

IB Middle Years Programme Assessment Policy

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MYP Office

Beijing Royal Experimental School's Mission Statement

The vision of Beijing Royal Experimental School is to cultivate global citizens who have both an international perspective and a great appreciation and love of Chinese culture.

The school strives to best utilize both local and international resources to include all students and staff in the MYP learning community. We encourage teachers and students to explore global issues so that they will become lifelong learners who are eager to inquire and also eager to take proactive action.

Teaching and learning enable students to build diverse subject knowledge and higher-order thinking skills. Learners innovatively apply knowledge in practice and experience diverse cultures, thereby bringing the society closer to individuals, and the world closer to the school. It is believed and expected that empowered students will have the opportunity and capacity to serve their community, and further contribute to the creation of a better and more peaceful world.

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IB Middle Years Programme offers a rigorous and challenging curriculum to the young, aged 11 to 16, encouraging them to connect learning to the real world. In the process of learning, conceptual understanding in authentic contexts, ways of thinking, knowledge, skills, and approaches to learning is stressed.

Assessment is an essential part of teaching and learning. In our school's curriculum, assessment is interwoven closely with teaching and learning. Consistent, fair, inclusive, effective and overt assessment ensure a continuous development of MYP in the school. Our school's assessment policy also complies with the assessment requirements stated in China's National curriculum standards with a careful consideration of the school and students.

The policy elaborates the assessment aims, principles, types of assessment tasks, assessment strategies, reports, academic integrity, responsibilities and roles of the school learning community.

This policy is applied in various modules of MYP as well as all the assessment tasks of all subject groups.

I. Purpose of the assessment

The purposes of the IB MYP assessment are: to collect data and information on record of learning that reflects the student's dynamic learning process; provide information feedback for the learning and teaching process through scientific analysis of assessment data and information; This will enable students to notice the space between understand and practice to improve their academic performance and support the development of an international mindset in the MYP.

From the student's point of view, an effective assessment will inform the student about their current learning situation and how they can analyze, reflect and plan for subsequent learning based on the assessment evidence. Therefore, there is a need to clarify the assessment criteria to the students. Students are also required to be involved in the development of assessment criteria when necessary. At the same time, the school need to ensure that assessments should be fair to all students.

From the teacher's point of view, effective assessment will contribute to the implementation of instruction, the revision and improvement of the written curriculum and assessment curriculum.

Assessments can inform teachers about the gap between the learning plan , the expected outcomes and the student's actual learning outcomes. Teachers can reflect on the design and implementation of the curriculum based on the data and information collected

about learning evidence, and subsequently revise, develop, plan, and implement the written curriculum and teaching curriculum.

II. Principles of Assessment

1. Inclusion

The choice of assessment strategies reflects an awareness of learner differences in various learning styles, abilities, cultures, languages, and ethnics. Consider the needs of students with special educational needs. In the case that students are unable to achieve the goals, on the premise of ensuring fairness, the assessment tasks can be modified and implemented, and parents and students can be notified in a timely manner.

2. Fairness:

Abide by the principle of academic integrity. At the same time, a variety of strategies are used to develop rigorous assessment tasks. Using the professional judgment and collaboration of teachers in specific subject areas to achieving internal standardization.

3. Consistency

The subject objectives are consistent with the assessment criteria; the assessment criteria are consistent with the assessment rubrics; and internal standardization should be applied to promote consistency in assessments.

4. Transparency:

The task description for the summative assessment should be made; the clarification is open and accurate; the process for determining achievement level is transparent and open for discussion. The task clarifications needs to be developed using the appropriate command terms in MYP.

5. Authenticity:

Design formative and summative assessments in real-world situations to assess the knowledge, concepts, skills and attitudes that are applicable to the real society and the needs of learners.

6. Constructive

In unit teaching, formative assessments that coincides with the summative assessment is used to continuously foster students' learning. Trying to reduce the identity differences, biases and confusions, so as to prepare students for successful completion of the unit summative assessment. Among them, peer assessment and self-assessment will be seen as an important form of formative assessment.

7. Continuity

Accurately record the assessment data and evidence, and ensure that teachers and students can view the records. Provide continuous, timely and effective assessment feedback in the form of text and numerical values to improve student performance and enhance learning and promote the approach to teaching .

