IB CONTINUUM ASSESSMENT POLICY AND PROCEDURES

A Note for Parents

Dear Parents,

At Shenzhen Elite International Academy, our school policies are rooted in the philosophies of the International Baccalaureate, standards and practices. We strive to reflect the varied aspects of the IB learner profile and the IB mission in every one of our policies.

Our policies have been developed through discussions with teachers, parents and students to determine both content and layout. These are the policies mandated by the International Baccalaureate Organization:

1. Admissions
2. Inclusion
3. Language
4. Assessment
5. Academic Integrity

Our school is a diverse international community which provides us with an immense sense of pride in our school. We intentionally include and appreciate students of all identities, social situations, learning abilities and language backgrounds. By enrolling your child at our school, you are agreeing to respect and promote the diversity of our student community. Our school policies are intended to embrace and encourage student diversity.

In each of our policy documents, you will find the philosophical reasoning driving each policy, your child's rights and community responsibilities, and a description of how each policy upholds the IB learner profile. Additionally, we have included in the appendices the procedures and processes associated with each policy.

All faculty in our school look forward to working with you, as a collective supporting unit for your children in order to ensure that our students receive quality education whilst maintaining the high standards of the International Baccalaureate. This partnership between educator and parent will enable our students to not only know their right, but also their privileged position to be afforded this high quality of education. In addition, we strongly believe that our students should have awareness of what responsibilities are expected of them when gifted with this right to education.

Thank you, in advance, for reading these policies thoroughly.

Warmest regards,

Xu Xiaolu   Miao Hongmei   Yan Yao

School Principal   Academic Principal   PYP Coordinator

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Our Guiding Principles

IB Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

Our Vision

At Shenzhen Elite International Academy we aim to engage students' interest in learning through a music-centric environment. Through the integration of music education and humanistic education we can inspire students, show them new interests, reveal their potential, and enrich their knowledge. We will broaden the horizons of our students and lay a solid foundation for them to explore in-depth in the richness of human knowledge.

Our school uses a comprehensive and balanced curriculum to cultivate lifelong learners who are knowledgeable, risk-takers, caring, and principled. Our students will be taught how to think critically and can help create a peaceful and beautiful world through cross-cultural understanding and respect. They will not only have a global awareness and an international perspective, but also become socially responsible in their own region and world affairs citizen. Our school is inclusive and respects all students. We will encourage positive attitudes and the international citizenship of learners, aim to support the emotional and social development of students, and to cultivate students with necessary skills.

Our Mission Statement

We strive to provide a holistic and balanced education that nurtures the academic, social, emotional, and physical growth of our students. Through our inclusive learning community, we aim to cultivate lifelong learners who are curious, compassionate, and capable of making a positive impact on the world. Our world class curriculum, and multicultural environment foster intercultural understanding, respect, and empathy. We are committed to developing students who are knowledgeable, critical thinkers, effective communicators, and responsible global citizens.

Assessment Policy

Our Assessment Philosophy

The primary aim of assessment at Shenzhen Elite International Academy (SEIA) is to sustain and encourage student learning. Effective and varied assessment is crucial for providing students with ongoing evaluation and feedback on their academic achievements within the subject areas to measure and monitor student progress. Assessment focuses on the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of attitudes and the decision to take responsible action. Through receiving feedback in relation to set criteria or expectations, students of all abilities learn strategies for further improvement and develop intrinsic motivation. Assessment also enables parents and staff to monitor and support student progress.

