



Hangzhou International School

Assessment Policy Guidelines and Practices

HIS Assessment Practices

At Hangzhou International School, assessment reflects the values of our school community. Our mission is that *we provide international learners with opportunities to pursue academic and personal excellence within a caring community.*

Purpose of Assessment

Assessment is the process of identifying, collecting and analyzing information about student learning. The primary aim of assessment is to provide feedback on the learning process for students. The components of this process celebrate and certify the attainment of learning goals, identify where additional work is needed, and provide a basis for improvement efforts. Assessment is an integral part of teaching which permeates all areas of learning and informs planning and practice.

Philosophy of Assessment

We at HIS understand that effective assessments:

- improve and encourage student learning by providing effective feedback on the learning process and outcomes
- inform planning and teaching
- evaluate student understanding, knowledge, skills and behaviors/attitudes
- are a continuous, on-going process
- are directly related to learning outcomes/curriculum standards
- originate from both formative and summative tasks
- use a wide range of multiple strategies and tools
- have clear criteria that are known and understood in advance
- involve frequent opportunities for students to be assessed in authentic contexts
- engage the learner in the reflection of their learning

We also believe that assessment should be:

- honest, accurate, fair and reliable
- modified or accommodated to suit different learning needs and styles (see SEN policy)
- cumulative, consistent and valid
- reflect the international nature of the school, curriculum and community
- significant, engaging, relevant and challenging
- authentic to the task undertaken
- regularly and accurately reported to students and parents

Assessment Practices at HIS

Assessment plays a vital role in the learning cycle. Assessment is divided into five closely related areas, which will be addressed specifically through each program's common practices (PYP, MYP, DP):

1. Planning

- Assessments are aligned to curriculum standards and learning objectives
- Assessment tasks are common across grade levels or subjects
- Workload and student well-being are considered when setting assessment timelines

2. Collecting Evidence

- A range of strategies and tools are used to assess student learning
- Assessment is continuous and uses diagnostic, formative, and summative methods to collect evidence of student learning
- Assessment tasks are moderated in collaboration with grade level / subject team members

3. Evaluation

- Exemplars, rubrics, and criteria are regularly used and shared with students ahead of time
- Evaluation is criterion-related and based on a model of progression and consistency
- Students should have multiple opportunities to show evidence of learning without penalty.
- Students participate in the evaluation process and are aware of what is expected
- Specific practices for evaluation of evidence pertinent to each program will be demonstrated in essential agreements sections below.

4. Feedback

- Feedback to students is an important part of the learning process which guides the student development
- Communication between teacher and student is necessary to student improvement
- Clear guidelines for responding to student work are in place for each of the three programs

5. Recording and Reporting

- Systematic and common practices for recording provide evidence of student learning as indicated in each program practices
- Recorded and reported documentation that will be shared with parents, students, teachers, and external organizations.

Common Practices of Assessments

As part of a learning continuum the three programs share commonalities in what they assess and how they assess. Assessment provides evidence of a student's conceptual understanding, not merely their ability to learn content.

Assessment Practices in the Primary Years Programme (Nursery–Grade 5)

In the IB Primary Years Programme, assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action.

Assessment is divided into three closely related areas:

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

Internal Assessments

These assessments are designed to measure how well students meet the learning outcomes of their transdisciplinary learning. Teachers assess the process of inquiry as well as the product(s) of inquiry and aim to integrate and support both.

Assessing the students' prior knowledge and experience as well as monitoring their achievement during the teaching period will enable teachers to plan and refine their teaching accordingly.

Assessment in the classroom will include:

- using representative examples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplar student work
- keeping records of test/task results.

Formative assessment should

- Provide information that is used to plan the next stage in learning.
- Be interwoven with learning and help teachers and students to find out what the students already know and can do.
- Promote learning by giving regular and frequent feedback
- Help learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Summative assessment should

- Give teachers and students a clear insight into students' understanding.
- Give the students opportunities to demonstrate what has been learned.
- Inform and improve student learning and the teaching process
- Measure understanding of the central idea, and prompt students towards action.

Collecting and analyzing data

Teachers should use a variety of assessment strategies and tools to collect and record data. The following table should guide teachers on selecting the most applicable and relevant tools and strategies for assessment.

