ASSESSMENT POLICY

School of the Nations

The School of the Nations Assessment Policy outlines the practices and policies regarding assessments to ensure fairness and consistency in evaluating student learning and progress.

SCHOOL OF THE NATIONS
ASSESSMENT SYSTEM
(last updated: November 2023)

Effective from Academic Year 2023-2024

CONTENT

1. GUIDING PRINCIPLES

The School of the Nations (SON) recognizes that the primary goal of assessment is to improve student learning.

We believe that the following principles underpin assessment at SON:

- The assessment process must reflect the school's values. These include, but are not limited to the beliefs that:
    - every child is a capable human being;
    - every human being is endowed with an intrinsically motivated to fulfil a dual moral purpose – to refine their own character and to develop their personal skills and talents, and to deploy these to effectively serve and contribute to the development of society.

- Formative feedback to students is a critical function of the assessment process centred in student learning.

- Students experience and express their learning in many different ways: teachers must provide a range of opportunities, through multiple assessment strategies, for students to express or demonstrate understanding.

- Learning happens best when it is taught and assessed in context.

- Assessment is not a tool to motivate students to learn.

- Assessment should represent and provide feedback on students' knowledge, skills and understanding and must be free of other factors such as effort or conduct.

- Assessment procedures are consistent across the school demonstrating fairness to all students.

- Assessment practices must take into consideration students' abilities and conditions.

2. PURPOSE OF ASSESSMENT

The primary goal of assessment at the School of the Nations is to improve student learning. This fundamentally ties into the School's concept that every human being is "… a mine rich in gems of inestimable value. Education can, alone, cause it to reveal its treasures, and enable mankind to benefit therefrom." (Baha'u'llah: Gleanings from the Writings of Baha'u'llah, pp. 260)

At the School of the Nations, there are three main purposes of assessment:

- Assessment for students

  We believe that the main purpose of assessment is to provide students with explicit and constructive feedback about their progress towards learning goals and recommendations for improvement.

- Assessment for teachers

  Assessment practices for teachers should provide them with timely data about their teaching and must inform the next stage of their teaching.

- Assessment for official purposes

  For official purposes, such as reporting to other external organizations, formal assessment should provide a "snapshot" of what a student is capable of, informing the next stage of their education.

With the above principles in mind, the following policy outlines the practices expected of all teachers at SON.

3. TYPES OF ASSESSMENTS AND GUIDELINES FOR TEACHERS

The structure identifies three main parts to the assessment process:

- Assessment for Learning (formative)

- Assessment as Learning (reflective)

- Assessment of Learning (summative)

While there is broad agreement, and a large body of research that supports these three elements, the School recognises that there is a wide range of approaches that may be used to support the use of these components effectively.

3.1. Importance of Formative Assessment

Formative assessment is an effective tool that aims to monitor and improve student learning by providing ongoing feedback to both the student and the teacher. It provides ongoing data for teachers to advance and refine teaching strategies, methodologies, and planning.

Specifically, formative assessment:
- identifies students' strengths and weaknesses in the subject skills, concepts and content
- identifies and give information for designing focused and coherent teaching and learning strategies
- assists teachers in recognising areas where students may require support for improvement in a timely manner

Formative assessment must play a prominent role in the assessment process in all subject areas at SON. It includes, but is not limited to the following strategies, and these should be clearly stated in the Unit Plans:

- Socratic seminar
- Concept maps
- Research proposal (for early feedback)
- Essay planning
- Mind maps
- Graphic organisers
- Classwork
- Exit tickets
- Observations
- Question and answer sessions

- End-of-class reflections
- Mini presentations prepared in class
- In class collaboration documents (e.g. Google Docs)
- In class surveys or polls
- Small interviews
- Incorporation of the arts
- Student self-assessment
- Peer editing/feedback
- Thumbs-up responses

4. ASSESSMENT GUIDELINES FOR TEACHERS

The School empowers teachers to make choices as to the tools they use to assess specific learning goals or targets. The School sets the clear expectation that assessment will take varied forms and that the choice of assessment tool will best align with the intended learning goals.

4.1. Planning for Assessment

In order to determine students' competency level, teachers are expected to:

- Conduct an appropriate pre-assessment of each standard that will be taught.
- Ensure that each unit of learning is preceded by some type of assessment of previous learning to establish the extent and transferability of prior learning.
- Have a clear plan before beginning each unit about how they will assess student progress.
- Ensure that all learning standards are assessed systematically using differentiated methods based on student needs.
- Identify and align assessment objectives strategically to assessment tasks.
- Ensure grading of homework is limited to assessment of understanding and as an enhanced learning technique and is not used as any kind summative assessment.
- Ensure that teaching, learning and assessment are based on the written curriculum.
- Ensure assessments are varied and take into consideration student learning diversity.
- Ensure assessment provides a range of data demonstrating students' understanding.
- Manage assessment schedules that meet School's time frames for assessment and reporting.
- Provide parents and students with a course outline at the commencement of the academic year, conveying relevant information regarding course-specific assessments.
- Design tailored assessments in line with individualised education plans for students with special educational needs - formulate, review and revise education plans as necessary.
- Paper and pen summative assessments must be announced in classes and on eClass or ManageBac at least one month prior to the assessment date.
- Number of "paper and pen" summative assessments must follow the DSEDJ's guidelines as stated below:
    - K1 to K3: not specified
    - P1 to P6: no more than two subjects per day and four subjects per week
    - F1 to F6: no more than two subjects per day and six subjects per week

for special education, assessments must be based on the student's behaviour, ability, and specific subject matter.

