**IB School Code: 052067**

**IB DIPLOMA PROGRAMME**

**AT TWS(JIAXING)**

**Assessment Policy**

2022-2023

Academic Year

**IB Mission Statement**

The International Baccalaureate Organization 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 programs of international education and rigorous assessment.

These programs encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right ([www.ibo.org](http://www.ibo.org)).

**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:**

**Inquirers**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

**Knowledgeable**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

**Thinkers**

We use critical and creative thinking skills to analyze and take responsible actions on complex problems. We exercise initiative in making reasoned, ethical decisions.

**Communicators**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

**Principled**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

**Open-minded**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

**Caring**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world arounds us.

**Risk-takers**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

**Balanced**

We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

**Reflective**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**(**[**www.ibo.org**](http://www.ibo.org)**)**

**Philosophy – Assessment for Learning**

A broad vision of assessment calls for the development of a learner-centred environment that uses a variety of assessments to chart student learning. It calls for aligning student assessments to challenging content standards and proposes that assessment be used to guide the teaching/learning process, rather than simply giving feedback about student achievement at the end of the test. Assessment helps reveal what is considered most important about what students should be learning. Thorough knowledge of student achievement requires multiple approaches to assessment, with teachers being able to call upon a repertoire of assessment skills. The document recommends a balanced use of curriculum-referenced and norm-referenced assessments to inform all school stakeholders regarding student progress. This balanced approach to assessment includes the use of traditional paper-and-pencil tests that require students to recall and recognize facts, as well as performance assessments that call upon students to develop arguments, perform analyses, and apply knowledge and solve complex problems. Through this blend of assessment methods, the teachers and school can measure both what students know and what they are able to do.

All assessments have the common purpose of helping to inform educational decisions. If assessments are to help students learn and assist educators in guiding instruction and in obtaining dependable information, we must attend to issues of assessment design, implementation, and reporting. TWS(Jiaxing) assessment philosophy is founded on the following beliefs about design, implementation, and reporting:

* Assessment should help all students learn well.
* Classroom and school-developed assessments should be linked directly to the targets of instructions so that students are assessed on what they are taught.
* Assessment methods should vary, depending on the kind of learning target to be assessed and the uses intended for the data.
* Assessment should be part of an integrated system of curriculum, instruction, assessment, and staff development. It should not simply be something that happens at the end of teaching.
* Assessment information should be understandable and meaningful to parents, students, and teachers.
* Assessment should be designed to maximize every student’s ability to demonstrate their knowledge and skills.
* Assessment should encourage students to become self-assessors.
* Assessment should measure the quality of student knowledge and products, and the processes used to obtain those products.
* Assessment itself should be evaluated continually for quality.
* Assessments at all levels (classroom and school) should meet appropriate technical standards of reliability and validity. When generalising assessment results sensitivity should be displayed regarding equity issues for all students, and should be developmentally appropriate without lowering standards.
* Assessment should not be used as a mechanism for tracking; rather, assessment data should be used by the administration and faculty, to help design educational programs that meet the needs of students and help improve student performance.
* Assessment data on individuals should take into account the whole student. No one-test score can provide an adequate indication of a student’s achievement. Sound assessment practice in the classroom and the school calls for synthesis of information from multiple sources, creating a “photo album” of student achievement rather than a “snapshot”.

1. The primary philosophy and aim of assessment, grading, and reporting is communication. Regardless of the format, its purpose is to provide information to interested persons in a form they can understand clearly and use effectively.
2. The philosophy of assessing, grading and reporting are integral parts of the instructional process. When done well, they provide essential information to students, parents, and other interested persons that can be used to enhance both teaching and learning. The components of this process certify the attainment of learning goals, identify where additional work is needed, and provide a basis for improvement efforts.
3. Good reporting is based on good evidence. The usefulness of the information offered in any reporting device depends on the quality of the evidence on which that information is based. Even the most sophisticated, technologically advanced reporting system cannot compensate for poor, inadequate, or unreliable evidence on student learning.
4. Improvements in grading and reporting are best accomplished through the development of a comprehensive reporting and assessment system. The need for better quality and more detailed communication about student learning has become increasingly evident. No single reporting device, such as a report card, can adequately serve these diverse communication needs. Instead, it requires a multifaceted reporting system that communicates numerous types of information to multiple audiences in a variety of formats.

**ASSESSMENT AIM**

Assessment is used to determine whether students are meeting the curriculum expectations, to identify areas in which they need to improve, and to help teachers select and develop teaching/learning strategies that will support continuing student achievement and progress. A common thread woven throughout curriculum and sound pedagogy is the blending of learning and assessment within the planning, evaluation and reporting processes. Students require many opportunities to demonstrate their learning before and evaluation is reported.

All assessment should be focused on the improvement and growth of the individual students, and linked to curriculum expectations. Assessment, evaluations and reporting of student achievement are the essential keys to understanding proficiency and progress. It is important to provide many opportunities for students to demonstrate their knowledge. A final evaluation should be made only when a body of evidence has been collected.

Assessment is the gathering, recording and analysis of information/data about a student’s progress and achievement or about a programme’s implementation and/or effectiveness.

Evaluation is the application of judgement to the information/data gathered by placing a value to represent the progress or level of achievement according to a previously designed set of criteria.

Reporting reflects the sharing of clear and accurate information about student achievement with the student, parents/guardians, and educators.

Accordingly, teachers’ assessment plans need to ensure that students have opportunities to:

* Learn to set out a project plan, review its effectiveness and revise it as needed;
* Set goals and devise action plans for their own improvement;
* See examples of what quality work looks like;
* Learn to assess and revise their own work;
* Assess the work of a learning partner;
* Give and receive constructive feedback;
* Perform important tasks at different times and in a variety of circumstances;
* Learn from their experiments/mistakes and redeem earlier efforts.

