that the school develops an integrated assessment culture.

3. Implementation

Types of Assessment

Assessment for learning

Assessment for learning, also known as formative assessment, is a helpful tool for teachers to evaluate the effectiveness and depth of the curriculum and to improve planning and instruction. The analysis of assessment information and data helps teachers best support the unique needs of students as it informs decisions made for differentiation within the classroom to better support learning. Teachers usually use the following methods to assess students:

- Diagnostic Entrance Assessment
- Quizzes (formal and informal)
- Classwork
- Discussions
- Classroom observations
- Checklists
- Peer Evaluation
- Self Evaluation
- Student notebooks/journals
- Homework
- Constructed responses



In this evaluation method, student participation is the main form. Teachers obtain qualitative and quantitative data to understand students' thinking and learning processes, monitor, record, measure, and report learning.

Assessment of Learning

Assessment of Learning, also known as summative assessment, is used to evaluate student learning at the end of an instructional unit. This requires students to draw upon a wide range of knowledge gained throughout the unit of study. It evaluates and informs student learning and the teaching process. It measures understanding of the central idea and lines of inquiry, and facilitates meaningful student actions. Usually, teachers will use the following methods:

- Project Presentations
- Reports
- Demonstrations
- Written and Oral tests
- Self Evaluation
- Peer Evaluation
- Exhibition
- End of Unit/Module Tests

In this evaluation method, students have limited involvement in the evaluation process. Teachers collect quantitative data through tests, exams, and standardized assessments to understand students' acquisition or mastery of skills and knowledge. Alternatively, based on teachers' judgments, evaluation rubrics are developed to assess students' mastery of skills and concepts.

Assessment as Learning

Assessment as Learning, as part of the formative process, its goal is to support students in learning how to become a self-regulated lifelong learner. It promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessment to self-assess, to reflect on and to make adjustments in future learning. (Learning and Teaching, P85)

Students learn and use lifelong tools and strategies to build their own capacity. Students become effective, self-regulated learners when they are actively engaged in assessment, co-constructing success criteria, and act on constructive feedback and feed-forward. This helps our students reflect on their progress, set goals for their learning and engages them in making decision-making about how they will achieve these and future goals. What students can do in this process is:

- Develop learning goals at the beginning of the semester
- Strengthen and develop various metacognitive strategies, such as learn to use reflective tools, and guide self-reflection through reflective questions.
- Teachers and students jointly develop evaluation forms and success criteria, such as summative assessments, reflection sheets, inquiry unit exhibitions (celebration), etc.
- Conduct periodic self-reflection in conjunction with the ten training objectives of "timely reflection" and adjust learning.
- Develop learning logs, notes, stories, archives, and conduct regular self-examination, reflection, and revision.
- Conduct student-led meetings.



4. *Recording and Reporting*

Recording

At ASJ, we keep track of our students' performance in various ways. We collect evidence from all aspects to record the growth of our students. We send a semester evaluation report to parents at the end of each semester and arrange a meeting with parents in the middle of each semester. The semester evaluation report will reflect the knowledge of subject areas, concepts, and attitudes inside and outside the inquiry unit. A separate IB Learner Profile self-evaluation will also be inserted in semester evaluation report. We usually use the following information, but not limited to the following information, as a record of student development:

- IB students Portfolios
- Observations
- Performance Assessments
- Process-focused assessments
- Selected responses
- Open-ended tasks
- Structure quiz/exam analysis

Reporting

School believes that feedback is the component of assessment that lets us interpret the judgment and improve our work. To make reporting effective, parents, teachers and students are partnered. Comprehensive, honest, fair and credible reports are generated.

- **Parent teacher meetings** – where teachers give information to parents about the students' progress, development and needs, answer parents' questions, address their concerns.
- **Student Led Conferences** – SLCs involve partnership between parent and student, where students lead the conference and share their process of learning with parents.
- **The Exhibition** - It is a formal platform where final year PYP students report to their parents their learning in the PYP journey and celebrate the accomplishment of the PYP and move onto further study with a student profile.
- **Written Reports** – These are seen as a summative record for students and parents on the students' progress and competency in academic and personal development.
- **UOI evaluation report** - A report on the performance in an Unit topic will be given based on the evaluation process involving all the essential elements learnt during the Program of Inquiry.
- **IB students Portfolios** – Students' portfolios show the development of 5 elements of learning in the units of inquiry in the form of images and evidence of students' learning progress in the process of constructing meaning.



5. Policy Review Process

This policy document will be constantly monitored, particularly if children with different needs join the school. It will be reviewed as and when the coordinators deem it to be necessary, but certainly no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.