4.2. Conducting Assessments

Teachers must:

- Collaborate with others in their department and grade level as appropriate in the preparation and marking of the end of unit and end of year assessments.
- Conduct regular formative assessment in the course of teaching and at the end of a learning stage.
- Conduct regular summative assessments in the course of teaching and at the end of a learning stage.
- Assess each learning standard a sufficient number of times to provide clear evidence of achievement.
- Ensure that evaluation of the standards is devoid of other factors such as effort, conduct and late submission of work.
- Use models of work, such as student portfolios and projects, as a primary source of evaluating student progress and engaging students in self-reflection.
- Use self-assessments where and when appropriate. All major assessments should have an element of self-assessment.
- Maintain example models of work for major learning standards in departments, as well as individual teachers, for reference and moderation purposes.
- Provide students and parents, where appropriate, with a rubric or success criteria for each assessment.
- Assess all students based on curricular standards and prior student achievement making necessary adjustments for students with English Language Learner (ELL) or special needs.

4.3. Using Assessment Data

In accordance with the standards to be assessed (concepts, contents, and skills), teachers should:

- Select the most appropriate assessment type with the intention of collecting the best evidence to reflect the student's progress in learning.
- Assess standards in ways appropriate to the subject/level, the results of which will be used to modify teaching as needed.
- Record as much feedback data as is necessary to make immediate and necessary adjustments to their teaching and propose pedagogical support plans to deepen or remediate student learning.
- Use the school's data management system (SONIS) to assess students' overall performance and review the ultimate effectiveness of teaching and learning.
- Provide students with formal or informal feedback within five (5) working days of an assessment.
- Provide frequent and timely feedback encouraging metacognitive processes, enabling students to reflect and gain insight into their learning.
- Use assessment data from both incomplete and completed work.
- Not penalize students for mistakes or misunderstandings unless these were explicitly specified in relevant marking schemes. This is to ensure validity of assessment data as well as promote a positive atmosphere for learning.

5. ASSESSMENT GUIDELINES FOR STUDENTS

5.1. Student Responsibilities

At School of the Nations, students are seen as capable individuals striving towards excellence in character and academic knowledge. The school's responsibility is to ensure they are suitably guided and supported. To this end, students are expected to follow the guidelines illustrated below:

- Complete all assigned tasks with quality and on time, providing evidence of learning.
- Produce work that is representative of their own efforts and abilities.
- Complete all assessments described in the course outlines.
- Regularly attend classes demonstrating punctuality.
- When absent, follow up with relevant teachers on returning to school ensuring all missed work and assessments are completed.

5.2. Student Appeal Process

Students may request a remark of an assessment or review of grades if they have a reasonable belief that computational or human error has led to miss-judgment.

Any appeal regarding marks or grades should be made within three (3) days of receiving results and must be directed to the relevant Grade Level Administrators. Details of the procedure can be found in Section 7.2.5.

5.3. Missed Assessments

5.3.1. Class-based Assessments

In the case of absence where a student misses a class-based assessment, the student must:

- Submit any assignments due during the period of their absence, on the first day of their return to the school.
- Arrange an alternative time with the teacher to sit any missed assessments during the period of their absence.
- No penalty on grades will be imposed for supplementary assessment due to excused absences.

5.3.2. School-based Examinations

- In the case of an excused absence (refer to *SON Student and Parent Handbook* for further details) where a student misses a school-based examination, the student must arrange an alternative time with the Level Administrator to sit the missed examination.
- In the case where the student's absence is not valid, it will be handled on a case-by-case basis.
- No penalty on grades will be imposed for supplementary assessment due to excused absences.

5.4. Prolonged Absence

Each student is allowed to take no more than twenty (20) days of leave in an academic year, of which unexcused absences must be no more than three (3) days (refer to *SON Student and Parent Handbook* for more information relating to procedures and consequences).

In the case of an excused prolonged absence, the School will endeavour to provide support when and where possible, for the student to achieve the learning goals and sit a modified assessment if required. Where necessary, the grade for the affected subject(s) will appear as Not Applicable (NA) or Absent (AB) in the student report.

5.5. Submission of Work

5.5.1. Late Submission of Work

Students are expected to submit all assignments by the set deadline. In the event of failure to meet deadlines, the school will provide every opportunity for the student to complete the work as per the guidelines described below:

- A new deadline is arranged with the student, at the discretion of the teacher, coordinator and/or administrator.

- Should the work still not be submitted by the new deadline, the student will attend a mandatory designated session outside of lessons (i.e. morning recess, lunch recess, or after school library support) in which the student will be expected to complete the work. If the student submits the work prior to the arranged time, they will not be required to attend the catch-up session.

5.5.2. Non-Submission of Work

Should the student fail to attend the mandatory catch up session to complete the assigned task, the student will receive an NA for that particular assignment and their grade in the "Approaches to Learning" section of the report card will be impacted.

5.6. Academic Integrity and Consequences for Plagiarism

Please refer to the *SON Academic Integrity Policy* for details.

6. PROCESS OF ASSESSMENT

The Assessment process in the Kindergarten and Primary school (both lower and upper) are based on set standards identified in the curriculum. These standards may be further broken down into specific skills, concepts, qualities, attitudes, or habits. This outline is designed to provide stakeholders with a clear process and expectations to ensure that there is a common understanding and approach towards assessment within the school community.

The process consists of the following steps:

- **Plan** for and align assessments to learning outcomes based on the Schools' written curriculum.