DIAGNOSTIC or INITIAL ASSESSMENT identifies the ‘prior learning’ or student readiness for the learning activities at hand. Diagnostic assessment strategies include:

1. A record of demonstrated skill, knowledge and/or aptitude for the subject involved;
2. Observation checklists;
3. A diagnostic quiz;
4. A verbal report;
5. Samples of previous work.

FORMATIVE ASSESSMENT is the ongoing assessment of learning. Formative assessment strategies include:

* Conferences and interviews;
* Observational notes;
* Journal entries;
* Portfolios;
* Scoring tools;
* Self and peer reflection;
* Quizzes.

SUMMATIVE ASSESSMENT is undertaking to measure learning progress and proficiency, at the end of a unit, term or program, in relation to curriculum expectations and established levels of achievement. Summative assessment strategies include:

* Oral/written tests;
* Performance-based tasks;
* Learning logs;
* Conferences or interviews;
* Projects and products.

ASSESSMENT – TO BE AUTHENTIC, FAIR, and EFFECTIVE …

* Must be an ongoing process with the goal of improving student achievement.
  + *Diagnostic assessment usually takes place before starting the unit of study, to assess a student’s prior knowledge.*
  + *A formative assessment is a continuous process that occurs during the teaching of the unit, to provide students with feedback.*
  + *Summative assessment usually occurs near the end of a subtask or a unit of study, and is used to assess the student’s consolidation and mastery of concepts and skills.*
* Must be varied.
* Should be shared with the student at the outset of the task being assessed. *Provide copies of the recording tools (e.g. – rubrics, checklists and rating scales) to students in advance. Rubrics are particularly effective in providing students with information concerning the criteria that will be used to assess their work and the key characteristics their work should exhibit.*

**USING MULTIPLE MEASURES OF ASSESSMENT**

Strong classroom assessment is the heart of any assessment system, and it provides the foundation for system accountability. The classroom connection among curriculum standards, assessment, and instruction is paramount. In short, assessment data is used to help direct classroom instruction. Regular assessment on all levels is necessary to ensure that students are making progress toward the appropriate learning targets. To achieve this, the school plans to use a combination of assessments that includes those prepared by teachers at the classroom and school level assessments such as standards-based assessment (criterion), and norm-referenced tests where appropriate.

Thorough knowledge of students learning and progress requires several approaches to assessment, avoiding excessive reliance on one or a few methods. At TWS(Jiaxing), a student’s mastery of content and process knowledge is assessed both through standards-based assessment (criterion tests) tied directly to the written curriculum and norm-referenced tests that assess generally accepted knowledge and skills.

***Standards-Based Assessments (Criterion – Referenced Measures)***

These types of assessments are designed to measure how well our students are meeting the content standards and essential learnings. Assessments that are “standards-based” are also referred to as “criterion-referenced” meaning that these tests score students on how well did against specific criteria, namely, the learning targets identified in the curriculum development process. The majority of information regarding student progress in gained from assessment completed by the teacher in the classroom. Whatever the level of assessment, information from standards-based assessment help students, parents and staff identify progress toward mastery of the learning targets.

***Norm-Referenced Assessments***

This assessment structure provides for a comprehensive norm-based system for assessing and analysing student progress over time. The nature of these tests and the easy access to data for trend and programme analysis is a critical tool for teachers and administrators in planning for student instruction and intervention.

***Uses of Assessment Data***

Uses for assessment data generally fall into two main categories: assessment to provide information for educational decision-making, and assessment as a teaching strategy. There are three categories of educational decisions made with assessment data: instructional feedback, individual student grading and certification, and system accountability.

**PURPOSES**

The second key to quality assessment is to know and understand what learning targets we hold for students. We use content standards and essential learnings as sources for our learning targets. In each subject area and course, there are many different kinds of valued learning targets, from mastering content knowledge to complex problem solving, from adding and subtracting to writing well, from speaking a foreign language to playing a trombone. Assessors must know the kind of learning target to be assessed. Teachers must be masters of the learning targets they hold for students. Knowing precisely what they are asking students to master is important because different targets require different assessment methods. They cannot select an appropriate method to assess student achievement without a sharp focus on the kind of learning target they intend to assess. Additionally, in order to assess well, they must know the characteristics of good performance in the specific discipline they teach.

**METHODS**

The third key to quality assessment is to know the range of assessment methods that exist and when to use each. Assessment methods fall into one of four categories:

1. Selected response – multiple choice, true/false, matching, and fill-in-the-blank
2. Essay assessments – via written response
3. Performance assessments – either of skills or products
4. Personal communication – via instructional questions, student conferences, or interviews.

Teachers must choose the best assessment method for the kind of learning target they intend to measure. An articulated well-designed curriculum should include all four kinds of achievement targets cited above; all staff responsible for measuring student progress must become proficient in using each of the assessment methods. In addition, all assessors must be able to design an assessment plan that incorporates multiple methods to accurately reflect the balance of learning targets taught.

**CURRICULUM**

By definition, curriculum is “all the courses of study offered by the school”.

***Grade 1 to Grade 6***

In the International Division of TWS(Jiaxing), students from Grade 1 to Grade 6 will study the International Baccalaureate Primary Year Programme or what is commonly referred to as the PYP. In the PYP, students are taught primarily through the grade level unites of inquiry, according to our Programme of Inquiry, which is based on the PYP principles and IB Learner Profile. Through the units of inquiry, students will learn Social Studies and Science concepts, Mathematics, and English (Reading, Writing and Oral Speaking). Students will also see specialist teachers for Music, Physical Education, Visual Arts, Mandarin and Information Technology. Within these specialist programmes, links will be made to the grade level units of inquiry where appropriate. We are already an authorised PYP school in October 2020.

