

BRIEF



Primary Years
Programme

评估政策 ASSESSMENT POLICY

Beijing Royal Experimental School
Primary Years Program

Updated in April 2025



BRES 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 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 holistic approaches to learning. 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.

学校使命

北京市昌平区王府实验学校秉承对多元文化的理解和尊重，培养具有国际视野，深谙且热爱中国文化的全球公民。

学校利用优质的本地及国际教育资源，基于学习者社区，为师生创设参与国际文凭项目的机会。鼓励师生探索全球性话题，培养具有探究精神并积极展开行动的终身学习者。

师生在教与学中共同探索学科知识，构建高阶理解，勇于实践与创新，体验多元文化。从而缩小个体与社会、校园与世界的距离，使学生未来有机会且有实力肩负起为社会服务的使命，为开创更美好、更和平的世界贡献力量。

Beijing Royal Experimental School

IB Primary Years Programme

Assessment Policy

Philosophy

Beijing Royal Experimental School (BRES) assessment principles are informed and guided by the principles of assessment outlined by the IB Primary Years Programme.

Assessment is aimed towards improving, as well as documenting student performance, including academic attainment and development of the attributes of the IB Learner Profile. Its purpose is to inform the written curriculum, instruct effective teaching and re-teaching of the curriculum, while evaluating the achievements of student learning.

As part of their teaching practice, classroom teachers are required to clearly explain to students the objectives and process of any assessment task prior to students completing that task.

The school community including students, parents, teachers, and administrators are regularly reminded about what, why and how the assessment to ensure a clear understanding of the efficacy of the elementary school programme.

Characteristics of Assessment

Assessment is essential to, and an integral part of, all the teaching and learning. The assessment component has been divided into three main areas:

- Assessing – how we discover what the students know and have learned.
- Recording – how we choose to collect and analyse data.
- Reporting – how we choose to communicate information.

Assessing: How we discover what the students know and have learned?

A range of assessments is used to promote student learning and inform the planning and refinement of the teaching and learning process that address the individual student's learning needs and provide a more comprehensive means of making sound judgements about a student's achievements.

Assessment as Learning

Pre-assessment takes place at the beginning of the unit to find out what students already know in order to plan the next stage of learning. This includes, but is not limited to activities such as, open-ended questioning, written pre-quizzes, class discussions, K-W-L chart (what a student knows (K), wants to know (W), and has learned (L)) activities, written reflections, mind mapping, lists, oral recordings, checklists, observations, signals (ex: thumbs up thumbs down, stop lighting), student feedback. Assessing students' prior knowledge at the beginning of the unit will help the teacher to plan and refine their teaching accordingly.

Assessment for Learning

Formative assessment is interwoven with the daily classroom learning. This provides both teachers and students with useful feedback on how well students apply new concepts, skills, and knowledge in the form of K-U-D (Knowledge- Understanding- Do (application)). It also guides future planning and teaching. This includes quizzes, check-ins (written and oral), writing assignments, short answer writing, multiple choice writing, journal entries, signals (thumbs, streetlight, etc.), problem solving, observation, checklists, anecdotal notes.

Assessment of Learning

Summative assessment takes place at the end of each unit. Summative assessment tasks provide students with a variety of assessment tasks that give students opportunities to demonstrate what they have learned. Options can include, but are not limited to posters, persuasive campaigns, newsletter articles, letters, puzzles, crosswords, written reports, brochures, videos, presentations (e.g. PowerPoint), dramatic performances, time capsules, community action, project, musical performance, model or design, end of chapter test. The summative assessment measures students' understanding of the central idea and prompts students towards actions that students choose to take because of their learning.

Recording – How we choose to collect and analyse data

Throughout the school academic year, different assessments strategies also being used to provide ways for the school to answer the question “How will we know what we have learned?” These strategies are methods and approaches that teachers use to gather information about their student’s learning.

A. Internal Whole School Assessment Strategies

The school uses a range of standardised tests to monitor progress and build data over time to inform the teaching and learning. Currently these include.

English Assessments

At the beginning of every semester, all students sit for benchmark tests, the online STAR assessments. The detailed analysis generated provides leadership and teachers with insight into their reading and lexis levels, which are then used to organise students into leveled English groups for each grade. These same tests are taken again at the end of the semester to track student growth. Teachers may consider moving students up or down the leveled groups if a student has shown considerable progress or if they have not caught up with their peers.

Because students access different curriculum outcomes at each level, each group sits for a different end of semester exam as prepared by their teachers. The exception to this is the final end of semester exam for Grade 5 students who will all sit for the same Cambridge English Placement Tests. The final assessment grades presented to students and parents are still weighted to reflect student’s attainment of their targeted semester level.

Star Assessment: Star Assessment takes place for all students three times in a school year focusing on English reading fluency and comprehension first in September followed by January and May. Results are recorded in the Student’s Assessment Folder (SAF) for long-term tracking and are used to enhance student English proficiency. Results are internal and are only shared with parents if they are requested. Students are aware of their reading level so they can choose appropriate reading material.