Assessment strategies	Assessment Tools				
	Rubrics	Exemplars	Checklists	Anecdotal records	Continuums
Observations	✓		✓	✓	✓
Performance assessments	✓	✓		✓	✓
Process-focused assessments	✓		✓	✓	✓
Selected responses		✓	✓		✓
Open-ended tasks	✓	✓		✓	✓

Standardized Assessments

Each student in grades 2-5 take part in a twice-yearly NWEA-Map test in Mathematics, Reading Comprehension, and Language Usage. The information from this test can be used to inform planning and practice in the classroom. Students who cannot access particular tests due to a Learning Support or ESOL need, should not take part in the NWEA testing for that area. Homeroom teachers should collaborate with the Student Services team and inform the parents about the decision.

Assessment Practices in the Middle Years Programme (Grades 6-10)

In the IB Middle Years Programme, assessment plays a vital role in the learning cycle.

Assessment is divided into five closely related areas, as evidenced in the common practices and divisional practices listed below:

- Planning
- Collecting Evidence
- Evaluation
- Feedback

Planning

Teachers should:

- Update units on Managebac regularly to indicate the planned, taught, and assessed curriculum
- Indicate rubric usage and generate task-specific documents to encourage student understanding of expectations
- Use specified standards for assessments in each subject
- Develop one inter-disciplinary unit per year across the grade level
- Indicate summative assessments on Managebac calendar and regularly check the whole grade calendar to see if there are conflicts that may be problematic.
- Limit multiple summative assessments on a single day across subject disciplines

Collecting Evidence

Standardized Assessments

Each student in grades 6-9 should take part in a twice-yearly NWEA-Map test in Mathematics, Reading Comprehension, and Language Usage. The information from this exam can be used to inform planning and practice in the classroom. Students in grade 10 have the option to take the PSAT for practice and performance.

Internal Assessments

These summative assessments are designed to measure how well students meet the learning outcomes of each subject according to the published criteria. These assessments are developed and administered by teachers at HIS. Each strand of each criterion will be assessed at least twice over the course of the year. Teachers will collect evidence of student understanding using both formative and summative assessments.

Formative Assessment:

Types of formative assessment may include (but are not limited to) the methods listed below:

- Exercises or activities designed to demonstrate student understanding or attainment
- Class Discussion response
- Peer Discussion / reflection response
- Quiz
- Paragraph response to prompt or question
- Blog Entry / Journal response / email response

- Questions answered (orally or in writing)
- Presentation
- Seminar Contributions / Socratic Seminar

Summative Assessment

Summative assessment is the evidence of student learning that is used for evaluation. Types of summative assessment may include (but are not limited to) the methods listed below:

- Essay – using a draft / revision process
- Test (Unit Exam / Cumulative Semester Exam)
- Project (individual or group-based)
- Real-World Application
- Video / Oral Recording
- Presentation – live or recorded
- Timed writing for unseen passage / question
- Socratic Seminar / Evaluated Discussion

*Note – While formative and summative assessments can contain the same task types, the recording and reporting process may differ as the purpose of the assessment differs.

Late Work

If a student fails to submit assigned work within the expected deadline, the following expectations are in place:

- In the case of a project or extended assessment process, teacher can break the assignment into smaller pieces and require student check points. If student misses these checks, notification and consequences can be put into place earlier than at the end of a final assessment.
- Teacher will notify student, parent, and Student Support Team of missing summative assessment
- Student will schedule a time during extended lunch or after school to complete the missing assessment. Student will submit what is completed at the end of the scheduled working session.
- Teacher must be able to assess student attainment, so student must submit work
- Teacher should indicate in the comment that the assignment was submitted late or is missing (avoid placing a zero in the gradebook).

Evaluation at the MYP Level

Formative Assessment Expectations: Formative assessment should

- Happen multiple times throughout a unit
- Use a variety of methods to demonstrate student understanding
- Be linked to learning outcomes and standards
- Generate actionable feedback that is communicated to students in a timely manner
- Be differentiated by student levels accordingly

- Be used to guide teaching (adapt and modify lessons, differentiate, support and extension, accommodations) before, during, and after the delivery of a unit

Summative Assessment Expectations:

- The MYP courses are assessed according to four criteria, each of which is divided into several separate strands. Each assessment strand must be summatively assessed at least twice throughout the academic year.
- Within each subject class, teachers will assess overall student level of attainment against the four MYP criteria using the student's attainment across the reporting period. Marks will be attained by an indication of students' consistent level of attainment. Reference the attainment table below for generating an MYP level of attainment.
- Within each quarter, there should be at minimum two summative assessments. Summative assessments do not need to be cumulative, large, or carried over a length of time, but can be focused on individual strands or learning outcomes.
- Summative assessments will be tied to rubrics / learning outcomes / exemplar material to ensure that students are aware of expectations leading up to the assessment.
- Summative assessments will be differentiated for students with regards to needs or individual learning expectations, in accordance with the Special Needs Policy.

