

## Assessment Policy

### IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

<b>Inquirers</b>	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
<b>Knowledgeable</b>	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
<b>Thinkers</b>	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
<b>Communicators</b>	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
<b>Principled</b>	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
<b>Open-minded</b>	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

<b>Caring</b>	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
<b>Risk-takers</b>	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
<b>Balanced</b>	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
<b>Reflective</b>	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

### IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## SIBS Mission Statement

### Purpose

The purpose of assessment at SIBS is to improve student learning, to provide regular reports to parents on student learning and to make sure that teaching and learning follows and respects the IB Primary Years Programme goals and objectives. Formal assessment guides planning and instruction, ensuring student engagement.

At the heart of this policy is the goal to guide our students to develop the five essential elements that encourage life-long learning:

- the acquisition of knowledge
- the understanding of concepts
- the development of approaches to learning
- the development of attitudes
- the promotion of student-initiated action

Our Assessment Policy at has been finished to meet both the requirements of the IB Primary Years Programme (PYP) and the Chinese National Curriculum. This policy, a living document, will continue to evolve as a reflection of our ever-expanding expertise.

### Principles

All education at SIBS takes place in a culture of care. We believe that students should be the main focus- spiritually, morally, socially and intellectually.

Our culture is based on partnerships between teachers, students and parents/caregivers. Assessment of students' achievements must be broad ranging, versatile, adaptable relevant and above all reflective and supportive of the partnership between schools and families.

The process of assessing student' learning in the PYP can be subdivided into four closely related areas in which our teachers follow:

- Assessing- how we discover what the students know and have learned.
- Recording- how we choose to collect and analyses data.
- Reporting- how we choose to communicate information.
- Reflecting – how a feedback loop can impact student learning.

### **Assessing: How we discover what the students know and have learned**

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At SIBS, the classroom employs a range of prior, formative and summative assessments, which demonstrate student achievements.

- **Pre-Assessment**
- **Formative Assessment**
- **Summative Assessment**

#### **Pre-Assessment:**

At the beginning of each Unit of Inquiry, teachers will assess children's prior knowledge and experience before embarking on new learning experiences.

#### **Formative Assessment**

Formative assessment occurs throughout the unit or learning process. It is interwoven with daily learning and helps teachers and students to find out what the children already know, understand and can do in order to plan for further learning and growth. For each Unit of Inquiry, teachers design at least three formative tasks. These tasks will have predesigned rubrics for the same.

Formative assessment and teaching are directly linked providing feedback to both students and teachers. Formative assessments take a variety of formats that may include orals, debates, role play, etc.

## **Summative Assessment**

Summative assessment happens at the end of teaching-learning process or experience and is planned for in advance. The assessment is designed so that students can demonstrate their learning in well-founded contexts and apply it in new ways. Summative assessments take a variety of formats that may include tests, examinations, reports, essays, presentations, projects, etc.

## **Recording: How we choose to collect and analyze data**

The teachers use a range of methods and approaches to gather information about a student's learning. They record this information using a variety of tools and strategies.

## **Assessment strategies**

### **Observations**

All students are observed often and regularly, with the teacher taking a focus varying from wider to closer i.e. from class to individual and from non-participant (observing from without) to participant (observing from within).

Observation of:

- Individual and general class behavior
- Student interactions
- Skills – reading, listening, logical thinking and lateral thinking skills
- Response to instructions

- Student application of what has been learnt
- Student health and circumstances
- Team work

### Performance assessments

The assessments are goal-directed with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. Audio, video and narrative records are often used for this kind of assessment. Assessment is based on performance during: **Role-play, Presentation, Demonstration, Problem-solving, Response to challenges.**

### Process-focused assessments

The students' trans-disciplinary and other skills are observed and recorded by noting the typical as well as non-typical behaviors. Collating multiple observations enhances reliability, and synthesizes evidences from different contexts to increase validity. A system of note-taking and record keeping is created that minimizes writing. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations. Assessment of process driven assignments would focus on: **Research effectiveness; Project work; Transdisciplinary skills; Typical and non-typical behaviors; Behaviors over time (i.e. multiple observations) ; Behaviors in different contexts, with synthesis of evidence.**

### Selected responses

Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment. Assessment would be for example on: **Written Test performance; Oral Test performance; Quiz responses.**

### Open-ended tasks

Are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, is included in the portfolio.

