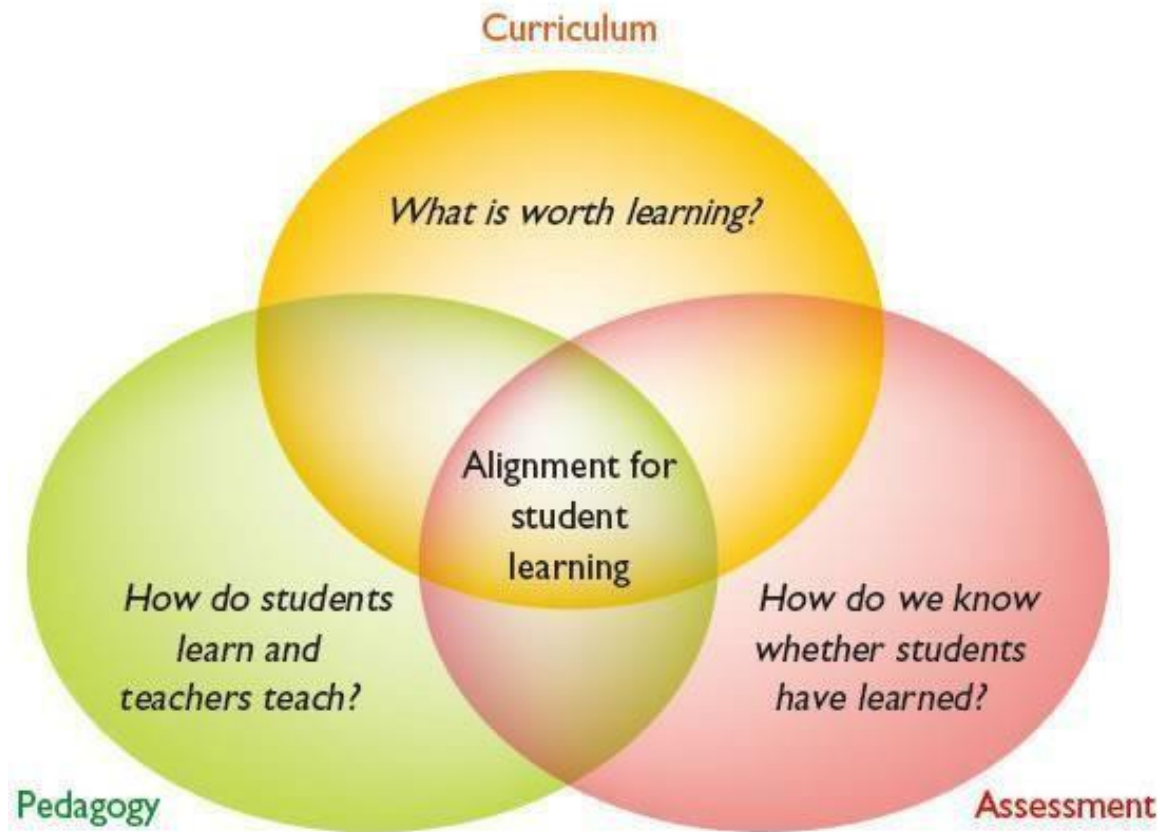# ASSESSMENT POLICY

KANG CHIAO INTERNATIONAL SCHOOL EAST CHINA CAMPUS

NURTURING INTERNATIONAL LEADERS,

PREPARING STUDENTS FOR A BEAUTIFUL FUTURE

FOUR IDEALS:

EXPERIMENTAL

NATURE LOVING

BILINGUAL

CREATIVE

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The purpose of this Assessment Policy is to inform teachers of the agreed approach to assessment at KCIS East China Campus.

KCIS East China Campus Assessment Philosophy Statement

Assessment is integral to all teaching and learning. Assessment involves the gathering and analysis of information about student performance. It is designed to inform practice to enable teachers to maximize opportunities for all students as they strive to achieve their personal and academic potential and grow as global citizens. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.

Effective assessment in the IB Programme at KCIS East China:

- Is criteria-based and directly related to expected learning outcomes/ assessment objectives

- Allows teachers to assess student conceptual understanding, knowledge and essential **'approaches to learning'** skills and to adjust curriculum planning and pedagogical practice to improve the effectiveness of teaching and learning

- Is an on-going process to monitor student learning progress and achievement and performance

- Facilitates students to reflect on areas of achievement and areas for improvement and consequently to set goals for their own learning

- Uses a range of developmentally-appropriate strategies and tools in authentic   contexts

- Encourages active student engagement in and reflection on their own learning and enhances motivation and self-esteem

- Guidelines, procedures and strategies for assessment, recording and reporting are clearly articulated and communicated among teachers, students and parents/ guardians.

It is the responsibility of individual IB subject teachers to fully understand and incorporate principles **and practices stated in the 'IB Programme assessment policy' in the development and delivery of the** plannedand assessed curriculum of subjects.

Teachers are expected to provide students, at the beginning of each course, with a subject guide and syllabus outline. The syllabus outline should contain the following:

- Weekly topics / content to be covered during the academic year

- Assessment components, weights and grade boundaries based on the subject guide for the course

- Expectations of the assignment format, turn-in procedures, and classroom policies including those

for late or non-submission of assignments

- Explanations of level descriptors for each assessment criterion

- Explanations of commonly used command terms

Assessment Approaches

1. *Assessment **OF** learning* is the use of a task or an activity to measure, record and report on **students'** level of achievement in regards to specific learning expectations. It is used to plan future learning goals and pathways for students, provides evidence of achievement and allows transparent interpretations of such evidence within the school community.

2. *Assessment **FOR** learning* is the use of a task or an activity to determine **students'** understanding and leaning progress during a block or unit of instruction. It includes clear goals for learning activities and is used to reflect on teaching and learning processes and inform the planning of classroom instruction and future learning based upon student needs.

3. *Assessment **AS** learning* is the use of a task or an activity to encourage students to reflect, monitor and advocate for their own learning, identify areas of their strengths and needs, set their own personal goals and determine a range of learning strategies to grow and develop. Self and peer assessments are used as an integral part of regular classroom routines, which allows students to reflect on their own learning and also provides effective feedback that motivates students.

Assessment Tools[1]

1. Rubrics: Rubrics are established sets of criteria used for scoring or rating student's tests, portfolio,performance or task.

2. Exemplars: These are samples of students work that serve as concrete standards against which othersamples are judged. Exemplars can be used in conjunction with rubrics or continuums.

3. Anecdotal records: Brief, written notes based on observations of students' progress in a particular subject area.

4. Continuums: Visual representations of developmental stages of learning that show a progressionof achievement or identify where a student is in a process.