Group vs. Individual results

- Teachers should pay special attention to use of group projects and assessment methods. Each student should be assessed individually where possible, against the assessment rubric or learning outcomes.
- Preparation can be collaborative, but students should each present individualized work (e.g. collaborative gathering of data during a science experiment, but individual submission of lab report)
- Each student can be assessed according to specific roles performed within assessment / final production against the relevant rubrics

Re-assessment Practices

Student work may be re-assessed on a case-by-case basis under the following considerations:

- Original summative work has been submitted on time
- Task performance on a summative assessment task is considerably below previous work and the results of formative assessment leading up to the task
- The student produces a different piece of work that assesses the same skills for re-assessment (i.e. new texts, new questions, new approaches, etc.)
- Should occur in a timely manner to avoid interfering with learning in the next unit

MYP Assessment Matrix

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.

Feedback

Feedback to students can be presented in many formats, depending on the assessment method, desired results, and practical nature of the class. The value of feedback is that it helps students secure conceptual understanding of the task and expectations. Feedback should be positive and developmental in nature, rather than negative and critical.

Score-based feedback

- Using a rubric or numeric score to indicate level of student knowledge or comprehension
- Indication of what level was successfully attained and where there were areas for improvement

Comment-based feedback

- Providing specific or targeted information to help students improve level of attainment on next assessment
- Can be written directly on submitted document or paper
- Can be referenced when posting information to Managebac

Conference-based feedback

- Interactive discussion with student in a face-to-face environment using the student's work as a reference point.
- Helps student focus on specific areas for improvement
- Can be recorded for student development and future reference

Reflective student-based feedback

- Students can play an active role in their own development through reflection and peer review process.
- Use of a rubric and/or anchor papers for comparison can help students understand personal level of attainment

Use of Managebac to enhance feedback of / for learning

- Managebac allows reviewed/edited files, annotated submissions, images, written comments, oral recordings, videos, etc. to be uploaded for student reflection / review.
- If the teacher provides specific or targeted feedback to improve student attainment level on an assessment, the teacher can indicate in Managebac, "see comments on essay/test/document" or "reference comments from the conference discussion".
- Where possible, feedback should not be general in nature, but focused on individual student submission and areas for improvement.

Assessment Practices in the Diploma Programme (Grades 11 & 12)

In the IB Diploma Programme, assessment plays a vital role in the learning cycle. Assessment is divided into five closely related areas, as evidenced in the common practices and divisional practices listed below:

- Planning
- Collecting Evidence
- Evaluation
- Feedback

Planning

Teachers should:

- Update units on Managebac regularly to indicate the planned, taught, and assessed curriculum
- Use specified learning outcomes for assessments in each subject
- Indicate summative assessments on Managebac calendar and regularly check the whole grade calendar to see if there are conflicts that may be problematic
- Differentiate assessments for students with regards to needs or individual learning expectations, in accordance with the Special Needs Policy
- Limit multiple summative assessments on a single day across subject disciplines

Collecting Evidence

Internal Assessments

These assessments are designed to measure how well students meet the learning outcomes of the program. These assessments are developed and administered by teachers at HIS. In their second year, students will complete Internal Assessment tasks that will be moderated externally by IBDP examiners and adjusted according to the rubrics for each subject. Teachers use the results of this moderation to inform their teaching of the next cohort.

External Assessments

These assessments are externally developed, administered by HIS teachers, and externally moderated by the IBO. The use of IB Diploma past exams and end of instruction exams is the focus of the IBDP assessment practice.

Formative Assessment:

Types of formative assessment may include (but are not limited to) the methods listed below:

- Exercises or activities designed to demonstrate student understanding or attainment
- Class Discussion response
- Peer Discussion / reflection response
- Quiz
- Paragraph response to prompt or question
- Blog Entry / Journal response / email response
- Questions answered (orally or in writing)
- Presentation
- Seminar Contributions / Socratic Seminar

Summative Assessment

Summative assessment is the evidence of student learning that is used for evaluation. Types of summative assessment may include (but are not limited to) the methods listed below:

- Essay – using a draft / revision process
- Test (Unit Exam / Cumulative Semester Exam)
- Project (individual or group-based)
- Real-World Application
- Video / Oral Recording
- Presentation – live or recorded
- Timed writing for unseen passage / question
- Socratic Seminar / Evaluated Discussion

*Note – While formative and summative assessments can contain the same task types, the recording and reporting process may differ as the purpose of the assessment differs.

