CHAOYANG KAIWEN ACADEMY
北京朝阳凯文学校

ASSESSMENT POLICY

1. Policy Aims

1.1 The main purpose of the CKWA Assessment Policy is to help school stakeholders understand how the Academy measures student learning outcomes, which include learning about knowledge in a transdisciplinary approach and to form understandings of different subjects along with cognitive reasoning, theoretical, and personal skills. As a school-wide practice, these learning goals must be explicitly stated for each unit of work (Primary School) or each course (Secondary School), and these goals will help form the basis of how courses are taught and how learning outcomes are measured.

1.2 CKWA believes that any assessment needs to continuously monitor the progress of student learning and overall achievement. It is also important that students, parents and other institutions, that will provide future studies to our students, are receiving constant and consistent feedback about our students. Lastly, it is important for faculty and administration to be informed about student progress in a way that can help with the review of curriculum and assessment.

1.3 This policy also has an essential objective of working towards meeting the assessment guidelines of Cambridge Assessment International Education (CAIE), the International Baccalaureate (IB) Organization, and the Chinese National Curriculum (CNC) and to inform the Director of Curriculum and Instruction about changes that may need to be implemented in the CKWA Curriculum Policy.

1.4 Our current Assessment plan for the 2019-2020 School Year reflects our standards for students in Reception – Grade 12.

2. Baseline Testing

2.1 CKWA will use Baseline test data as information about different students' level of proficiency and course readiness at the beginning of each school year. CKWA will gather this data from a variety of sources: the prior school year's internal assessment scores/grades for returning students, external progression test results, proficiency-based tests, and from different tests given during the admissions process. Each baseline is a 'starting point' that can be used to measure a change or progress towards different academic learning outcomes for a class throughout a school year. Additionally, baseline data can be used to establish different student learning outcomes on an individual basis so that teachers can effectively differentiate within their classes.

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2.2 During the admissions process, as outlined in the CKWA Admission Policy, the Academy will use the YLPT (Young Learners Placement Test) and CEPT (Cambridge English Placement Test) to gather CEFR (Common European Framework of Reference for Languages) results for all incoming students. In addition, the school will complete individual student and/or family interviews which help gauge a level of conversational English and attitudes towards learning for all incoming students.

2.3 CKWA will also routinely use the INCAS (Independent Curriculum Assessment) for G3-G5 students at the beginning of each school year and the MidYIS (Middle Years Information System) for all incoming Secondary students (Grades 6-12).

2.4 Data generated by these different baseline tests will be used by the administration to create student language-proficiency-ability groups throughout the Secondary School in which the tests are administered. In addition, data for secondary students will be used to help inform them and their parents about strengths and areas of improvement to help with the process of course selection. Individual results of students, within certain classes, will also be shared with subject teachers of those classes to help form a starting point for individual learning progression.

3. Internal Assessments

3.1 CKWA will use many different types of internally-developed individual and standardized assessments throughout a school year. Time is devoted each year to have end-of-term exams and internal/external progression and summative tests throughout the school year.

3.2 CKWA teachers use a variety of internal assessments that help monitor the progress of each individual student in correlation with standards set by the CNC, which are enhanced with standards from CAIE and the IB. These standards follow a sequence of learning objectives presented through different units of instruction/inquiry. However, as a part of our unique blend of curriculums and holistic approach, as outlined in the CKWA Curriculum Policy, students will also take other assessments that link to various other learning, social and emotional attributes.

3.3 Unit-Based Formative Assessment

- All teachers are responsible for conducting frequent formative assessments to check for student understanding and to provide feedback and support to assist students in moving to the next level of performance. All teachers are required to consistently give out formative assessment tasks that match-up with the knowledge themes and skills required for each unit of study. Each assessment task must allow students to be evaluated with a certain number of criterion-based strands that link with the summative assessment criterion that match up with the standards for the unit. Formative assessment tasks should be pre-loaded by teachers onto PowerSchool or Managebac before the task is given to the students.
- Feedback to student formative assessment tasks should be prompt (within 5 days of work being submitted) and supportive in nature. Feedback should also be submitted through the PowerSchool and Managebac programs within the same time frame.

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3.4 Unit-Based Summative Assessments

- Every unit will end with at least one summative test or project to measure the skills and content knowledge acquired by the students over the course of the unit.

- Every summative assessment project should be supplemented by a rubric, given out at the beginning of the unit, to both students and parents.

- For all skills/standards taught during a unit, that do not fit within the final summative assessment, an additional test should be given to allow students to demonstrate growth in the remaining areas.

- Feedback to student summative assessment tests/projects should be prompt (within 10 days of work being submitted) and supportive in nature. Feedback should also be submitted through the PowerSchool and Managebac programs within the same time frame.