PM Benchmark Assessment: Based on the feedback received from the teaching staff and the existing leadership, the school will be transitioning from the Star Assessment to the PM Benchmark assessment starting from the academic year 2025-2026.

The PM Benchmark assessment is a comprehensive running record designed to assess students' reading abilities through one-on-one interactions between the teacher and the student. Unlike traditional standardized tests, this assessment provides a personalized, student-centered approach, allowing teachers to gain a deeper and more nuanced understanding of each student's reading skills.

Key highlights of the PM Benchmark assessment include:

1. **Personalized, One-on-One Assessment:** Teachers engage directly with students in a supportive environment, tracking their reading progress through real-time observation and interaction. This approach allows for immediate feedback and a better understanding of each student's specific reading needs.
2. **Running Record Feature:** The assessment is conducted as a running record, which means the teacher records the student's reading behavior as they read aloud. This allows the teacher to capture accurate data on fluency, accuracy, and comprehension. The running record also identifies areas where the student may need further support, whether it's in word recognition, decoding skills, or comprehension strategies.
3. **Detailed Data and Insights:** Teachers receive detailed, individualized data that highlights strengths and areas for growth in reading. This data can be used to inform lesson planning, differentiate instruction, and provide targeted interventions to help students progress at their own pace.
4. **Developmental Continuum:** The PM Benchmark assessment covers a wide range of reading levels, making it suitable for students at different stages of their reading journey. It helps teachers track student progress over time and tailor instruction to meet the developmental needs of each student.
5. **Student-Centered Focus:** By focusing on individual progress rather than comparing students to a norm group, the PM Benchmark assessment places the emphasis on each child's unique learning path. This approach ensures that students are supported in a way that respects their current abilities and encourages their continued growth.

The transition to PM Benchmark aims to create a more dynamic and responsive reading program, ensuring that every student receives the attention and resources they need to thrive as a reader.

Speaking, Listening Continuum (Christopher-Gordon Continuum): This assessment is completed three times each school year during the Benchmark testing periods (first in September followed by January and May). The purpose of this assessment is to determine the student's growth in listening and speaking. Students' results are also recorded in the student assessment (SAF) folder.

Writing Assessment: Students are asked to complete three writing samples (first in September followed by January and May). Their work is evaluated based on a set of published rubrics. The writing prompts are developed by the grade-levels based on the Ontario Writing Exemplar documents. Writing assessment happens a week after the Benchmark Assessment as part of the overall assessment of English language competence.

EAL Entrance and Exit criteria are in place for G1-5 students if they participate in the EAL service.

End of Semester Exams

As we need to comply with Chinese Education requirement for assessment, end of semester exams is also part of the procedures and strategies. The purpose of the exam results is to keep a record of a student's achievements in the languages and Mathematics throughout his/her years at school. The information is uploaded to the Government Data base on every Chinese student. It also enables teachers to receive important information as students move through the grade levels and onto Middle School.

The School Exam Procedure is formal. Classrooms are set up for exam conditions, including the removal of any related displays. Exams are printed and sealed in files and handed to the Teaching Support Office (TSO) for safe keep. Ten minutes prior to the exam, the assigned invigilator collects the exams. Each class within a grade level starts the exam and finishes the exam at the same time under the supervision of the invigilator and an assistant. Finished exams are packaged and sent back to TSO who will randomly mix exams through and package so that the student's identity is not visible. The subject teachers sit together to correct the work cooperatively with a TSO supervisor overseeing the process. Exams are then redistributed back into their class groups for the subject teacher to collect and analyse the class data.

The purpose of standardized tests is so that teachers can easily determine the value of their teaching by the amount of growth the students have experienced. This can be used as a measure of how well the teacher is teaching as well as how well the student is learning.

B. External Assessment Strategies

For Admissions for Grade 2 onwards:

Measures of Academic Progress (MAP) Growth Assessment: Measures of Academic (MAP) Growth Assessment designed for different age levels to ascertain the applicant's English level in reading and language usage is administered at the time of new admission from Grade 2 onwards. MAP Growth Assessment acts as an indicator and school also refers to its own MAP Growth Assessment mean benchmarks for comparison. This approach helps determine whether new students should be placed in regular courses or EAL programs, considering that most students are non-native speakers.

MAP Growth Assessment was introduced to BRES in December 2024. MAP Growth scores help teachers check student performance by measuring achievement and growth. Teachers use results to tailor classroom lessons and set goals for students. Each school year, students in Grades 2-5 take the tests in the Fall (October), and in the Spring (May).

Results are recorded in student long-term tracking students' assessment folders and are used, together with internal results above, to monitor mathematical development, reading comprehension and writing skills. Results inform future planning of teaching and learning. Parents are issued a printed result sheet.

C. Classroom Assessment Strategies

All Elementary School teachers are involved in using a variety of assessment strategies to record and collect data to ensure effective learning experiences take place. Data can be collected from the following sources:

Observations

- made often and at regular intervals
- made of individuals, groups and whole class
- made in different contexts to increase validity

Performance Assessments

- are goal directed tasks with established criteria and may include opportunities for problem-solving
- use multiple skills, such as research skills, communication skills.
- have more than one correct response.

