

Assessment policy

Original: October 2017
Revised: July 2019
Validity: Valid until school year 2021-2022

1. Policy statement

Chiang Kai Shek College recognizes the essential role of authentic, objective-oriented assessment in the teaching and learning process. Assessment in the College is designed and used to provide authentic opportunities for students to demonstrate knowledge, skills and understanding, monitor and improve student learning, as well as inform program development. The College also recognizes the significance of formative assessment and *Approaches to Learning* skills development in the course of the teaching and learning process, as well as that of authentic reflection both on process and product.

The College also emphasizes on transparency in the use of best practices involved in the assessment of learning: particularly the assignment, guidelines, recording, and reporting of the assessment of student progress, and how these would impact both student progression in the College and program development.

2. Understanding assessment in the IB Middle Years Programme (Grades 7-10)

Teaching and learning in Grades 7-10 align with guidelines and practices mandated by the *IB Middle Years Programme*. Assessment in the Middle Years Programme is **riterion-related, aligned with prescribed subject-group objectives, informed by both formative and summative assessment, and is supported by *Approaches to Learning* skills development.**

2.1. Formative and summative assessment

MYP assessment consists of formative and summative assessment.

“MYP assessment encourages teachers to monitor students’ developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential. Student peer and self- assessment can be important elements of formative assessment plans.

“Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.”

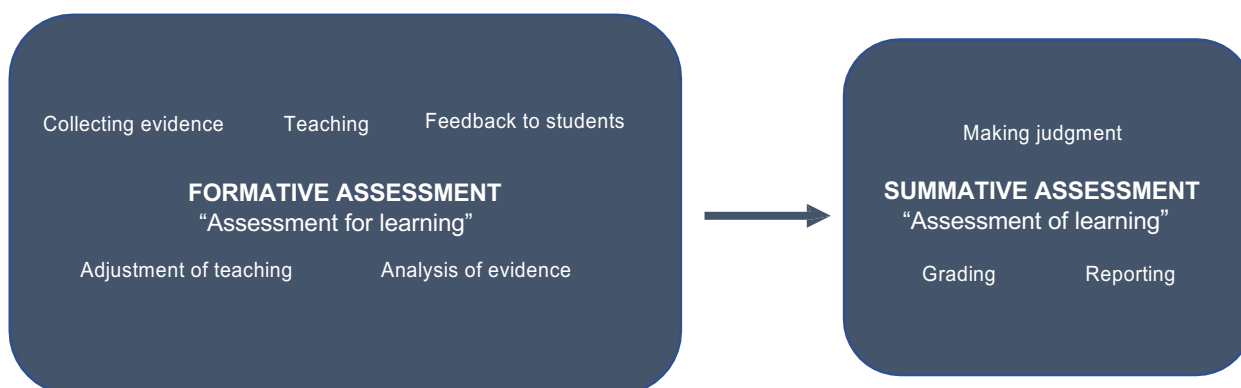
MYP: From principles into practice, May 2014 (updated September 2017)

At Chiang Kai Shek College, both formative and summative assessments are integral to the teaching and learning process. The College employs the following guidelines in distinguishing and developing formative and summative assessment tasks:

Formative assessment refers to in-process assessment, meant to inform the teaching of the unit, provide opportunities for students to practice specific skills pertinent to the unit or the summative task, and provide feedback to students about their development of skills or understandings in the unit. As such, feedback to students may come in the form of a mark, teacher comments, or a combination of both. Formative assessments are given as often as needed, and may include self- and peer-assessment of work by students.

Summative assessment is held at point/s within the unit where the teacher deems it strategic given the understandings and skills developed thus far. Summative tasks assess the development of students’ understanding and skills pertinent to the unit, against identified MYP assessment objectives. Summative

tasks may come in the form of authentic (GRASPS) assessment tasks set in real-world contexts, pen-and-paper tests, essay assignments, performances, portfolio assessment, and other appropriate assessment types deemed relevant both to the subject and to the purpose of the unit.