3.5 Mid-Semester Exams

Students in Secondary School will be given Mid-Semester Exams/Projects in each of their respective subjects. Each exam/project will assess certain learning standards that teachers have covered in their classes up-to the point of the exam. Each Exam/Project will be graded on a 100% scale and results will be entered into PowerSchool. Exams will take place during regular lessons at the specified week-long period mentioned on each semester calendar. Heads of Department are tasked with the implementation of these exams/projects with guidance from the Secondary School Leadership Team.

3.6 End-of-Semester Exams

Students in Secondary School will be given End-of-Semester Exams/Projects in each of their respective subjects. Students in Primary School will be given End-of-Semester Exams in English, Chinese, Math and Science.

- Each exam/project will assess certain learning standards that teachers have covered in their classes throughout the semester. Each Exam/Project will be graded on a 100% scale and results will be entered into PowerSchool.
- In certain subjects (English and science), results from the CAIE Progression/Checkpoint tests will be used as the scores for the second semester exams.
- The creation, proctoring, grading, and reporting of exams will follow the Internal Final Assessment and Reporting Timeline as outlined in section 5 of this policy.

4. CKWA Reporting Procedures

4.1 Purpose of Reports

Holistic feedback is essential for developing student growth and understanding. Grading and returning of student work will occur promptly and frequently utilizing the school's learning management systems (PowerSchool or Managebac) and be reflected in cumulative semester

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reports. These reports offer insight into each student's individual learning progress and will be used as a set of data for the school to make informed decisions about best practices and methods to help all learners progress. CKWA will communicate information regularly regarding grading and reporting to all students, parents, and staff.

4.2 Staff Expectations and Reporting of Grades

Teachers should regularly notify parents of student progress throughout a semester's marking period, especially if a student is seen to be falling behind in his/her work. Parents can access a student's progress through the school's learning management systems. Teachers are encouraged to communicate progress with parents in person or in writing, either electronically or in print at any time during the school year. Grading should be kept up-to-date using the grading timeline guidelines presented in the formative and summative assessment sections of this policy. All teachers are expected to follow the detailed instructions and guidance about report comments and deadlines that are shared from members of the Senior Leadership Team. If teachers have any questions regarding grading and reporting, at any time, it is advised to contact their line manager for clarification.

4.3 Secondary School Specifics

In each subject, a summative semester grade will be required for each student. A single mark out of a 100% scale will be assigned as a grade for each student based on their overall performance within units that are prior to the grading period. Each subject has specific criteria and these criteria are measured on numeric scales, which differ by subject/course. Each subject department must have these criteria clearly identified in their curriculum documentation (Course Syllabus). In addition, each student will receive a set of qualitative comments about their performance, including effort grades.

4.4 Awarding Grades for the Secondary School:

Mid-Semester Report- Each mid-semester report for a student in Secondary School will focus on the progress that has been made in the development of different learning skills that are associated with the IB's ATL skills. These reports will serve as the foundation for discussions at Parent-Teacher conferences which will occur during the week following the report release. The criteria descriptors for a student's development rate in relation to these learning skills are as follows:

Sharing - Students can show others how to use the skill and accurately assess how effectively the skills is used <Self-regulation>.

Using - Students employ the skill confidently and effectively <demonstration>.

Developing - Students copy others who use the skill and use the skill with scaffolding and guidance <Emulation>.

Beginning - Students are introduced to the skills and can watch others performing it <observation>.

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<u>Final Semester Report</u>- Each end-of-semester grade report for a student in Secondary School will measure a student's achievement through a percentage grade (with an associated letter grade) and effort level that the student has obtained through their studies and mastery of skills within each subject. A range of different criterion descriptors will be used to display each student's progress. The criteria descriptors are as follows:

<u>Percentage Grade (with associated letter grade):</u>

CKWA Letter grade	Percentage
A+	97–100%
A	93–96%
A−	90–92%
B+	87–89%
B	83–86%
B−	80–82%
C+	77–79%
C	73–76%
C−	70–72%
D+	67–69%
D	63–66%
D−	60–62%
F	0-59%

<u>Effort</u>

(4)-O Outstanding - The student has given an outstanding effort and through this exceptional effort has demonstrated initiative and independence above the expectations of the year level.

(3)-VG Very Good - The student has given good effort and through this remarkable effort has demonstrated initiative and independence above the expectations of the year level.

(2)-S Satisfactory The student has given a satisfactory effort and through this acceptable effort has demonstrated occasional initiative and independence at the expectations of the year level.

(1)-NS Needs Strengthening - The student has given a limited effort and through this partial effort has demonstrated some degree of initiative and independence at the expectations of the grade level.

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(0)-NA Not Applicable - The student is not being assessed on this strand or outcome at this time.