III. Types of assessments

1. Formative assessment

(1) The brief description of formative assessment

Formative assessment has the role of monitoring teaching, collecting learning evidence, analyzing and interpreting assessment data, and applying assessment evidence to make teaching adjustments, so as to create a purposeful scaffolding learning experience. Therefore, in the learning process, teachers will use various assessment strategies to measure students' learning experience, learning stages, learning performance and comprehension ability, and carry out subsequent instructional planning and teaching implementation based on students' formative assessment performance.

(2) The principles of formative assessment

The formative assessment design should:

Be comprehensively aligned with the knowledge, understanding, and skills required to successfully complete the summative assessment; provide students with a variety of practice opportunities and detailed feedback on their learning content; create meaningful evidence feedback to guide teachers in adjusting teaching plans and teaching strategies; peer assessment and self-assessment are included to enable students to gain information from their own work as well as the assessment of others' work that will benefit them for continuous reflection and learning.

Teachers can refer to and use the assessment strategies proposed in the MYP *From Principles to Practice*, or develop a more diverse range of formative assessment strategies.

2. Summative assessment

(1) The brief description of summative assessment

Summative assessment is at the end of an MYP unit. Students will demonstrate their own learning performance in the unit by completing tasks that assess subject knowledge and skills, conceptual understanding, and ATL skills. Therefore, the assessment task requires a performance-based assessment based on real-world situations.

(2) The principles of summative assessment

There is a need for teachers to develop a task clarification for the explanation of the summative assessment and to discuss the task clarification so that the learner community can understand the grading criteria for the summative assessment task.

The assessment criteria for summative assessments need to be consistent with the subject objectives of the unit at all times. The assessment criteria will guide students and teachers to be aware of the different rubrics that can distinguish between achievement levels, and to think about how to complete tasks or conduct performance-based assessments within a predetermined range. The differentiated performance for each assessment criterion corresponds to four achievement level bands, each containing two achievement levels, for a total of eight achievement levels. Assessment criteria can be developed by both students and teachers.

Teachers must use their professional judgment in determining the descriptor that best fits the student's performance on the basis of internal standardization. Internal standardization involves teachers working together to come to a common understanding on the criteria and achievement levels and how they are applied and to assess student achievement holistically.

2. Mid-term and end-of-term assessment

In accordance with the requirements of the Chinese National Curriculum, mid-term and final exams will be held in the middle and end of a semester within each semester. It is used to assess a student's academic performance at the middle of the semester and at the end of the semester and to report student performance to the learning community.

3. Junior high school graduation assessment

Follow the requirements of the Chinese National Curriculum, after students have completed the study of junior high school in Grade 9, we will administer a Junior high school graduation assessment to assess students' academic performance at the end of junior high school and report student achievement to the learning community.

4. Chinese National Curriculum High School Entrance Assessment

After completing the study of junior high school in Grade 9, students who meet the application requirements voluntarily participate in the local high school entrance assessment of the Chinese National Curriculum. The assessment aims to evaluate the students' academic level at the end of junior high school and to determine whether

they meet the high school admission standards. Student performance will be reported to the learning community.

IV. Assessment Strategies

In our school, teachers take the principle of inclusiveness and fully consider the differences of students. A wide range of assessment strategies and assessment assignment designs are adopted to cater to learner needs, and quality feedback is provided in order to observe each student's learning performance in a more balanced and objective manner.

From the student's perspective, effective assessment strategies will enable students to fully demonstrate their current and potential academic performance through diversified assessment strategies.

Commonly used assessment strategies are as follows:

1. Observation

Systematically observe and record students' learning process. The observation can take place at any time and in any setting. This strategy provides information on students' learning strengths and weaknesses, learning styles, interests, and attitudes.

2. Performance tasks

Performance tasks enable students to demonstrate the range of knowledge, conceptual understandings, skills and ATL skills that they have developed in the classroom.

This is a performance-based assessment: creating, producing, performing or presenting works on a variety of problems encountered in real-world contexts. Performance assessments can allow students to perform their critical and creative thinking skills and show their understanding in real-world contexts.

