



BIBS Assessment Policy

BIBS Mission Statement 青苗使命

BIBS seeks to empower its learners to become bilingual, multi-cultural and global-minded citizens who are equipped with the knowledge and integrity to function successfully, responsibly and effectively in an ever-evolving global environment.

BIBS Motto: Love, Care & Support

Purposes of Assessment

At BIBS, assessment is integral to teaching and learning. It supports IB principles by nurturing student learning and informing teacher instruction practices. Assessment aims to:

- support and nurture student learning through continual feedback to improve the learning process
- inform, enhance and improve the teaching process
- foster positive student attitudes towards learning
- promote a deep understanding of subject knowledge as applicable to real-world contexts
- develop higher-order cognitive skills by setting assessment objectives that value these skills
- differentiate to develop success for all learners
- support and instill IB Learner Profile attributes by nurturing the development of the whole student
- recognize the importance of assessing the process of inquiry as well as the product(s) of inquiry, and aims to integrate and support both. (Making the PYP Happen, 2009).

Principles of assessment

Assessment involves the gathering and analysis of information about student performance, and is designed to inform teaching and learning practice. It ascertains what students can do (skills), understand (learning) and know (knowledge), at different stages in the learning process. Students and teachers should be actively engaged in assessing student progress, to develop critical thinking, reflective and self-evaluation skills. We assess subject matter/content – what a student knows, as well as their approaches to learning – how a student comes to know?

Student learning is facilitated through planning and refining the teaching and learning process to meet class and individual needs. Through assessing students' prior knowledge and experience and monitoring their progress, teachers will be able to plan and refine their teaching strategies to address learning gaps.

A well-designed learning experience provides learning outcomes on students' skill development, conceptual understanding and knowledge, and to provide evidence which can be used in formative or summative assessment.



Types of assessment

Diagnostic assessment

Diagnostic assessment prior to teaching helps teachers and students find out what the students already know and can do.

Effective Diagnostic testing includes:

- tuning in activities designed to solicit prior learning
- tests of content about to be learned
- student writing and self reporting

Formative assessment (Assessment for Learning)

Formative assessment provides information to plan next stages in learning. Interwoven with learning, it helps teachers and students assess what skills students have acquired and their level of understanding. Teaching and formative assessment are directly linked and function purposefully together. Formative assessment aims to promote learning by providing regular and timely feedback to students that will help improve performance, foster enthusiasm for learning, evoke thoughtful reflection, develop the capacity for self-assessment, and recognize the criteria for success.

Effective formative assessments allow teachers and students to:

- share their learning and understanding with others
- demonstrate conceptual understandings, a range of knowledge and skills
- consolidate their understandings in a variety of ways
- utilize a variety of learning styles, multiple intelligences, and abilities to express their understanding
- participate in reflection, self- and peer-assessment
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- analyze their learning to understand what needs to be improved
- demonstrate a range of knowledge, conceptual understanding and skills
- use a variety of learning styles, multiple intelligences and abilities to express their understanding
- base their learning on real-life experiences that can lead to further inquiries

Summative assessment (Assessment of Learning)

Summative assessment judges how well the student understands and can apply knowledge and skills taught. Summative assessment culminates the teaching and learning process, giving students the opportunity to demonstrate what has been learned. It measures four elements of the program simultaneously. It provides evidence-based information regarding (a) student learning, (b) skill acquisition, (c) understanding of central concepts, and (d) the teacher effectiveness in teaching the students.

Effective summative assessments allow students to:

- know in advance and understand criteria for producing quality work, assignments and performances;
- share their learning and understanding with others;



- demonstrate conceptual understandings, a range of knowledge and skills;
- consolidate their understandings in a variety of ways;
- utilize a variety of learning styles, multiple intelligences, and abilities to express their understanding;
- participate in reflection, self- and peer-assessment;
- base their learning on real-life experiences that can lead to further inquiries;
- express different points of view and interpretations;
- analyze their learning to understand what needs to be improved;
- demonstrate a range of knowledge, conceptual understanding and skills;
- use a variety of learning styles, multiple intelligences and abilities to express their understanding;
- base their learning on real-life experiences that can lead to further inquiries.