Process-focused Assessments

- a system of notetaking and record keeping created to minimise writing & recording times (noting typical and non-typical academic & social behaviours)
- based on a frequent and consistent system of note taking (i.e. anecdotal records)
- checklists, inventories and narrative descriptions (i.e. learning logs) are common methods of collecting observation data.

Closed task or response

- are used to determine how much a student knows or how well a student can perform certain skills (e.g. tests, quizzes, dictations, multiple choice test)

Open-ended task

- are used to stimulate an original response by students and, this could take a variety of forms, including a verbal answer, a brief written answer, a drawing, a diagram or a solution.

Assessment Tools

The above assessment strategies are put into practice using the assessment tools listed below:

Rubrics

- descriptors that inform the student and teachers as assessors what characteristics or signs to look for in work submitted for assessment and then used to make a judgement that places the work on a predetermined scale indicating levels of attainment (BRES generally use a scale 1-4).

Checklists

- a list of criteria against which students are assessed (e.g. information, data, attributes, or elements that should be present).

Anecdotal Records

- are brief written notes based on observations of students.

Continuum

- These are visual representations of developmental stages of learning, used to show a progression of achievement or to identify where a student is in a process.

Exemplars

Samples of students' work that serve as concrete visible examples of outstanding performance against a set rubric. Rubrics are set appropriately to meet the learning context and mostly are developed collaboratively by the teachers or students.

Documentation

Documented assessments include portfolios, written reports and assessment folders. Each student has a personal "Student Assessment Folder" in which speaking and listening continuums, writing examples, Star assessment scores and other assessments are kept confidentially in the classroom for the duration of the academic year. The Student Assessment Folders are passed on to the subsequent teacher(s) during the 'handover' in the new school year.

BRES issues semester reports to the students twice a year; consist of three units of inquiry for G1 – G5, the semester one report is published in January and semester two report is published in July. Unit of Inquiry reports are also issued separately after the completion of each unit.

Portfolios

Student Portfolios are used to show evidence of student learning. This is a system of collecting and storing information that can be used to document and give evidence for assessment of student progress and achievement.

The learner's portfolio:

- is a record of students' involvement in learning which is designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and self-reflection.
- is a celebration of an active mind at work.
- provides a picture of each student's progress and development over a period of time both as individual learner and group learner.
- enables students to articulate with teachers, parents and peers their strengths, as well as areas for growth and improvement, and then to set individual learning goals.

"Portfolio entries should document both the process of learning and the product, including images and evidence of students in the process of constructing meaning. It can be used as a

tool for assessment and reporting purposes for students, parents, teachers and administrators.”

Source: Making the PYP Happen, pg 50

Reporting – how we choose to communicate information

Reporting is a means of giving feedback on learning and performance on assessment tasks. Reports describe the progress of a child’s learning and identifies areas for growth. It takes several forms;

Teacher-Student Conferences

These conferences are usually informal. They are incorporated into the regular classroom routines and aim to provide the students with feedback on their progress. Opportunity is given for students to reflect on their own work and to make decisions regarding their portfolios.

Scheduled Teacher-Parent Conference

These conferences are formal meetings between language teachers (Homeroom teachers/EAL teachers and Chinese Language Teachers), any members of the Elementary Support Team who work with a student, and the student’s parents to provide feedback about a child’s progress and needs. Teachers take this opportunity to answer the parent’s questions, to address their concerns and to help inform them of their valuable role as a parent in the learning process. In the Elementary School these conferences takes place in the beginning of the school year.

Scheduled Student-Led Conference

This is an interactive conference between students and parents, with teacher assistance or facilitation. Students, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share responsibility, with their teacher, of informing parents.

Conferences

During any time of the year as needs arise, both teachers and parents can initiate a conference to discuss the progress, or lack of thereof, of a student. Both language teachers (English and Chinese) must be present at these conferences. Members of the Elementary Support team – EAL or Learning Support team can be asked to join as needed.

The Written Report

At BRES primary school, students receive two reports each year that give feedback on student progress. Two summary reports go to students at the end of each academic semester (that is, January, July). Each report card is written by English and Chinese language teachers. All single-subject teachers also report on the progress in their specific subject areas.

There are multiple curricula used at BRES. Each has been purposefully selected to meet the needs of our students in the Bilingual program; they are the International Baccalaureate Primary Years Programme (IBPYP), Ontario Curriculum and the Chinese National Curriculum (CNC).

- Chinese Language Arts and Mathematics uses the CNC standards and expectations.
- English Mathematics aligns with the CNC – Mathematics and UOI Mathematics is integrated and reported on in the UOI Mathematics.
- English Language Arts has moved to the Ontario Curriculum standards and expectations in the academic year 2024-2025 while maintaining the ongoing Cambridge curriculum which will be phased out in next academic year.
- The IBPYP standards are used for all the other disciplines: science, social studies, personal, social & physical education, arts (visual & performance) this includes dance, drama, music and visual arts.

