POLICY #1.002
REGULATION 1.002R

YingHua International School



Assessment Policy and Regulations

Latest Revision: December 2025 (Next Review 2028)

ASSESSMENT POLICY (POLICY 1.002)

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ASSESSMENT-OF-LEARNING POLICY (POLICY 1.002)

I. Assessment Philosophy and School Responsibilities

In alignment with the mission of YingHua International School (YHIS), "instilling passion for lifelong learning" and the philosophy of the International Baccalaureate (I.B.) Programs, the Board believes assessment is a continuous process of gathering and analyzing evidence of learning to inform and optimize teachers' teaching and student learning. Assessments involve teachers and students collaborating to monitor, document, measure, report, and fine-tune learning. The use of assessment is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of school programs.

The school administration is responsible for establishing and implementing a comprehensive assessment program that includes multiple types of assessments including, for example, pre-assessments, formative and summative assessments, student self-assessments, exhibitions, community projects, and portfolios. The assessment program should include both internal assessments (*e.g.*, oral language, writing, and reading) and external assessments (*e.g.*, E.R.B., WrAP, AAPPL, Y.C.T., and H.S.K.). [Shouldn't we write out the names of all these acronyms?]

The administration is also responsible for maintaining a reporting system that regularly communicates to parents individual assessment results for their children. The reporting system will include progress reports, formal report cards, parent-teacher conferences, and student-led conferences for older students.

The Head of School shall periodically throughout the year report to the Board and community and as part of an annual report on the state of the school aggregated results of student assessments.

Assessment data shall be gathered and used as part of the evaluation of the effectiveness of various academic and social programs in the school, as appropriate.

II. Assessment Policy Review

The Board shall review this assessment policy at least every three years. The Head of School and administrative team shall review the regulations annually.

Faculty, parents, and students' feedback on the policy and regulations may be

considered and addressed. The school will keep all stakeholders informed about any updates to the policy and regulations.

ASSESSMENT REGULATIONS (POLICY 1.002 R)

I. The Four Dimensions of Learning

A. **Monitoring Learning** includes observation, questioning, reflection, discussing learning with learners and teachers, and thoughtful feedback to propel student learning. Teachers use open-ended tasks, drawing, written or oral assessment, and a learning portfolio.

B. **Documenting Learning** is the compilation of the evidence of students' learning. It can be physical or digital and can be displayed or recorded in a variety of media forms.

Students and teachers can document their learning goals, questions, reflections, and evidence of learning using a variety of formats, such as learning journals or portfolios.

C. **Measuring Learning** captures what students have learned. YHIS 3rd to 8th grade students take ERB (Educational Records Bureau) for math and English standardized tests to track and measure students' performance in the first week of June. The data collected from the results helps school academic teams to identify each student's strengths and weaknesses. The data provides teachers a snapshot of students' math and English performance. The ERB math test is in English. It should be noted that the instructional language for our math curriculum is Mandarin Chinese. The English terminology of the math vocabulary is presented to students as supplements to their math learning. Formal English instruction starts in the first grade. The tracking data enable the academic team to understand students' progress, diversify the instruction strategies, plan effective teaching, and provide additional assistance when needed.

D. **Reporting Learning** informs the learning community of the progress and achievement of students' learning. YHIS uses the following to inform and report students learning through academic years.

- Periodic progress reports on merits and areas for improvement; generally occurring mid-semester
- Report card at the end of each semester

  At YHIS, we provide two report cards a year (in January and June) on each student's progress. Each report card is written by both homeroom teachers and single subject teachers. Report cards provide feedback on the students' progress and achievement, using this scale:

  A - Assisted: Extra assistance is being provided as the child is experiencing difficulty in this area.

D - Developing: The child is on the right track of developing the concept / skill.
P – Performing well: The child is performing well in this area.
E - Excelling: The child demonstrates solid performance that exceeds expectation in this area.

- Parent/ teacher conferences during the end of each semester

  This conference is a formal conference between homeroom teachers and the parents to provide feedback about the child's progress and needs. Teachers take this opportunity to answer parent's questions, to address their concerns and to help define their role in the learning process. At YHIS this conference takes place twice per year.

- Student-led conferences from 1st to 8th graders

  This conference is a formal conference between students and parents with teacher support. The students will, with the support and guidance of the teacher, select the work to be discussed. They reflect on their progress and share the responsibility of informing their parents. In the PYP and Middle school programs at YHIS, this conference takes place in the month of March.

II. Types of Assessments

A. **Pre-assessment** takes place at the beginning of instruction to find out what students already know in order to plan the next stage of learning.

B. **Formative assessment** is interwoven with the daily learning and provides both teachers and students with useful feedback on how well students are understanding and applying the new concepts, skills, and knowledge.

C. **Summative assessment** takes place at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned. Summative assessments may include any combination of the following: acquisition of data, synthesis of information, application of knowledge and processes. These can address multiple learning styles.