(1) Class Presentations

Presentations that require students to verbalize their knowledge, select and present samples of finished work, and organize their thoughts about a topic in order to present a summary of their learning. It may provide the basis for assessment upon completion of a student's project or essay.

(2) Essay

Student constructs a writing with supporting details or arguments to response to a question, topic, or brief statement. It allows the teacher to assess the students' understanding or ability to analyze and synthesize information.

(3) Project

Demonstrate the knowledge and skills they have learned. The final grade will be based on the student's individual presentation skills, ability to develop protocols, collect, transform and present data, draw valid conclusions, and propose solutions to problems.

The assessment criteria for the task will be clearly stated. Students will be informed before the project begins and will then be given the opportunity to consider how to allocate their time to the project. Each student will choose an aspect of the project to work on and make their own contribution.

3. Knowledge-based test

To gather evidence about student learning, especially in understanding. This can be in a form of a unit test, a mid-term test or a final test.

4. Process journals

The use of process journals can allow the teacher and student to communicate about the processes of learning, and be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can enhance the conceptual understanding

5. Portfolio assessment

Teachers and students will choose pieces of work, or observations or evidence from assessment, that show their levels of knowledge and understanding, growth, higher order thinking, creativity and reflection. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

V. Recording assessment data tools

Teachers have a responsibility to document all assessment data as reference evidence for professional judgment in summative assessment. This data will be used for performance analysis and assessment feedback. During the process, teachers need to record assessment data using appropriate tools to support the determination of an achievement level.

1. Benchmarks/Examples

Samples of student work can serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for a

particular task. Benchmarks/examples can be used in conjunction with rubrics or continuum of development table.

2. Checklists

These are lists of attributes or elements that should be present in a particular response to a task. A mark scheme for an examination is a type of checklist.

Example

Grade	Student Achievement Level
0	The student does not reach a standard described by any of the descriptors below.
1	The quality of the work is very limited. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely using knowledge or skills.
2	The quality of the work is limited. Partially demonstrates understanding of knowledge and concepts. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	Produces work of an acceptable quality. Partially demonstrates understanding of knowledge and concepts. Is often inflexible in the use of knowledge and skills.
4	The quality of the work is acceptable. Partially demonstrates understanding of knowledge and concepts. Uses knowledge and skills with some flexibility.
5	Produces generally high-quality work. Mostly demonstrates understanding of knowledge and concepts. Partially demonstrate the ability to apply knowledge, conceptual understanding and skills.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication.
7	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking.

3. Anecdotal records

Anecdotal records are brief written notes based on observations of students. It needs to be systematically compiled, documented and organized. Teachers can use anecdotal records for reflection on student learning and for formative assessment.

4. Continuum

Continuum provide visual representations of developmental stages of learning. They show a progression of achievement and can identify where a student has reached in relation to that learning process.

5. Manage Bac Record

Important formative assessment tasks and summative assessment tasks for students to complete can be recorded and managed through Manage Bac.

Teachers assign final assessments using specific criteria .All student assessments and teacher feedback will be recorded.

VI. Report student achievement

Reports of student achievement should be communicated to students. They should be supported with advice for improvement, where applicable. The main principles followed in the process of reporting grades are: formal, clear, and regular.

1. Professional judgment

To determine the achievement levels achieved by each student according to each criterion, teachers must gather sufficient evidence from a range of assessment tasks to make professional and informed judgments.

All units should include summative tasks that are assessed according to one or more MYP criteria to ensure continuous assessment and provide feedback of students' performance in accordance with the MYP objectives.

The unit plans and assessment tasks should ensure that all criteria have been addressed over time, providing comprehensive evidence that is sufficient for determining a final achievement level.

2. Report student's achievement levels for each assessment criterion

All grades must be evaluated based on assessment criteria. The assessment process must be open and transparent by students, parents, and teachers.

Teachers are not allowed to use single assignments, summative assessment grades, or the proportion of class assignments, homework, and tests to average and determine student's final grade.

(1) Every semester, students' summative assessment achievement level will be reported on the Manage Bac.

(2) Every academic year, students' final grades will be reported on the Manage Bac on the MYP 1-7 grading scale. The final achievement levels will be based on the "MYP 1-7 grading scale" in the *From Principles to Practice*, the sum of the achievement levels of the four assessment criteria will be converted into the MYP 1-7 grading scale.