***Grade 7 to Grade 9***

Grade 7 to Grade 9 is our division’s Middle School (MS) and is characterised, in particular, by a significant period of personal, social and intellectual development, of uncertainty and questioning. The International Division of TWS(Jiaxing) has created a Grade 7 to Grade 9 curriculum that assists students in their search for a sense of place in their world. It is a rigorous and challenging programme, based on best practice, educational research and informed development and is designed to provide opportunities for students to develop challenges and reflect upon their personal value systems. As with Grade 1 to Grade 6, this curriculum will be based on the principles of the IB Learner Profile. The Chinese National Curriculum (CNC) is used together with the MYP framework as an IBMYP Candidacy school.

***Grade 10 to Grade 12***

Grade 10 to Grade 12 is our division’s High School (HS) and, as with Grade 1 to Grade 8, will be based on the principles of the IB Learner Profile. Grade 9 and Grade 10 will follow a pre- International Baccalaureate Diploma programme, or pre-DP, as well as AQA GCSE Programme, they are designed to provide a transition from the broader-based, experiential curriculum of middle school to the more specialised and rigorous requirements of the International Baccalaureate Diploma Programme, or DP, which is offered in Grade 11 and Grade 12. Students in Grade 9 and Grade 10 are required to take certain core subjects. A central focus of the pre-DP is the development of skills that will be carried through into the DP and beyond. Skills of analysis, data interpretation, communication, creative problem solving, research, critical thinking and time management are developed through all of the courses. Assessment tasks also resemble the types of assessment that students will face later in their education, ranging from essay writing, lab reports, source analysis, and mathematical projects to research projects and more.

***Grade 11 to Grade 12 (Diploma Programme)***

Grade 11 to Grade 12 students will follow the International Baccalaureate Diploma Programme, or DP. The DP is a rigorous pre-university course of study, which meets the need of highly motivated secondary school students. Designed as a comprehensive two-year curriculum that allows its graduates to fulfil the requirements of various national education systems, the DP model is based on the pattern of no single country but incorporates the best elements of many.

The DP curriculum is about building well-roundedness with six academic areas studied concurrently exposing students to balance within the two great traditions of learning i.e. the Humanities and the Sciences, as well as asking students to develop themselves inside and outside of the classroom through the three core areas of:

- Extended Essay (EE),

- Theory of Knowledge (TOK),

- Creativity, Activity, Service (CAS).

MS and HS students will engage in a wide range of interactive learning experiences, both on and off-campus. These activities assist each student to develop a sound core of knowledge, a sense of logic, intellectual confidence, and lifelong learning skills. The International Division of TWS(Jiaxing) will also take advantage of the many learning opportunities unique to an international school setting and our location in China. Most importantly, the school aims to foster a lasting love of learning.

**ASSESSMENT**

A good programme of study should be focused on **assessment for learning** and not only **assessment of learning**. Due to the criterion-based nature of the programmes we offer in the International Division of TWS(Jiaxing), assessment is continuous, is integral to the programme and is interlinked with instruction. Teachers and students can therefore expect to see a lot of assessment in any given school day/week. It should be a natural part of the lesson and should not be seen as special or stressful. The International Division’s development and ongoing implementation of an assessment system is guided by a set of fundamental beliefs about the role of assessment in students learning. These principles are:

1. Assessment in the International Division is utilised to promote overall students success.
2. All students can learn.
3. All assessment is criteria referenced.
4. Assessment formats are varied (performance, process journals, portfolios, continuums, anecdotal records, essays, tests, video, design or construction, and student communication (oral presentations, group work, etc.)).

***Types of Assessments***

1. **Tests**: will be defined as:

- Assessments that require students to revise outside of class.

- Concept/content heavy tasks which need to be completed without supporting material.

1. These assessments much be place on the test calendar – please make sure it is entered under the class period when the assessment will take place.
2. Revision for a test can only be set during subject homework allocation and takes the place of other homework. A teacher cannot allocate a homework task and revision for the same homework slot.
3. There can be no more than two (2) tests scheduled per day.
4. The absolute maximum a student could have would be one major test for each subject in that week.
5. **Assessments**: (other than tests) are defined as:
6. Self-contained, not requiring any preparation by the students.
7. Preparation has taken place exclusively in previous classes.
8. Completed with supportive material.

These tasks do not need to be placed on the test calendar.

*Note: There must be no assessment deadlines for Grades 9-12 in the week before semester exams.*

***Minimum Assessment Practices***

1. Teachers need to collect and assess at least one (1) piece of work (formative or summative) per class per 10-day cycle.
2. High School classes (Grades 9-12) must include 3-4 major summative unit assessments per semester, approximately one (1) per month.
3. ManageBac gradebooks must be updated at least once every two weeks.
4. Students in the same course taught by different teachers need to have the same assessment opportunities and experience the same standard of marking in a position to obtain a similar grade regardless of the teacher.