Visualizing the purposes of formative and summative assessment

Apart from formative and summative assessment, Chiang Kai Shek College implements **diagnostic assessment** to assess prior learning as needed. Diagnostic language-ability assessment is done at the start of the year in English, Filipino, and Chinese classes to ascertain language phase assignments.

Benchmarking assessment is also done at the College. The use of a pre-determined standardized aptitude assessment tool conducted by an external party, will be used to ensure that numeracy and literacy skills are at par with those of other students in similar programs/schools from the other parts of the world.

2.2. Internal and external assessment

2.2.1. **Internal assessment** refers to tasks, strategies and tools that are designed, developed and applied by teachers working with students at the College. Teachers are well-equipped with knowledge and understanding of the curriculum and student context at the College to assess the work of their students. This assessment model supports the professional judgment of teachers in deciding the achievement levels of individual students.

2.2.2. External assessment: The Personal Project

External assessment is internationally benchmarked assessment practices designed to balance valid measurement with reliable results. The Personal Project is the only externally assessed student work in the MYP. The Project is supervised and implemented at the school, and teacher-given marks are validated by the IB through a moderation process performed by IB-appointed examiners from around the world.

2.2.3. Standardization of assessment

Standardization of assessment practices ensures the consistency of both assessment practices and the interpretation of assessment criteria across teachers, subject groups, and the MYP. Teachers are encouraged to standardize assessment through:

- The use of strategies for students' self- and peer-assessment of work
- Informal standardization sessions with other teachers of the same subject-group.
- Participation in regular standardization of assessment sessions (at least two annual collaborative planning and reflection sessions)

2.3. Approaches to Learning (ATL) skills

According to *MYP: From principles into practice*, May 2014 (updated September 2017), the *Approaches to Learning* framework organizes the development of skills “that have relevance across the curriculum that help (students) ‘learn how to learn’”. These skills help students prepare for, and demonstrate learning through, meaningful assessment.

In each MYP unit, teachers select relevant and appropriate skills necessary to demonstrate understanding and succeed in the summative assessment task(s), and identify strategies to explicitly teach to students. Through practice of these skills through a variety of strategies, students develop skills that provide a strong foundation for independent and lifelong learning. These ATL skills are embedded in both formative assessment and learning experiences during the unit, and student development of these skills are assessed in summative assessment and through student reflection.

| ATL skill categories | MYP ATL skill clusters |
|----------------------|--------------------------|
| Communication | I. Communication |
| Social | II. Collaboration |
| Self-management | III. Organization |
| | IV. Affective |
| | V. Reflection |
| Research | VI. Information literacy |
| | VII. Media literacy |
| Thinking | VIII. Critical thinking |
| | IX. Creative thinking |
| | X. Transfer |

Approaches to Learning skill categories and MYP ATL skill clusters
MYP: From principles into practice, May 2014 (updated September 2018)