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[1] Headstart School Assessment Policy

Assessment Strategies and Tools

Appropriate assessment strategies, with a range of practical tools, are adopted to increase the effectiveness of assessment OF, FOR and AS learning, as follows:

Approaches	Strategies	Tools
Summative Assessment	Performance-oriented assessment Open-ended tasks Selected responses	Written answers Inventories Benchmarks/ exemplars Checklists Rubrics
Formative Assessment	Observations Portfolios Peer and self-reflections and evaluations	Anecdotal, audio and video records Reflective journal writing Rubrics Written reports Presentations/ oral commentaries

Those assessment strategies and tools will not be used in isolation and attempt to provide holistic and analytical scores. Student and teacher partnerships develop as a result of collaborative efforts to analyze feedback, monitor progress and adopt new and more effective strategies for teaching and learning to reach intended learning goals. Teachers work towards providing constructive and timely feedback on well-designed formative assessments. In turn, students develop understanding that lifelong learning requires their effort, practice and advocacy in order to progress. Students must invest in their progress daily, initiating additional support as needed and building self-awareness of their learning strengths and challenges.

Approaches to Learning (ATL)

Approaches to Learning offer a powerful tool enabling students to take ownership of their learning based upon identified criteria. A performance area consists of a set of criteria elements, but not performance levels, developed as a continuum from within the IB programmes. These do not measure how well the students performed but are aimed at helping students maximize their learning style specific to each subject within the programme.

The ATL skills reported upon are:

- Thinking

- Social

- Self-management

- Communication

- Research

Judgments are made based on student competences within each of the ATL skills within each subject. Within each subject ATL skills naturally fall out of the expectations and attributes required to be successful IB Diploma students. The teaching of ATL skills is therefore fundamental to the developmental process of each subject in each programme and tightly linked to Assessment Objectives in teachers' unit and assessment design.

The IB Programme subject Goals and Assessment Objectives provide students with:

- A broad and balanced, yet academically demanding, program of study.

- The development of critical-thinking and reflective skills.

- The development of research skills.

- The development of independent learning skills.

- The development of intercultural understanding.

Authentic Assessment

As IB assessment is criterion-related rather than norm-referenced, rubrics (or marking schemes) are used to 'judge student work in relation to identified levels of attainment'. Throughout the IB Programme, students are assessed both by formative and summative ways that measure non-academic performance and academic achievement. All types of assessment relate directly to aims and objectives stated in each IB subject guides and are designed to guide students towards external and internal assessment requirements of each IB course.

School-based Assessment

School-based subject-specific assessment includes assessments completed throughout each semester. In the MYP, each strand of each criterion is assessed a minimum of twice throughout the year. Ideally, all strands will be covered in a semester, but there may be exceptions to this rule. In pre-IB and DP, exams are timetabled and teaching stops during these periods. The midterm exams for pre-IB and DP take place in November and April, and the final exams will take place in January and June for pre-IB and DP grade levels.

All in-school assessments follow the models and exemplars provided by the IB Programme Resource Centre including past e-assessments, past DP exam questions, practice exams and good samples of work that have been marked so that students can internalise assessment standards and understand what is expected and marked by subject grading criteria and marking schemes. Teachers carry out summative assessment as culminating tasks in order to measure the level of student achievement at any one time using authentic IB questions and assessment models. Culminating tasks may be used both within individual units and at the end of units of each subject. These school-based assessments do contribute towards the final IB grade for each semester and are reported via ManageBac and the end of year report card. These grades are an evaluation of and reflection on work completed in preparation for the formal IB examinations (MYP e-assessments and DP end of course May examinations).

External Assessment (EA) of the Diploma Programme

Students take written examinations at the end of the programme, conducted at the school in strict accordance with IBO regulations, which are sent to be marked by external IB examiners. Exact dates for IB written examinations are set by the IBO a year in advance (normally in May of Grade 12) and results will be made available to DP candidates online via an individualised access code in the first week of July annually. Although it varies from university-to-university, students usually need to score a 5 or above to receive university credit for a DP course. Universities require that official results be sent directly to them from the IB offices in Geneva. Original hard copies of IB Diploma are mailed to KCIS East China in early September. IB exam results are determined by performance against benchmarks to demonstrate the range of scores students attained remaining statistically stable. The results will be published by the IB and available to DP subject teachers and students.

Internal Assessment (IA) of the Diploma Programme

Internal assessment tasks are designed to provide students with opportunities to demonstrate mastery of skills outside of final examinations along with explicit instruction and practice throughout the course of two-year DP studies. Examples include (individual or collective) oral exercises, projects, portfolios, presentations, practical laboratory work and mathematical investigations. Each criterion is included in the subject guide and subject teachers are required to introduce the IA in the first semester of DP1.

To determine a mark, the teacher chooses the level of achievement that appropriately matches the work being marked. Students complete those assessment tasks of a subject in the school, which will initially be marked by a subject teacher and moderated internally at first before then being moderated by external moderators who evaluate how the IBDP grading rubric is applied. IBO may then adjust the marks of the assignment up or down. Internal assessment can account for 20-60% of the final IB mark depending on the subject.

DP Mock Examinations (Graduation Exam)

Commencing after Chinese New Year, Grade 12 DP students will take trial examinations in their DP courses. The primary purpose of conducting trial examinations is to provide students, teachers and parents with valuable information about individual students' strengths and weaknesses in terms of subject knowledge and examination techniques so that students could be effectively prepared for the IB external examinations in May each year. Additionally, trial examinations provide DP students the opportunity to practice completing actual 'past exam papers' under examination conditions.

Other Types of Assessment

Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences.

External Assessment: MYP e-Assessment and Diploma Examinations.

IB Diploma Assessment Calendar

To maximise students' time management skills and minimise their stress, due dates for internal assessments of DP courses are set collectively among DP subject teachers to avoid overlaps and spread out the workload over the two years of DP studies. When deciding the dates for the assessments (IAs & EAs) , it is required that no more than three subjects assessments are scheduled for a week. In case there is a change in deadline, teachers need to communicate with the programme coordinator and update the assessment calendar abiding by the rule stated above.

MYP Assessment Practices

Assessment in the MYP is best described as internal, as opposed to external, because the assessment tasks, strategies and tools are designed, developed and applied by teachers working with students in our school. We believe (supported by the IB) that teachers are best placed to assess the work of their MYP students; the assessment model supports the professional judgment of the teacher in deciding the levels of achievements of individual students. The MYP assessment model is also described as criterion-related, as it is based upon pre-determined criteria that all students should have access to. The MYP identifies a set of objectives for each subject group, which are directly related to the assessment criteria of that subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion. The kind of generic application of broadly constructed criteria that is used in MYP assessment practices is **called "criterion-related" assessment. This differs from the term** criterion-referenced assessment in that it does not require a mastery of each descriptor and better **describes the MYP "best-fit" approach.**

Planning and Reflecting in MYP

In the MYP, effective assessments are planned and built into the learning, not created after the learning experience is over. In writing a unit a teacher will define the Statement of Inquiry and Inquiry Questions that will drive the unit and the Global Context. From the Statement of Inquiry, the teacher will design appropriate summative assessments using the subject criteria and the IB Evaluating Unit Plan rubric. Reflection takes place in a number of ways. Teachers are required to reflect on each unit as it is taught by entering feedback on the MYP Unit Planner on school's curriculum mapping software, ManageBac. Teachers reflect on successful approaches in department meetings and share ideas in a collaborative setting. In addition, we believe that assessment is a process of gathering data in order to document learning and growth. At the beginning of the academic year, grade teams that have more than one teacher in a subject meet to map out common assessments for the year and how often each team should assess their students. If a teacher does not have another colleague teaching the subject at that grade, they are expected to share their assessments with their colleagues at departmental meetings for critical feedback.