The standards and expectations are written defining what a student should achieve by the end of the year in a particular grade level. Both the Ontario and the IBPYP expectations have been written for predominantly native English learners; hence students may take several years to meet the grade level standards where achievement relies on language development.

For assessments and reporting, alphabet grades are used for Effort and Achievement using a 4-point scale; the grade level standards and outcomes are aligned with the aforementioned curricular standards.

BRES report cards provide feedback on a student's approaches to learning and attainment, using the following scale:

Assessment Descriptors

Achievement

Abbreviation Descriptor

E-Exceeding Expectations With independence, student consistently demonstrates in-depth knowledge and understanding of content and concepts by: analysing learning /always justifying thinking with evidence /always providing specific and relevant evidence.

P-Proficient With minimal prompting, student usually demonstrates sufficient knowledge and understanding of content and concepts by: describing learning / usually justifying thinking with evidence / usually providing specific and relevant evidence.

A-Approaching With some guidance, student occasionally demonstrates simple knowledge and understanding of content and concepts by: outlining learning /sometimes justifying thinking with evidence / sometimes providing specific and relevant evidence.

N-Needs Teacher Support With support, student demonstrates basic knowledge and understanding of content and concepts by: stating learning/ justifying thinking with little to no evidence /providing evidence that lacks detail and/or relevance.

N/A Not Applicable This content has not been taught and assessed due to absence or work not being submitted.

Abbreviation Descriptor

E Exceeding

P Good

A Satisfactory

N Opportunity for Improvement.

Roles and Responsibilities of Stakeholders

To ensure the effective implementation of assessment practices at BRES, the following roles and responsibilities have been defined for each key stakeholder group:

Students

- Take ownership of their learning by actively engaging in self-assessments and student-led conferences.
- Reflect on their learning using portfolio entries, feedback, and goal-setting discussions.
- Participate in various assessment tasks (formative and summative) with integrity and responsibility.
- Use feedback to make improvements in their academic and personal growth.

Homeroom and Subject Teachers

- Design and implement formative and summative assessments aligned with curriculum outcomes and IBPYP philosophy.
- Use a variety of assessment tools and strategies to gather valid, reliable, and meaningful data on student progress.
- Provide timely, specific, and constructive feedback to students and parents.
- Maintain accurate and confidential assessment records including student assessment folders and portfolios.
- Collaborate with colleagues to ensure consistency in assessment practices across the grade level.
- Communicate student progress regularly with students and parents through conferences and reports.

Assessment Committee / Grade Level Leaders

- Guide and support the implementation of consistent assessment practices across the PYP grades.
- Coordinate the development and review of common assessment tools and rubrics.
- Lead the collection and analysis of grade-level and whole-school assessment data to inform teaching and learning.
- Provide professional development opportunities related to assessment literacy and data use.

English as an Additional Language (EAL) and Learning Support Staff

- Conduct diagnostic assessments to determine entry and exit criteria for EAL and support programs.
- Collaborate with classroom teachers to modify and differentiate assessments for students with language or learning needs.
- Monitor progress of supported students and provide feedback to teachers and parents on student growth and challenges.

- Assist in developing individualized education plans (IEPs) and support strategies where needed.

Leadership Team

- Ensure that assessment practices are aligned with the IBPYP framework and the school's mission and vision.
- Monitor the implementation of assessment policies and support consistency across grade levels and disciplines.
- Facilitate the review and revision of the assessment policy annually in collaboration with the assessment committee.
- Provide training and support for teachers in understanding and applying assessment principles effectively.
- Ensure the integration of assessment data into curriculum review and school improvement planning.

Parents and Guardians

- Participate actively in parent-teacher and student-led conferences to understand their child's learning progress.
- Support their child's learning at home based on feedback and recommendations from the school.
- Engage with written reports and school communication regarding assessment expectations and student performance.
- Communicate relevant concerns or observations about their child's learning and progress with school staff.

Administrative and Operational Staff

- Ensure logistical and technical support for internal and external assessments, including scheduling, invigilation, and data handling.
- Maintain secure handling of formal examination materials and data entry into required government or internal systems.
- Support the coordination of standardized testing processes and the collation of assessment data for school records.

Policy Review

The assessment policy was reviewed and finalized in April 2025 by the assessment committee members from the PYP department.

Group Members:

1. Cheng Dan – Head of School / Vice Principal
2. Reetika Jain – Head of Academics / PYP Coordinator
3. Zhang Han (Hannah) (Assistant Coordinator)
4. Xue ChuChu - Homeroom Teacher Grade 1
5. Van Niekerk Arno Launé (Loy)– Grade Level Leader, Homeroom Teacher Grade 2
6. Van Niekerk Gerhard Roché (Roy), Homeroom Teacher Grade 2
7. Xu Mingming (Tracy) - Homeroom Teacher Grade 2
8. Yanzhu Zhu (Victoria) – Grade Level Leader, Homeroom Teacher Grade 3
9. Richards Angela Antonia - Homeroom Teacher Grade 3
10. Lenihan Cory Francis (Cory Lenihan), Homeroom Teacher Grade 3
11. Mobara Farouk (Mobi) - Homeroom Teacher Grade 4
12. ShenKuo (Zachery) - Homeroom Teacher Grade 4
13. Zhang Lei (Jessie) – Subject Teacher Grade 4

This assessment policy will be reviewed at the commencement of each academic year by the assessment committee involving a team of returning and new teachers under the supervision of respective leadership members. This policy is reviewed annually to ensure it remains relevant and supportive of our PYP community's needs.