(3) The results of mid-term and final exams conducted on campus will be reported on the Smart Campus information system of our school.

3. Parents' meeting

Teachers will openly and transparently present assessment data and case analysis to parents at the meeting.

4. Student-led meeting

Students will present their learning situation, assessment data, learning outcomes to their parents, and may provide a portfolio.

5. Handling complaints or doubts

Schools should establish clear and objective performance assessment and reporting procedures to handle complaints or doubts from various parties regarding the assessment.

VII. Academic integrity

The vast majority of assessment tasks require students to work independently, but some assessment tasks can be done with appropriate help from teachers and other adults. In some cases, collaborating with other students is also an important part of the learning process.

1. Students need to understand and comply with the *Academic Integrity Policy of Beijing Royal Experimental School* to ensure the authenticity and effectiveness of their assessment assignments.

2. Students are required to complete the assessment task according to the assessment deadline.

3. Students are required to live up to the IB objectives and strive to become principled IB learners.

4. During the assessment, teachers should emphasize to students and conduct performance assessment based on the *Academic Integrity Policy of Beijing Royal Experimental School* to ensure fairness and validity of assessment.

VIII. School Community and Assessment

Members of the school community are involved in the entire assessment process to foster an atmosphere and culture that values assessment.

1. The teaching leadership of the school and relevant external agencies

The teaching leadership of the school and the relevant external agencies shall organize and coordinate the teaching and non-teaching staff related to the assessment, so as to ensure the design and implementation of the assessment based on the assessment principles, including schedule, assessment plan, teacher training and teaching research, etc.; the entire assessment process should also be reviewed regularly. Assessment courses and assessment results should be shared and communicated to the learning community.

2. Teaching staff

Teaching staff are the main designers and implementers of the assessment curriculum, a series of assessment strategies that can provide meaningful feedback should be adopted, so that students can demonstrate their learning progress and achievements.

At the same time, teaching staff also need to reflect on the design and implementation of courses based on the gathering and analysis of information about student performance, in order to further revise, develop, plan and implement written and teaching curriculum, in accordance with the needs of national curriculum and IB MYP.

3. Non-teaching staff

Non-teaching staff shall provide necessary support for the design and implementation of assessment courses in collaboration with the school's teaching leaders, relevant teaching institutions, and teaching staff in accordance with the requirements of our assessment policy.

4. Students

Ensure that students are aware of and have access to various documents describing assessment standards.

Ensure that through effective assessment, students will be able to obtain meaningful feedback on their current learning, analyze, reflect on the information about student performance, and plan for future learning. During this process, students are required to adhere to the academic integrity policy to ensure that the level of assessment they receive is objective and fair.

5. Legal guardian

Ensure that the student's legal guardian is aware of and has access to various documents describing assessment standards.

Provide meaningful opportunities for legal guardians to receive effective feedback on students' academic assessments. The student's legal guardian also needs to support and coordinate with the process of school assessment.

IX. Assessment and career development

In order to ensure that assessment can be carried out and managed in a consistent, fair, inclusive and transparent manner, our school attaches great importance to teacher training and collaborative teaching and research to enable teaching staff and non-teaching staff to reach a consensus on the purpose, principles, types, strategies, reporting results, academic integrity, and community rights and responsibilities of assessment. The main approaches include but are not limited to:

1. Access information related to the IB MYP assessment through the Programme Resource Centre on the IB official website.
2. Read the Chinese national curriculum *Compulsory Education Curriculum Plan* and the subject compulsory education curriculum standards, and obtain materials related to the assessment of the Chinese national curriculum.
3. Attend IB official training on assessment.
4. Carry out in-school training and collaborative teaching and research activities in accordance with the relevant documents of the IB MYP.

Reference

- [1] Programme standards and practice (2022) International Baccalaureate Organization
- [2] MYP: From principles into practice (2022) International Baccalaureate Organization
- [3] Beijing Royal School IBDP Assessment Policy (2017) Beijing Royal School IBDP team
- [4] The Curriculum Standards for compulsory Education of China (2022) Ministry of Education of the People's Republic of China

This policy is annually reviewed and shared with the school MYP learning community.