4.5 Primary School Specifics

Student progress in the CKWA Primary School is measured through achievement level and effort descriptors that correlate with the units of study that a student has learned through specific subjects. Each student will also receive a set of qualitative comments about their performance within specific subjects. A student's overall attainment of different learning skills and attitudes will be listed in a semester's grade report. Additionally, Homeroom Advisors will offer some overall comments about a student's academic and social development.

4.6 Awarding Grades for the Primary School

Mid-Semester Report- Each mid-semester report for a student in Primary School will focus on the holistic core values of CKWA and individual character development, reflecting the growth of the whole child. These reports will serve as the foundation for discussions at Parent-Teacher conferences which will occur during the week following the report release. The criteria descriptors for a student's development rate in relation to these core values are as follows:

Exemplary **-** Student embodies this CKWA core value and stands as a role model for others.

Proficient **-** Student demonstrates this CKWA core value in a range of contexts, independent of teacher support.

Developing - Student demonstrates this CKWA core value in a range of contexts.

Emerging **-** With teacher guidance, the student is beginning to demonstrate this CKWA core value.

Final Semester Report- Each end-of-semester grade report for a student in Primary School will measure achievement and effort levels that the student has obtained through their mastery of the key concepts and skills within each subject. A range of different criterion descriptors will be used to display each student's progress. The criteria descriptors are as follows:

Achievement Level

(4)-EE Exceeding Expectations - Student learning and application of the skill(s) is independent and reflects deeper conceptual understanding, evaluation and synthesis of ideas.

(3)-ME Meeting Expectations - Student learning and application of the skill(s) is mostly independent and reflects solid conceptual understanding, analysis and synthesis of ideas.

(2)-AE Approaching Expectations - With some support, the student learning and application of the skill(s) reflects the acquisition of knowledge, comprehension of information and some conceptual understanding.

(1)-NP Needs More Practice - The student has a limited level of competence in the skill(s) and knowledge, and would bene t from more practice and support to achieve at grade level.

(0)-NE No Evidence - Unable to assess due to extended absence or incomplete tasks.

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<u>Effort</u>

(4)-O Outstanding - The student has given an outstanding effort and through this exceptional effort has demonstrated initiative and independence above the expectations of the year level.

(3)-VG Very Good - The student has given good effort and through this remarkable effort has demonstrated initiative and independence above the expectations of the year level.

(2)-S Satisfactory The student has given a satisfactory effort and through this acceptable effort has demonstrated occasional initiative and independence at the expectations of the year level.

(1)-NS Needs Strengthening – The student has given a limited effort and through this partial effort has demonstrated some degree of initiative and independence at the expectations of the grade level.

(0)-NA Not Applicable - The student is not being assessed on this strand or outcome at this time.

4.7 Awarding a "0" as a Level of Achievement Within the IBO Grade Boundaries

An IB DP student should only receive a level of '0' if work has either not been handed in by a reasonable date, agreed to by a teacher and/or student, given individual circumstances, or the material is completely incorrect or irrelevant.

5. Internal Final Assessment and Reporting Timeline

<u>6 Weeks Prior to Report Release:</u> Exams/project guides and review materials completed by teachers. Exam timetable given to school community by SLT.

<u>5 Weeks Prior to Report Release:</u> Exams/project guides given to HoD for review on Monday.

<u>4 Weeks Prior to Report Release:</u> Beginning of exam review. If this week occurs prior to a holiday (i.e. Christmas Holiday), review materials to be sent home during the holiday. Exams to be printed and given to HoD's by end of week.

<u>3 Weeks Prior to Report Release:</u> Final review of subjects before exams. ***Start of exams at end of week***. Exams will try to occur over a four-day period starting at the end of this week, attached to a weekend (Thursday, Friday, Monday, Tuesday).

<u>2 Weeks Prior to Report Release:</u> Exams continue. Exams/projects marked and begin to be uploaded onto PowerSchool.

<u>1 Week Prior to Report Release:</u> Report comments and grade entry finalized by Wednesday and peer-proofreading finalized by Friday.

<u>0-1 Week Prior to Semester End:</u> SLT final check of reports and reports released on Wednesday.

6. External Assessment Plan by Grade Level

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6.1 Grade 12

- IBDP Diploma

    - All students who demonstrated proficiency on the IGCSEs and within their DP subject courses will attempt a full diploma in the IBDP. (April-May)

- IBDP Certificates

    - All other students will aim for IBDP certificates in their subjects of strength. (April-May)

- Internal Standardized Tests

    - Students not taking an IB test in a subject group will take an internal standardized test which will be reflective of IBDP content. (May-June)

- KAP and KMP

    - All students in CKWA's KAP and KMP programs will prepare a portfolio of work to be shown or submitted to tertiary institutions for admission.

6.2 Grade 11

- SAT or ACT

    - Students intending to study in the United States will take the SAT/ACT to demonstrate college readiness. CKWA provides students with materials and instruction to help facilitate in the learning of these standardized tests. Information about accessing these tests, which are delivered outside of Mainland China (HK, S. Korea, etc.), will be given out by the college counseling department.