***Types of Assessment Strategies***

1. **Anecdotal Records**: objective narrative records of student performances, strengths, needs, progress, and negative/positive behaviours.
2. **Authentic Task**: and activity that is genuine and occurs in a real-life context. These can include real-life shopping tasks, measuring a ball-park, designing a home, building a bridge or tower.
3. **Checklist, Scales or Charts**: an identification and recording of students’ levels of achievement can be by rubric levels (1, 2, 3, 4, 5, 6, etc.) by letter grade or numerical value, or simply by acceptable/unacceptable.
4. **Conferences**: meetings between the student/parent/teacher and/or principal where progress is checked and goals for growth are established and agreed upon.
5. **Contracts**: agreements of goals (verbal or written) set by the teachers/parents and the students can be most helpful when they are displayed on top of the student’s desk. Contracts are successfully used in behaviour modifications.
6. **Demonstration**: to show and tell, collect data, make observations and inferences, explore, present events, to introduce a concept etc.
7. **Field Trips**: an opportunity to collect data, explore a particular place, experience something new and unique, collect specimens.
8. **Games**: games are excellent opportunities for simulations and small and large group assessment.
9. **Presentations**: a presentation by one student or by a group of students to demonstrate the skills used in the completion of an activity or the acquisition of curricular outcomes/expectations. The presentation can take the form of a skit, lecture, lab presentation, debate etc. Computers can also be used for presentations when using such software as Microsoft Page Maker, PowerPoint or webpage designs.
10. **Diagnostic Inventories**: student responses to a series of questions or statements in any field, either verbally or in writing. These responses may indicate an ability or interest in a particular field.
11. **Independent Projects**: reports, studies or tasks which demonstrate skills such as: organisation, time management, goal setting, comprehension and interpreting.
12. **Interest Inventories**: student responses to questions designed to find out past experiences and/or current interest in a topic, subject or activity.
13. **Paper and Pencil Procedures**: Tests, Examinations, Quizzes, Essay Tests: helps the determine and/or measure achievement used to pre-assess, a means of assessment of students’ writing abilities and application of knowledge using a variety of methods. Can be used for both formative and summative assessment.
14. **Peer Evaluation**: judgements by students about one another’s performance relative to stated criteria and programme outcomes.
15. **Performance**: demonstration of a student’s achievement of the outcomes/expectations.
16. **Performance Assessment**: assessment of the actual completion of a set of activities intended to have the student reach the determined expectations or goals.
17. **Portfolio**: a collection of student work that exhibits the students’ efforts, progress and achievements in one or more areas. The collection must include student participation in selecting content, the criteria for selection, the criteria for judging merits, and evidence of student self-reflection. Portfolios can illustrate some of the following: best work, progress, subject-specific work, works in progress.
18. **Real-Life Performance Role**: a performance implying a simulating a “real-life” role.
19. **Rubrics**: a set of guidelines for measuring achievement. Rubrics should state the learning outcome(s) with clear performance criteria and a rating scale or checklist.
20. **Self-Evaluation**: student reflections about his/her own achievements and needs relative to programme goals.
21. **Simulations**: the use of problem-solving, decision-making and role-playing tasks, can take the form of science experiment, computer simulation or real-life enactment of an election, court case etc.
22. **Student Journals**: personal records of, and responses to activities, experiences, strengths, interests and needs.
23. **Student Portfolio**: an ‘on-going’ student-maintained file in which all items represent progress, often included is a written reason why the student values the work. Drafts and final copies are both acceptable.
24. **Subject Area Portfolios**: a portfolio of student work and reflection related to a particular subject or curriculum area – students are encouraged to present this portfolio to others as an accountability practice.

**EXAMINATION GUIDELINES**

Examinations (exams) are held for a variety of reasons, but one of the most important is as a learning experience for the students. This not only includes the opportunity for them to practice exam technique, but also experience answering questions under the condition they will face in an external exam situation. It is therefore vital that all exams which take place within the school are conducted in a professional manner and that all those involved in administering these exams do so in a standard way.

The following guidelines are to be used for all end of year exams for Grade 6 to 12. More detailed guidelines will be distributed by the IB Diploma Coordinator for the Mock exams and May exams.

***Revision Preparation***

* Subject material for Grade 6 to Grade 12 Study Guides must be forwarded to the appropriate SLT member by the required deadline. This information must contain:
* the length of each paper
* the topics to be covered
* the types of questions to be used.

***Preparation of Examination Papers***

* All examination papers must be given to the Administration Office at least three (3) days prior to the first day of the exam session.
* The papers must be sealed in an envelope (available from the school office) and a standard coversheet completed and attached to the front of the envelop.

***Security of Examination Papers***

* Please treat the security of exam papers as very important as this will help the students view them as an important part of the assessment process.
* Exam papers and mark schemes must be kept in a locked draw of filing cabinet at all times. These items are never to be left unattended in the classroom.

***Student Materials***

* Students must only bring the items they require to the exam room – writing materials plus revision books.
* All unnecessary items must be secured in lockers, bags, etc.

***Starting and Finishing Exams***

* It is the responsibility of the invigilator(s) to collect the paper(s) from the Administration Office 20 to 30 minutes before the exam.
* If the length of the exam is less than the allocated time slot, the students must revise first and start the exam so that they will finish at the end of the session.
* Once the revision period is completed, all books/motes must be closed and place in a neat pile either at the front or back of the room – no subject information must be visible.
* Before the start of the exam the invigilator is required to complete the attendance column (coversheet on exam envelop) and read out any instructions listed on the exam coversheet.
* The following information must be clearly written on the white board (or shown on the screen) in every exam room:
  + date
  + subject name (and level – IBDP)
  + start **and** finish times
  + remaining time – 30 minutes, 15 minutes and 5 minutes.
* At the end of the exam, it is the responsibility of the invigilator to collect all the papers and return them to the named person indicated on the exam cover sheet.