- **Collect evidence of learning**. Evidence of learning is collected continuously and forms a large body of evidence. This evidence may take many forms depending on the design and structure of the lessons. The choice of assessment tool is left to the discretion of the teacher, who is best placed to make that call.

- **Analyse or interpret the evidence** (Developmental Assessment)
The School defines developmental assessment as, "…the process of monitoring a student's progress through an area of learning so that decisions can be made about the best ways to facilitate further learning"[1]. The School's choice of using developmental assessment as the basis for this framework is because it allows for synergy between the formative, reflective, and summative aspects of assessment.

  The teacher is expected to use developmental assessment as the lens through which a student's progress is viewed and ultimately analysed. This analysis forms the basis for Assessment for Learning (AfL) or for formative purposes, Assessment as Learning (AaL) or for reflective purposes, or Assessment of Learning (AoL) or for summative purposes. These purposes may, depending on its nature, play an interchangeable role in all three.

- **Record the evidence** (both individually as well as against the relevant standard) using the school's recording and reporting framework. If an external reporting body (e.g. Cambridge International Assessment or International Baccalaureate) is connected to the assessment, teachers should also be referencing the relevant material for properly recording any internally or externally assessed materials.

- **Report the progress made**. As the range of outcomes, methods for assessment and use of the generated data may vary significantly, the School provides for a broad framework for reporting an individual student's progress. These include the report card (summative reporting), student-led parent teacher interviews (reflective reporting), reflective portfolios (self-assessment), and progress maps (identification of next steps in learning). Students and parents will be informed where it is identified that there is a risk of student not achieving the passing criteria.

The School requires teachers in the same grade and/or subject area to collaborate in the design and moderation of a set number of assessments as determined by the Level Administrators, in any given year.

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[1] Forster, M. & Masters, G. (1996). Developmental Assessment, Assessment Resource Kit, Melbourne: ACER

The chart below represents the process at a glance:
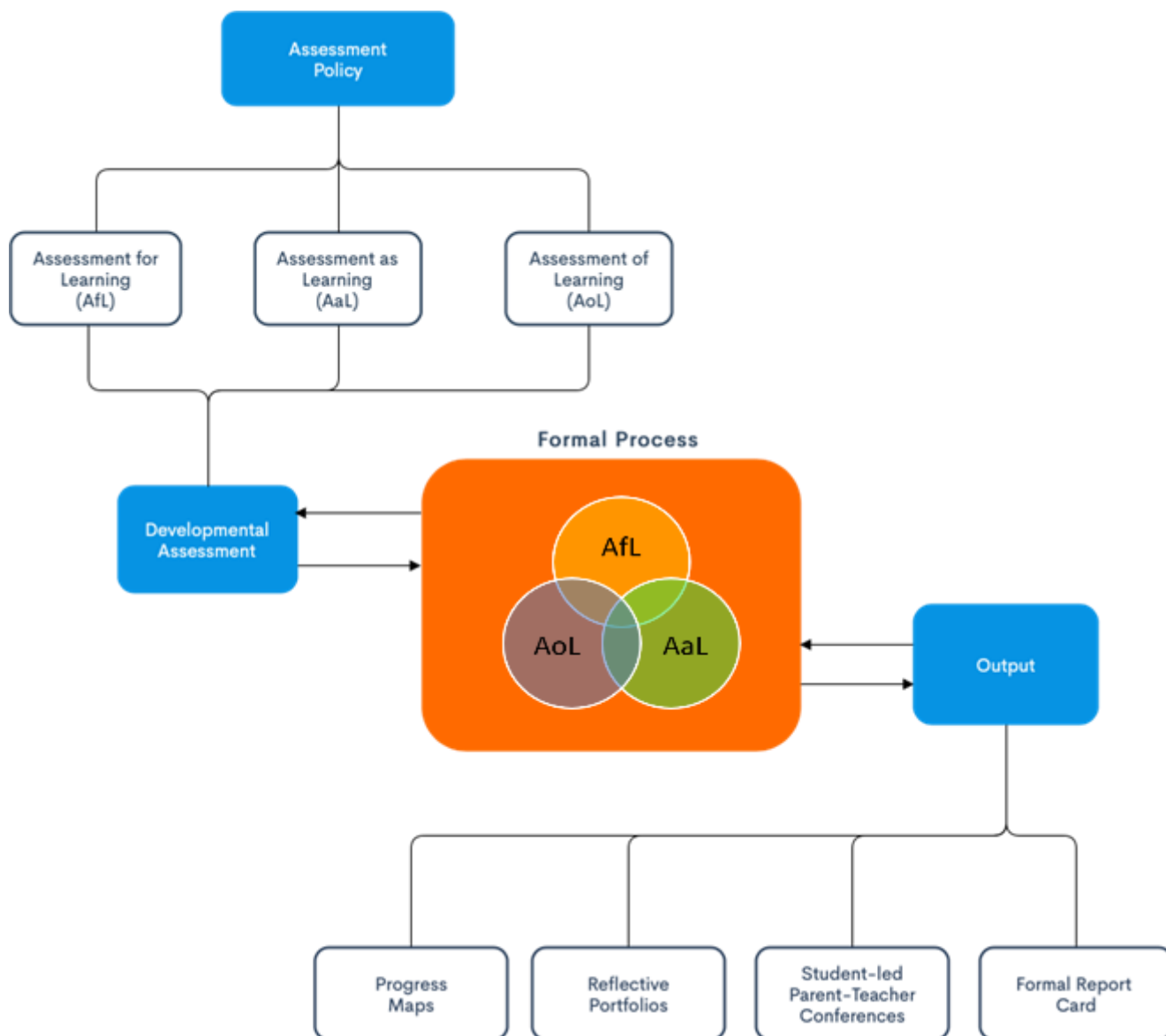
7. GRADING

7.1. SON Grading System

Learning is viewed as a continuum rather than a single point as represented by a percentage. Therefore, a descriptor-based approach is used to grade student progress along a series of learning milestones using a grading scale with associated descriptions. This qualitative approach provides information to both students and parents on what progress has been made as well as help with identifying areas for improvement.