    - The school will support students through excused absences for those who need to take exams for universities in other countries.

- Toefl or IELTS

    - Students intending to study in an English-speaking foreign country will take multiple TOEFL and/or IELTS test to demonstrate English proficiency. CKWA will support students with information, instruction, materials, and planning for these important exams.

6.3 Grade 10

- IGCSE

    - All students will choose different subject choices for a two-year study period (Grades 9-10). At the end of this study period, all students will sit different IGCSEs that correspond with their subject choices and subject proficiency.

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- Toefl or IELTS

  - Students intending to study in an English-speaking foreign country will take multiple TOEFL and/or IELTS test to demonstrate English proficiency. CKWA will support students with information, instruction, materials, and planning for these important exams.

6.4 Grade 9

- IGCSE

  - Some students, showing advance proficiency in a subject area can choose certain subjects to sit an IGCSE in Grade 9 with special approval from school administration.

6.5 Grade 8

- PSAT 8/9

  - All interested students are encouraged sit the PSAT 8/9 exams to determine where they are on their college-readiness track and to determine areas for growth over the next four years. The college counseling department will provide information necessary for these optional exams.

- CEPT (or other English proficiency exam)

  - One goal for students at CKWA is to demonstrate English fluency before Grade 9. By the end of Grade 8, all students will take an additional English proficiency test and score at a high level of proficiency in order to move into English Language and Literature and to possibly determine re-grouping based on current English Language proficiency.

6.6 Grades 3-8

- Cambridge Checkpoint and Progression Tests

  - Students will take standardized Progression and Checkpoint tests starting in April-May to measure academic growth.

  - Progression tests occur in G3, G4, G6 and G7 testing English, Science and Math.

  - Checkpoint tests occur in G5 and G8 testing English, Science and Math.

  - Results for these tests will be shared with the students, their parents, teachers, and the school administration through the school's Exams Manager. The Exams Manager will also compile score data into spreadsheets available for school administrators to track student progress in different subject areas.

6.7 Star-Reading Test

- The Star Reading Test is an externally-created computer-based adaptive test that is internally moderated and used to gauge the reading skills of students in all grade levels.

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It is one half, along with Accelerated Reader, of the Renaissance Reading system. The Star Reading Test determines the student's Zone of Proximal Development (ZPD), the approximate range in which a student can develop stronger literacy skills. The ZPD is then used by the student to choose an appropriate reading book that will both challenge and stimulate the student to develop their reading abilities.

- Once a student finishes their book, they then utilize the Accelerated Reading program on the Renaissance Reading website. Once on the website, the students can take the Accelerated Reading quizzes, which focus on vocabulary and reading comprehension. The students steadily gain points based on the quizzes they complete, and they strengthen their reading and literacy skills and abilities. It is important to note that the Star Reading Test and the Accelerated Reading quizzes are part of a program aimed at promoting and developing reading skills. At no point will the results of this test or the quizzes be used to determine or affect a pupil's grade.
- CKWA Librarians are responsible for the implementation and data sharing of these tests. They will work with students' English teachers to monitor appropriate development of student reading skills.

7. CKWA Assessment Guidelines

7.1 All internally moderated assessments should follow these basic guidelines:

- Every assessment should be differentiated to account for different learning styles and English proficiency level of a certain class;
- A teacher should provide variety in the types of assessments given so that all students of different learning styles can show mastery in a subject;
- Every assessment should be designed in a way that allows all students to evaluate their current progress and set individual goals for improvement;
- When possible, summative assessments in each subject department (secondary) or each grade-level (primary) be created during the weekly planning sessions that are bestowed to groups of teachers.

7.2 All externally moderated exams, and some internally moderated exams (end-of-semester or end-of-year) will be given at the CKWA Exam Centre. The CKWA Exam Officer will be responsible for the coordination of the exams (exam ordering, scheduling, organization of invigilators, etc.) and will follow all exam requirements as dictated by the entity that produced each exam (IBO, CAIE, CKWA, etc.).

7.3 During all assessments, all students, faculty, and administrators are expected to abide by the rules and guidelines presented in the CKWA Academic Honesty Policy.

8. Responsibilities

The Head of Primary/Secondary and Programme Coordinators are responsible for monitoring this policy in their specific divisions and will provide reports and recommendations to the Director of Curriculum and Instruction and Executive Principal as appropriate.
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9. Links to Other Policies and Documents

This policy is linked to CKWA's Curriculum Policy, Admissions Policy and Academic Honesty Policy.

10. Oversight

Oversight of the Assessment Policy is undertaken by the Senior Leadership Team, via the Director of Curriculum and Instruction. The policy will be reviewed by members of the Academic Leadership Team annually.

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