D. **Student self-assessment** is interwoven throughout the daily learning to engage the students in reflection and assessment on their own learning. The students are given adequate time to reflect on their progress in all subject areas, including the attributes expressed in the

learner profile.

E. **The Exhibition** takes place at the end of 5th Grade and requires students to demonstrate their learning throughout the Primary Years Programme, and how they can apply it to an unfamiliar situation. It provides a good summative assessment of student learning throughout our PYP program.

F. **The Community Project** takes place at the end of 8th Grade and requires students to keep a process journal of their investigation, planning, taking actions and reflecting. The project is a way to consolidate students' learning and provides opportunities for students to engage communities and real-world problem-solving experience. The community project may be completed individually or in groups of a maximum up to three students.

G. **Portfolios**

"A portfolio is a record of students' involvement in learning which is designed to demonstrate success, growth, high-order thinking, creativity, assessment strategies and reflection. A portfolio is a celebration of an active mind at work." *Making the PYP Happen, IBO 2007*

Purpose of portfolios:

- Empower students to be active participants in their own learning
- Encourage reflection on the learning process and achievements
- Encourage students and parents to see learning as a continuous process
- Encourage a sense of pride in one's work and thereby build self-esteem

Portfolios are presented to parents during student-led conferences.

III. Internal Assessments at YHIS

A. **Oral Language Assessment**: Oral assessment in Chinese takes place throughout the year for students in 1st Grade and up. This assessment is given and documented by the Chinese homeroom teachers. The results are shared with students and parents.

B. **Writing Assessmen**t: In 3rd Grade and up writing assessment takes the form of four essays each year based on different writing prompts (2 in each language). The essays are evaluated with a Writing Rubric. The results are shared with students and parents.

C. **Reading Assessment**: Reading assessment in Chinese and English takes place periodically. The data is accumulated, tracked, and analyzed throughout the year. The results are shared with students and parents.

IV. External Assessments at YHIS

A. **ERB** (ERB stands for Educational Record Bureau): ERB is a non-profit educational service organization that provides standardized testing and interpretation of results to national and suburban public schools and independent schools. ERBs are standardized tests. Students in 3rd to 8th Grades take the Comprehensive Testing Program administered by ERB, which contains a reasoning test and achievement tests in both language arts and mathematics. These tests are in a multiple-choice format and in English.

B. **WrAP** (WrAP stands for Writing Assessment Program, administered by ERB). Students are expected to complete a piece of writing based on a writing prompt within a designated period of time, demonstrating their knowledge and application of the writing process.

C. **AAPPL** (ACTFL Assessment of Performance toward Proficiency in Languages) It is a web- based proficiency and performance and standards-based assessment. Students will take either Form A or Form B based on teachers' recommendations. The test assesses:

- Interpersonal Listening/ Speaking
- Presentational Writing
- Interpretive Reading
- Interpretive Listening

Students who take AAPPL Form B and score intermediate-4 and above in four parts and who present a strong performance in English may apply for and be awarded with the Global Seal of Biliteracy.

D. **YCT** (YCT stands for the Young Learners Chinese Test) and **HSK** (Hanyu Shuiping Kaoshi): YCT and HSK are designed by the Office of Chinese Language Council International (commonly known as "*Hanban*"). It is a test for non-native Chinese learners under the age of 15 that consists of Level 1, Level 2, Level 3, and Level 4. Level 1 assesses youngsters who have studied Chinese for roughly 150 hours and mastered a vocabulary of about 500 characters. Level 2 assesses youngsters who have studied Chinese for roughly 250 hours and mastered a vocabulary of about 1,100 characters. Level 3 assesses youngsters who have studied Chinese for roughly 400 hours and mastered a vocabulary of about 1,700 characters. General expectation for levels of proficiency attained by grade level is as follows:

- 1st and 2nd grades: YCT I/II

- 3rd and 4th grades: YCT III/ IV
- 5th and 6th grades: YCT IV
- 7th and 8th grades: HSK III/IV

Students are encouraged to take YCT, HSK and others, though these tests are not mandatory.

V. Assessment Strategies

Teachers assess students through selecting and/or designing methods of assessment that are appropriate for the learners and the learning outcomes. Teachers also take into account the diverse, complicated and sophisticated ways in which individual students develop and demonstrate their understanding.

The assessment strategies used in the PYP at YHIS include:

A. **Observations**
- made often and at regular intervals;
- made of individuals, groups and whole class;
- made in different contexts to increase validity.

B. **Performance Assessments**
- goal directed tasks with established criteria and often opportunities for problem solving;
- apply ApproachesToward Learning (ATL) skills;
- have more than one correct response.

C. **Selected responses**
- Closed responses used to determine how much a student knows or can perform certain skills (e.g. tests, quizzes, dictations etc.)
- Open responses used to stimulate an original response by students and to demonstrate further learning.

VI. Assessment Tools

A. **Rubrics**
- 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

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

C. **Anecdotal Records**
- Brief written notes based on observations of students