7.1.1. SON Academic Performance Level Descriptors

Student academic achievement is assessed using the following grading scales:

Academic Performance Level 學業表現評分		
A '+' indicates working towards the next level, demonstrating some elements of the next tier but not all '+' 代表已接近更高等級的標準, 並展示出下一層級的部分能力。		
Excelling 優秀	5	Consistently demonstrates excellent understanding of the concepts learnt. Shows an excellent ability to comprehend and apply content specific knowledge and skills in familiar tasks, as well as transfer learning to new unfamiliar tasks or authentic experiences. 經常表現出對所學概念的出色理解。 在課堂設計的範疇內展示出色的理解及應用特定內容之知識和技能的能力, 並能將所學應用至新的任務或實際生活中。
	4	Consistently demonstrates good understanding of the concepts learnt. Shows a good ability to comprehend and apply content specific knowledge and skills in familiar tasks. 經常表現出對所學概念的良好理解。 在課堂設計的範疇內展示良好的理解及應用特定內容之知識和技能的能力。
Achieving 實現中	3	Consistently demonstrates adequate understanding of the concepts learnt. Shows adequate ability to comprehend and apply content specific knowledge and skills in familiar tasks. 經常表現出對所學概念的足⊠理解。 在課堂設計的範疇內展示出必要的能力去理解及應用特定內容之知識和技能。
Emerging 萌芽	2	Demonstrates some understanding of the concepts learnt. Shows some ability to comprehend and apply content specific knowledge and skills in familiar tasks. 表現出對所學概念的部分理解。 在課堂設計的範疇內展示出一些能力去理解及應用特定內容之知識和技能。
	1	Demonstrates rudimentary understanding of the concepts learnt. Shows very little ability to comprehend and apply content specific knowledge and skills in familiar tasks. 表現出對所學概念的有限理解。 在課堂設計的範疇內幾乎沒有展示出理解及應用特定內容之知識和技能的能力。
No Score 沒有分數	NA	The specific content knowledge or skills have not been assessed. 具體內容知識或技能尚未評估。
	AB	The student has been absent for all or part of the teaching and assessment period. 學生在整個或部分教學和評估期間缺席。
	CT	The student has changed courses during the year (without penalty). 學生在學年中更改了課程 (沒有處罰)。

7.1.2. SON Approaches to Learning Rubric

The approaches to learning assesses students' level of engagement and approach towards the learning process.

7.1.2.1. Approaches to Learning Rubric for Special Education

Approaches to Learning 學 習 方 法				
	A	**B**	**C**	**D**
Conduct 品行	With minimal support, follows routines and instructions 在最少的支援下遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never adheres to routines and instructions 很少或從不遵循常規和指導
Self-Management and Organisation 自我管理和組織	Requires minimal support with organisation and shows timely preparation 需要最少的組織支援並顯示適時的準備	Requires occasional support with organisation and shows timely preparation 偶爾需要組織支援並顯示適時的準備	Requires considerable support with organisation and shows timely preparation 需要大量的組織支援並顯示適時的準備	Rarely or never shows organisation or timely preparation 很少或從不顯示組織或適時的準備
Work Habits 工作習慣	With minimal support, persists with given tasks 在最少的支援下堅持完成指定的任務	Requires occasional support to persist with given tasks 需要偶爾的支援才能堅持完成指定的任務	Requires constant support to persist with given tasks 需要持續的支援才能堅持完成指定的任務	Rarely or never persists with given tasks 很少或從不堅持完成指定的任務
Interpersonal and Collaboration Skills 人際關係和合作技巧	With minimal support, demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 在最少的支援下,通過練習一系列有效的合作技能,包括尊重他人、有效溝通、為共同目標作出貢獻以及使用適當的策略解決衝突,展示與他人合作的能力	With occasional support, demonstrates the ability to work with others by practicing some effective collaboration skills 在偶爾的支援下,通過練習一些有效的合作技能來展示與他人合作的能力	With constant support, demonstrates the ability to work with others by practicing some effective collaboration skills 在持續的支援下,通過練習一些有效的合作技能來展示與他人合作的能力	Rarely or never demonstrates the ability to work with others 很少或從不表現出與他人合作的能力

