

Whole School Assessment Policy

Version 6 2018

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A. Purpose of Assessment at Lutheran Academy

What the IB believes about assessment

‘Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students’ progress as part of the development of their wider critical-thinking and self-assessment skills.’ *(From MYP: From Principles to Practice) -find reference that applies to MYP, DSE, DP*

What Lutheran Academy believes about assessment

At Lutheran Academy, we believe assessment should be a **purposeful, ongoing practice** that informs student progress and student needs across all programmes. Our assessment indicates achievement by identifying what students know, understand and can do. This, in turn, initiates both student and teacher reflections which inform **the future direction of our written and taught curriculum**. We employ strategies and tools that are varied to cater for different learning needs. Assessment occurs at **different stages** through the learning and is significant, meaningful, relevant and challenging. We value assessing the process, product and attitude towards learning, which is reflected in feedback to students and parents. We do not rank students, but we do expect students to understand their learning progress and outcomes.

The aim of assessment at Lutheran Academy is to provide feedback to students, parents and teachers on the learning process and the development of the five essential elements.

- The acquisition of knowledge
- The understanding of concepts
- The mastering of skills
- The development of attitudes
- The decisions to take action

B. Assessment Policy Roles and Responsibilities

Implementing

All teachers are required to implement the assessment policy. As part of their pedagogical training, it is expected that teachers will understand the importance of assessment for both formative and summative purposes.

In order that teachers implement this policy, efforts have been made to welcome and involve them in its writing. After initial writing of the document by a small group of teachers, and after approval from senior management, the document will be reviewed annually by our large Pedagogical Leadership Team (PLT), which consists of the School Heads, Programme Coordinators, and Subject Convenors. Their role is to collectively ensure that the policy is still fit-for-purpose. As such, the PLT gets allocated time-slots to engage with the document and ensure they understand its contents, as well as having the opportunity to suggest alterations to it.

As part of the evaluation process, teachers are asked to consider their implementation of the policy and evaluate its effectiveness, especially regarding sections that are not working for them.

Evaluating

The evaluation process is part of the reviewing process, in that it informs the review. Policy review, theoretically, is ongoing, for all policies. In practice, time needs to be allocated for teachers to focus on the evaluation of documentation (policies). Meeting time is dedicated to the formal evaluation of the assessment policy, whereby year level and subject teams come together to discuss and evaluate the policy before providing suggestions for review (see “Reviewing”). Additionally, teachers are invited to individually evaluate and provide feedback on policies if there is a cause for concern or for teachers who feel their voice is not being heard in the meeting scenario.

Reviewing

After receiving teacher input, the Assessment Policy is then reviewed annually by the senior management. A specific time-slot will be devoted to this in the annual planning meeting at the beginning of the school year (mid-August). This entails time provided to re-read the existing document, followed by meetings and discussions with year level and subject teams, and feedback to the senior management. A follow-up meeting discusses the viability of proposed changes to the document, and subsequent revisions are made to the document by the end of the first teaching period (end of September). The new document is then ‘published’ and time allocated at a meeting for all teachers to read the amendments to the new document. ‘Publishing’ the document means making

it available to all stakeholders via the school website.

Training

All members of staff get the opportunity to become acquainted with the Assessment Policy at the meetings stated. If new members of staff start at the beginning of the academic year, they will be part of these meetings, so will be included in the process. If new members of staff arrive during the school year, they are told where to gain access to the documents (via the school website) and expected to read them. These staff members will then be included in subsequent rounds of evaluation and review. The situation with cover staff, who may only be covering for odd days, is that they need to implement the teacher's instructions for the classes they are covering. The absent teacher will be most familiar with the Assessment Policy, so direction must be given by them to the cover teacher under these circumstances. Additionally, the absent teacher is still responsible for the assessment of their class, even if someone else is implementing some of the assessment strategies. It is unrealistic to expect short-term cover staff to read, comprehend and act upon all the school's documentation for such a short period of time.

C. A 3-Tier Approach to Assessment

The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

Assessing – how we discover what the students know and have learned

Recording – how we choose to collect and analyse data

Reporting – how we choose to communicate information

D. Assessing: how we discover what students have learned

Assessment in the classroom includes:

- 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
- sharing and identifying exemplars of student work
- keeping records of test/task results
- tasks designed to assess basic competencies.

Assessment at Lutheran Academy is ongoing and is the responsibility of all teachers.