Assessment Rights and Responsibilities

All IB programmes are informed by assessment, as indicated in the IB approaches to teaching.
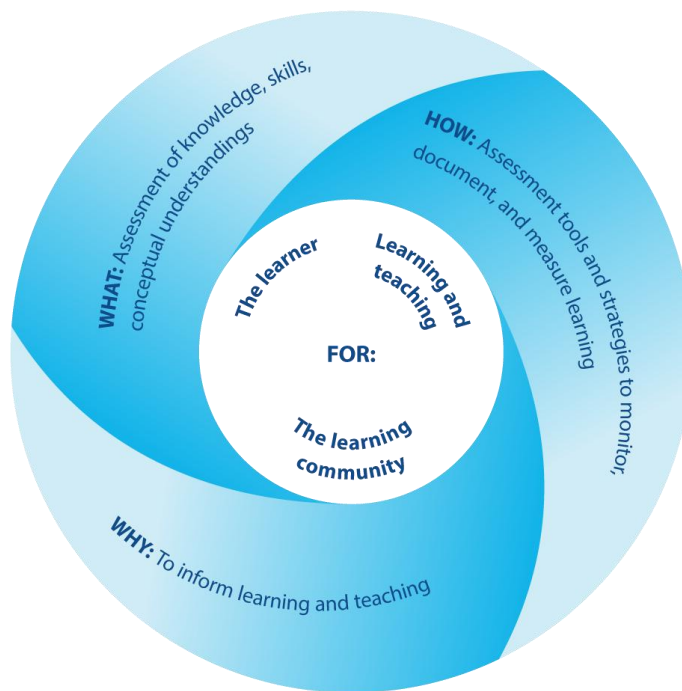
We have a responsibility to:

- Understand that assessment is central to the IB Programmes' goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

- Understand that the development of knowledge, conceptual understanding and skills requires that both teachers and students demonstrate assessment capability by having a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Rights	Responsibilities
Students - Know each assessment's success criteria	*Teachers* - Co-plan success criteria with the students *Students* - Partner with teachers to design their learning goals and success criteria
Students - Receive meaningful feedback to feedforward and reach higher levels of achievement	*Teachers* - Give effective feedback (including strategies to improve) and communicate learning progress *Students* - Draw on feedback and multiple strategies to adjust their learning and identify where and when to make improvements
Students - Have the opportunity to reach the highest levels of the criteria	*Teachers* - Differentiate and prepare the students for success - Communicate success criteria early, thoroughly and clearly

	Students ● Continue to approach assessments with a growth mindset
Students ● Are assessed in the appropriate environment	***Teachers*** ● Assess the effectiveness of the learning environment on the student's learning ● Evaluate students' needs prior to the assessment ● Guide students on appropriate assessment practices and behaviours ***Students*** ● Prepare and behave appropriately in assessment situations ● Demonstrate academic integrity ● Contribute to an appropriate assessment environment
Students ● Are assessed with a consideration to their individual learning profile, cultural and linguistic background	***Teachers*** ● Plan multiple opportunities for success ● Use differentiated assessments (portfolio, performance, written, oral etc.) ● Provide inclusive access arrangements, such as extended time, frequent breaks, reader, scribe, individualized/small group setting, use of assistive technology devices, etc., as needed by the student

Rights	Responsibilities
Families - Are informed about the nature of assessment	**School Leadership** - Engages parents about school's assessment practices - Facilitates opportunities for a dialogue

	Teachers - Communicate assessment inclusive access arrangements early, thoroughly and clearly
Families - Know the method of effective feedback	**School Leadership** - Informs parents about the various methods and platforms for feedback **Teachers** - Communicate about whether the feedback is formal or informal - Communicate learning progress
Families - Know when and how students are to expect the assessment	**School Leadership** - Monitors communication on assessments - Supports teachers through collaborative planning and reflection on developing consistent assessment practices **Teachers** - Standardise grade level communication on assessments

Assessment and the Learner Profile

Knowledgeable: We understand that good assessment allows students to demonstrate in-depth knowledge and understanding across all subject areas.

Principled: We believe that assessment involves honesty and integrity. Students take responsibility for their learning through the completion of assignments.

Communicators: We understand that assessment is about the communication of understanding, which can happen in many different formats.

Risk-takers: Assessment involves risk as students must use knowledge in unfamiliar situations. They should be guided to function independently, exploring new situations with confidence to show their understanding.