All summative assessment tasks must be submitted to the MYPC for review and approval at least 2 weeks before they are set. This provides room for improvements to assessments, and makes sure teachers plan ahead effectively for assessments. Where appropriate, the MYPC may delegate assessment review to HODs.

Approaches to Summative Assessment in MYP

The purposes of summative assessment are to support learning and also to contribute to the determination of an achievement level; this usually happens at the end of a learning period such as the end of an MYP unit of work, a semester or a school year. As students are assessed continually in the MYP, teachers will be in a position to determine a level of achievement that is also supported by evidence from assessments undertaken during a learning period.

Teachers are encouraged to provide feedback on a summative assessment task before giving students the grade. In doing so, teachers place student reflection and ongoing learning at the forefront of assessment practice. At the end of a semester, time constraints for reporting may make this challenging, but it remains recommended practice.

Common Practices in Using and Determining Levels in MYP

Assessment is a continuous process and is designed to address the MYP objectives in each of the eight subject groups and the community project The Statement of Inquiry and Inquiry Questions drive the unit and assessment tasks so should be central to lesson planning. In Grades 6 and 7, students are assessed on the MYP 1 assessment rubrics because in both grades there are significant intakes of new students. In Grade 8 students work with MYP 3 rubrics from each respective subject guide, and in Grade 9, students

are assessed with the MYP5 rubrics to ensure they are ready for the rigors of pre-DP and beyond.

These rubrics should be made available and explained to students along with task specific rubrics based on the MYP rubric. Each strand of each criterion is assessed at least twice in the school year. Summative tasks should address at least one of the subject-specific criteria. Summative tasks should incorporate multiple criteria when appropriate. All summative tasks should have a clear task sheet with instructions for students. Assessment criteria in rubric format (in line with KCIS East China Campus guidelines) are presented to the students with the task instructions prior to starting the task.

In writing assessments, it is essential that MYP teachers are conscious of the likelihood that too much text interferes with comprehension of the task at hand and/or causes cognitive overload among students with lower levels of language proficiency. The job of the assessment instrument is to provide students to express their understanding, and the task must be presented in a way that all students can understand.

All deadlines for summative tasks will be visible to students and parents on the electronic assessment calendar in ManageBac. Any students missing a deadline will be put on detention and work on that task until it is completed. Large summative tasks should be broken up into manageable portions for students. This is particularly true in subjects like Design where the unit may be semester-long.

Since the school's revision of its Admissions and Inclusion policies, no retake assessments are permitted in MYP subjects because of the potential for ongoing emotional damage to students who might be performing at the maximum of their ability and still achieving a grade which is not academically successful.

Exemplars should be used with students and staff wherever possible in formats that best suit individual departments. **Judgments of each student's performance against the assessment criteria are** recorded electronically in ManageBac after moderation within department. Grades initially entered on a grade specific Google sheet.

Semester and final subject-specific levels of achievement are not averaged but reflect the level of performance of the student at the time of reporting, in terms of the level descriptor, using **the "best fit" approach. Students, parents and future schools should expect a grade for each semester.**

Internal standardization of student work within subject areas must take place to achieve reliability and consistency. Vertical Subject Leaders will organize and conduct standardization meetings where samples of student work from years 1-4 of the programme are standardised by all teachers in the department. Teachers of the same grade must collaborate to produce common assessments for validity and to make sure that students in the same grade experience the same learning.

Approaches to Formative Assessment in MYP

Even though the MYP prescribes objectives and assessment criteria that are described as final (to be used to determine student grades at the end of the programme), the MYP assessment model insists on students being monitored and assessed throughout the programme using criteria that are related to the objectives. This formative assessment is a feature of all teaching and learning in the MYP and is viewed as a necessary and an important part of the learning process.

Formative assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage in learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

The impact of formative assessment should result in a focus on deepening and furthering the learning rather than on simply measuring it and an emphasis on how we get children to really understand so that they can apply their learning to new situations. Assessment is formative only if the information fed back to the learner is used by the learner in making improvements. To be formative, assessment must include a recipe for future action.

Summative Assessment tasks should not be preceded by Formative Assessments which are dry runs of a nearly identical task (E.g. Math FA cannot just substitute different numbers in the same question). Formative learning is designed to build competence and understanding that students then present through the summative task. This process of formative learning requires regular teacher feedback on formative tasks and while a variety of formal and informal differentiation strategies may be applied in a classroom, it cannot be entirely verbal and some feedback should be documented in some form at least once a week on ManageBac.

Formative assessment tasks should not provide grades based on IB rubrics because for these grades to be accurate multiple additional cycles of standardization and moderation would be necessary and this is simply not practical. Feedback on formative learning must provide constructive guidance on ways to develop and improve.

Examples of Formative Assessment used in the MYP

The teacher will develop task-specific rubrics for Grades 6-9 with clear criteria and expectations available to all students at the beginning of a task. The teacher will provide regular feedback to students and for major summative tasks, the teacher will break down a large task into small chunks and use formative assessment techniques called checkpoints to ensure the students understand the task. The details of this practice vary by subject but may involve drafting, simulations of tasks, portfolio or project development, etc.

Feedback should be teacher-guided and may also include structured peer feedback. Feedback should be specific, could be both written and oral and should give students information on how to improve and set

targets whenever possible. Providing regular opportunities for students to reflect on their learning and look for improvement. This is something that needs to be explicitly taught to students by techniques such as teachers providing question prompts, checklists or rubrics to guide the students in thinking about their strengths and weaknesses.

Reflection practices can include:

- Students commenting on formative feedback from tasks and summative assessments and

- setting their own targets for improvement, guided by the teacher and sometimes with peer input

- Design folders and developmental workbooks in Design and Arts are reflective tools used by the students throughout the process of creating a product at the end of a unit

- Oral recording using ManageBac

Self and Peer assessment of the criteria in summative tasks to look for specific improvements in the criteria. Again, students need to be supported in this process. Involvement of students in planning for assessment whenever feasible. Students keeping their own record of assessment results so that always aware of the areas they need to improve. Identifying exemplars of assessment tasks to be shown to students wherever possible. Recognising that the process of learning is as important as the product.

Pre-IB and DP Assessment Practices

The bases of assessment in the Diploma are the summative assessment criteria published in the Diploma subject guides. At KCIS East China Campus all group areas use these criteria in a formative and a summative manner. Teachers in the same subject group work collaboratively to become familiar with the meaning of each criterion within each assessment rubric. A common understanding is reached of each criterion with the intention that grading can be equal across all teachers in a subject group. Standardization or moderation of student work within the group area is used to ensure that teachers are applying the criteria similarly. This is particularly important with work to submitted for internal assessment. Teachers work together in department meetings to discuss and review formative assessment activities and their linkage to the summative criteria. This Diploma assessment section of the policy is informed and underpinned by the IB document 'Diploma Assessment – Principles and Practice' (2009).