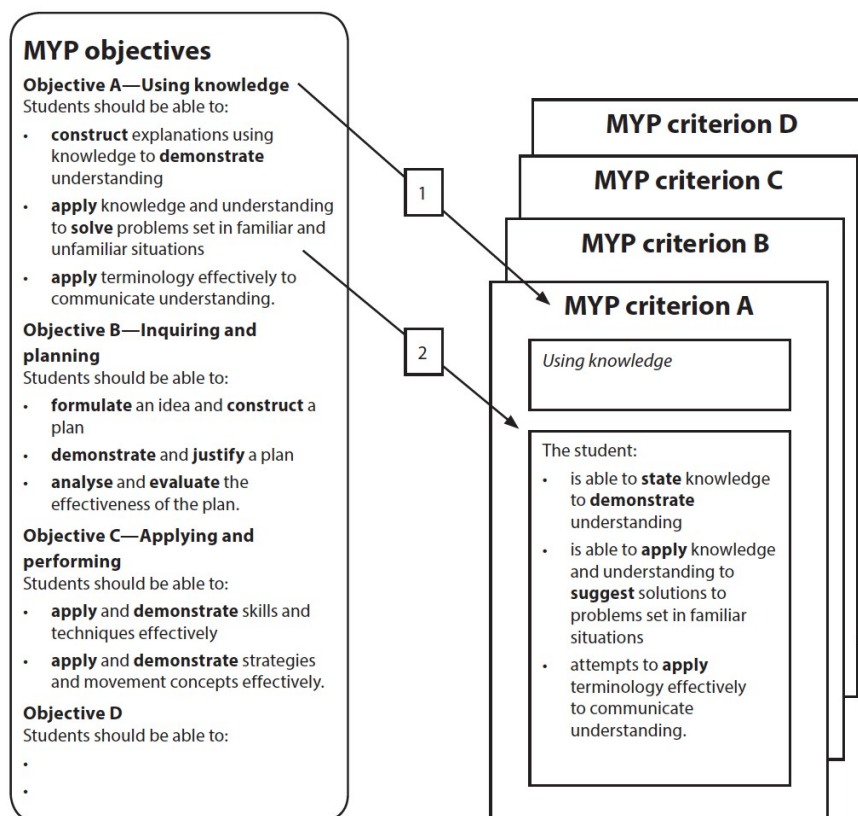
2.3. Criterion-related assessment

Each subject in the MYP has four objectives. The following table outlines the assessment objectives of each MYP subject group including core requirements, **Interdisciplinary** (a unit linking skills and disciplinary knowledge and understanding between at least two MYP subjects; assessed only once each year), and **Personal Project** (the culminating assessment undergone by Grade 10 students).

| Subject group | Objective A | Objective B | Objective C | Objective D |
|-----------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| Language & Literature | Analyzing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals & societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the Impacts of Science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| The Arts | Knowing and understanding | Developing skills | Thinking creatively | Responding |
| Design | Inquiring and understanding | Developing ideas | Creating the solution | Evaluating |
| Physical & Health Education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflecting |
| MYP Projects | Investigating | Planning | Taking action | Reflection |

The assessment of student work is judged against skill-based criteria designed for each subject area. These criteria align with prescribed objectives of each MYP subject group, and correspond to specific skills that students are expected to develop through the study of the discipline.

These criteria apply to the summative assessment of all student work for the subject.



The relationship of a subject group's objective to the same subject group's assessment criterion and achievement level descriptors
MYP: From principles into practice, May 2014 (updated September 2017)

Each strand (an aspect or indicator of the learning objective) is scaffolded to provide developmentally, age-appropriate expectations for student learning and achievement in each year of the programme.

| MYP Individuals and Societies – Objective A: Knowing and Understanding <i>Students develop factual and conceptual knowledge about individuals and societies</i> | | |
|---|---|--|
| MYP year 1 (grade 7) objective strands | MYP year 3 (grade 8-9) objective strands | MYP year 5 (grade 10) objective strands |
| <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> i. Use vocabulary in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples | <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> i. Use range of terminology in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples | <p>In order to reach the aims of individuals and societies, students should be able to:</p> <ul style="list-style-type: none"> i. Use wide range of terminology in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts, through developed descriptions, explanations and examples |

Sample: MYP Individuals and Societies objective **strands** scaffolded across grade levels
MYP Individuals and Societies guide, May 2014 (updated September 2017)

2.3.1. Using the MYP assessment criteria to assess student work

The assessment criteria of each MYP subject provides a rubric that outlines achievement levels for each subject objective. The sample below outlines the rubric for objective A (Knowing and understanding) of *MYP Individuals and Societies*:

| Achievement level | Level descriptor |
|-------------------|---|
| 0 | The student does not reach a standard identified by any of the descriptors below. |
| 1–2 | The student: <ul style="list-style-type: none"> i. uses limited relevant terminology ii. demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples. |
| 3–4 | The student: <ul style="list-style-type: none"> i. uses some terminology accurately and appropriately ii. demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples. |
| 5–6 | The student: <ul style="list-style-type: none"> i. uses a range of terminology accurately and appropriately ii. demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples. |
| 7–8 | The student: <ul style="list-style-type: none"> i. consistently uses a wide range of terminology effectively ii. demonstrates excellent knowledge and understanding of content and concepts through thorough, accurate descriptions, explanations and examples. |