Connections to other IB Policies

Assessment and Inclusion

Students with learning difficulties are permitted to inclusive access arrangements and reasonable adjustments (e.g., extra time, use of teaching assistants, use of technology, breaks, etc.) for all assessments in one or more subjects throughout the year, as necessary and required to fulfil their needs.

Assessment and Language

Assessment of language learning is an on-going process throughout the school year in both formal assessments (formative and summative) and informal situations (learning experiences and inquiry). All key skill areas (reading, writing, listening, speaking), as well as the students' knowledge of grammatical structures and their ability to consistently use these correctly, are assessed recurrently at levels suitable to the students' language abilities.

Student language level and ability is acknowledged and incorporated into the planning of assessments. Teachers, students and parents are involved in this planning process. In subjects where writing is not required by the published criteria, teachers strive to provide alternative methods of presentation for students. Additionally, whenever key skill tasks are assigned, expectations are set according to the student's particular language level. A range of formative and summative assessment measures are used. The Elite Assessment Policy applies to the English as a Second Language (ESL) Bilingual Program as well as the grading scheme used in the report cards of each school section.

Assessment and Admissions

In PYP 1-3, we assess admissions based on 2 years of report cards, an evaluation form and any school documents. For mid-year admissions, PYP 1-3 may be asked to come in to take an admissions test and interview with the PYP Coordinator and Admissions Officer. In PYP 4-5, we assess admissions based on 2 years of report cards, an evaluation form and any school documents. PYP 4 students take an English admission test and PYP 5 students take both mathematics and English admission tests.

Assessment and Academic Integrity

At SEIA, we strive to foster in students the skills needed to demonstrate integrity and academic honesty when completing projects, assignments, and assessments. Students are explicitly taught to be principled and honest about their work while appreciating and formally acknowledging the work of others. We encourage teachers to design assessments that lead students to produce original and authentic work.

Assessment at Shenzhen Elite International Academy

Assessment has four specific aspects: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own purpose, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value.

Monitoring learning	Documenting learning
Measuring learning	Reporting on learning
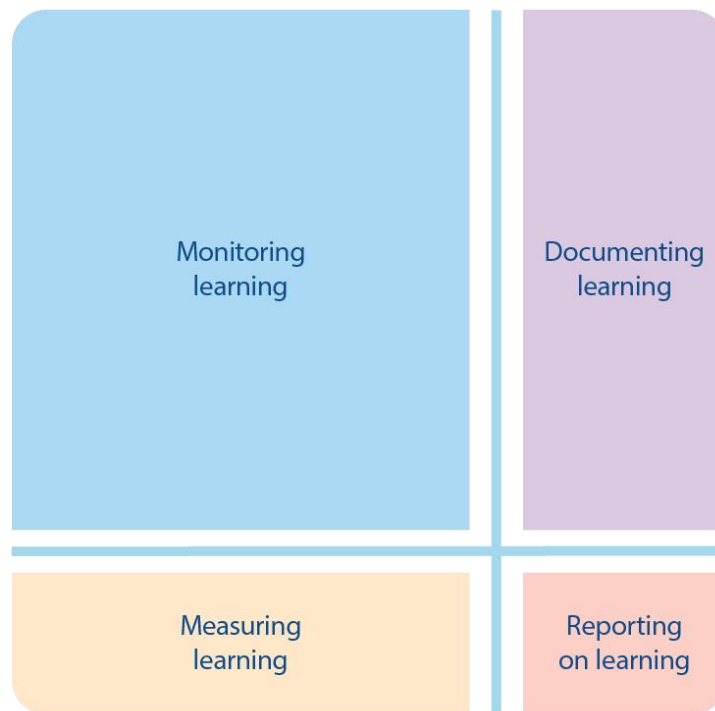
(*Assessment, From Principles into Practice, 2019*)

Monitoring & Measuring Learning

Giving and Receiving Feedback

Effective and constructive feedback offers opportunities for self-reflection and taking action. Feedback on knowledge, concepts and approaches to learning supports students moving towards their learning goals *(From Principles into Practice, Assessment, Feedback, 2020)*. When giving feedback, teachers focus on feedback on the learning process and feedforward on co-creating goals and next steps.