Planning and Reflecting in DP

In the Diploma teachers plan their units according to the syllabus content laid down in the relevant IB subject guide. These units will often include a mixture of higher and standard level content though occasionally units can be purely relating to higher level. At these times standard level students will be released from class to focus on their higher level classes and core related assignments. Teachers in the Diploma also backward plan using past IB examinations to ensure that they are covering the right topics

and skills in the correct depth for the final exams.

Reflection takes place in a number of ways. Teachers are required to reflect on each unit as it is taught **by entering feedback on the school's curriculum mapping software, ManageBac**. Teachers reflect on successful approaches in department meetings and share ideas in a collaborative setting. Each year teachers are required to reflect on the IB Diploma results gained by the graduating class. They gauge their performance against the world average in each examination component and write an action plan for improvement which is reviewed by the International Baccalaureate Diploma Coordinator (IBDP)

Approaches to Summative Assessment in DP

Summative criteria are introduced at the start of each IB course. Through formative means all students become familiar with the summative criteria in each subject area. Formative and summative criteria are used constantly and are used regularly in each class. End of unit assignments are assessed according to these criteria. End of unit assignments are regularly spaced and indicated on ManageBac which is visible to all teachers, students and parents.

Similarly, criteria for internal assessments are introduced at the start of the course. Smaller formative assignments scaffold an understanding of the meaning of particular aspects of Internal Assessment (IA). Students have the internal assessment criteria explained to them at the start of IA work and they are encouraged to seek informal oral feedback at all stages of the process. Formal written feedback is given at the first draft stage only.

Summative criteria are used to grade end of unit assignments, semester and trial examinations. unit tests, midterm, final and mock examinations and IA simulations. Teachers are careful to justify their grading against descriptors in the summative assessment criteria. DP summative assessments do not include mark scheme examples in the task sheet or exam papers, and students need to be taught and offered opportunities to practice before the summative. Students are aware of raw scores as they relate to the descriptors in the summative assessment criteria. Students are encouraged to seek feedback on marking if they are not clear. Teachers are encouraged to use the descriptors as a means of scaffolding student improvement. Teachers use IB levels to give grades. Teachers explain how these scores translate into IB levels i.e. grade boundaries using the mos**t recent** IB subject examiner's report. In February/March Grade 12 teachers are asked to formulate the student's IB predicted grade which is entered on IBIS by 10 April each year.

Students are also encouraged to use the assessment criteria as a basis to plan revision e.g. identification of areas in need of much revision, and as a way of carrying out revision; to focus on answering questions, using assessment criteria to score their answers and to indicate where improvement can take place.

Approaches to Formative Assessment in DP

The intention of formative assessment is to scaffold student improvement to facilitate success against the summative criteria. Approaches to formative assessment are discussed at group level. The methods of student reflection against assessment criteria are introduced and explained to students in the first weeks of Grade 10 and Grade 11. The following list details examples of formative assessment tasks undertaken at group level:

Group 1 – Language and Literature

Unit Plans - Introductory material to units detail assessment criteria, each assignment is overtly linked to assessment criteria.

Scaffolding tasks – Summative criteria are used to design 'partial tasks'. These are aspects of a larger piece of work e.g. plan for an essay. Specific aspects of summative criteria are used to introduce the activity, for self-assessment and peer evaluation purposes, for marking and teacher feedback. Written work - Student self-assessment using the summative criteria with teacher feedback to students (once at draft stage). This relates primarily to assignments summative to each unit. Oral work – Student peer evaluation and student self-assessment mediated by a teacher.

Group 2 – Language and Ab Initio

Overt use of assessment criteria - Students are introduced to the published assessment criteria from the very start of the two-year course. Each student is provided with a copy of the criteria at the start of the course. These are explained to students. The criteria are also on display in the classroom and easily accessible to every student. Every piece of work completed throughout the duration of the course is assessed using these criteria.

Oral work – Following oral presentations students are asked to note the strengths and weaknesses of their performance. This is then used in the teacher feedback to help scaffold improvement.

Written work - Students are presented with the marking notes and asked to make a self-assessment using the summative criteria. Each unit has a focus on one particular text type. Students complete a formative task at home related to the text type under study designed with the assessment criteria in mind. Students then complete a similar unit=concluding summative assignment in class.

Peer assessment - In oral presentations each student is presented with a copy of the criteria. In groups students focus on either criteria A, B or C and give appropriate feedback to their peers. This happens on a systematic basis.

Group 3 – Individuals and Societies

Scaffolding tasks – Students become experienced with IA criteria through self-assessment of portfolio

IA material. Student scoring is discussed and feedback given by the teacher. Activities are designed to encourage high level skill development as indicated by the criteria e.g. synthesis of views/arguments, qualitatively assessing viewpoints.

Written Work - Student self-assessment using the summative criteria with teacher feedback to students (once at draft stage). This relates primarily to assignments summative to each unit. **Systematic use of summative IB criteria –** These criteria are given to students at the start of the course. Papers 1, 2 & 3 mark bands form the basis for all their grades. At the start of the course students define descriptors in their own language. Students are encouraged to target the band above present achievement in order to scaffold improvement. To this end, students translate criteria into language that they can understand and are encouraged to relate the general criteria to specific assignment criteria.

Group 4 – Natural Sciences

Scaffolding tasks – Students are encouraged to keep notes on how they can improve subsequent to a piece of work that has been assessed using summative criteria. Students are given a tick list of where they are in terms of achievement against the criteria. Feedback is given by the teacher.

Laboratory work - A self-evaluation form is used to ensure there is reflection on the scientific method. Feedback is then given by the teacher.

Internally assessed laboratory work – IB criteria are given out at the start of the course and are referred to explicitly when starting IA lab work. Students self and peer assess during the process and the teacher gives ongoing feedback on the process.

Group 5 – Mathematics

Teacher supported self-evaluations – Practice exam questions are used extensively to acquaint students with summative criteria. Students are encouraged to check their answers against model answers and to gauge their achievement band within the summative criteria. The teacher gives the student feedback on this process.

Internally assessed portfolio work – Students peer assess internally assessed work to become familiar with summative criteria for the exploration. Students are also encouraged to self-assess portfolio work which is then followed up by the teacher through formal feedback.

Group 6 – The Arts

Course introductions – Summative criteria are linked to the course outline given at the start of the course and on subsequent unit introduction sheets. Summative criteria are available to students electronically. They are discussed and used throughout the course.

Self-assessment – Summative criteria are used by students in unit concluding assignments. Marks are

compared and feedback is given by the class teacher

Peer assessment - Summative criteria are used by students in unit concluding assignments. Feedback is given by the class teacher.

Coursework assignments – Feedback from the teacher is a vital component of feedback in Visual Arts. The teacher scaffolds student organization through scheduling studio time. Self and peer assessment forms based on summative criteria are completed to regulate the self-assessment process. Timely feedback is given by the teacher. In Theatre, structured formal written feedback is available on the first draft of key assignments. Verbal feedback is available regularly.