北京市昌平区王府实验学校国际文凭小学项目

评估政策

一、评估理念

北京市昌平区王府实验学校的评估原则是以国际文凭组织小学项目的评估原则为基础和指导的。

评估学生学习成果的目的既是为提高和记录学生的学术成就和国际文凭组织学习者培养目标特质的发展情况等学业表现，也是为课程教学提供有效的指导信息和重新教授重难点的参考依据。

作为教学实践的一部分，任课教师需要在学生完成评估任务前，向学生清楚地说明评估任务目标和实施过程。

为确保学校学习社区成员(包括学生、家长、教师 and 行政人员)对小学课程的有效性有清晰的认识，学校会经常向社区成员介绍评估内容、原因和方法。

二、评估的特点

评估是所有教学活动中不可或缺的一部分。评估内容主要分为三个方面：

- 评估—帮助我们发现学生已知和已学会的知识。
- 记录—帮助我们收集和分析数据。
- 报告—帮助我们沟通信息。

三、评估: 帮助我们发现学生已知和已学会的知识

学校通过一系列的评估来促进学生的学习，同时为强调满足学生个性化学习需求的教学过程的规划设计和改进提供参考信息，且以更综合的方式对学生的学术成就做出合理、全面的判断。

作为学习的评估

前测在单元开始时进行，目的是了解学生已经掌握了哪些知识，以便规划下一阶段的学习。前测包括但不限于：开放式提问、书面前测、课堂讨论、K-W-L 图表((K)学习前，学生已掌握了什么、(W)通过学习，学生想了解什么、(L)通过学习，学生学会了什么)、书面反思、思维导图、列表、口头记录、清单、观察、信号(例如：竖起大拇指、大拇指朝下、停止照明)、学生反馈。在单元开始时评估学生已掌握的知识，有助于教师依据学情制定和改进教学计划。

为了学习的评估

形成性评估通常发生在日常课堂学习中，以知识-理解-实践(应用) (K-U-D)的形式，为师生提供了有关学生对新学习的概念、技能和知识的应用情况的实用的反馈。形成性评估还能将来的规划和教学实践提供指导。形成性评估包括非正式的小测验、入门测(书面和口头)、写作作业、简答、多选题写作、学习日志、信号(大拇指、红黄绿灯等)、解决问题、观察、清单、轶事笔记。

关于学习的评估

总结性评估发生在该单元学习的末期。总结性评估任务为学生提供各种让学生展示所学的机会，包括但不限于：海报、说服性活动、通讯文章、拼图、填字游戏、书面报告、宣传册、视频、

演示(如：演示文稿)、戏剧表演、时间胶囊、社区行动、项目、音乐表演、模型或设计、章末测试。总结性评估不仅检测学生对中心思想的理解程度，还会促使学生把学习成果落实到相应的实际行动中。

四、记录-帮助我们收集和分析数据

在整个学年中，学校会采取不同的评估策略来回答“我们如何了解我们学会了什么？”这个问题。这些评估策略是教师用来收集学生学习情况的方法和途径。

(一) 校内整体评估策略

学校通过一系列标准化测试来监测学生的学习进度，并逐步积累数据，为教学提供依据。目前这些测试包括：

1.英语评估

每学期初，所有学生都要参加基准测试，即STAR Reading评估。领导和教师们可以通过系统生成的详细分析，了解学生的阅读和词汇水平，然后根据这些数据将每个年级英语水平相近的学生分在同一个英语学习小组进行分层教学。学期结束时还会再次让学生参加一次测试，以追踪记录学生的学习变化情况。如果学生取得了长足的进步，或者暂时还跟不上本组同学的学习进度，教师会考虑按学生的水平把学生调到更有挑战性或更简单的组继续学习。

因为各年级每一层学生要达成的学习成果和目标不同，所以每层学生期末考试的试题会由老师们按照每组各自的成果和目标准备。其中，五年级学生的期末考试除外，他们都将参加相同的

剑桥英语分级测试。最终呈现给学生和家长的期末评估成绩，是根据学生在各个评估项目中的表现，经过加权平均计算过的成绩，以期更准确地反映学生在该学期达到学习目标的情况。

STAR Reading评估：所有学生每学年要参加三次评估，来测试自身的英语阅读流利程度和理解能力（第一次在9月，第二次在1月，第三次在5月）。评估结果会保留在学生的个人评估文件夹(SAF)中，以便长期追踪记录，用来提高学生的英语水平。评估结果仅对教学相关人员公开，只有在家长要求查阅时才会与家长分享。学生可以根据自己的阅读水平，选择合适的阅读材料。