Feedback might be formal and/or informal and is given throughout the learning process. Types of feedback include teacher, peer, parent feedback and student self-reflection.

Feedback & Feedforward (*From Principles into Practice, Assessment, 2020*)

Assessment Methods

All assessment and the recording of assessments is based upon the IB philosophy on assessment. The school uses different types of assessment to support students' learning process:

Diagnostic: Assessments used to determine existing knowledge and experiences.

Self-assessment: Tasks in which students actively reflect on their performance on assignments.

Peer and group assessment: Tasks in which students actively evaluate each other's learning by providing feedback.

Formative assessment: Assessments that are woven into the daily learning process. Formative assessment provides teachers and students with information about how the learning is developing. It raises student awareness and helps them reflect on their learning. It guides the teacher when planning the next stage of learning.

Summative assessment: Occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in a range of contexts and formats.

Assessment Tools

A number of assessment tools are in utilised so that students can build upon their knowledge and understanding. These tools help them know the focus of an assignment and to clarify each task and its success criteria. The tools are aligned with specific standards set out by the school's programme curriculum.

Assessment strategies help us answer the question, *"How will we know what we have learned?"* The range of approaches selected provides a balanced view of the student.

Rubrics: Established sets of criteria used for grading student's tests, portfolios or performances. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate that work on a predetermined scale.

Benchmarks/Exemplars: Samples of student work that serve as concrete standards against which other samples can be compared and judged. Benchmarks/Exemplars can be used with rubrics or continuums. Benchmarks should be appropriate and usable within a particular school context.

Checklists: Lists of information, activities, data, attributes, or elements that should be present in the task delivered by the student.

Anecdotal records: Brief, written notes based on observations of students. These records are systematically compiled and organized and are used as evidence of student learning.

Continuums: Visual representations of developmental stages of learning. They show a progression of achievement or identify where a child is in their learning process.

Class assignments, test/exam results: Scores that provide data to allow teachers to identify students' specific knowledge and understanding; track student progress and achievement; better support students' further learning; and evaluate, plan and develop the curriculum. These tools provide an overview of knowledge gained over a set period of time. Both internal and external tests are used.

Observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.

Performance based assessment: Students are presented with a task or real-life challenge that requires the use of a repertoire of knowledge and skills to accomplish a goal. This type of assessment entails the thoughtful application of knowledge and understanding, has an identified purpose or audience, an established criterion and requires the development of an authentic product or performance.

Approaches to Learning skills assessment: Evaluations of students' research, thinking, communication, self-management and social skills. The focus is on the process and skill application rather than on the product. These skills are regularly observed and recorded in real contexts.

Open-ended assessments: Students are presented with a challenge and asked to provide an original response.

Portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, understanding, creativity and reflection.

Grade level teachers use common assessment types, tools and strategies within the same area of learning.

PYP Assessment

An essential element in the PYP is assessment as a tool to guide instruction in a positive and meaningful manner. Each unit begins with an initial assessment to gauge students' prior knowledge and skills. The teaching and learning cycle utilizes relevant and authentic information derived from a wide range of formative assessments. Students are taught to be competent at self-assessment and their reflections are an integral part of their learning process. At the end of the units, students are asked to reflect on their experiences and make contributions to their portfolios.

PYP Assessment Criteria

This is the PYP assessment criteria used for developmental stages:

Level	Description
N	Not reported this semester. There was not enough assessment information.
Beginning	Demonstrates achievement in only a few of the expected learning outcomes. Considerable teacher support is needed.
Developing	Demonstrates achievement of some of the expected learning outcomes, but lacks consistency. Some teacher support is needed.
Secure	Demonstrates achievement of the expected learning outcomes. Little or no teacher support is needed.
Extending	Consistently exceeds expectations and learning outcomes. The student is performing at a higher level with little or no teacher support.