Pre-IB and DP Reporting

Report grades consist of an achievement grade which is based solely on an IB 1 to 7 scale. Assessment criteria can be found in IBDP subject guides. These can be obtained from subject teachers or the IBDP Coordinator upon request. The semester grade is based solely on the IB **achievement grade 1 to 7. The grade is a 'best fit' average of IB levels 1 to 7 arising from** the assessment tasks given throughout the semester / year and end-of-semester / year examinations. (Seeweighting of tasks on ManageBac).

The Extended Essay

The Extended Essay is the activity which displays the skills acquired in a three programme IB World School. Philosophically it is connected to the PYP Exhibition and the MYP Community and Personal Projects. It **is a research based 4000-word essay in a subject area of the student's choice** (subject to available teacher expertise). Students work with a supervisor to craft an individual research question. They carry out research and use the evidence they have collected to answer the research question. This assignment is preparatory for university in that the student must be self-motivated and self-supporting in terms of skills. The Extended Essay is graded on an A to E scale and is combined with the Theory of Knowledge grade (also A to E) to give up to three bonus points in the IB Diploma. KCIS East China Campus Diploma students will write or present a Research Project which is similar to the Extended Essay but is more structured and therefore more achievable.

Reporting: How does the school communicate information about assessment?

Report Cards will include a reflective piece of writing from the student outlining how they have exhibited the learner profile and attitudes, their conceptual knowledge and interdisciplinary skills they have applied and developed. The assessment records are criterion-based and include criteria anddescriptors in all subject areas as well as interdisciplinary unit. Interim and/ or end-of-year report cards will be shared with parents via ManageBac. At the end of each semester in MYP, the **student's** language phase from 1-6 is reported to parents via the reports generated from ManageBac.

Semester 1 grades are reported to parents via ManageBac on the last day of the first semester and Year Grades on the last day of the school year.

Celebration of student success through the presentation of the **"IB Learner Award for Excellence",** to the top academic performers for each semester. We also celebrate students' embodiment of the learner profile attributes through the presentation of the **"IB Learner Profile Award".**

IB Learner Award for Excellence criteria **–** MYP - 8 subjects 47/56 or higher, 7 subjects 41/49 or higher, 6 subjects 34/42 or higher.

IB Learner Award for Excellence criteria **–** pre-IB - 8 subjects 47/56 or higher.

IB Learner Award for Excellence criteria **–** DP - 6 subjects 36/42 or higher.

MYP students with individual subject scores of 3 or lower will receive counseling and support, and, according to the personal circumstances of that student, may be placed on academic probation and be required to attend after-school support classes. For students in their first year of MYP, there is often a period of adaptation and grade-level discussion among teachers may lead to consensus that the student just needs time and support to adapt.

Where there is a need for more formal intervention, the initial intervention meeting will involve parents and the support program will be agreed on and signed off. Where students remain on academic intervention for an extended period, further consultation with the parents will discuss whether the IB programme is the best environment to support a child's learning. Students who are on academic probation at the end of pre-DP cannot move up to the next grade level.

Students currently enrolled in the Kang Chiao International School (KCIS) East China Campus International Baccalaureate (IB) Diploma Programme may continue in the diploma programme at the discretion of the Diploma Coordinator. Students with a semester score of less than 24 in 6 subjects in DP or 32 in 8 subjects in pre-IB will be placed on academic probation. Parents will be interviewed and a support programme explained. Similar if a grade 12 student performs below predicted grades in end of semester or mid-term examinations they will be placed on supervised study at the discretion of the Diploma Coordinator. Parents will be interviewed and a support programme explained.

Student Portfolios show evidence of student learning in all subject areas. These will include sample student work, assessments (pre, formative and summative), student-chosen work and student reflections. Each piece in the portfolio will include the date, learning outcome(s), learning task and an assessment, whether it be a self-, peer or teacher assessment. Teachers in all subjects are encouraged to help students develop portfolios, whether digital or physical as part of the ongoing self-management of students' learning and an ongoing reflection process.

Student participation during grade level Open Days encourages students to celebrate and take

responsibility for their own learning. The format of the feedback varies with the logistics of the different Open Days through the year. Students may plan and prepare to present work to their parents under the guidance of teachers. Alternatively, students may be invited to share their personal reflections in individual feedback sessions attended by their parents.

Feedback

Feedback via Mangaebac is a valuable tool in providing students with information so they can improve their skills and abilities. ManageBac gives many opportunities for entering comments about student progress in order to provide regular and supportive student feedback that parents can also see. It is essential that feedback is given in a sincere, honest, and constructive manner in order to not be harmful to the student or discussion atmosphere. This ongoing feedback is complemented by reports at the end of Semester 1 and Semester 2. The Semester 1 reports contain grades but no comments, whereas the Semester 2 reports include grades and comments. Templates for the reports are provided by the MYPC and DPC and individual departmental adjustments are subsequently agreed by HODs working with the coordinators.

The following components of effective feedback help to support student learning and foster reflexive teaching practices:

- Feedback should be **Objective** rather than evaluative.

  Limit descriptions to what was said and done, or how it was accomplished. Avoid assumptions about motive or intent. By avoiding evaluative language, students are less likely to react defensively.

- Feedback should be **Constructive**.

  Providing a positive learning environment, where students can feel comfortable when making mistakes is important. Learning is more effective when positive/constructive feedback is provided. Constructive feedback builds on individual strengths and provides ideas for the individual to continue improving on his or her own skills.

- Feedback should be **Specific** rather than general.

  To be told that one is 'dominating' is not as useful as being told that "in the discussion that just took place, you did not incorporate any of the other ideas into the initial suggestion and I felt forced to accept your arguments." Focus on specific ideas that the student can work on and with.

- Feedback should focus on **Changeable Behaviors**.

  Focus on what the person does rather than on what you imagine he or she is (for example, nervousness). For example you could say "I noticed that you spoke a lot about the inadequacy of the

old evaluation system but made no contribution towards a possible solution," rather than "you're a cynic." The former allows for a possibility of change while the latter implies a fixed behavioral trait.

- Feedback should focus on the **Standards, Criterion, and/or Outcomes** for learning.

  Focus on what a student needs to do to get to the next level of achievement in relation to the outcomes for the assignment, assessment, or project. Provide information that can support the student in taking the next step on their educational journey. The more meaningful the feedback is, the better the student will understand it and use it to work toward improvement.

  Feedback should engage learners in reflection to determine strengths and weaknesses and to set goals.[2]

Feedback involves giving information rather than advice. The assumption is that students want to perform well and the feedback mechanism is one of collaboration or coaching. With the right information students will adjust behaviors and actions to improve their performance (and grades). Giving feedback of this type gives the student responsibility for change.

Suggestions for Written Feedback

Listed below are some examples of effective written feedback, both for correct and incorrect responses.

Positive Feedback for a Correct Response, Comment, or Answer

- "Effective citations and sourcing support this argument very well."

- "Your use of outside materials in support of your own observations is very effective. Your writing style is well developed, and this paper was enjoyable to read. "

- "This is a substantial improvement over past efforts, congratulations! Your hard work is paying off."

