



Beanstalk International Bilingual School
青苗国际双语学校

Assessment Policy

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IB Mission Statement

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

BIBS Mission Statement

BIBS seek to empower its learners to become bilingual, multicultural 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

Links to other policies

This document should be considered together with other policies:

- Inclusion Policy
- Admissions policy
- Language Policy

- Exam Procedures Policy

Purpose of the Assessment Policy

The purpose of this Assessment Policy is to ensure that all assessment, grading and reporting practices and procedures at BIBS Kunming are conducted in a consistent, fair, reliable and accurate manner. Authentic and valid assessments are an essential and integral part of instruction, as it determines whether or not the goals of education are being met. Assessment at BIBS Kunming also affects decisions about grades, placement, advancement, instructional needs and curriculum.

Types of Assessment and Assessment Philosophy

Assessment at BIBS Kunming aligns with those of the IB and is used to support and encourage effective teaching and learning in the classroom. It is based on professional judgment and is structured to reflect the intercultural dimensions of the programmes. Assessment practices at BIBS Kunming are aimed at determining the learners' levels of competency and understanding.

The three major types of assessment that exist to support student learning are assessment for learning, assessment of learning and assessment as learning.

At its core, formative assessment is assessment for learning. Formative assessment is the process of checking for student understanding in real-time, while concurrently using the data (assessment as learning) to adjust instruction, provide alternative learning opportunities and give feedback to each student in order to nurture personalized learning.

Summative assessment, assessment of learning, is typically given at the end of the teaching and learning process or at the end of a specific unit of inquiry. It is essential that all summative assessments are backwards planned to allow all students to demonstrate understanding within the context of the teaching and learning in all subjects.

The Need for Assessment

- Assessment inspires us to become inquirers:
 - "Are we teaching what we think we are teaching?"
 - "Are students learning what they are supposed to be learning?"
 - "Is there a way to teach the subject better, thereby promoting better learning?"
- Assessment supports and encourages effective teaching and learning.
- Assessment reflects intercultural dimensions of the programmes.
- Assessment determines the learners' levels of understanding, using both formative and summative assessment.

- Assessment must meet the needs of students at particular ages and stages of development.
- Assessment enables the Admissions Officer, Program Coordinators and Heads of School to
 - a) determine appropriate placement of new students
 - b) provide guidance for the choice of subjects
- Assessment enables teachers to:
 - a) focus on what a student can or cannot do YET (diagnostic)
 - b) decide what a student needs to focus on next (formative)
 - c) sum up a student's progress so far, in order to inform students, parents and teachers on what has been achieved (summative)
 - d) identify students' varied learning needs
 - e) refer children and their families for additional support, including from external specialists and counselling services.
- Assessment enables students to:
 - a) know how well they are achieving in relation to international standards and students of similar age
 - b) know how rapidly they are progressing
 - c) know their strengths and weaknesses
 - d) set targets using reliable information
- Assessment results enables families to:
 - a) keep track of their children's progress and learning
 - b) relate school activities to home activities and experiences
- The BIBS Kunming Parent Teacher Association (PTA) are actively involved in the development of our Assessment Policy
- BIBS Kunming parents/guardians are expected to attend information workshops on assessment in the MYP that are hosted by School Leadership Teams.

Principles of Assessment

- Formative assessment at BIBS Kunming is the process of checking for student understanding in real-time, while concurrently using the data to adjust instruction, provide alternative learning opportunities and give feedback to each student in order to nurture personalized learning.
- Assessment is key to planning, teaching, and learning and should be backwards planned.
- Assessment practices are clear to all members of the community [teachers, parents, and students].
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.

Appropriate and Constructive Feedback

There are TWO main elements that make feedback constructive:

1. The content of the feedback: Constructive feedback is specific, issue-focused (rather than a value judgment about the individual) and based on what is observable (rather than assuming anything about the person's attitude or motivation). It also includes some specific direction on how to make improvements (where needed).
2. How the feedback is delivered: To be constructive, feedback should not be delivered in a way that provokes hurt feelings, shame, defensiveness, resistance or a sense of failure. Honest does not mean tactless.

Assessment Practices

- At BIBS Kunming, the quality of any student's work will be compared to assessment criteria (criterion-related) for all MYP assessments. Students are encouraged to consider their work in relation to previous work and not in relation to other students' work.
- For any IGCSE-related assessments, subject teachers will align the IGCSE grade bands with the relevant MYP subject-specific criteria and the final reported grade will be reported according to MYP assessment principles and practices.
- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Teachers will use various assessment strategies like selective response, written response, performance assessment and personal communication to assess different target goals like knowledge, reasoning, skill and product targets.
- In order to ensure students' success in the summative assessment(s) at least two formal formative assessment strategies will take place in each unit. At least one summative assessment will take place in each unit.
- Subject teachers will provide all students with assessment portfolios per subject as evidence of formal, graded summative assessments, tests and exams.
- All student assessment portfolios are to be kept in the classroom by the subject teacher. If students need to interact with the assessment portfolio for revision purposes, they need to seek permission from the subject teacher to remove it from the classroom.
- All formal formative and summative assessment grades will be recorded on ManageBac and will comprise the student's academic portfolio which will be used to inform the recording and reporting process.
- Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.
- Parents and students can also access assessment data via ManageBac. Electronic copies of formal reports are also stored on ManageBac.
- Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.
- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject.
- Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios accommodate will be used to record students' responses and performances as a means of authentic assessment.
- Authentic assessment will be used in conjunction with other forms of assessment such as standardized tests in order to assess student performance and basic skill levels.