## Assessment Tools

**Rubrics**—Is an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics at times are developed by students. The rubrics are used in all formative and summative assessments.

**Exemplars**—Samples of students' work serve as concrete standards against which other samples are judged. Generally there is a benchmark for each achievement level in a scoring rubric. Teachers are encouraged to set benchmarks that are appropriate and usable within the particular unit context.

**Checklists**—These are lists of information, data, attributes or elements that are presented. A mark scheme is a type of checklist.

**Anecdotal records**—Anecdotal records are brief notes based on observation of students. “Learning stories” are focused, extended observations that can be analyzed later.

**Continuums**—These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in the process.

## Reporting: How do we communicate the information

Reporting on assessment at SIBS includes communicating what students know, understand and can do. Reporting involves parents, students and teachers as partners

and is honest, comprehensive and understandable to all stake holders. Here are the ways that SIBS uses to report its recording of assessment:

## **Conferences and Meetings**

### **Student-Led Conferences**

The Student-Led Conference is a meeting in which the student displays and explains their portfolio taking the parents through their entire learning process in the unit. The conferences allow students to play an active role where teachers are present as facilitators only.

### **Parent Teacher Meetings**

PTM's, as they are popularly called, are held to report on the learning of the students from time to time.

PYP Approaches to learning are reported through a continuum, while all other components of the programme are covered through the written comments. The students' information on the performance and development is communicated to parents through many ways. The types of assessments used in the school are varied and gives a holistic picture of the students' progress.

## **School Events**

Throughout the school year many events like the Science Exhibition, Art Exhibition, Sports Day and other events demonstrate the students' journey of PYP and also depict the knowledge that they have acquired in all disciplines. At the end of each semester, we will hold the closing ceremony to help the students know what they have done great job and what to improve.

## **The PYP Exhibition**

The PYP Exhibition is an example of a summative assessment. It is a culmination of the entire Primary Years Programme. It happens in the final year of the Primary Years (Grade 5 at SIBS), which aims to celebrate and share students' learning with the whole community. The exhibition provides a culminating experience of the learner's



engagement with PYP. It marks a rite of passage, both symbolic and actual, from the PYP to the Secondary School.

All pieces of work taken in the PYP Exhibition are selected by the students and include an exhibition reflection. The 5th grade students are expected to develop and present their own collaborative unit of inquiry that showcases the essential elements of the PYP. This is an opportunity for the students to exhibit the attributes of the learner profile which they have been developing throughout the Primary Years Programme.

## Portfolios

Students in the PYP create a portfolio based on a range of experiences and curriculum areas. The portfolio is a collection of work selected by the students and teachers and is a record of student's involvement in learning. It is designed to demonstrate growth, thinking skills, creativity, assessment strategies and reflection. Portfolios celebrate students' learning through the PYP showing the holistic development of the child, both within and outside of the Programme of Inquiry in all disciplines.

Portfolios enable students to reflect with teachers, parents and peers in order to identify their strengths and weaknesses as well as areas for improvement throughout the year.

Students take ownership of their portfolios with the guidance of the teachers.

Portfolios are easily accessible to students. Students understand the purpose of portfolios, the process used to compile them, and are able to explain why specific materials are in the portfolios.

Portfolio content need not be limited to written work. The balance of 'teacher-selected' versus 'student-selected' content in portfolios depends on the age and maturity of students. Teachers help students learn how to thoughtfully choose which items to include/keep in their portfolios and provide students opportunities to thoughtfully remove items.