7.1.2.2. Approaches to Learning Rubric for Kindergarten

Approaches to Learning 學 習 方 法			
	A	**B**	**C**	**D**
Conduct 品行	Always follows routines and instructions 總是遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never adheres to routines and instructions 很少或從不遵循常規和指導
Self-Management and Organisation 自我管理和組織	Always shows organisation and timely preparation 總是表現出組織能力和有效的時間管理	Requires some support with organisation and timely preparation 需要一些組織能力和時間管理方面的支持	Requires significant support with organisation and timely preparation 需要組織能力和時間管理方面的大力支持	Rarely or never shows organisation and timely preparation 很少或從不表現出組織能力和時間管理
Work Habits 工作習慣	Always persists with given tasks 總是堅持完成指定的任務動力	Requires some support to persist with given tasks 需要一些支援才能堅持完成指定的任務	Requires significant support to persist with given tasks 需要大量支援才能堅持完成指定的任務	Rarely or never persists with given tasks 很少或從不堅持完成指定的任務
Interpersonal and Collaboration Skills 人際關係和合作技巧	Demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 通過練習一系列有效的協作技能，包括尊重他人、有效溝通、為共同目標做出貢獻以及使用適當的策略解決衝突，展示與他人良好合作的能力	Demonstrates the ability to work with others by practicing some effective collaboration skills 通過練習一些有效的協作技能來展示與他人合作的能力	Requires intervention and support to work with others 需要介入和協助才能與他人合作	Shows little evidence of being able to work with others 很少表現出能與他人合作的徵象
Homework 作業	Homework tasks are always neat and well presented 作業總是整潔且呈現得很好	Homework tasks are often neat and well presented 作業經常是整潔且呈現得很好	Homework tasks are sometimes neat and well presented 作業有時是整潔且呈現得很好	Homework tasks are rarely or never neat or well presented 作業很少或從不整潔或呈現得很好

7.1.2.3. Approaches to Learning Rubric for Primary-Middle School-Secondary

Approaches to Learning 學 習 方 法			
	A	**B**	**C**	**D**
Conduct 品行	Always follows routines and instructions 總是遵循常規和指導	Requires occasional reminders to follow routines and instructions 需要偶爾的提醒以遵循常規和指導	Requires constant reminders to follow routines and instructions 需要持續的提醒以遵循常規和指導	Rarely or never adheres to routines and instructions 很少或從不遵循常規和指導
Self-Management and Organisation 自我管理和組織	Always shows organisation and timely preparation 總是表現出組織能力和有效的時間管理	Requires some support with organisation and timely preparation 需要一些組織能力和時間管理方面的支持	Requires significant support with organisation and timely preparation 需要組織能力和時間管理方面的大力支持	Rarely or never shows organisation and timely preparation 很少或從不表現出組織能力和時間管理
Work Habits 工作習慣	Always persists with given tasks 總是堅持完成指定的任務動力	Requires some support to persist with given tasks 需要一些支援才能堅持完成指定的任務	Requires significant support to persist with given tasks 需要大量支援才能堅持完成指定的任務	Rarely or never persists with given tasks 很少或從不堅持完成指定的任務
Interpersonal and Collaboration Skills 人際關係和合作技巧	Demonstrates the ability to work well with others by practicing a range of effective collaboration skills including, respect for others, communicating effectively, contributing to the common goal, and resolving conflict using appropriate strategies 通過練習一系列有效的協作技能，包括尊重他人、有效溝通、為共同目標做出貢獻以及使用適當的策略解決衝突，展示與他人良好合作的能力	Demonstrates the ability to work with others by practicing some effective collaboration skills 通過練習一些有效的協作技能來展示與他人合作的能力	Requires intervention and support to work with others 需要介入和協助才能與他人合作	Shows little evidence of being able to work with others 很少表現出能與他人合作的徵象
Homework 作業	Homework tasks are always neat and well presented 作業總是整潔且呈現得很好	Homework tasks are often neat and well presented 作業經常是整潔且呈現得很好	Homework tasks are sometimes neat and well presented 作業有時是整潔且呈現得很好	Homework tasks are rarely or never neat or well presented 作業很少或從不整潔或呈現得很好

7.1.3. Mid-Year Projects (except Form 4 and Form 6)

Students will have one major project as the mid-year assessment, where along with the academic knowledge they will be assessed on various cross curricular soft skills in a collaborative setting. The following rubric is used to assess the skills demonstrated during project week.

All teachers are expected to provide opportunities during their lessons for students to practice these cross-curricular soft skills. In Kindergarten, project-based learning is not assessed formally.

Mid-Year Asssessment Project Rubric 2022-23
年中項目報告評估標準 2022-23

		1	2	3	4	5
Collaboration 合作	She/he demonstrates effective collaboration skills by: • actively contributing to the group's processes of planning, decision making and action • being sensitive and respectful towards others and as well as responsive to their needs • actively listening to others' points of view and considering others' perspective willingly • fully supporting and whole-heartedly applying the decisions of the group • completing assigned tasks effectively and using feedback from others to improve work • supporting others to achieve their goal 她/他通過以下方式展示有效的合作技能： • 積極參與團隊的計劃、決策和行動流程 • 對他人善解人意和尊重，並回應他們的需求 • 積極傾聽他人的觀點，樂意地考慮他人的觀點 • 完全支持並全心全意地應用團隊的決定 • 有效完成分配的任務並利用他人的反饋改善工作成果 • 支持他人實現目標					
Organisation 組織	She/he demonstrates effective organisation skills by: • having a clear goal and a thought-through plan of how to achieve it • being methodical and systematic in approach • following through with assigned tasks in a timely manner • monitoring progress and addressing challenges • staying focused on tasks and remaining positive despite challenges 她/他通過以下方式展示有效的組織技能： • 有一個明確的目標，並對如何實現目標有一個深思熟慮的計劃 • 方法有條理和系統化 • 及時完成分配的任務 • 監測進展並應對挑戰 • 專注於任務並在面臨挑戰時保持積極的態度					
Reearch and Critical Thinking 研究及批判性思維	She/he demonstrates effective research and critical thinking skills by: • striving to independently investigate and understand issues • actively seeking answers to questions • investigating the purpose, evidencing research and producing reasoning • being open-minded and fair-minded when considering new ideas and perspectives • making connections by looking for links between ideas and concepts • seeking out reliable and accurate information through independent research 她/他通過以下方式展示批判性思維技能： • 努力獨立探索和理解問題 • 積極尋求問題的答案 • 探索目的、證明研究和推理 • 在考慮新想法和觀點時保持開放和公正的態度 • 通過尋找想法和概念之間的聯繫來建立連結 • 通過獨立研究尋找可靠和準確的信息					
Presentation 報告及展示	She/he demonstrates effective presentation skills by: • ensuring the group's presentation/project uses relevant, well-chosen descriptions/facts/details • ensuring the group's presentation/project includes all the required elements • ensuring the presentation/project is well structured and coherent • ensuring the presentation stays within the allocated frame • keeping eye contact with the audience (most of the time) • using a clear voice with appropriate tone and volume • using appropriate language, demonstrating command of formal English • responding to questions from the audience 她/他通過以下方式展示有效的報告技能： • 確保小組的展示文稿/項目使用相關的、精心挑選的描述/事實/細節 • 確保小組的展示/項目包括所有必需的元素 • 確保展示/項目結構良好且連貫一致 • 確保展示文稿保持在分配的框架內 • 與觀眾保持目光接觸（大部分時間） • 使用清晰的聲音和適當的語氣和音量 • 使用適當的語言，表現出對正式英語的掌握 • 回答觀眾的問題					
Reflection 學生反思	She/he demonstrates effective reflection skills by: • effectively analysing experiences to identify those which have led to growth/learning • accurately identifying areas of strength and weakness • generating creative solutions to problems/ways to improve in the future • demonstrating the ability actively and effectively reflect with her/his team members 她/他通過以下方式展示有效的學生反思技能： • 有效地分析經驗以確定那些經驗導致成長/學習 • 準確識別優勢和劣勢領域 • 為問題提出創造性的解決方案/未來改善的方法 • 展示積極有效地與團隊成員進行反思的能力					