***Exam Conduct***

* All students must wait outside the exam room until the invigilator arrives and asks them to enter.
* It is the responsibility of the invigilator to ensure that the students enter the room in silence and in an orderly fashion, and that the students settle quickly at their allocated desks.
* The invigilator must be vigilant throughout their time in the exam room and move around the room frequently to ensure that strict exam conditions are being maintained.
* The conduct of IBDP May Exam will strictly follow the *Diploma Programme Assessment procedures* and the *Conduct of examinations booklet*.

***Attendance of Exams***

* During the entire exam period, all students in Grade 6 to Grade 12 will observe a normal class schedule as individual subject exams will be sat during scheduled lessons.
* During the exam period, all student sin Grade 6 to Grade 12 must be in school at the usual time and remain in school as their usual schedule.
* All students must remain in the exam room for the full allotted examination time i.e. no student may leave the room early even if they have finished their paper.
* A student arriving late may be permitted to enter the room and start the exam, but will not be given extra time to complete the paper. This must be recorded on the exam cover, stating the student’s name and the time they entered the exam.

*Note: No students are allowed to return back to the dormitory during exams.*

**HOMEWORK**

Homework is an integral part of the school curriculum and is useful for reinforcing what students learn in class, mastering skills, and developing individual interests. Homework is a learning activity that increases in complexity as the student progresses from grade to grade.

***Homework Practices in the International Division of TWS(Jiaxing)***

1. The purpose of the homework and how the homework fits into the overall plan for the course should be clearly explained to students.
2. Whenever homework is assigned, it should be meaningful and supplement, complement, and reinforce classroom teaching and learning.
3. Teachers should set homework assignments that require reasonable time limits for each age group.
4. Students are expected to complete homework and are expected to make every effort to complete homework according to teacher instructions. If homework is checked for “completion”, it may not be used towards a semester academic grade but that information should be used to develop an effort/work ethic grade, or give formative feedback related to student progress. Homework that is for “completion” or self-checked in class, while not part of the semester grade, should be used to develop questions and discussions in class, student engagement (explaining to the class, working at the board, etc.) and allow the students to get meaningful feedback. This kind of assignment can fall under the category of “formative” work.
5. It is understood that some homework such as research papers, major projects and lab reports will be collected, graded by the teacher and used to develop semester grades. Such significant assignments can fall under the category of “summative” assessments. Alternatively, they can be considered to be “formative” according to appropriate pedagogical practices.
6. Homework must be addressed in some fashion once the students return to class and how homework will be addressed should also be outlined to students. For example, will the homework be collected by the teacher so that the teacher may comment on it, will the homework be self-assessed in class given a mark scheme or rubric, will the students complete a peer assessment of the homework or will the teacher go over the homework with students.
7. Homework should always be clearly assigned with explicit due dates.
8. Homework should always be returned promptly with clear and sufficient comments.
9. From the time a student reaches Grade 6, he or she can be expected to work upwards of 1-2 hours per night. Bu the time a student reaches Grade 9, he or she can be expected to “work” and eight-hour day. As just over five of those working hours are spent in class, 3 hours could be expected to be spend on schoolwork outside of class.
10. Teachers should expect that students will be spending, on average, the following time on out-of-class work:

|  |  |  |
| --- | --- | --- |
| **Grade** | **Minutes per Night** | **Hours per Week** |
| 7&8 | 90-120 | 10-12 |
| 9&10 | 180 | 13-15 |
| 11&12 | 180+ | 15+ |

A homework timetable is arranged at the start of the school year and all staff are asked to set homework in accordance with this timetable and the time allocations listed above.

***Homework should never:***

1. Introduce initial or new materials or skills.
2. Require extensive direction or help.
3. **Be used as a punishment!**

**GRADING**

The following items are the grading practices that best support assessment for learning. It includes several dimensions that support sound grading protocols and defines the level of quality. It is expected that all teachers will follow these guidelines:

1. **Achievement grades** are awarded on academic performance, according to the procedure outlined below. There are no opportunities for “extra credit”. Students should do the best they can on the assessments that have been assigned to measure that attainment of each unit’s objective.
2. **Effort grades** are awarded as per the International Division’s Effort Rubric.
3. **Recording of grades**: All teachers will keep an accurate record (paper copy and/or electronic copy) of achievement grades and effort grades which is up-to-date.
4. **Submission of Assessments**: Assessments which are not submitted by the due date will be considered in the following manner:
   1. **Legitimate Reasons**: This is defined as illness or family emergencies, which is deemed acceptable by the appropriate SLT member. Students have one week from the due date (or return of the student if he/she is out for a lengthy amount of time) to complete the work not handed in. However, a parent note and/or a doctor’s note which clearly states the reason for the absence needs to be provided. If a student does not submit the work then the “Not Legitimate Reasons” (see below) procedure is activated.
   2. **Not Legitimate Reasons**:
      1. The subject teacher sets a submissions date. All students are expected to submit work by this date.
      2. Subject teacher communicates, via the relevant Homeroom Teacher, all non-submitted work to parents within one working day – standard SMS:

*Dear parent,*

*I would like to make you aware that your son/daughter in (e.g.) Grade 7 has not submitted his/her Subject Name & Assessment Work Name by the required date. He/she has until date to submit this work. Please be aware that non-submission may negatively impact his/her achievement grade and will negatively affect his/her effort grade. Your child can attend our Homework Club during the coming week to get teacher support in order to complete the work.*

*Teacher’s Name.*

* + 1. Grade 6-8 students automatically receive the extra week to submit the work.
    2. Grade 9-10 students will have to speak to the subject teacher concerned prior to the submission deadline in order to be given the extra week for submission.
    3. Students who consistently do not submit assignment on time:
* Are seen by a counsellor and given a time management course.
* Parent meeting held with the Homeroom Teacher and the Subject Teacher.
* Student is placed on “Late Status”, which makes them ineligible for future participation in sports or other activities until they are removed from the list by the Homeroom Teacher or/and the Subject Teacher.