Guidelines for Assessment Practice

1. Assessment for the IB Curriculum

All assessment in the PYP, MYP and DP at Lutheran Academy is criterion-related. Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. However, the PYP, MYP and DP use distinct schemes and subject specific criteria, respectively, which adhere to the IB requirements. Grading should be undertaken positively and consistently in relation to subject criteria. Teachers should use the best fit approach to assessing a students level. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

	PYP	MYP	DP
Final Progress Report Levels	Maximum of 4	Maximum of 7	Maximum of 7

Please refer to Appendix A for more information about criteria.

2. Assessment for the HKDSE Curriculum

Decimals, percentages, or fractions are not consistent with criterion-related assessment. Therefore, they are only used to assess HKDSE students, and not used to assess PYP, MYP and DP students of Lutheran Academy. For HKDSE students, the minimum passing grade for all subjects is 40%.

3. Achievement Descriptors (only MYP? IB? Whole School?)

For the MYP, each assessment task should allow students access to the full range of achievement descriptors. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.

→ confirm with Marco re: DSE

4. Informing Parents and Students

Parents are informed about course content through curriculum guides which are distributed annually at Curriculum Evenings during September. For the MYP, students and parents are also provided their own copy of the MYP criteria for each subject in the curriculum guides.

Students must have proficient understanding of the assessment criteria for each unit assessment in advance. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work clarifying to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks, linking level descriptors with task-specific clarifications.

A well-constructed rubric should:

- Support learning by providing clear guidance;
- Provide transparency to the process for students, their families and teachers;
- Provide clear, measurable evidence of learning;

5. Internal Assessment

All internal assessment are designed in one of the following formats, depending on the purpose, nature, and appropriateness of the assessment task:

a) Pre-Assessment

Used to inform planning, pre-assessment at Lutheran Academy is conducted before the students engage in new learning.

b) Formative Assessment: Used to assess ongoing learning

c) Summative Assessment:

Summative assessments at Lutheran Academy aim to give teachers and students a clear insight into students' understanding of a unit of learning.

d) Self and Peer Assessment

Self and peer assessment allows students to assess themselves and others around the essential elements.

6. DP Internal Assessment (reorganize)

For the DP, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work in advance. (not clear enough, internal as school assessment or internal as part of their DP exam?)

7. DSE Internal Assessment (School-Based Assessment)

8. Feedback

Feedback to students should be prompt and supportive. Teachers are give feedback formatively and summatively using:

i) Spoken feedback

ii) Written feedback

iii) Feedback in Report card

11. Academic Honesty *(align with Academic Honesty policy, TBC)

Academic honesty is taken very seriously at Lutheran Academy and there is a clear framework for dealing with issues around this field. If a teacher suspects that a student is guilty of

malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance.

Facilitating Assessment (omit?)

IB MYP teachers should refer to the "Assessment" section in IB MYP from Principles to Practice. When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. However, it may be necessary to make a change to ensure that this is in line with the school's internal grading policy. Teachers will consult subject guides, mark schemes and Examiners Reports on the OCC for current grade boundaries and criteria.

(Don't understand. Does this part mean DP adopting the marking scheme; for MYP: task-specific clarification?)

Supporting Assessment

Student Expectations

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively with peers; Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;
- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

Teacher Expectations

The student can expect the teacher to

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task; Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

Parent Expectations

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work. The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student have access to the Macbook given by the school;
- A student have Internet access and/or access to books/a library.

Internal and External Assessment (how to incorporate above? Focus on external)

At Lutheran Academy, whole school assessments are used with two purposes; to gather information on individual students and their learning as well as the implementation of our school's curriculum. Whole school assessments are also used as part of the reporting process to parents.

1. DP - public exams
2. DSE - public exams
3. MYP - TSA
4. PYP - BCA
5. Others - GSCE, etc..

Internal Assessment

Internal assessment is a feature of the Middle Years, DSE and Diploma programmes. All secondary school teachers are involved in the internal assessment procedures, in one or more of the following areas: submission of assessment papers and marking schemes (including subject-team collaboration for quality assurance); assessment invigilation, grading of assessment papers; and, submission of progress report grades and comments.

For DP, internal assessments typically carry 15% to 30% of the total subject marks of most subjects, while for Visual Arts, it is 40%. For assignments done over a period of time, students will be given the opportunity to improve their work before submission. The marks graded by teachers will also be moderated before submitting to external examiners for further checking. Examples of internal assessments may include: oral presentations, fieldwork, laboratory experiments, inquiries and performances.