Positive Feedback for an Incorrect Response, Comment, or Answer

- "This is a comma splice. Please refer to pages 224-5 of the style guide for ways to prevent these from happening and feel free to stop by during your lunch hour if you would like to go over this in person."

- "Please see me. There are several small problems here that we can fix more quickly by sitting downand discussing them. Can you meet me during office hours on Tuesday?"

- "It appears that you do not have a complete understanding of this concept. I would be happy to

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[2] Headstart School Assessment Policy

referto you other resources if you would like some additional insight into this subject."

- "The words I have underlined are unnecessary and make your writing cluttered. If a word does not actively clarify something, leave it out."

- "Your essay contains a number of grammatical errors that make it difficult to follow in places. Try reading it out loud to yourself before you hand it in and that may help fix some of the problems."

Feedback Categories

Feedback Strategy	May vary in ...	Feedback Content	May vary in ...
Timing	during task - draft or weekly progress after task completed - immediate or several days later	Focus	Process v Task No mention of student personality What was done well How can you improve
Amount	depends on the task DP - EE vs IA MYP - depends on grade level	Comparison	Exemplars used
Mode	Written - MB or the assignment Verbal - face to face or whole class	Function	Improvement Highlight errors
Audience	Student centred –individual v group	Valence / Tone	Negative but constructive, Positive, maintain the good work

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EL Takeaways

7 Things to Remember About Feedback

1 Feedback is not advice, praise, or evaluation. Feedback is information about how we are doing in our efforts to reach a goal.
Grant Wiggins, p. 10

2 If students know the classroom is a safe place to make mistakes, they are more likely to use feedback for learning.
Dylan Wiliam, p. 30

3 The feedback students give teachers can be more powerful than the feedback teachers give students.
Cris Tovani, p. 48

4 When we give a grade as part of our feedback, students routinely read only as far as the grade.
Peter Johnston, p. 64

5 Effective feedback occurs during the learning, while there is still time to act on it.
Jan Chappuis, p. 36

6 Most of the feedback that students receive about their classroom work is from other students—and much of that feedback is wrong.
John Hattie, p. 18

7 Students need to know their learning target— the specific skill they're supposed to learn— or else "feedback" is just someone telling them what to do.
Susan Brookhart, p. 24

Source: The collective wisdom of authors published in the September 2012 issue of Educational Leadership: "Feedback for Learning." (Volume 70, Issue 1).

Awarding MYP Grades

MYP grades are awarded using the best fit approach based on the task specific rubric. All grades are moderated within departments and a small sample is moderated by the Pedagogical Leadership team. An end of semester 1 grade is calculated based on the first two units of work. This grade is reported as a formative task using ManageBac. Throughout the year all criterion are assessed at least twice over 4 units of work. An end of year grade is calculated using data from assessments of the 4 units. This grade is reported to parents via the end of year report.

This grade setting process is not a process of mathematical averages and uses the outcomes of rigorous summative assessment, and, where a student's personal circumstances (e.g. illness; complete misunderstanding of an SA task) demand it, reference to formative assessment. The final grade for a semester or year is based on the holistic development of a student during the assessment period and grades may go up or down from semester 1 to the end of the year. Details of this process are shared each semester by the MYPC and are based on the guidelines and examples in From Principles into Practice. The final level grade follows the IB's published boundaries.

Grades	Boundaries
1	1- 5
2	6- 9
3	10- 14
4	15- 18
5	19- 23
6	24- 27
7	28- 32

Awarding DP Grades

DP Achievement Grades should reflect "predicted" grades for the student in forthcoming May Examination. The use of IB Grade Descriptors, appropriate subject grade boundaries, consideration of all IB subject elements and/or assessment criteria for overall subject mark including all work representative of or including mid-term, final or mock exams, IAs or IA simulations, unit tests or portfolios. Overall grades are based on the respective weightings of the different components of the course. It is important to understand that those cumulative marks do not reflect effort, motivation or behavior.

Examination Grades – use of appropriate grade boundaries with sample papers used (e.g. 2021 Grade Boundary report with a 2021 exam)

Why your examination grades are most likely to be on the high side?

- Take into consideration – individually it might not be a complete paper, perhaps it's a hybrid (then the grade boundaries are invalid)

- The distribution of topics might include a stronger weighting towards more recent syllabus coverage.

- The exam was not the full set of all papers for SL/HL

Standardization of Student Assessment

Prior to assessment grading by individual teachers, a standardization meeting takes place. At this meeting teachers collaborate on grading three or more pieces of work at different standards to establish the standard at which all work should be marked.

Moderation of Student Assessment

Moderation of all assessments should take place during the weekly faculty meetings. This is a collaborative responsibility for teachers in a department, and where possible is led by an HOD. All moderation should involve blind marking. In the event of teachers disagreeing on moderated grades, either the HOD or MYPC/DPC third mark the work in question and this grade is the grade awarded.

Monitoring of progress of students

Monitoring is typically done through a combination Semester Pastoral Meetings, Grade Level Meetings and Intervention Interviews

- Survey teachers about various reasons for decline in student performance initiate support programs for the students where appropriate.

- 10-minute interview of each student by PLT members

- Collect student wish list to start University Guidance records

Predicted Grades

When calculating your predicted grades please consider/use:

- Most recent subject report

- Look at grade boundaries across the various course assessment elements – both external andinternal assessment criteria

- Don't forget to note the difference in distribution across SL and HL.

- New teachers should consult with past subject teachers if they are available, handover documentation and early PGs left by departing teachers. Additionally, support may be available from teachers they have met from job-a-likes, etc. for consultation or assistance in gauging their students; levels

- Can also consult sample papers and IAs in subject teacher guides with mark schemes and examiner's grades/ and comments to best gauge and forecast student levels

- Predict each grade for each element of assessment (internally and externally) individually and thencome to a total

- Consider achievement and exam grades when looking at external assessment as these both constitute IB assessment practices, for Internal Assessment grades student sample of IA submissions, practical's, etc. for calculating/predicting the most accurate estimate of your student's forecasted grades.

It is the responsibility of the school's pedagogical leadership team:

- To communicate and build a shared understanding of principles and practices stated in the 'IB Programme assessment policy' with subject teachers

- To ensure an information booklet, 'The conduct of IB Diploma Programme examinations' (IBO, 2014a), is copied to and followed by all invigilators of IB Diploma Programme examinations

- To ensure 'General regulations: Diploma Programme' (IBO, 2011) is given and understood by students and their legal guardians

- To provide supporting information about the nature of subject specific assessments of the Diploma Programme to parents and students including assessment guidelines, types, strategies and IB examination registration and conduct procedures

- To provide information about recording and reporting procedures and a DP calendar for all assessment deadlines of DP courses

- To monitor instruction, pacing and assessment design to ensure they are in line with subject curriculum outcomes

- To collect and analyse evidence from each subject teacher to monitor how students are progressing and also to assist teachers in interpreting that evidence to inform instruction.