PM基准评估：根据教师和领导层的反馈意见，学校将从2025-2026学年开始，从“STAR Reading评估”转换到“PM基准评估”。PM基准评估是一套综合的运行记录，通过师生间一对一的互动来评估学生的阅读能力。与传统的标准化测试不同，该评估是以学生为中心的个性化评估方式，使教师能够更深入、更细致地了解每个学生的阅读技能水平。

PM基准评估的主要亮点包括：

- a. 个性化、一对一评估：教师在支持性环境中直接与学生互动，通过实时观察和互动了解学生的阅读情况。这种评估可以提供即时反馈，从而更好地了解每个学生具体的阅读需求。
- b. 运行记录功能：评估以运行记录的方式进行，即教师在学生大声朗读的同时对学生的阅读行为进行记录。如此，教师能准确捕捉到有关学生阅读流畅性、准确性和理解能力的的数据。教师还

能通过运行记录确定学生在如词汇识别、解码能力和理解策略等，哪些方面需要进一步支持。

c.详细的数据和洞察：教师能获取详细的、个性化数据，这些数据能够突出显示学生的阅读优势和需要改进的地方。通过这些数据，教师可以更好地制定教学计划，实施差异化教学，并提供有针对性的干预措施，帮助学生按照个人的学习情况取得进步。

d.发展连续性：PM基准评估能测评出的阅读能力水平范围广泛，包括几十个级别，适用于处在不同阅读阶段的学生。它可以帮助教师追踪记录学生在学习变化情况，并根据每个学生的发展需要进行针对性教学。

e. 以学生为中心：PM基准评估将重点放在每个孩子独特的学习路径上，关注每个学生的学习变化情况，而不是把学生成绩与标准组进行比较。这种方式能确保在尊重学生现有学习能力的基础上为其提供支持，并鼓励他们不断进步。

转换成PM基准评估的目的是创建一个更加动态、响应更及时的阅读项目，确保每个学生都能得到成为一名能力很强的阅读者所需的关注和资源。

口语、听力连续体（克里斯托弗-戈登连续体）：所有学生每学年要参加三次评估（第一次在9月，第二次在1月，第三次在5月）。评估目的是了解学生在听力和口语方面的成长情况。评估结果页会保留在学生的个人评估文件夹(SAF)中。

写作评估：所有学生要参加三次评估（第一次在9月，第二次在1月，第三次在5月）。教师将根据一套评分标准对学生的习作进

行评估。写作提示是由各年级根据安大略省写作范例制定的。写作评估在PM基准评估之后一周进行，是英语语言能力整体评估的一部分。

需要加入到“英语作为第二语言”课程中的一至五年级的学生，将根据课程准入和退出管理办法来决定是否需要继续学习该课程。

2. 期末考试

由于我们需要遵守中国教育相关部门对评估的要求，因此期末考试也是评估过程中的一个环节，和评估策略的一部分。期末考试成绩旨在记录学生在校期间的语言和数学成绩。考试数据会被上传到政府数据库中，以记录每个中国学生的成绩。这也使教师能够在学生升入更高年级或中学时获得关于学生的重要信息。

学校考试程序符合相应考试规范。考场布置严格按照考试要求，包括移除所有与考试相关的陈列品。试卷打印后会被密封在文件袋中，交由教务处妥善保管。考试前十分钟，指定的监考老师去教务处领取试卷。同一年级内的每个考场开始考试和结束考试的时间是一样的。考试在主监考和副监考的监督下进行。考试结束后的学生答完的试卷被统一送回教务处，教务处会将试卷打乱随机分装来隐藏学生个人信息。学科组教师会在教务处老师的监督下一起合作完成试卷批改。然后，试卷会被重新按班级整理好，方便学科教师收集和分析班级考试数据。

标准化测试的目的是为了帮助教师更便捷地通过学生在测试中取得的进步程度来判断教学效果，既可以用来衡量教师的教学水平，也可以用来衡量学生的学习水平。

（二） 外部评估策略

针对二年级及更高年级招生：

MAP 成长评估 (Measures of Academic Progress Growth Assessment)：为不同年龄段设计的MAP成长评估，用于确定申请人的英语阅读和语言运用水平，在招收二年级及以上新生时进行。在大部分学生是非英语母语者的情况下，学业成长评估（MAP）作为一种评估工具，不仅用于衡量学生的学习进展，还被学校用来设定自己的比较基准，以帮助判断插班生应该上常规课程还是英语作为第二语言（EAL）课程。

学业成长评估（MAP）标准：教师借助学业成长评估成绩考察学生学习成果和学业成长情况。教师根据成绩来调整课堂教学，并为学生制定目标。每学年，2-5年级的学生分别在秋季学期（10月）和春季学期（5月）各参加一次评估。

测试结果保存在学生长期追踪评估记录文件夹中，并与上述校内评估结果一起用于监测学生的数学、阅读理解和写作能力发展情况。评估结果为今后的教学和学习计划提供依据。家长会收到一份打印的成绩单。