Portfolios are stored in plastic display folders in classrooms. Students can show their portfolio to the parents anytime and take it home at the end of the semester. The students will get a new portfolio at the beginning of new semester.

### **Written Report cards**

Report cards are developed keeping in view the local curriculum needs aligning with IB Requirements. The Report card informs of student progress and areas of improvement in various disciplines of UOI, Learner profiles and the Transdisciplinary skills of a child.

To meet the National Education policy needs, Standardized Assessments are used as a part of the whole school assessment policy.

### **Standardized Tests**

Standardized assessments are used as a part of the whole school assessment policy in an effort to gain as much information as possible about the student as a learner and about the programme. Standardized assessments are specifically used for the following reasons:

- To inform teaching
- To provide information which shows growth over time
- To provide comparison with a peer group
- To inform decisions about programmes

### **Third-party evaluation**

1. Chinese and Chinese mathematics participate in the national assessment, the final report will be sent;
2. English language usage, English reading and English mathematics participate in the MAP assessment; the MAP test report will be sent twice a year;

3. Physical education courses require physical health testing in accordance with the "National Student Physical Health Standards", and a physical health testing report is sent yearly.

### **Reflecting: How a feedback loop can impact student learning**

Teachers have information that help them form groups, plan the programme and be aware of those with special needs. Differentiation techniques are be incorporated to ensure that different learning needs are met.

### **Assessment Policy Revision**

This Assessment policy was drawn up in 2021 with the collaborative effort of SIBS Head of School, PYP Coordinator and all staff. This document is still a work in progress. This document will be revised every year in order to maintain our assessment policy as current. In case of any new development it will be reviewed at that time.

# 评估政策

## 评估目的

在君诚，评估的目的是为了改善学生的学习，向家长提供关于学生学习的定期报告，并确保教与学遵循和尊重国际文凭小学项目的目标和目的。正式的评估指导计划和教学，确保学生的参与。

这项政策的核心是引导我们的学生发展鼓励终身学习的五个基本要素的目标：

- 知识的获取
- 对概念的理解
- 学习方法的发展
- 态度的培养
- 促进学生主动的行动

我们的评估政策已经完成，以满足国际文凭小学项目（PYP）和中国国家课程的要求。这项政策是一份活的文件，将持续发展改进，以反映我们不断增长的专业知识。

## 评估原则

所有教育都是在一种关爱的文化中进行的。我们相信，学生应该是主要的教学主体--精神上、道德上、社会上和智力上。

我们的文化是建立在教师、学生和家長/照顾者之间的伙伴关系上。对学生成绩的评估必须是广泛的，多变的，适应性强的，最重要的是反映和支持学校和家庭之间的伙伴关系。

在 PYP 项目中，评估学生学习的过程可以细分为四个密切相关的领域，我们的教师遵循这些领域。

评估--我们如何发现学生知道和学到了什么。

记录--我们如何选择收集和分析数据。

报告--我们如何选择沟通信息。

反思—循环的反思如何影响学生的学习。

## 评估：我们如何发现学生所知道的和已经学到的东西

对学生的发展和学习的评估是课程的一个重要组成部分，并有助于为持续

发展、学习和教学提供信息。我们在各种情况下观察学生，并实施广泛的评估策略。在君诚，课堂上采用了一系列的事前、形成性和总结性评估，以展示学生的成就。

- 前期评估
- 形成性评估
- 总结性评估

### 前期评估

在每个探究单元的开始，教师会在开始新的学习经历之前评估孩子们的先前知识和经验。

### 形成性评估

形成性评估发生在整个单元或学习过程中。它与日常学习交织在一起，帮助教师和学生找出孩子们已经知道的、理解的和能做的，以便计划进一步的学习和成长。对于每个探究单元，教师至少要设计三个形成性任务。这些任务会有预先设计好的评分标准。