A Knowing and understanding
 At the end of year 5, students should be able to:

- i. use a wide range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts through developed descriptions, explanations and examples

Sample: MYP Individuals and Societies objective and criterion alignment
MYP Individuals and Societies guide, May 2014 (updated September 2017)

Each MYP subject has four assessment criteria, and each assessment criterion across the subject has a highest achievement level of 8.

2.3.1.1. Students are provided and formally introduced to a task sheet for each summative task, outlining the task to be done, MYP criteria to be used for assessment, task-specific clarifications available for each objective strand, and other details pertinent to the successful accomplishment of the task including the structure and format of work, partial and final deadlines, and student references.

2.3.1.2. Only objectives/criteria relevant to the task and statement of inquiry will be assessed.

2.3.1.3. The teacher and students agree upon the deadline for each summative task given their respective workloads and relevant considerations. Only agreed-upon deadlines are uploaded onto ManageBAC.

All work is to be submitted via ManageBAC unless otherwise agreed upon by the teacher and the students.

- 2.3.1.3.1. As deadlines are pre-agreed upon and tasks are announced in advance, late submissions of summative tasks are generally not accepted, and are awarded a zero.
- 2.3.1.3.2. Extraneous circumstances and situations (e.g. illness, bereavement, accidents) may be valid reasons for late submissions, depending on submission of proof and an excuse letter from parents, and the deliberation by the MYP Coordinator and the teacher.
- 2.3.1.3.3. Formative work not submitted without a valid reason will not be accepted.
- 2.3.1.3.4. Teachers formally notify parents when a student has two instances of non-submission in an MYP subject.
- 2.3.1.4. For collaborative summative tasks, student work is graded individually. As such, each student will produce work in the collaborative assignment that is fairly assessable via the identified criteria.
- 2.3.1.5. Students submit their summative work with a self-assessment, which consists of a mark for each criterion assessed and a brief justification for each self-awarded mark.
- 2.3.1.6. For physically submitted work, students must submit their work along with a copy of the task-sheet, where they may provide their self-assessment.
- 2.3.1.7. All summative assessment employs criterion-related assessment, which ensures that student performance is assessed based on standards instead of a comparison with peer performance and is based on 'best-fit' judgment.

"The best-fit approach relies on teachers using criterion-related assessment practices effectively. When assessing a student's work, teachers should assess each descriptor strand individually (starting with level 0) until they reach a descriptor that describes an achievement level that the work being assessed has not attained. The work is therefore best described by the preceding descriptor. Once this has been completed for each descriptor strand being assessed, an overall picture of the student's achievement will emerge.

"Where it is not clearly evident which overall level descriptor should be awarded, teachers must use their judgment to select the level descriptor that best matches the student's work overall. The 'best-fit' approach allows teachers to select the achievement level that best describes the piece of work being assessed. It is important to remember when doing so that a student does not have to achieve against all of the individual descriptor strands in a band level to be awarded an overall level in that band.

"If the work is a strong example of achievement in a band, the teacher should give it the higher achievement level in the band. If the work is a weak example of achievement in that band, the teacher should give it the lower achievement level in the band."

The 'best-fit' approach, 2008

- 2.3.1.8. The teacher awards an individual achievement level for every identified assessment criteria for the task, and records these marks on ManageBAC.

2.3.1.9. The teacher provides feedback to students about tasks. Students may request for clarification on how the work was assessed during this feedback period.

2.3.1.9.1. Teachers provide feedback on formative tasks within five days from assessment.

2.3.1.9.2. Teachers provide feedback on summative tasks within two weeks from assessment.

2.3.2. Determining an overall achievement mark for an MYP subject

2.3.2.1. At the end of each grading period, teachers use this best-fit approach to arrive at overall levels for each criterion based on all available summative judgments.