Emerging 萌芽　　Achieving 實現中　　Excelling 優秀

7.1.4. Inclusive support and guidelines for accommodation to assessment

Based on the guidance stipulated in this document, attention must be paid to the Individualised Education Plans (IEPs) written for students who have been identified as inclusive students by the DSEDJ regulations and testing processes.

It is the responsibility of both the inclusive support teachers as well as all subject teachers to collaborate systematically to ensure the accurate planning and execution of the accommodations stipulated in the IEP. Support should be sought from the Administration as necessary.

For further details, refer to the *SON Special Education Needs and Inclusive Education Policy*.

7.1.5. Final Exams for Primary 6 to Form 6

- The exam timetable will be made available to students two weeks prior to the start of exams.
- Teachers will create a list of content or a study guide for students for each subject; and it will be put on eClass and/or ManageBac about three weeks prior to the exam.
- The week before the final exam is mainly for revision. No tests, quizzes, or projects will be given during the revision period.
- Inclusive students may have specific accommodation for their exams based on their IEPs and this will be done in collaboration between the subject and inclusive teachers.
- Students in Middle School and Secondary will not have classes during the examination period. Students are required to come to school to sit TWO 2-hour exams on most of the days, and only ONE 2-hour exam on some days during this period.
- The final examinations for Form 4 and Form 6 are served as the Mock examinations for the IGCSE and IBDP respectively.

7.1.6. Final Exams for Primary 4 and Primary 5

- Exams are scheduled during usual class hours and school hours remain unaffected.
- The exam timetable will be made available to students and parents two weeks prior to the start of exams. Make sure that students have a hard copy of the schedule.
- A study guide for students for each subject will be published on eClass three weeks prior to the exam.
- The week before the final exam is mainly for revision. No tests, quizzes, or projects will be given during the revision period.
- Inclusive students may have specific accommodation for their exams based on their IEPs and this will be done in collaboration between the subject and inclusive teachers.
- Hard copies of exam papers (with answer sheets) to be submitted to the Administrator three weeks prior to the exam.

7.1.7. Term mark and exam mark weightage

Upper Primary (P4 & P5), Middle School (P6, Form 1 & Form 2)
- Term 1 coursework mark: 30%
- Term 2 coursework mark: 30%
- Mid-Year Assessment: Has its own passing criteria
- Term 3 coursework mark: 30%
- Final Examination: 10%

Form 3 and Form 5
- Term 1 coursework mark: 28%
- Term 2 coursework mark: 28%
- Mid-Year Assessment: Has its own passing criteria
- Term 3 coursework mark: 28%
- Final Exam: 16%

Form 4 and Form 6
- Term 1 coursework mark: 30%
- Term 2 coursework mark: 30%
- Mid-Year Examination: 15%
- Final Exam: 25%

7.2. Passing Criteria

7.2.1. School Requirements

Students cannot fail more than two subjects in order to be promoted to the next grade level. To be successfully promoted, students must meet the following criteria:

- Yearly accumulated grade in the "Academic Achievement" is 3 (out of 5) or higher.
- The yearly average in any of the four elements of the "Approaches to Learning" is a "C" or above.
- The grade for project week is a 3 (out of 5) or higher.

Note:

- Students who do not meet the passing requirements may be allowed to sit supplementary examination(s). This will be decided by the School Administration on a case-by-case basis.
- Passing criteria for Form 5 and Form 6 can be found under Section 9.7.

7.2.2. DSEDJ Policy

The following government requirements apply:

- No retention for Special Education.
- In Kindergarten, Primary 1 to Primary 4, students will not be required to repeat a grade.
- In Primary 5 and Primary 6, the overall retention rate will not exceed 4%.
- In Form 1 to Form 3, the overall retention rate will not exceed 8%.