（三） 课堂评估策略

所有小学教师都会使用多种评估策略来记录和收集数据，以确保有效的学习体验。数据可从以下来源收集：

1.观察：观察需经常且定期进行，并覆盖个体、小组及班级等不同层面，同时应在多元情境下实施，以提高其效度。

2.表现性评估：表现性评估通过要求学生综合运用多种技能（例如研究技能、沟通技能），设计出允许多元解决方案的开放式任务。

3.过程导向评估：过程导向评估是一种基于频繁且连贯的轶事记录系统，旨在通过最小化书写和记录时间，高效地捕捉学生在学术及社交行为方面的典型与非典型表现。检查表、清单和叙述性描述（即学习日志）是收集观察数据的常用方法。

4.封闭式任务或回答：用于确定学生对知识或技能的掌握程度（例如：测验、小测、听写、多项选择题测试）

5.开放式任务：用于激发学生的原创性回应，这可以采取多种形式，包括口头回答、简短书面回答、绘画、图表或解决方案。

（四）评估工具

上述评估策略通过以下列出的评估工具付诸实践：

1.评估量表：描述性说明，告知学生和作为评估者的教师，提交的评估任务应注意哪些特征或标志。描述性说明用来帮助教师在已有的等级标准基础上，对学生任务成果进行评估和判断，从而确定其在预定等级体系中的等级，以反映学生达到的水平。

（北京王府实验学校评分等级通常分为1-4级）。

2.检查表：评估学生所依据的标准列表（例如：应包含的信息、数据、特征或要素）。

3.轶事记录：基于对学生观察的简短书面笔记。

4.连续发展记录：这些是学习发展阶段的视觉化呈现，用于直观显示学生在学习过程中取得的进步或识别学生所处的学习阶段。

5.范例：学生作品范例，作为对照评分标准而言的具体可见的优秀学习成果，帮助师生了解什么样的作品是高质量的。评分标准的设置要恰当，以满足学习情境的需要，大多由师生共同制定。

（五）文件记录

存档的评估包括学生作品集、书面报告和评估文件夹。每位学生都有一个人“学生评估文件夹”，其中存放口语和听力追踪记录、写作范例、Star Reading评估分数及其他评估材料，在整个学年期间以保密文件的形式存放在教室。学生评估文件夹会在新学年的“交接”时传递给后续任课教师。

学校每年向学生发布两次学期报告；包含一至五年级的三个探究单元报告，第一学期报告于一月发布，第二学期报告于七月发布。每个探究单元结束后也会单独发布单元报告。

6.学生作品集 (Portfolios)

学生作品集用于展示学生学习成果。这是一个收集和存储信息的系统，可用于记录并为评估学生的进步和成就提供证据。

学习者的作品集是记录学生参与学习过程的综合性载体，旨在系统地展示其学习成果，包括成功、成长、高阶思维、创造力、评估策略运用以及自我反思能力。它不仅是对学生活跃思维运作的生动庆祝，更提供了一幅清晰的发展图景，展现每个学生在一段时间内作为个体学习者和小组学习者所取得的进步与发展。通过构建这份丰富的学习记录，作品集使学生能够与教师、家长及同伴进行有效沟通，清晰地阐述自身优势，识别需要成长与改进

的领域，并以此为基础主动设定个人学习目标。“作品集应记录学习的过程和成果，包括学生在构建意义过程中的图像和证据。它可以作为评估和报告的工具，服务于学生、家长、教师和管理人员。”（Making the PYP Happen, 第50页）

五、报告 – 我们选择沟通信息的方式

报告是就学习和评估任务表现提供反馈的一种方式。报告描述孩子的学习进展并指出需要改进的领域，有以下多种形式。

（一）师生会议

这些会议通常是非正式的。它们融入常规课堂活动中，旨在为学生提供关于他们进步的反馈。学生有机会反思自己的作品并就把什么作品放入作品集中做出决定。

（二）定期教师-家长会议

这些会议是语言教师（班主任/英语作为第二语言课程（EAL）教师和语文课教师）、为学生日常提供支持的小学团队的相关教师与学生家长之间开展的正式会议，目的是就孩子的进步和需求交换反馈。教师会借此机会回答家长的疑问，解决他们关心的问题，并帮助家长了解家长在学生学习过程中起到的重要作用。在小学，这些会议在学年开始时举行。

（三）定期学生主导会议

这是学生和家之间的一次互动会议，有教师协助或引导。学生在教师的支持和指导下选择要讨论的作品。他们反思自己的进步，并与教师共同承担向家长汇报的责任。

（四）临时会议

在学年中任何有需要的时候，教师和家长都可以发起会议讨论学生的进步或不足。语言教师（英语和中文）必须出席这些会议。根据需要，可以邀请小学支持团队成员参加。

（五）书面报告

学生每年收到两份报告，提供关于学生进步的反馈。

两份总结性报告在每学期末（即一月、七月）发给学生。所有学科教师在成绩报告单中报告学生在相关学科的学习进展。

本校课程体系融合了多种课程。每种课程都是经过精心挑选以满足本项目学生的需求；它们是国际文凭小学项目课程（IBPYP）、安大略省课程和中国国家课程（CNC）。

- 语文和数学遵循中国国家课程的标准。
- 英语数学与中国国家课程的数学内容保持一致，并整合在探究单元（UOI）中进行授课。
- 英语语言艺术在 2024–2025 学年已开始转向使用安大略课程标准和课程目标，同时保留正在逐步替换的剑桥课程。
- 国际文凭组织小学项目标准用于所有其他学科：科学、社会科学、个人、社会与体育教育、艺术（视觉与表演），包括舞蹈、戏剧、音乐和视觉艺术。
- 这些标准和目标定义了学生在特定年级结束时应达到的目标。安大略省课程主要是为英语母语学习者编写的；因此，学生可能需要几年时间才能达到英语母语者对应的年级水平。