2.3.2.1.1. During the second semester, overall levels encompass all available summative judgments throughout the school year.

2.3.2.2. Teachers add up the final levels awarded to arrive at a total number of points, the highest possible total being 32.

2.3.2.3. Teachers then use the following boundary guidelines to arrive at a final subject grade/subject progress-to-date mark out of 7.

2.3.2.3.1. In borderline cases, teachers refer to the overall performance of students over the term, including available feedback from formative assessment, and use the above MYP general grade descriptors to determine the final subject grade/subject progress-to-date mark out of 7.

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good quality work. Communicates basic understanding of most concepts and contexts, with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24-27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28-32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

MYP general grade descriptors

MYP: From principles into practice, May 2014 (updated September 2017)

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings of the process of learning independently. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely shows evidence of knowledge or skills. |
| 2 | 6-9 | Produces a report of limited quality. Communicates limited understanding of the process of learning independently. Demonstrates limited evidence of critical or creative thinking. Limited evidence of transfer of knowledge or approaches to learning skills into the project. |
| 3 | 10-14 | Produces a report of acceptable quality in response to the selected global context. Communicates basic understanding of the process of learning independently through the project. Demonstrates some basic critical and creative thinking. Begins to transfer knowledge and approaches to learning skills into the project. |
| 4 | 15-18 | Produces a good quality report in response to the selected global context. Communicates basic understanding of the process of learning independently through all stages of the cycle of inquiry. Often demonstrates critical and creative thinking. Transfers some knowledge and some approaches to learning skills into the project. |
| 5 | 19-23 | Produces a generally high-quality report that demonstrates a thorough process in response to the selected global context. Communicates good understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, sometimes with sophistication. Transfers knowledge and approaches to learning skills into the project. |
| 6 | 24-27 | Produces a high-quality report that demonstrates an occasionally innovative process in response to the selected global context. Communicates extensive understanding of the process of learning independently through all stages of the cycle of inquiry. Demonstrates critical and creative thinking, frequently with sophistication. Transfers knowledge and approaches to learning skills into the project. |
| 7 | 28-32 | Produces a high-quality report that demonstrates a thorough and innovative process in response to the selected global context. Communicates comprehensive, nuanced understanding of the process of learning independently through all stages of the cycle of inquiry. Consistently demonstrates sophisticated critical and creative thinking. Successfully transfers knowledge and approaches to learning skills into the project with independence. |

MYP Personal Project subject-specific grade descriptors
MYP Projects guide, May 2014 (updated March 2018)

3. Reporting assessment

3.1. Progress reports

Student progress in each MYP subject is reported in a Progress report at the end of each semester, and are recorded in the student's transcript of records by the Registrar's Office.

- 3.1.1. The first semester report provides a progress-to-date mark for each MYP subject, and the second semester report provides the final overall achievement mark for each MYP subject.
 - 3.1.1.1. Students will receive a semestral/final grade of INC (Incomplete) should there be missing summative tasks. Upon completion of these requirements, given parameters agreed upon by the student, teacher and MYP Coordinator, this grade will be changed to a completed mark.
 - 3.1.1.2. In the event that in the course of the first semester, one or more assessment criteria are not assessed, students receive a criterion mark of NA (Not assessed), and will be awarded a final mark of NA. The report, hence, will only reflect criterion levels assessed for the subject during the term. This will have no adverse bearing on student records.
- 3.1.2. An overall achievement mark for each MYP subject may only be awarded after at least two summative assessment judgments for each criterion.

- 3.1.3. Both reports include overall marks for each subject, as well as subject-specific anecdotal reports from teachers that describe students' development of international-mindedness, the learner profile, and appropriate behaviors and attitudes that contribute to learning.

3.2. Parent Conferences

Conferences with parents are also scheduled thrice during the school year: one at the end of the first quarter, and one at the end of each semester. These may come in the form of student-led or parent- teacher conferences.

- 3.2.1. **Parent-teacher conferences.** Teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work.