The School may request from DSEDJ, the administration of a grade retention in the following cases:

- When both the parents and the School agree that grade retention will cater to the student's learning development.
- When the student's attendance rate does not meet the requirements stated in the school policy. However, this is not applicable to infant education students.

7.2.3. Student Attendance

Regular school attendance increases the likelihood of student academic success, encourages students to be academically current in classes, develops student responsibility, and prepares students for attendance expectations in their future careers. The following guidelines pertain to students:

- Students are expected to attend all classes regularly and on time.
- Students are expected to remain in the school from the time of arrival until dismissal. Students are not allowed to leave the premises at recess or lunch or any other time without permission from their Administrator. IBDP students' privileges and responsibilities regarding this policy are stated in the Middle School and Secondary section of this policy.
- All medical, dental, and legal appointments or family responsibilities should be arranged for after school hours.
- Family vacations should be arranged according to the school calendar.
- Punctuality is important. As Kindergarten and Primary students are dependent on parents to get them to school on time, we require the support of parents and families to ensure we teach this important habit to our students. Student attendance will be recorded on all formal report cards.

7.2.4. Excused and Unexcused Absence

If students are going to be absent from school for personal reasons, parents should inform the school in writing PRIOR to the absence. Family vacations are not considered a valid reason, as the calendar allows for many holidays and we request that family travel plans respect the school calendar.

Students' leave may fall into the categories of excused absence or unexcused absence:

Excused absence: Student excused absences are considered under the following circumstances:
- Student's health and safety.
- Religious holidays.
- Mandates by government agencies.
- Grave illness/ Funeral Services of a member of the immediate family.
- Other circumstances (requires the explicit written approval of the School).

Procedure of leave application and consequences:
- It is the parents' responsibility to inform the school if the child is sick, especially of a case of contagious disease.
- Parents must inform the school by 8:30 a.m. in case of unexpected circumstances.
- If a student is absent due to sickness for more than two consecutive days, a doctor's note must be submitted upon the student's return to the school.
- If a student is ill during school hours, the child will be sent to the School Nurse. The Nurse and the Administrator will determine whether or not it is advisable for the child to return home. In case it is necessary for the child to return home, the parents will be contacted to come pick up the child. Kindergarten and Primary students will not be allowed to return home alone.
- Application for other leaves should be submitted in writing at least three working days before the start date of the leave.
- The school will inform the parents and students whether the application of leave is approved or not. In case of denial, the leave will fall into the category of unexcused absence if the student is absent from school.
- Each student is allowed to take no more than twenty (20) days of leave in an academic year, of which unexcused absences must be no more than three (3) days. If the attendance falls below this standard, promotion to the next level may be withheld, and the student's enrolment in the school may be jeopardized.
- All missing work are expected to be submitted on the first day of the student's return to the school. No penalty on grades will be imposed for supplementary assessment due to excused absences.
- All missing assessments are expected to be taken on the first day of the student's return to the school. No penalty on grades will be imposed for supplementary assessment due to excused absences.

7.2.5. Appeal process

Students or their parents may file an appeal of the SON assessment result, when necessary, following the procedure outlined below. This policy applies to individual subject assessments, assignments, or term grades. Final decision will be made by the Director of the School if the matter is not resolved at any of the earlier stages listed below.

Students or parents should:

- Enquire about the assessment standard, mark calculation or rubric of the assessment from the teacher.
- Meet and discuss the concern component(s) of the assessment with the teacher.
- Inform the Level Administrator or request for a meeting with the Level Administrator if the matter is not resolved. Further investigation will be conducted at this stage. Decision upon the appeal will be conveyed to the student and parents concerned.

8. EXTERNAL STANDARDISED ASSESSMENTS

Students will sit external standardised international assessments such as PISA, PIRLS, and TIMSS as may be required by DSEDJ. These assessments will enable the School to adjust the curriculum as necessary, as well as identify areas where improvement in learning and teaching must take place.

9. ASSESSMENTS IN THE IB DIPLOMA PROGRAMME

9.1. The IB Mission Statement

As an International Baccalaureate World School, we are guided by the IB Mission Statement in all practices, including how we assess students.

"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."

9.2. Communication of Assessment

- All summative assessments will be communicated to students and parents via the school's Learning Management System, ManageBac, at the start of each unit of study. This date can be adjusted based on formative feedback, but all adjustments should be done no more than a month before the assessment is set to take place.
- Details of the assessment should be communicated clearly on ManageBac for all students to see.
- Teachers should refer to the ManageBac assessment calendar before setting any tasks to ensure students are not burdened with too many assessments in a given week.
- Students would not be expected to have more than two major assessments on any given day or more than six in a given week, unless during a pre-communicated assessment period.

- ManageBac is to be used as the main mode of communication for both formative and summative assessments, it is assumed that if the assessment is not placed on ManageBac that it has not been formally assigned to students.
- The Diploma Programme Coordinator, with the support of the DP Teachers, will make and communicate a clear Internal Assessment Calendar towards the start of each new academic year with the purpose to give DP students a clear understanding of when their IAs for each class are expected to be completed.

9.3. Reflection on Assessment

- Reflection is an ongoing part of any IB classroom and should be happening continuously, not just at the end of a summative assessment. With that said the conclusion of a major checkpoint is a natural place to stop with your students and reflect on the skills, concepts, and knowledge that they have developed.
- Teachers are expected to have a documented reflection with their students after each summative assessment given. These reflections should be kept in an organized manner in order for students to review them and the teacher to reference them when needed.
- Through building a reflection portfolio students will gain a better understanding of where they are in their journey through a class and better understand themselves as individuals and how they can develop academically.