在评估和报告中，努力程度和学业成就使用字母等级，分为四个等级；年级水平标准和结果与上述课程标准保持一致。

本项目成绩报告单使用以下量表对学生的学习方法和学业成就提供反馈：

缩写	描述性说明
E – 超出期望 (Exceeding Expectations)	学生独立地、持续地展现出对内容和概念的深入理解，具体表现为： <ul style="list-style-type: none"> • 分析学习 • 总是用证据证明思考 • 总是提供具体且相关的证据。
P – 熟练掌握 (Proficient)	在少量提示下，学生通常能展现出足够的知识和对概念的理解，具体表现为： <ul style="list-style-type: none"> • 描述学习 • 通常能用资料来论证 • 通常能提供具体且相关的证据。
A – 接近达标 (Approaching)	在一定的指导下，学生偶尔能展现出对内容和概念的简单知识理解，具体表现为： <ul style="list-style-type: none"> • 概述学习 • 有时能用资料来论证 • 有时能提供具体且相关的证据。
N – 需要教师支持 (Needs Teacher Support)	在大量教师指导下，学生能展现出对内容和概念的基本知识理解，具体表现为： <ul style="list-style-type: none"> • 陈述学习 • 很少或没有用资料来论证 • 提供的证据缺乏细节和 /或相关性。
N/A – 未参与评估 (Not Assessed)	由于缺勤或未提交作品，没有参与相关内容学习或作品未被评估。

缩写	描述性说明
E	超出期望 (Exceeding)
P	优秀 (Good)
A	良好 (Satisfactory)
N	有改进空间 (Opportunity for Improvement)

六、利益相关者的角色与责任

为确保有效实施评估实践，已为每个关键利益相关者群体定义了以下角色和责任。

1. 学生

- 通过积极参与自我评估和学生主导会议，承担学习责任。
- 利用档案袋条目、反馈和目标设定讨论来反思自己的学习。
- 以诚信和负责任的态度参与各种评估任务（形成性和总结性）。
- 利用反馈改进学业和个人成长。

2. 班主任和学科教师

- 设计与课程目标和国际文凭组织小学项目理念相一致的形成性和总结性评估。
- 使用多种评估工具和策略收集关于学生学习进展的有效、可靠且有意义的的数据。
- 向学生和家长提供及时、具体且建设性的反馈。
- 维护准确且保密的评估记录，包括学生评估文件夹和档案袋。
- 与同事协作，确保年级评估实践的一致性。
- 通过会议和报告定期与学生和家长沟通学生学习进展。

3. 评估委员会 / 年级组长

- 指导和协调整个小学项目各年级实施一致的评估实践。
- 协调通用评估工具和评估量表的开发与审查。
- 领导收集和分析年级及全校评估数据，为教学提供依据。

- 提供与评估素养和数据使用相关的专业培训机会。

4. 英语作为附加语言（EAL）和学习支持人员

- 进行诊断性评估，确定英语作为附加语言和支持项目的准入和退出标准。
- 与任课教师合作，为有语言或其他特殊学习需求的学生做调整，进行差异化评估。
- 监测受支持学生的学习进展，并向教师和家长提供关于学生学业成长和挑战的反馈。
- 协助制定个性化教育计划和所需的支持策略。

5. 领导团队

- 确保评估实践与国际文凭组织小学项目框架及学校的使命和愿景保持一致。
- 监督评估政策的实施情况，为保证各年级和学科间标准的一致性提供支持。
- 与评估委员会合作，推动评估政策的年度审查和修订。
- 为教师提供培训和支持，帮助他们理解并有效应用评估原则。
- 确保将评估数据纳入课程审查和学校改进规划。

6. 家长和监护人

- 积极参与家长会和学生主导会议，了解孩子的学习进展。
- 根据学校的反馈和建议，在家中支持孩子的学习。
- 阅读书面报告、学校评估目标；阅读学生表现的沟通信息。

- 及时与学校工作人员沟通有关孩子学习和发展的情况。

7.行政人员

- 确保内部和外部评估的后勤和技术支持，包括安排时间、监考和数据处理。
- 维护正式考试材料的安全和相关数据录入。
- 支持标准化测试流程的协调和评估数据整理归档。

七、政策审查

每学年开学初，在相关领导成员的监督下，由评估委员会进行审议。该政策实行年度审查机制，以确保其持续符合小学项目社区的发展需求，并为师生提供有效支持。

2024-2025 学年本政策由小学融合部委员会审议通过，修订成员名单略。



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