***Determination of Grade – Grade 7-10***

Teachers need to remember that any criterion level that is reported as a number is only a symbol for the descriptor. If an individual teacher is in doubt about the final level, they should always go back to the narrative and find the “best fit”. Teachers determine an overall judgment for each of the subject-specific criteria by doing the following:

* + - 1. **Long-term development**: Many criterion judgments are related to skills which the student will develop over the course of the school year, or even over several years. Examples include the ability to write an organised essay, converse in a new language, or conduct a Mathematics investigation. To make a final judgment in such cases, the teacher needs to determine a holistic picture of the student’s achievement by considering his or her performance in this criterion throughout the school year. In order to determine the final level, the following questions should be asked:

1. What does the most recent evidence tell us about the student’s level of achievement?
2. What is the “best sustained achievement” in that criterion since the beginning of the year?
3. In your best professional judgment which grade level descriptor best fits the student achievement in this criterion at this time.

Examples:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| 3 | 4 | 3 | Final level: 3 | Best sustained + most recent evidence |
| 2 | 5 | 5 | Final level: 5 | First mark is ignored and everyone is happy the student has learned so much. |
| 5 | 5 | 3 | Final level: 5 | Best sustained overrides most recent. |

The teacher always knows more about the student’s achievement than any set of numbers can capture. Teachers know which judgments are most accurate and complete, and should use this information in making final judgments.

* + - 1. **Unit-specific judgment**: some criterion judgments are related only to particular units and are quite unrelated to judgments form other units. For example, students could have quite different achievement levels when tackling swimming vs basketball, force vectors vs human reproduction, or poetry vs essay writing. Success in one is not related to success in the other.

In such cases, the teacher must determine the appropriate level of achievement for each criterion in each separate topic/unit, meaning there would be multiple “semi-final” judgments, (A ‘3’ for swimming and a ‘5’ for basketball, for example). The three questions above still apply as the teacher makes these “semi-final” judgments. The teacher then determines the most appropriate level of achievement for the criterion for the reporting period, keeping the “semi-final” judgments in mind (perhaps a ‘4’ would result from the swimming/basketball example).

***Determination of Grade – DP***

In the International Division of TWS(Jiaxing), all subjects are assessed using a 1 to 7 scale, with a 7 being the highest and a 1 being the lowest. We define “passing” as a “4” or above:

*Grade 7 (Excellent)*

A consistent and thorough understanding of the required knowledge and skills and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

*Grade 6 (Very good)*

A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis, and evaluation where appropriate. The student generally demonstrates originality and insight.

*Grade 5 (Good)*

A thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis, and evaluation where appropriate and occasionally demonstrates originality and insight.

*Grade 4 (Satisfactory)*

A good general understanding of the required knowledge and skills, and the ability to apply them in normal situations. There is occasional evidence of analysis, synthesis, and evaluation.

*Grade 3 (Mediocre)*

Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.

*Grade 2 (Poor)*

Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them in normal situations, even with support.

*Grade 1 (Very poor)*

Minimal, if any, achievement in terms of the objectives.

*NG (No grade given)*

This grade can be used when a student has not been in class long enough for a grade to be awarded.

*INC (Incomplete)*

Assignments have not all been completed.

To determine term/semester grades, teachers review student achievement on the subject-specific criteria. This is done by looking holistically at everything students have done over the semester/term, taking into account factors such as the difficulty and importance of specific tasks, and development of skills over time. Once the subject-specific criteria marks have been calculated, a conversion chart is used to determine the 1-7 grades for the semester/term. There can be considerable difference between departments and between our different programmes, so please liaise with the Director of Academic Affairs to confirm the procedure for collating the marks and converting them into the 1-7 scale.

**REPORTS**

Students in the International Division of TWS(Jiaxing) will receive report cards two (2) time per year, at the end of each semester.

Strong features of assessments in the International Division will be the attention and time devoted to written comments on each student, which identify strengths and weaknesses and suggest strategies for continued improvement. These comments reflect the character and nature of the classroom experience for students and provide a good basis for parent-teacher, student-teacher, and parent-student dialogue. Teachers’ comments will, of course, primarily be encouraging students and identifying their accomplishments. Teachers will try to identify ways in which students can do even better (or in some cases, just plain old “better”) work. When there are negative behaviours or patterns which need to be addressed, teachers should avoid value judgments and focus instead on the specific actions or behaviours.

Although parents can be interested in rating and want to know how well their child is doing relative to the other children in the class, in the International Division, we prefer to have parents and students focus on their own work and on ways in which they will be able to grow and improve. The International Division will not try to create artificial transcripts, grades, or rankings for its students. If teachers receive concerns or pressures from a parent on this issue, or if a parent makes any sort of special request for a report format other than the School’s, the parent should be referred to the HOS.

In all cases, reports of students who have outstanding fees, library books, or other unresolved clerical matters will be withheld, and the parents will receive a letter explaining this. These students will then need to collect their reports from the International Division Admin Office when the aforementioned matters have been resolved.

**It is a strict violation of School Policy for a teacher to print out and distribute to students or parents unauthorised copies of school records.**

**LANGUAGE POLICY**

The Language Policy of the International Division recognises the changing needs of learners at different stages of their development. The philosophy behind the policy is that we believe that language learning is, perhaps, the base to all learning. We recognise that language acquisition and proficiency is at the core of all human interaction and is an instrument for facilitating international-mindedness and purposeful expression in the sharing of common experiences and diversity. For this reason, and since language is vital across all subject areas, we believe that all teachers are language teachers, regardless of discipline or grade level.