形成性评估和教学直接相关，为学生和教师提供反馈。形成性评估的形式多种多样，可能包括演讲、辩论、角色扮演等。

### 总结性评估

总结性评估发生在教学过程或经验的最后，是事先计划好的。评估的设计是为了让学生能够在有充分依据的背景下展示他们的学习，并以新的方式加以应用。总结性评估的形式多种多样，可能包括测试、考试、报告、论文、演讲、项目等。

## 记录：我们选择如何收集和数据分析的频率

教师使用一系列的方法和途径来收集学生的学习信息。他们用各种工具和策略来记录这些信息。

## 评估策略

### 观察

所有的学生都被经常和定期地观察，教师的关注点从宽到窄，即从班级到个人，从非参与者（从外部观察）到参与者（从内部观察）。

观察内容包括：

- 个人和班级的一般行为
- 学生之间的互动
- 技能--阅读、倾听、逻辑思维和横向思维能力
- 对指令的反应
- 学生对所学知识的应用
- 学生的健康和情况
- 团队工作

### 表现性评估

评估是以目标为导向的，有既定的标准。它们提供了真实而重要的挑战和问题。在这些任务中，有许多表现评估。

评估是以目标为导向的，有既定的标准。它们提供真实而重要的挑战和问题。在这些任务中，有许多处理问题的方法，很少只有一个正确的反应。音频、视频和叙述性记录经常被用于这种评估。评估是基于期间的表现：**角色扮演，演讲，演示，解决问题，对挑战的回应。**

### 注重过程的评估

通过注意典型和非典型的行为，观察和记录学生的跨学科和其他技能。整理多个观察结果以提高可靠性，并综合不同背景下的证据以提高有效性。建立一个记录和保存的系统，尽量减少书写。检查表、清单和叙述性描述（如学习日志）是收集观察结果的常用方法。对过程驱动的作业的评估将集中在以下方面：**研究效果；项目工作；跨学科技能；典型和非典型行为；一段时间内的行为（即多次观察）；不同背景下的行为，并对证据进行综合。**

### 选定的反应

单一场合、单一维度的练习。测试和测验是这种评估形式中最熟悉的例子。例如，评估的内容是：**笔试成绩；口试成绩；测验答案。**

### 开放性任务

在这种情况下，向学生提出一个刺激物，并要求他们做出原创性反应。答案可能是一个简短的书面答案，一张图，一个图表或一个解决方案。附有评估标准的作品被列入作品集。

## 评估工具

**衡量标准**—是一套既定的标准，用于对学生在所有领域进行评分。描述符告诉评估者要在学生的作品中寻找什么特征或标志，然后如何在预先确定的尺度上对该作品进行评分。衡量标准有时是由学生制定的。所有的形成性和终结性评估都使用评分标准。

**范例**—学生的工作样本作为具体的标准，用来评判其他样本。一般来说，在评分标准中，每个成绩水平都有一个基准。我们鼓励教师在特定的单元背景下制定适当的、可用的基准。

**核对表**—这些是信息、数据、属性或元素的清单。评分标准就是一种检查表。

**轶事记录**—轶事记录是基于对学生观察的简短记录。"学习故事"是集成的、扩展的观察，可以在以后进行分析。

**连续性**—这些是学习发展阶段的视觉表现。它们显示了成就的进展，或确定学生在这个过程中的位置。

## 报告：我们如何沟通信息

君诚的评估报告包括交流学生知道什么、理解什么和能做什么。报告涉及到家长、学生和教师作为合作伙伴，对所有利益相关者来说是诚实、全面和可理解的。以下是君诚用来报告其评估记录的方式。

### 座谈会和会议

#### -学生主导会议

学生主导会议是一个会议，学生在会上展示和解释他们的作品集，让家长了解他们在该单元的整个学习过程。这种会议允许学生发挥积极作用，而教师只是作为促进者出席。

#### -家长教师会议

家长教师会议，俗称"PTM"，是为了汇报学生的学习情况而不时举行的。

PYP的学习方法是通过连续的方式来报告的，而课程的所有其他部分则是通过书面评论来涵盖的。学生的表现和发展信息通过多种方式传达给家长。学校使用的评估类型多种多样，可以全面了解学生的进步情况。