Late Work

If a student fails to submit assigned work within the expected deadline, the following expectations are in place:

- In the case of a project or extended assessment process, the teacher can break the assignment into smaller pieces and require student check points. If student misses these checks, notification and consequences can be put into place earlier than at the end of a final assessment.
- Teacher will notify student, parent, and Student Support Team of missing summative assessment
- Student will schedule a time during extended lunch or after school to complete the missing assessment. Student will submit what is completed at the end of the scheduled working session.
- Teacher is not required to give feedback on formative work if submitted late
- Teacher should indicate in the comment that the assignment was submitted late or is missing (avoid placing a zero in the gradebook)

Evaluation at the DP Level

Formative Assessment Expectations: Formative assessment should

- Happen multiple times throughout a unit
- Be linked to learning outcomes and standards
- Generate actionable feedback that is communicated to students in a timely manner
- Be differentiated by student levels accordingly
- Be used to guide teaching (adapt and modify lessons, differentiate, support and extension, accommodations) before, during, and after the delivery of a unit

Summative Assessment Expectations: Summative Assessments should

- Be the evidence used for evaluation (arriving at level of attainment)
- Be cumulative in nature where feasible to prepare students for final IB DP assessments
- Be tied to learning outcomes / exemplar material to ensure that students are aware of expectations leading up to the assessment

- Be marked, recorded on Managebac, and returned to students in a timely manner
- Be moderated / standardized in departments and in teaching teams
- Be introduced with rubrics and where possible, exemplar work (high/medium/low) to help students understand what is expected of their performance on a given task.
- Be assessed at minimum two summative assessments per quarter. Summative assessments do not need to be cumulative, large, or carried over a length of time, but can be focused on individual strands or learning outcomes.
- Be differentiated for students with regards to needs or individual learning expectations, in accordance with the Special Needs Policy.

Re-assessment Practices

Student work may be re-assessed on a case-by-case basis under the following considerations:

- Original summative work has been submitted on time
- Task performance on a summative assessment task is considerably below previous work and the results of formative assessment leading up to the task
- The student produces a different piece of work that assesses the same skills for re-assessment (i.e. new texts, new questions, new approaches, etc.)

Should occur in a timely manner to avoid interfering with learning in the next unit **DP Levels of Achievement**

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components when marking papers.

Attainment Level	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some

	ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

DP Levels of Achievement

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components when marking papers.

IB Attainment Level	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly but requires supervision. Responses are mostly accurate and clear with little irrelevant material.

	There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity and include some awareness of audience and evidence of intercultural understanding.
3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Reporting Practices at HIS

Common Reporting Procedures

At the early childhood, lower school, and middle school levels, student progress and attainment reports constitute the official record of achievement and as such, are provided to other schools as necessary. At the high school level, these reports may be used in addition to the school transcript of credit as a means of communicating with other schools.

The purpose of these reports is to provide parents and third-party institutions an official record of a student's achievement during a specified period of time at Hangzhou International School. HIS shares student data with students and parents several times throughout the year including the following times.

- Mid-Semester Progress Report (October & March)
- Mid-Semester Parent, Student, Teacher Conference (October & March)
- Semester Progress Report (December & June)

Each division will have separate reporting guidelines and practices as indicated later in the document.

Mid-Semester Report

HIS provides students, parents, and teachers the opportunity to reflect on the attitudes and actions that lead to academic success with the mid-semester progress report. Although the structure varies by division, teachers will point out strengths and suggestions for improvement.

Mid-Semester Parent, Student, Teacher Conferences

The mid-semester reports are accompanied by the Parent-Teacher conferences in October and the Student-Led Conferences / Portfolios in March to allow all involved to reflect and encourage student development.

Semester Progress Report

The semester report is tied directly to students' achievement and is produced twice each academic year in December and June. Levels of achievement are determined for each academic subject or transdisciplinary area and these reports indicate official student progress. See the Divisional Common Practices sections below for specific information pertaining to each division.

Reporting Practices in PYP

Mid-Semester Progress Reports:

The first Mid-Semester Progress Report summarizes the student's general behavior and attitude towards learning. The Reports for K-5 also include a set of general Personal and Social Learning Outcomes. The second Mid-Semester Progress report takes the same format as the End of Semester Reports.