Recording and Reporting Student Assessment

Students and teachers make agreements on keeping record of assessments to document student academic performance, learning goals, questions reflection and evidence of learning using various formats, such as:

Digital Portfolio - The purpose of a student portfolio is to help students reflect on their learning, to show growth over time and to show development of the whole child both inside and outside of the Program of Inquiry in all subject areas. The portfolio is student-driven and allows all those involved in the learning process to see a true picture of the child. It may also serve to help the teacher reflect, assess and teach.

Learning Journals and Logs - The purpose of learning journals is to record reflections and feedback of student learning

> *Primary Mid-Year Learning Stories* - Written in December and are a narrative that documents a learning moment when the learner shows knowledge, conceptual understanding or ATL skills and Learner Profile attributes. They include developmental stages and the written story may be one page long.

> *Primary End of Year Learning Stories* - Written in June and are a narrative that documents a learning moment when the learner shows knowledge, conceptual understanding or ATL skills and Learner Profile attributes. They include developmental stages, and the written story may be 1-2 pages long. They are not an average of student learning throughout the year.

Written Report Card in the PYP (1-5)

The purpose of the written report card is to communicate student progress and development as IB Learners.

Primary Mid-Year Reports - Written at the end of Q2, and are a summary of the child's progress to date. They include developmental stages, and a written narrative.

Primary End of Year Reports - Written at the end of Q4 and are a summary of the child's progress through the year. They are not an average of student learning throughout the year. For example, if a child wasn't able to use full stops at the beginning of the year and is able to use them consistently in May or early June, the report would indicate this progress and that the student is now secure.

Co-creating Learning Goals with Students - The purpose is to implement student agency and help students see that they take ownership of their learning. Learners should develop skills in monitoring and adjusting their own goals. Working toward goals they have set themselves is more purposeful and meaningful. Students are usually more motivated to self-regulate their own learning. Students co-create learning goals throughout the school year and record them in their digital portfolio.

Conferences - Students' learning goals are presented during the parent-teacher conferences in October. Student-led conferences take place in spring. Students celebrate their learning growth through performance and goals. Students share with their parents what they have done within the transdisciplinary themes across subject areas.

Exhibition - Takes place in spring. Students engage in an in-depth, collaborative inquiry. They synthesize and apply their learning of previous years and reflect upon their journey through the PYP 5. The purpose of the exhibition is to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP.

Online Data Management Systems – GradeLink is used to record and manage student assessment data.

Cycle of Review

Following a full review by teachers, students, parents, the Pedagogical Leadership Team and the Board of the school, this policy has been published on September 2023 and applies until September 2024. Policies will be reviewed and updated during the January curriculum day each year.

Appendices

Homework Policy

Homework is assigned to students in order to solidify learning that occurred in the class. It is based on students' developmental levels. Homework expectations increase in time allocation and complexity according to grade level. Teachers should aim to set tasks that are accessible for their students and that will assist learning retention and allow students to demonstrate thinking and understanding. Students are responsible for ensuring that homework is completed and submitted in a timely manner. Teachers should collaborate within grade levels to ensure a balance in the homework expectations.

Homework in the Primary Years Programme

Homework in the PYP encompasses a variety of activities instigated by teachers and parents/carers to support the children's learning.

Daily reading is seen as a fundamental part of homework for PYP children. PYP homework also consists of differentiated activities that reinforce children's recent learning. These are based on learning goals identified in student portfolios, parent conferences and up-to-date assessments.

The role of play and free time in a child's growth and development is also important, so homework should be balanced, particularly in the early years. Students in Primary School benefit very little from daily homework, except in Upper Primary (PYP4 and PYP5), where it has a more positive impact (Hattie, 2009), and also helps develop skills for future learning (see next section).

Project based homework is much less beneficial for Primary Students, and is used in Upper Primary to reinforce research and/or reflection skills.