- 3.2.2. **Student-led conferences.** Students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement.

3.3. Class fairs, exhibits and showcases

In some cases, summative assessment is presented in the form of a fair, exhibit or showcase. During these events, the College invites parents to come and see the students' assessed work. These include student work that is showcased on classroom walls and displays.

4. Academic standards

4.1. Recognizing student achievement

4.1.1. Semestral recognition

At the end of each semester, students are presented with certificates of achievement upon receiving the following overall progress-to-date/final grades in each MYP subject:

- Outstanding achievement: 7
- Commendable achievement: 6

4.1.2. Year end recognition

4.1.2.1. Students who receive achievement certificates across both semesters in an MYP subject will be awarded a Certificate of consistent outstanding/commendable achievement (as it applies).

4.1.2.2. At the end of the second semester, the faculty may recommend special citations for students with outstanding achievement in other areas (e.g., outstanding overall improvement; outstanding citizenship). These citations are subject to the approval of the IB Pedagogical Leadership and Management teams.

4.2. Academic probation, promotion and retention

The final grade descriptors employed in the Secondary School outline the student's development of skills and conceptual understandings within each discipline. The final grade for each subject is awarded at the end of the second semester, as this grade outlines the student's progress in the subject across the academic year. Subject grades for the first and semester are identified as progress-to-date (PTD) marks.

The MYP faculty deems a final grade of 3 as an acceptable level of achievement in any subject area, and SATISFACTORY for other areas. In line with this, the following guidelines will be followed for monitoring and supporting student achievement:

- 4.2.1. **Promotion.** At the end of each school year, students are promoted to the next grade level given a maximum of two (2) marks below 3 or SATISFACTORY across the subjects.
- 4.2.2. **Subject warnings.** At the end of each semester, parents of students with subject grades or PTD marks below level 3 are notified that students are performing below expectations in the specific subject. These students are recommended after-school academic support with a focus on general study skills or specific subject content.
- 4.2.3. **Academic probation.** At the end of the first semester, students are placed on academic probation upon earning more than two (2) marks below 3 or SATISFACTORY across the subjects. A student under academic probation is:
 - Required to participate in after-school supervised study hall sessions.
 - Closely monitored in terms of class progress by the Homeroom Teacher and Guidance Counselor.
 - Recommended after-school academic support with a focus on ATL skills or specific subject content.
 - Academic probation is reviewed at the end of every semester and can be lifted if the student's performance no longer meets the criteria for probation.
- 4.2.4. **Retention.** At the end of each school year, students who are deemed ill-equipped to engage in work for the next grade level and are thus required to repeat the present grade. Students are retained when they earn more than two (2) marks below 3 or SATISFACTORY across the subjects.
- 4.2.5. **Formal appeal and deliberations.** At the end of each semester, students have the right to request for a re-evaluation of grades awarded by their teachers. In cases such as this, students are required to write a formal letter of appeal, addressed to the MYP Coordinator. The letter must provide justification and substantiation for the re-evaluation of grades.

Upon receipt of a formal appeal, an ad hoc committee, consisting of the MYP Coordinator and select academic staff, will review the appeal, re-examine the assessment process, and provide feedback to the student through a formal written response. The filing of a formal appeal does not necessitate a change of grade.

5. **Policies cross-referenced:**

- Language policy (November 2018)
- Academic Honesty policy (February 2019)

6. **Assessment policy distribution, communication and review**

This policy is reviewed every three years as per the College's policy review cycle by an ad hoc committee represented by teachers and members of the Pedagogical Leadership team. The revisions are submitted to the IB Management Team and ratified by the College's Board of Trustees.

Distribution and communication of the policy to all stakeholders will be accomplished through the following channels:

- IB Student-Parent Handbook
- Annual policy information sessions for parents, teachers and staff
- Annual student orientations
- New staff and student inductions

6.1. Committee reviewing this edition

Patrick Ong
 Glicerio Manalo
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 Bryan Lapuz
 Patricia Mae Mondoy
 Alvin Ray Estiva

7. **References**

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