Semester Progress Reports:

Formal reports are issued at the end of each Semester. These comprise a combination of learning summaries, narrative comments and assessments against Learning Outcomes.

Learning Outcomes

Nursery – Pre-K

Learning Outcomes are decided at the beginning of each Semester for each grade level, relating to the learning goals of the PYP units and progress towards the Early Learning Goals articulated in the "Development Matters" document. Teachers will assess five Learning Outcomes for each of the following strands*:

- Inquiring
- Independence and Interdependence
- Communicating
- Healthy Living and Physical Wellbeing

* Refer to the “ECE Learning Outcomes” document for information on how the Learning Outcomes relate to the strands.

K-Grade 5

Learning Outcomes for all subjects and specialisms should be selected from the HIS Lower School Scope and Sequence documents. Teachers should assess students according to the descriptions in the table below.

Assessment Descriptors for Learning Outcomes

Abbreviation	Title	Description
1	Not Yet	Not yet able to meet the learning outcome
2	With Support	Can meet the learning outcome with support
3	Independently	Meets the learning outcome independently
4	Exceeds	Exceeds learning outcome

PYP Narrative Comment Guidelines for Semester Reports

Specialists and K – 5 homeroom teachers write a short summary of learning (150 words) for each class describing:

- The units being studied
- Expected Outcomes
- Transdisciplinary links with the Unit of Inquiry

ECE and K-5 homeroom teachers write a narrative comment (minimum 150 words) specific to each child highlighting:

- Student progress and achievement
- Areas for development
- Strategies for continued improvement

DP & MYP Reporting and Recording

Learning Platform

Parents can access Managebac to see the units of learning, the student tasks and progress, and teacher feedback on assessments. This is an interactive platform that allows parents, students, and teachers to connect and understand the student attainment throughout the year.

MYP & DP Narrative Comment Guidelines for Semester Reports

Teachers will write class descriptions and narrative comments to augment the numerical data provided on the Quarter and Semester Reports.

Class Description: A general comment (2-3 sentences) for each subject class including:

- The topics or concepts being studied in the class during the specified quarter
- Indicate formative or summative assessments used to measure student understanding
- Expectations for the course

Narrative Comment: A tailored comment (2-3 sentences) highlighting student progress including:

- Highlight a positive aspect of the student's learning in the class
- Demonstrate student learning skills and behavior in the classroom environment
- Indicate what steps students need to take to achieve success in class
- Focus on specific information for student improvement
- Use the student's official name and indicate the preferred name in parentheses. Thereafter, use the student's indicated preferred name for reference in the comment
- Write the comment with third person point of view language to avoid addressing the student directly

MYP Levels of Attainment

Approaches to Learning Skills

Teachers will choose and Indicate the student's Approaches to Learning (ATL) Level of Attainment (Exemplary, Good, Satisfactory, Concern) for the chosen ATL skills for each student in the class. Teachers will reference two or three skills each quarter.

- Communication
- Collaboration
- Organization
- Affective
- Reflection
- Information Literacy
- Media Literacy
- Critical Thinking
- Creative Thinking
- Transfer

Criterion Levels of Attainment

Attainment levels for each of the assessment criteria will reflect the teacher's best-fit judgment of a student's summative performance **at the end of the term**. Using the progress chart, teachers can carefully consider several points including:

- patterns in the data, such as an increasing level of performance
- anomalous or unexpected attainment levels
- other influencing factors

Teachers will mark a level of 1-8 from the criterion rubric / task-specific rubric. Using the recommended Boundary Guidelines, teachers will indicate an MYP Final Grade for Semester 1, Quarter 3, and Semester 2 reports.

DP Levels of Attainment

Approaches to Learning Skills

Teachers will indicate the student's Approaches to Learning (ATL) Level of Attainment (Exemplary, Good, Satisfactory, Concern) that best represents the student's learning skills and behavior in the class.

Level of Attainment

Teachers will use the Diploma Programme rubrics and grade descriptor chart to appropriately indicate the student's level of attainment as drawn from summative assessments during the term. The grading scales will be drawn from previous subject reports and assessment guidelines. These will be marked on a 1-7 scale for the Semester, but can be indicated as an (Exemplary, Good, Satisfactory, or Concern level for quarter 1).

Edited by Assessment Committee Jan 2018

Edited by J. Terry March 2018

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