Assessment Strategies & Sources

Teachers are encouraged to ensure that they use as wide a variety of assessment practices with students to allow them to experience and develop as many ways of learning as possible. In addition to a varied range of formal and informal assessments, teachers ensure that students have appropriate opportunities and the necessary skills to undertake school-based summative assessments, and that these are made available for submission to the IB for standardisation and moderation purposes, if required.

Students are an important part of the assessment process. In order to understand assessment criteria and the assessment process, self-assessment and peer-assessment is built into the assessment programme for all students. This also helps students unpack and understand the IB Learner Profile concepts. Reflective students, ‘give thoughtful consideration to their learning and experience, assessing and understanding their strengths and limits to support learning and development’ (IB Learner Profile, 2008).

A teacher’s role is also to address student reflections to assist in reducing any rhetoric-reality gap, thereby helping the student to improve their understanding and perception of themselves as learners.

Before any formal assessment takes place, a teacher will:

- examine the reliability and validity of the assessment being made, including the use of backwards design when developing assessments;
- provide students with explanations of assessments in more than one format, but always including a written format with some special exceptions;
- provide students with the assessment criteria and an explanation of how they will be applied.

The following types of assessment give an indication of the range of assessment performed at BIBS:

Observations

Students are observed by teachers and their peers using various methods that range from a wide angle, focused on the whole class, to a close-up, focused on the individual student or activity, by a non-participant who observes from without or a participant who observes from within.



Teachers and peers assess student

- ability to stay focused on learning
- peer interactions
- overall class behaviour
- listening, speaking and reading skills
- logical thinking skills
- lateral thinking skills (brainstorming sessions, etc.)
- research skills
- study skills
- response to instructions
- ability to apply what has been learned
- individual behaviour
- process of writing

Performance Assessments

Students receive goal-directed tasks and assignments with established criteria, which present an authentic challenge or problem. Numerous approaches to these challenges/problems require the use of many skills with rarely only one correct response.

Audio and video recording is useful for this kind of assessment of:

- presentation or arts performance
- physical demonstration or exhibition
- tactile problem-solving
- role-playing or taking another's perspective
- response to a challenge.

Process-focused Assessments

Students co-curricular skill development is observed through assessment of:

- organizational skills
- research effectiveness
- project work
- classroom behaviour and participation
- out-of-class behaviour
- synthesis of evidence.

Selected Response Assessments

Students' acquisition of classroom knowledge and theories are graded through assessment of:

- standardized written tests;
- oral presentations;
- visual or PPT presentations;
- pop-quiz responses.

Open-ended Tasks

Students' responses to a stimulus are graded through assessment of:

- written assignments;
- verbal classroom contributions;
- diagrams that adhere to a pre-defined scale;



- drawings or other representations.

Portfolios

A collection of students' assessed work is used to demonstrate the progression of higher order thinking, creativity and reflection.

Interaction with Students

Students interaction with their teachers can assist with assessment resulting from:

- discussion of student work, assignment, performance, activity, and/or other product
- analysis of student reflection of the work, assignment, performance, activity, or other product
- consideration of student journal writing and reflective discussion

Comparison of Student Assessment

Comparison of students' work, assignments, performances, and/or activities should only take place:

- between the student's prior and current knowledge, performance and learning experiences
- producing work in supervised and unsupervised conditions
- between individual and group work
- with other students in a group situation
- with class-wide levels of performance
- with standardized performance
- with previous academic records of that student
- between in-class and co-curricular behaviour (excursions, CAS activities, peer interactions, etc.)
- all summative assessments are self assessed

Second Opinions

Second opinions may be sought to evaluate assessment methodologies that teachers use through:

- self assessment
- peer assessment
- parental assessment
- assessment by other teachers

Previous Records

To accurately assess each student's progressive assessment, teachers may refer to:
previous student records
records of previous learning experiences

Assessment Criteria

Assessment criteria used to grade/report student assessment may include:

- rubrics
- benchmarks/exemplars
- check-list of desired behaviours



- anecdotal records
- rating scales
- focus grids
- continuums
- use of programme specific criteria where applicable

Reviewed September 2018 by Terry Linton, Alexandra Williams, Sheeba Thomas, Yars Huang, Phil Rietema

Supporting Documentation

- Diploma Programme Assessment Principles and Practice
- Diploma Programme from Principles into Practice
- Guidelines for Developing an Assessment Policy
- MYP From Principles into Practice (2014)
- PYP Making the PYP Happen (2012)
- PYP The Primary Years Programme: A basis for practice (2009)

Appendix

BIBS Assessment Recording and Reporting Practices

Assessment of the Essential Elements of the PYP

The five essential elements of the PYP are assessed through the units of inquiry and are recorded on the planner for each unit.