References

Written material

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2. IBO (2014a). *The conduct of IB Diploma Programme examinations.* Wales: Cardiff. IBO (2004b). *Diploma Programme assessment principles and practices.* Wales: Cardiff. IBO (2011). *General regulations: Diploma Programme.* Wales: Cardiff.

3. IBO (2010). *Guidelines for developing a school assessment policy in the Diploma Programme.* Wales:

   Cardiff.

4. ISPP Whole School Assessment Policy (draft 2012). Sections replicated with the permission of MYPC Andy Pontius.

5. MYP: Principles into Practice (2008)MYP Personal Project Guide (2014)

6. "Suggestions for Written Feedback." Suggestions for Written Feedback. N.p., n.d. Web. 01 Jan. 2017. Understanding by Design by Grant Wiggins and Jay McTighe (2005)

Images

1. *Interlocking Relationship among Curriculum, Pedagogy and Assessment.*

2. Digital image.*Cd1.edb.hkedcity.net*. N.p., n.d. Web.

Appendix A – Homework Guidelines

KCIS East China Campus Homework Guidelines – MYP, Pre-DP and DP Grades 6 – 12

Students are advised that organisation and timekeeping are key components for success in the IB Programmes. The self-management ATL skills are taught by all subject teachers continually throughout the school year. Students are strongly advised to work outside of class while at school. Unstructured school time is preparatory for life as an undergraduate at university.

In the DP, this takes into account release from higher level classes if taking subjects at standard level only and two study classes per week. The KCIS East China Campus school day finishes at 3:15 each day giving plenty of time for homework assignments. Most students are boarders and are assigned study halls every evening. Every teacher writes a short summary of the work completed each lesson onto ManageBac at the completion of every period. It is expected that students review their ManageBac calendar every day and review the work they have done and complete any outstanding work. All assessment tasks whether formative or summative are listed on the grade level ManageBac calendar for every student.

Expectations for the completion and submission of work vary by grade level, with more leeway and 'teachable moments' for students in Grades 6-8. By Grade 9 students are expected to be fully conversant with the standards that will be expected in High School.

Detention is given following a student's failure to complete homework assignments and/or assessments. The purpose is to support the development of the Learner Profile attributes and ATL skills (please refer to the KCIS East China IB Detention Policy).

Where a student in DP fails to submit the final copy of IAs or EAs, they are issued warning letters in the DP, and failure to submit the simulations of internal and external assessments result in warning letter issuance in the pre-IB.

Appendix B – Software

Electronic Software used for the Management of Assessment at KCIS East China Campus

ManageBac – software used by Secondary school for teachers to keep a record of all assessment data

TurnitIn – as part of the Academic Integrity policy, teachers use TurnitIn to identify possible cases of academic dishonesty.

Appendix C – Professional Development

Professional Development for Assessment

KCIS East Campus teachers receive professional development for assessment in a variety of ways, including:

- In School

  - Collaborative Planning in subjects / departments / grade levels

  - Professional Development during school year

  - Coordinator-led meetings where appropriate

- External

  - Other professional development opportunities and workshops

  - Regional IB Workshops

  - Subject specific workshops for MYP & DP Category 1, 2 and 3

Appendix D – Cross-reference to Other School Documents

Inclusion Policy – KCIS East China Campus promotes access to students through pedagogical methods, which support the whole child. As such where students hold Accommodations, part of the educational process is developing how each student makes best use of the any accommodations to which they are entitled. Therefore, all students have access to their accommodation entitlement for all assessments throughout the IB Programme in line with IB Inclusive Policy and IB regulations. Arrangements for meeting these requirements are developed by the Pedagogical Leadership Team and implemented through articulation by Subject teachers.

Academic Integrity Policy – when students complete assessment tasks that require extensive research, it is crucial that it is their own work and not plagiarized in any way. The secondary school has a policy that clearly states examples of what is considered academic dishonesty and the steps teachers and students need to go through to ensure the work is original. This policy becomes increasingly strict as students progress through the MYP. By the end of Grade 9 students are held to the same standards as students in Grade 12 although the consequences are not as serious as in DP.

Language Policy – All teachers are Language teachers and should be very conscious of the language that goes into all assessment tasks. While formative assessment contributes to developing the language required to be a successful IB student, all summative assessments within the IB Programme courses are benchmarked against the IB Subject descriptors and as such are conducted using the full range of the English language proficiency required as the working language of the school. In younger grades, the inclusion policy provides scope for teachers to scaffold tasks and provide language support for students with lower levels of language competence, but this is not in any way simplifying the summative assessment task of the standard to which it is assessed.

Admissions Policy – The school's Admissions Policy has evolved to recognize that inclusion rather than elitist selection aligns with the philosophy of the IB in giving opportunities to all students to access an IB education. However, the school also owes a duty of care and honesty to students and parents where it does not have the resources to support students' learning needs. While students of lower levels of language proficiency may be given the opportunity to adapt to an English language environment with extra language support in Grade 6 or 7, the school will discuss with parents and students whether such an environment is best suited to a child's longer term development as they move into Grade 8 and beyond if language continues to limit access to the curriculum.

Diploma Assessment and the Diploma pathways: Students at KCIS East China Campus are encouraged to take the full IB Diploma. Meetings about transition to Grade 11 (IBDP year 1) take place between January and March of pre-IB Grade 10 and follow information sessions for students and parents during December of Grade 10. During this process students are encouraged to explore a variety of options for

subject choices in collaboration with their teachers and the school counselors.

Diploma alternatives and course options. As a part of this process teachers' views are collected and parents are consulted. For some students at this stage it may become clear that the IB Diploma will not be achievable. These students will enter IB style courses but will not participate in external assessment; instead they will take only the KCIS East China Campus Diploma. This diploma is accredited by the Western Association of International Schools (WASC). This is a more achievable qualification based on a semester credit system running from grade 9 until grade 12. For this qualification students will take each course at standard level only and be expected to achieve at least a level 4 in 6 different subjects assessed using the Standard Level IB assessment criteria. Semester grades are included on the Official School Transcript and these grades contribute to the attainment of the KCIS East China Campus Diploma for graduation purposes.

Other students may emerge during the two years of the IB Diploma as unable to succeed at IB level. For these students the possibility exists to pursue only those subjects in which they are being successful at IB level (externally assessed). This route **is called the High School Diploma plus IB subjects. IB students' semester grade will be the 'best fit' judged on all summative assessment grades including semester** exams. The majority of students who enter KCIS East China Campus are able to undertake the full IB Diploma (further detail on entry requirements and procedures can be obtained from the KCIS East China Campus Admissions Policy). The KCIS East China Campus Language Policy details how English language support is offered in the Diploma programme and how mother tongue language acquisition is encouraged and facilitated at KCIS EastChina Campus.

Appendix E – Grade Descriptors

MYP Grade descriptors

Grade 7	**The student always produces work of an excellent quality by fully meeting specific subject criteria.** 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. 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	**The student always produces work of high quality and meets subject specific criteria.** A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade5	**The student usually produces work of a high quality and meets most specific subject criteria.** A consistent and 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.
Grade4	**The student usually produces work of a satisfactory quality and meets some of the specific subject criteria.** A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. there is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	**The student produces work of an inconsistent quality but there is some attempt at meeting specific subject criteria.** 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	**The student generally produces work of poor quality and does not meet specific subject criteria.** Very Limited achievement against objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.
Grade 1	None of the standards above has been reached.