The role of the parent in PYP homework

- Provide a regular time and space for completing homework
- Promote independence in the homework process
- Avoid marking or correcting the submitted assignment
- Notify the teacher if the homework is not at the right level for their child (too easy, too difficult)
- Communicate with the relevant teacher upon their child's experiences and reactions towards their homework

Daily reading at home

Reading skills are developed through establishing a love of literature in a range of genres and forms. To support the overall language development, every student should read and/or be read to by his or her parents every day. Research shows that volume of reading is connected to attaining higher order literacy proficiencies (Allington, 2012; Brozo et al, 2008, Cipielewski & Stanovich, 1992).

Reading as homework for students with English as an additional language should also include regular reading in the child's first/mother tongue language. Proficiency in the child's first language determines the success of any additional languages learned.

PYP Subject and Specialist Learning

The homework approach is different for each specialist subject and/or support teaching (learning support and EAL), but it still follows the school and PYP homework philosophy. Specific homework is communicated by the appropriate teacher.

Pre-K and Kindergarten Homework Guidelines

- Daily shared reading and book exploration, both in English and mother tongue
- An emphasis on activities that support gross/fine motor skill development
- Regular hands-on activities that support development of early language and maths skills
- Activities that support the child's mental, physical, and social development
- Occasionally students may be given tasks that related to the current unit of inquiry or connect to students' personal interests

PYP 1 - PYP 3 Homework Guidelines

- Daily independent reading (10 minutes for PYP 1, 10-15 minutes for PYP 2, 15 minutes for PYP 3)
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands- on/problem solving activities, written/oral, and online tasks)
- Total daily homework, including reading, should be moderate (maximum 30 minutes per day for PYP 3, 20 minutes for PYP 1 and 2)
- Occasionally students may be given tasks related to the current unit of inquiry, other learning in the classroom or other tasks that are connected to students' interests outside the school

PYP 4 and PYP 5 Homework Guidelines

- Daily independent reading for 20 minutes
- Regular (daily, weekly or periodically) homework through a balance of tasks (hands- on/problem solving activities, written/oral, and online tasks)

- Recommended total daily homework is 30-45 minutes per day
- Assignments connected to the current unit of inquiry or tasks that are connected to students' interests. Those tasks involve research and/or reflection skills.

PYP5 Second Semester - Additional Guidelines

- To support the Exhibition, students should research global issues at home in addition to other homework.
- The assignments are more complex and more time is given to complete them. This helps students to learn and develop forward planning skills, resilience, and organisation skills, in preparation for MYP.
- Tasks start to be assigned and submitted, including more than one distinct assignment a week.

How homework is delivered

Homework should be delivered via a manageable schedule, with clear dates and timelines. Homework, as per classroom tasks, should be appropriate for a student's learning needs, so that they can complete the assignments independently. The learner should receive timely and actionable feedback on their learning, either from their peers or their teacher, as soon as possible.

IB Standards and Practices for Assessment

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

(0301-05-0200)

Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Culture 6: The school implements, communicates, and regularly reviews its IB mandated policies to ensure they are cohesive and reflect IB philosophy. (0301-06)

Culture 6.1: The school implements processes with consideration of the relationship between its IB mandated policies. (0301-06-0100)

Culture 6.2: The school documents its IB-mandated policies and communicates them to the school community. (0301-06-0200)

Culture 6.3: The school considers physical and virtual spaces in all of its IB-mandated policies. (0301-06-0300)

Culture 6.4: The school articulates a planned integration of human, natural, built, or virtual resources in all of its IB-mandated policies. (0301-06-0400)

Culture 6.5: The school considers the learner profile in all of its IB-mandated policies. (0301-06-0500)

Culture 6.6: The school considers international-mindedness in all of its IB-mandated policies. (0301-06-0600)

Approach to assessment 2: The school uses assessment methods that are varied and
fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approach to Assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

- PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)