For an internationally minded society, it is crucial for students to develop understanding of their heritage and culture so that they may learn to appreciate those of others. The relationship between mother-tongue development and acquisition of other languages is acknowledged. Therefore, a strong, effective and challenging language programme evolves contextually and is a means through which transdisciplinary learning takes place. As communication in our world continues to change, we are committed to adapting language instruction to reflect the evolution of language in our modern world. We also believe that language is powerful and can have profound effects on others, both positively and negatively. We aim to develop in our students an awareness of their own responsibility towards language.

***Language & Assessment***

Language development is an ongoing process and oral (listening and speaking), written (reading and writing) and visual (viewing and presenting) strands are evaluated using both formative and summative assessments and a range of assessment methods and tools.

Subjects in Group 1 will be assessed in students' mother tongue for all of their assessments, while Group 2 subjects will be assessed in their second language. TWS(Jiaxing) is an international school that is allowed to enroll of students from different nationalities, so for Group 1 and Group 2 subjects, the assessment language will be determined according to the subjects selected by the students. For all the other subjects in IBDP and Grade 10, English is the only assessment language that is being used in the International Division of TWS(Jiaxing). (please refer to the Language Policy of TWS(Jiaxing))

**ADMISSION POLICY**

The school will admit age-appropriate students who are capable of success in its academic program without the support of a daily in-school, learning disabilities program. Students with mild learning differences who are deemed capable of meeting the demands of the program with the help and support of the regular classroom teachers can be admitted on a conditional basis. Occasionally, external diagnostic testing and support may be recommended or required at parent expense, to ensure that the teachers have adequate information with which to prepare effective teaching strategies for these children.

Students with school records that reflect a need for excessive teacher support or attention (including discipline) may be denied admission. The school may refuse admission to students based on language proficiencies, specifically for those students entering the higher grades.

The school has established clear guidelines and procedures for the admissions and placement of students. English and Maths tests will be required for the admission process, together with the face-to-face interview with the admission committee, evaluate the student's English level and communication ability, and then provide appropriate improvement suggestions (if applicable.)

**DP Collaboration Meeting**

The DP Collaboration meeting plays a vital role in the preparation and review of the DP assessments. TWS(Jiaxing) conducts a weekly DP Collaboration Meeting which aims to use this time to provide a platform for all DP teachers to communicate and share, including discussing teaching methods, experience sharing, planning, summarizing, etc. DP teachers will be required to use the time of the Collaboration meetings to analyse and summarise various internal and external assessments. The form will be various, for example, the summary poster will be designed by group discussions, or complete the May DP Assessment Self-reflection form (Appendix 1) carried out by the subject group. Through the collaboration time, TWS(Jiaxing) is able to better implement the IBDP programme within the school.

**ROLES AND RESPONSIBILITIES**

**Responsibilities of the Head of School**

* Provision of time for teachers to plan their assessment, reflect on practices and collaborate with other teachers for effective assessment.
* Provision training to make sure that all teachers review and reflect on their assessment practices appropriate.
* Provision of appropriate professional development for teachers to know the latest practices in assessment.
* Provision of appropriate time and forum for students, teachers and parents to meet to discuss assessment.

**Responsibilities of the DP Coordinator**

* Provision guidance and enable the process of subject area assessment planning through collaboration.
* Provision of the opportunities for moderation and design evaluation of the assessment task carried out across subject areas.
* Monitor the assessment documentation maintained by each subject teacher.
* Ensure teachers review and reflect on their assessment practices on a continuous basis.
* Provision of appropriate professional development for subject teachers to learn good assessment practices from IB experts (workshops) and facilitate in-school experience sharing.
* Ensure consistency in assessment across subjects.
* Provision of guidance, collaboration, and coordination of assessment practices across the subjects.
* Leading the reviewing of the school Assessment Policy to meet the progress and standards expected by IBO, including CAS, EE and TOK.
* Ensuring subjects teachers are able to get access to necessary assessment materials.
* Ensuring and monitoring the implementation of the Assessment Policy’s day-to-day implementation in subject assessments and all kinds of exams.
* Leading the evaluation of the school Assessment Policy every year to ensure the policy meets the latest IB requirements and adapts to the school conditions.
* Provision of training suggestions and opportunities to newly hired teachers (especially for teachers with no IB experiences) to take appropriate IB official training/workshop and in-school
* training by the Pedagogical Leader and the Subject Department Head, to ensure they have a clear understanding of the IB and school assessment requirements.
* Leading the review of the Assessment Policy with all DP teachers during the orientation week (before the start of each academic year), ensuring all teachers (especially newly hired teachers) are familiar with the details.

**Responsibilities of Subject Teachers**

* Planning and executing a balanced assessment in internal and external assessments.
* Design assessments for, as and of learning.
* Aim at designing assessment tasks to evaluate the understanding of the statement of inquiry, key concepts and related concepts planned for the unit.
* Clearly, communicate to students and parents about assessment expectations and criteria along with teaching plans through updates on the parent portal.
* Assessment should be based on students' prior knowledge, skills, and learning style.
* Involve students in the assessment process, by explaining the objectives and process of assessment and also in self-assessment or peer assessment tasks.
* Provide adequate opportunity to enhance ATL skills through a varied range of assessments.
* Accommodate differential assessments depending on the students’ needs.
* Informing the students and parents of assessment dates and deadlines well in advance.
* Documenting a clear assessment profile of each student in soft copies, use the Managebac system for keeping all assessment-related materials and data.
* Document details of assessment in the Unit planners by using Managebac.
* Work collaboratively with other colleagues for effective planning and execution of Core.