Marking and Moderation

- BIBS Kunming is committed to ensuring validity, reliability, accuracy and consistency in its marking process.
- All summative assessment tasks need to be pre- and post-moderated.
- Pre-moderation will be done at least one week prior to the assessment date. This will be done at department level by a member of the same subject group and/or the Head of Department. Pre-moderation will be done on both the instructions and the associated rubrics/markings schemes to ensure that the task and the rubric align with the prescribed MYP assessment criteria as defined in the subject guides
- Post-moderation of graded assessments will be done within one week after the assessment date. A random sample of 10% of assessments will be moderated for accuracy and consistency in the marking process. This will be done at department level by a member of the same subject group and/or the Head of Department.
- If there are unresolved discrepancies in the moderation process, the matter will be referred to the Head of Department and/or MYP Coordinator for further investigation and guidance
For standardization in moderation, students are to write in black/blue ink. Examiners use red ink. Department moderators use green ink. The MYPC and Upper Management use purple ink.

The Use of Criteria and Rubrics

- All summative assessment tasks should be backwards planned.
- The assessment criteria and/or rubrics should be explicitly provided to students so that they are fully aware of the assessment objectives.
- The subject-specific assessment strands per criteria should be modified accordingly to ensure that the assessment rubric is task specific. This will also ensure that students understand the relationship between the MYP assessment criteria and the task.

Criteria-based Achievement Levels (0-8):

- Criteria-based Achievement Levels are recorded on ManageBac.
- In each subject, achievement in each criterion is represented through 4 bands of descriptors. Each descriptor band includes 2 levels of achievement.
- For IGCSE assessments, the grade bands are aligned with the relevant MYP Achievement Levels per Criterion and the grades are reflected according to MYP Assessment Principles and Practices.
- If a student's work demonstrates all of the qualities described in one band, the teacher determines if the work demonstrates that descriptor to a greater or lesser extent, based on identifiable factors in the task expectations.

- If a student's work demonstrates different levels of achievement in different strands, teachers will use professional judgement to determine which level represents the best fit.
- When the best fit achievement level is not obvious, teachers consider the nature of the assessment and possibly, additional evidence of learning (Formative tasks, class activities, discussions) and use professional judgment to determine the level that best represents a student's current level of achievement.

Final Grade Boundaries (1-7):

- 1-7 grades represent a holistic level of achievement in each subject.
- To determine a student's 1-7 subject grade, the teacher considers all summative evidence of learning a student has provided in each criterion.
- As the Criterion grades are added on ManageBac, the four achievement levels for each criterion are automatically added together by the system and the sum is aligned with the 1-7 grade in the MYP grade boundary chart.
- This Final Grade out of 7, together with each Criterion Achievement Level out of 8, are reflected on all formal reports for all subjects.

Community Involvement in Policy Development

At BIBS Kunming, we believe the entire school community should be involved in the development, implementation and review of school policies. As such, in order to foster a culture of embracing multiple perspectives and promoting equity, our policy development process is defined as follows:

STEP 1: MYP Staff Body: Together with the pedagogical school leadership team, all MYP staff members use discussion and collaborative planning activities to identify structural, organisational and pedagogical strengths and weaknesses. Thereafter, this data is used to direct the development and implementation of procedures and practices which are drafted as policy (Draft 1) for the current academic year.

STEP 2: Parent Body: Together with the PTA, the pedagogical school leadership team discusses the draft policies and identifies strengths and weaknesses. Thereafter, the PTA distributes this data to the School Parent Body and requests feedback. Together with the pedagogical school leadership team, the feedback is used to modify the procedures and practices which were drafted as policy (Draft 2) for the current academic year.

STEP 3: Student Body: Together with the Student Council, homeroom teachers discuss the draft policies with the students to identify strengths and weaknesses. Together with the pedagogical school leadership team, the feedback is used to modify the procedures and practices and to finalise the policy for the current academic year.

Policy Review

The MYP teaching staff, together with the pedagogical school leadership team, parent and student bodies will continue to review, support, refine and build upon our Academic Integrity Policy once per academic year to ensure that we are meeting the needs of all of our students. This revision process is collaborative and is finalised only after it has been discussed and agreed upon by all shareholders.