- 1) Knowledge: assessment of the knowledge learned in each unit is done through the summative assessment. It reflects an understanding of the central idea.
- 2) Skills, 3) concepts and 4) attitudes: Each unit provides opportunities for different skills, concepts and attitudes. Reflection on growth in these areas is recorded on the planners and self-assessments are done by the students.
- 5) Action: Student actions that are initiated beyond the scope of the unit are recorded on the planner.
- The 5th Grade Student Showcase: The 5th grade students collaboratively develop and present their own central idea reflecting a topic both local and global in nature that they are motivated to explore. Students engage in a cycle of inquiry by developing ideas to explore, researching, proposing solutions, taking action, reflecting, and presenting their learning process. 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.

Information for parents that will be explained:

- regarding IB Assessment – during the first semester of IB programmes
- all assessment procedures must adhere to BIBS Academic Honesty Policy.



Reporting to Parents will Take the Form of:

- written reports mailed to parents at the end of each semester, summarizing the student's progress in each subject, and the student's progress, attitude and behaviour, both in and out of class;
- Parent-teacher-student conferences scheduled at the end of each semester to share teachers' observations, acquire parental feedback, and gain student agreement to enhance student performance and progress on future assessments. Students are expected to participate at these conferences. Teachers use this occasion to provide constructive suggestions on how the student might improve their performance against the assessment criteria.

MYP Recording and Reporting of Assessment each Semester:

- MYP subject teachers award students a grade from 1 to 7, based on their professional judgement of their achievement to date. This includes projects, demonstrations, presentations, performances, or other original work. These grades are judgements of the subject assessment objectives with detailed level descriptors of assessment criteria rubrics used to provide evidence for the grade awarded;
- At least two judgements per criteria per reporting period are assessed summatively
- The final grade level is determined by the best fit approach where the teacher uses evidence and professional judgement to decide on where the student currently is with their progress
- Assessments are recorded electronically and are made available to individual students and parents.

DP Recording and Reporting of Assessment each Semester:

- DP subject teachers award students a grade from 1 to 7, based on their summative and formative assessments. This includes assignments, projects, presentations, performances, examinations, or other original work, accompanied by detailed descriptors for the grade awarded, such grades to be posted electronically to student files, with remarks for student progress toward meeting the DP syllabus criteria;
- CAS Coordinator, in collaboration with students' CAS Advisor, posting appraisal electronically to student file, outlining student's CAS initiatives, activities and learning, assessing student commitment to CAS, and reporting student progress toward meeting DP CAS objectives and criteria
- TOK Coordinator posting appraisal electronically to student's file, outlining students' understanding and knowledge of TOK concepts, and reporting student progress toward meeting TOK assessment objectives and criteria;
- Extended Essay Coordinator, in collaboration with student's EE Advisor, posting appraisal electronically to student file, outlining student progress-to-date toward completing current stage of Extended Essay, and quoting deadlines for future stages of completion to meet DP objectives and criteria;
- DP Coordinator, with home-group teachers posting appraisal electronically to student file, assessing student's co-curricular and leadership contributions, and commenting on



whether student is working toward meeting DP objectives and developing IB Learner Profile attributes;

- During the final DP semester, DP subject teachers will assign Predicted Grades, based on the student's predicted final assessment in meeting DP syllabi objectives and criteria. These Predicted Grades to be posted electronically to student files, accompanied by detailed remarks regarding student progress. Predicted grades will be forwarded to the IB and to all universities as nominated by student. Predicted grades are not final grades and will never, at any time, be released to the student or student's parents.