**Responsibilities of Homeroom Teachers**

* Communicate to students and parents about the academic progress of the students. Where appropriate communication with the Coordinator and Principal on issues related to student progress.
* Collaborate with the subject teachers in order to keep track of students' overall academic progress and feedback to the students and parents regularly.
* Monitor progress report to see that all assessment-related entries are made before sending the reports to parents.

**Responsibilities of Students**

* Being responsible for their own learning and assessment.
* Participate actively in all assessment tasks carried out during class.
* Understand the act upon the feedback provided by teachers.
* Seek clarifications on assessment criteria before and after assessment.
* Communicate effectively with teachers and peers on the assessment by using formal (i.e. email, Managebac, etc.) and informal (i.e. face-to-face, etc.) methods.
* Actively participate through collaboration on all assessments like IAs and Core.
* Organise all assessment feedback and also keep a journal of reflections on assessment.
* Self-assess, seek peer or teacher or parent assessment in the development of ATLs.

**Responsibilities of Parents/Guardians**

* Agree with the IB and School philosophy.
* Know the assessment practices of the school and IBDP.
* Actively participate in the assessment of their work.
* Provide time for the students to keep up with the assessment requirements according to the timeline given by teachers.
* Provide a conducive environment at home which promotes positive and progressive learning.
* Communication constructively with both students and teachers by using formal (i.e. email, Managebac message, etc.) and informal (i.e. face-to-face, etc.) ways.
* Provide extra support at home where a student is lacking understanding of a subject.
* Check student progress and assessment results regularly by using Managebac.

**AWARDING OF THE IB DIPLOMA**

The IB diploma is awarded based on performance across all parts of the Diploma Programme.

A total of six subjects must be studied, with a combination of standard and higher levels (SL and HL). Students must also complete the ‘core’, which is made up of creativity, activity, service (CAS), theory of knowledge (TOK) and extended essay (EE).

This section contains detailed information about what subjects, subject levels (SL or HL) combinations, and so on are permissible for a candidate to offer.

Each subject is graded 1-7, with 7 being the highest grade. These grades are also used as points (that is, 7 points for a grade 7, and so on) in determining if the diploma can be award.

TOK and the EE are grade A-E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. CAS is not assessed but must be completed in order to pass the diploma. (see Section A7.7 in the General regulations: Diploma Programme)

The overall maximum points from subject grades and TOK/EE is therefore 45 ((6 x 7) + 3).

The minimum threshold for award of the diploma is 24 points, below which the diploma is not awarded.

The additional requirements are the following.

* CAS requirements have been met.
* There is no ‘N’ awarded for TOK, the EE or for a contributing subject.
* There is no grade E awarded for TOK and/or the EE.
* There is no grade 1 awarded in a subject/level.
* There are no more than two grade 2s awarded (HL or SL).
* There are no more than three grade 3s or below awarded (HL or SL).
* The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
* The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

The following matrix will be used for award of points for the theory of knowledge (TOK) and extended essay (EE).

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | **Theory of knowledge** | | | | | |
|  |  | **Grade A** | **Grade B** | **Grade C** | **Grade D** | **Grade E** | **Grade N** |
| **Extended essay** | **Grade A** | 3 | 3 | 2 | 2 | Failing condition | Failing condition |
| **Grade B** | 3 | 2 | 2 | 1 | Failing condition | Failing condition |
| **Grade C** | 2 | 2 | 1 | 0 | Failing condition | Failing condition |
| **Grade D** | 2 | 1 | 0 | 0 | Failing condition | Failing condition |
| **Grade E** | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |
| **Grade N** | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition | Failing condition |

**SUMMARY**

* Students must study six subjects, plus TOK, EE and CAS. They must accumulate no fewer than 24 points from assessment in these subjects in addition to grade stipulations.
* They must meet all of the additional requirements listed above.
* They must do so within a maximum of three examination sessions.
* Candidates who successfully meet these conditions will be awarded the diploma.
* Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

**Policy Review**

This Assessment Policy will be reviewed annually by the TWS(Jiaxing) Management Team with all DP teachers.

**李晗 Lee Han**

国际部副校长（Deputy Head of School）

& IBDP协调员(IBDP Coordinator)

Edited on 1st September, 2022

***Appendix 1***

**(YEAR) MAY DP Assessment Self-Reflection**

**Teachers’ Name:**

**Teaching Subject:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | | **HL** | **SL** |
| **Subject Average Score** | **School** |  |  |
| **World-Wide** |  |  |
| **No. of Candidate in your Subject** | |  |  |
|  | | | |
| **Please write down your self-evaluation and self-reflection in the following aspects:**  *(Q1-Q4 are only for returning teachers, and Q5 is both for returning teachers and new teachers.)* | | | |
| **Q1. How do you evaluate your accuracy with your Predicted Grade and the DP result?** | | | |
| **Q2. How do you evaluate your Internal Assessment (IA) preparation? (achievements, and things you need to improve)** | | | |
| **Q3. How do you evaluate your External Assessment (EA) preparation? (achievements, and things you need to improve)** | | | |
| **Q4. How do you evaluate your DP Exam preparation? (achievements, and things you need to improve)** | | | |
| **Q5. Based on the DP results, the statistics, examiner IA comments, and subject exam notes, how would you help the new DP2 students to improve their assessment results in IA, EA, and DP Exam? (please be specify)** | | | |

Notes:

\* Please take time to go through DP result analysis, Subject Boundaries, Subject Results Reports, MAY (YEAR) Exam Papers, and Examiner Comments. Talk to your DP Coordinator and other subject teachers before you fill this form out.

\* Please return this form to Lee before (time) on (date).