### 学校活动

在整个学年中，有许多活动，如科学展、艺术展、体育日和其他活动，展示了学生的PYP之旅，也描述了他们在各学科所获得的知识。在每个学期结束时，我们会举行结业典礼，让学生知道他们在哪些方面做得很好，哪些方面需

要改进。

## 5 年级毕业展览

PYP 展览是一个总结性评估的例子。它是整个小学课程的一个高潮。它发生在小学阶段的最后一年（君诚的五年级），目的是为了庆祝并与整个社会分享学生的学习。展览提供了学习者参与 PYP 的高潮体验。它标志着从 PYP 到中学的一个象征性和实际性的通过仪式。

所有参加 PYP 展览的作品都是由学生选择的，包括展览反思。五年级的学生需要设计并展示他们自己的合作探究单元，展示 PYP 的基本要素。这是一个让学生展示他们在整个小学课程中一直在发展的学习者特征的机会。

## 学生成长档案

PYP 的学生在一系列的经验和课程领域的基础上创建一个学生成长档案。学生成长档案是由学生和教师选择的作品集，是学生参与学习的记录。它旨在展示成长、思维能力、创造力、评估策略和反思。作品集庆祝学生通过 PYP 的学习，显示了儿童在所有学科的探究计划内外的全面发展。

学生成长档案使学生能够与教师、家长和同学一起反思，以确定他们的优势和劣势，以及整个一年中需要改进的地方。

在教师的指导下，学生对他们的学生成长档案拥有所有权。

学生可以很容易地获得学生成长档案。学生了解学生成长档案的目的，用于汇编作品集的过程，并能够解释为什么特定的材料会出现在档案袋中。

学生成长档案的内容不需要局限于书面工作。作品集中 "教师选择" 与 "学生选择" 内容的平衡，取决于学生的年龄和成熟度。教师帮助学生如何深思熟虑地选择哪些项目包括/保留在他们的档案袋中，并为学生提供机会深思熟虑地删除项目。

成长档案存放在教室的塑料展示文件夹中。学生可以随时向家长展示他们的作品集，并在学期末将其带回家。新学期开始时，学生将得到一个新的成长档案。

## 书面成绩报告

成绩报告是根据当地的国家课程需要和国际文凭组织的要求而制作的。报告告知学生在国际文凭组织各学科的进展和需要改进的地方，学习者档案和孩子的跨学科技能。

为了满足国家教育政策的需要，标准化的评估被用作整个学校评估政策的一部



分。

## 标准化测试

标准化评估被用作整个学校评估政策的一部分，以努力获得尽可能多的关于学生作为一个学习者和课程的信息。标准化评估具体用于以下原因。

- 为教学提供信息
- 提供显示随时间增长的信息
- 提供与同龄人的比较
- 为课程决策提供信息

## 第三方测评

1. 语文和中文数学参加国家要求的评估检测，并发送测试等级；
2. 英文语言运用，英文阅读和英文数学需要参加 MAP 评估，MAP 测试报告一年发送两次；
3. 每年体育课程要求按照《国家学生体质健康标准》进行体质健康检测，并发送体质健康检测报告。

## 反思：怎么运用反思的循环来影响学生的学习

教师掌握的信息可以帮助他们组成小组，计划课程，并了解那些有特殊需要的学生。差异化技术将被纳入，以确保不同的学习需求得到满足。

## 评估政策的检视和修订

这项评估政策是在 2021 年由 SIBS 校长、PYP 协调员和全体员工共同努力下拟定的。这份文件仍然是一项持续更新的工作。本文件将每年进行修订，以保持我们的评估政策是最新的。如果有任何新的发展，届时将对其进行审查。