Appendix F – Graduation Requirements

The Grade 9 -12 International Baccalaureate (IB) Graduation Requirement is:

Subject	Credits
Language & Literature (English or Chinese)	4
Language Acquisition (English or Chinese)	4
Individuals and societies	4
Sciences	4
Mathematics	4
Creative and Performing Arts	3
Physical and Health Education & Swimming	2
Community Project	1
Extended Essay	1
Theory of Knowledge	1
Community and Service	1
Creativity, Activity & Service	1
	30

Appendix G – Best Fit Approach to Grade Awarding

	The student is able to:	
3-4	i. use **some appropriate** mathematical language ii. use **appropriate forms** of mathematical representation to present information **adequately** iii. communicate through lines of reasoning that are **complete** iv. **adequately** organize information using a logical structure.	☐ The student can describe, verify, and justify their general rule for one investigation using **some appropriate** mathematical language. e.g. defines a or b in the context of their results ☐ The student can describe, verify, and justify their finding for one investigation **adequately** through **use of tables and graphs**. ☐ The student can communicate their lines of reasoning **completely** for one investigation. ☐ The student can use a logical and **organized** structure **adequately** for presenting their work. e.g. graphs and tables with some comments
5-6	The student is able to: i. **usually** use **appropriate** mathematical language ii. **usually** use **appropriate** forms of mathematical representation to present information **correctly** iii. **usually** move between different forms of mathematical representation iv. communicate through lines of reasoning that are **complete and coherent** v. **present** work that is **usually organized** using a logical structure.	☐ The student can describe, verify, and justify their general rule for one investigation and attempt to find the rule for the second investigation using **appropriate** mathematical language **usually**. ☐ The student can describe, verify, and justify their findings **correctly** for one investigation and attempt to find the rule for the investigation through the use of **tables and graphs** usually. ☐ The student can use different values of 'a' and attempt to use values of 'b' **usually** to describe and verify their general rules. ☐ The student can communicate their lines of reasoning **completely and coherently** for one investigation and attempt to comment on the second investigation. ☐ The student can use a logical and **organized** structure **usually** for presenting their work. e.g. graphs and tables with relevant comments
7-8	The student is able to: i. **consistently** use **appropriate** mathematical language ii. use **appropriate forms** of mathematical representation to **consistently** present information **correctly**	☐ The student can describe, verify, and justify their general rules for both investigations using **appropriate** mathematical language **consistently**. ☐ The student can describe, verify, and justify their finding **correctly** for both investigations through **use of tables and graphs consistently**.

|	The student is able to:	
5-6	i. **select and apply** mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with findings iii. **verify** the validity of these general rules.	☐ This student can **select and apply** mathematical problem-solving techniques to describe patterns in investigation 1 and attempts to describe a pattern for investigation 2. ☐ This student can **describe** patterns for investigation 1 and attempt for investigation 2 as a general rule consistent with findings. ☐ This student can **verify** those general rules.
7-8	The student is able to: i. **select and apply** mathematical problem-solving techniques to discover complex patterns ii. **describe** patterns as general rules consistent with correct findings iii. **prove**, or verify and **justify**, these general rules.	☐ This student can **select and apply** mathematical problem-solving techniques to describe patterns in investigation 1 and 2. ☐ This student can **describe** patterns in investigation 1 and 2 as a general rule consistent with **correct** findings. ☐ This student can **verify and justify** those general rules.

|		with some comments
5-6	The student is able to: i. **usually** use **appropriate** mathematical language ii. **usually** use **appropriate** forms of mathematical representation to present information **correctly** iii. **usually** move between different forms of mathematical representation iv. communicate through lines of reasoning that are **complete and coherent** v. **present** work that is **usually organized** using a logical structure.	☐ The student can describe, verify, and justify their general rule for one investigation and attempt to find the rule for the second investigation using **appropriate** mathematical language **usually**. ☐ The student can describe, verify, and justify their findings **correctly** for one investigation and attempt to find the rule for the investigation through the **use of tables and graphs usually**. ☐ The student can use different values of 'a' and attempt to use values of 'b' **usually** to describe and verify their general rules. ☐ The student can communicate their lines of reasoning **completely and coherently** for one investigation and attempt to comment on the second investigation. ☐ The student can use a logical and **organized** structure **usually** for presenting their work. e.g. graphs and tables with relevant comments
7-8	The student is able to: i. **consistently** use **appropriate** mathematical language ii. use **appropriate** forms of mathematical representation to **consistently** present information **correctly** iii. move **effectively** between different forms of mathematical representation iv. communicate through lines of reasoning that are **complete, coherent and concise** v. **present** work that is **consistently organized** using a logical structure.	☐ The student can describe, verify, and justify their general rules for both investigations using **appropriate** mathematical language **consistently**. ☐ The student can describe, verify, and justify their finding **correctly** for both investigations through **use of tables and graphs consistently**. ☐ The student can use different values of 'a' and 'b' **effectively** to describe and verify their general rules. ☐ The student can communicate their lines of reasoning for both investigations **completely, coherently, and concisely**. ☐ The student can use **constantly** a logical and **organized** structure for both investigations presenting their work.

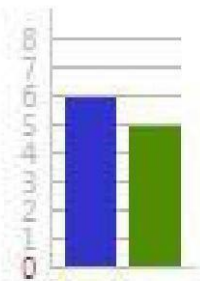**Final Grade Calculations using best fit method**
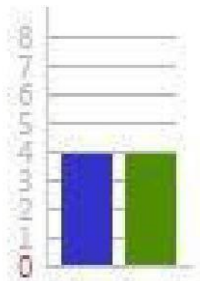
A: Knowing and understanding
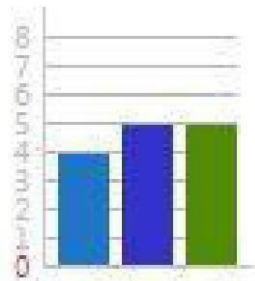
B: Investigating patterns
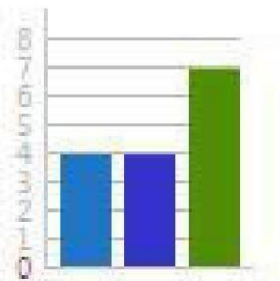
C: Communicating

D: Applying mathematics in real-life contexts

Final calculations –

A – 4,

B – 5,

C – 6 (for this student, there was ongoing progress over the course of the year)

D – 6 (the student had been unwell and underperformed on the second assessment)

Final Grade = 19 (Grade 5)

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Appendix H – MYP IB Learner Award for Excellence

Kang Chiao International School East China Campus
International Baccalaureate Middle Years Programme

IB Learner Award for Excellence

for 20xx - 20xx

Student's name: *XXXX*

_____
School Principal

_____
IB Vice-Principal