9.4. Additional student responsibilities in the IBDP

- Complete all assessments described in the course outlines and communicated via ManageBac.
- Regularly attend classes demonstrating punctuality and respect for oneself, classmates, and teacher.
- When absent, follow up with the relevant teacher(s) on returning to school ensuring all missed work and assessments are completed in a timely manner, as agreed upon by the teacher(s) and DP coordinator.

The assessments in Form 5 and Form 6 include the two following categories:

- The SON assessments
- The IB assessments

9.5. The SON Assessments (Form 5 and Form 6)

The SON Assessments take the formative and summative forms in the same process as stated in previous sections of this document with specific assessments on concept, content, and skill in any combination. Summative assessments during the two years of study in the SON's IB Diploma Programme are reported in:
- 1 to 7 scale: for subjects in the six subject groups, with references to the IBDP grade descriptors, previous subject reports, rubrics developed in individual subjects or subject group, progressive standard set for individual classes, etc.
- A to E scale: with specific rubrics in the subject handbooks and course outlines for continuous assessments in the core IBDP elements of:
  - Creativity, Activity, Service (CAS)
  - Extended Essay (EE)
  - Theory of Knowledge (TOK)

9.6. Use of the IBDP Grade Descriptors

Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, the qualities of a typical performance are given. However, the work of few candidates will be consistently characterized by a single grade descriptor, most work will display some of the characteristics of more than one grade. Senior examiners, therefore, review the work of many candidates to determine a grade boundary – the lowest mark at which characteristics of a grade are consistently shown in candidate work – allowing for some compensation across the different aspects.

The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessments, report progress, and predict candidates' grades.

9.7. Passing Criteria for Form 5 and Form 6

Form 5 Students whose total score is 23 points or above in the six IB Subject Groups will be promoted to the next level, along with:

- satisfactory completion of the Extended Essay requirements for DP year 1
- a final mark of a C or higher in TOK for year 1
- satisfactory completion of CAS activities for year 1
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject
- the grade for project week must be a 3 or higher
- the effort mark should be a 3 or higher in every subject

To graduate from Secondary at the end of Form 6, students must gain 23 points or above in the six IB Subject Groups, along with:

- completion of the Extended Essay
- a final mark of a C or higher in TOK (Theory of Knowledge)
- completion of CAS (Creativity, Activity and Service) activities
- a total of 12 HL points for students who are on the full diploma track
- no grade 2 or lower in any Higher Level (HL) subject
- the effort mark should be a 3 or higher in every subject

Should a student's academic performance falls below the standard, the school reserves the right not to register a student for the full diploma track.

9.8. IB Assessments

The IB Assessments refer to the official assessments in the International Baccalaureate Diploma Programme. Contents, concepts, and skills in these assessments are taught and practised during Form 5 and most of the academic year of Form 6. Students must create work and prepare for these assessments, within the given time frame, and fulfil the specific requirements for each subject /core element as stated in IB Subject Guides. The IB assessments include two categories:
- Internal Assessments - Ranging from 20% to 50% of the final grade depending on the subject.
- External Assessments - Ranging from 50% to 80% of the final grade depending on the subject.

9.8.1. The Internal Assessment (IA)

The subject teachers will mark the students' IA work and provide comments against different criteria, then give a grade for each student. A sample of the students' work is then selected by the IB for external moderation after the submission of the whole class's grades. The moderation may result in lowering the whole class's grades suggested by the teacher, raising the whole class's grade or no change as suggested by the teacher. The Internal Assessments in the SON's IBDP include:
- oral work in Languages
- research in Individuals and Societies
- laboratory work in the Sciences
- investigations in Mathematics
- artistic performances in the Arts
- presentations in TOK

9.8.2. The External Assessment (EA)

9.8.2.1. EAs completed before written examinations

These assessments are work prepared by students, under a prescribed level of guidance of the subject teachers. The students' work must be submitted by the designated deadlines. These EAs in the SON's IBDP include:
- Extended Essay
- TOK: essays and planning forms in TOK
- Music: exploring music in context; presenting music
- Visual Arts: comparative study and process portfolio in Visual Arts
- English Language and Literature (HL): HL essay

9.8.2.2. Written Examinations

Written examination at the end of Form 6 (year 2 of the IBDP) is another item in the category of External Assessment. The SON administers IB examinations complying with rules and procedures stated in the Diploma Programme Assessment Procedures for the examination session published in the Programme Resource Centre.

9.8.3. Remarking of IB Assessment

After the announcement of the final results by the IB, students are allowed to use the Enquiry upon Result (EUR) service if the result of some subject is significantly different from the expectation. Parents have to make a written request to the IBDP Coordinator directly for application of the EUR. The email address is: ib@schoolofthenations.com

The request of EUR must be made within two weeks after the announcement of the result. There is a fee for this service charged by the IB and parents should settle the fee before the application of EUR is sent.

10. ACCESS

Information within this policy is available for staff, parents, and students.

11. UPDATES

Policies and handbooks at the School of the Nations are reviewed yearly before the beginning of each academic year. They are also reviewed when a situation – internal or external – demands it. The reviews and updates are done by the committees assigned for each document and the approval is obtained from the school's Pedagogical Leadership Team. This policy in particular is reviewed annually by the Curriculum Department and the Level Administrators to ensure its continued effectiveness and alignment with best practices.

11.1. Change History

Date	Responsible	Action
2023-11-06	Mona Manoucheri (Curriculum Department)	Updated
2023-11-06	William Leong (Deputy Director)	Approved
2023-12-16	Ignacio Marcovecchio (DPC)	Reviewed and formatted