External Assessment

External assessment is a feature of the DSE and Diploma programmes. external assessment involves teachers and/or coordinators sending candidate work to IB examiners for assessment. The MYP relies uniquely on internal assessment.

The exam components of external assessments typically occur over a period of approximately 4-5 weeks for DSE students, and approximately 3 weeks for DP students. Exams provide objectivity in assessments and are able to test a wide range of skills. Examples of external assessments may include: essays, data- and text-response questions, case studies, short questions and multiple-choice questions. However, subjects like Visual Arts are unlikely to have any external assessment.

In addition, students in years 3, 6 and 9 participate in the TSA (Territory-wide System Assessment) each year. The TSA is a Hong Kong Government initiative providing information about students' strengths and areas for growth against specific Basic Competencies. Chinese and English assesses Reading, Writing, Speaking, Listening as well as Mathematics. They help schools and teachers to enhance their plans on learning and teaching. The TSA data also helps the Hong Kong Government to review policies and to provide focused support to schools. Data is used internally to inform us about our school's curriculum and next steps as a whole school.

E. Recording: how we collect and analyse the data

Assessment at Lutheran Academy is collected from a range of sources. Teachers choose appropriate strategies, taking into consideration which tools are most applicable and relevant to that strategy. At times teachers will also use photographs, video and audio from students to record their learning.

Assessment Strategies and Tools					
Tools	Rubrics	Exemplars	Checklists	Anecdotal Records	Continuums
Strategies					
Observations	✓		✓	✓	✓
Performance Assessments	✓	✓		✓	✓
Process- focused Assessments	✓		✓	✓	✓
Selected Responses		✓	✓		✓
Open-ended Tasks	✓	✓		✓	✓

Please refer to Appendix B for more information on assessment strategies.

F. Reporting: how we choose to communicate information

Reporting at Lutheran Academy involves students, parents and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting on assessments is about communicating what students know, understand and can do.

Reporting to parents, students and teachers occurs through:

- Parent-Teacher Conferences (once a year for PYP/MYP/DSE/DP)
- 3-Way Goal setting conferences (once a year for PYP/MYP/DSE/DP)
- Student-Led Conference (once a year for PYP/MYP)
- Student Portfolios (PYP/MYP)
- Formal Written Reports (twice a year for PYP/MYP/DSE/DP)
- Formal and Informal meetings (as required by teacher and/or parent for PYP/MYP/DSE/DP)
- UOI Parent Update Reports (every 6 weeks for PYP)
- UOI Celebrations (at least once a year for PYP)
- PYP Exhibition (once a year for Year 6 students only)
- Global Studies Project (for Year 9 students in 2016-2017 only)
- Community Project (for Year 9 students only, starting in September 2017)
- Extended Essays (for Year 12 students only)

Parent-Teacher Conferences

This form of reporting allows parents to gain an insight into their child's progress in both academic and personal development. They can occur with or without the students, depending on individual student needs. These conferences are also used as a way for parents to share information about their child with the teacher. Parents also have opportunities to meet with specialist subject teachers.

PYP teachers will report on:

- Language and mathematical development
- Social and emotional development
- Student goals and next steps
- Other areas of interest/concern

MYP/DSE/DP teachers will report on:

- Progress within subjects
- Personal and social development

- Other areas of interest/concern

3-way Goal-Setting Conference

Students are expected to lead these sessions with a presentation to parents and their homeroom teacher. Homeroom teachers are expected to ask guiding questions to assist students during this event. Homeroom teachers are expected to use allotted time to allow students to prepare their presentations.

Student-led Conferences

Student-led conferences involve the student and the parent. Students are responsible for leading the conference and also take responsibility for their learning by sharing the process with their parents. Teachers are expected to guide but not lead students through this process. Subject teachers are expected to help students select relevant work to discuss.

Student-led Conference Portfolios (PYP &MYP? only)

Students are responsible for the development and upkeep of their digital portfolio with guidance and support from their homeroom and subject teachers. In PYP portfolios must contain information about all 6 Units of Inquiry, pre, formative and summative assessment pieces and other work samples that show progress. Portfolios go home with students at the end of the year.

Formal Written Progress Reports

Formal progress reports are issued twice a year online and as a hardcopy, and provide parents with academic and social emotional information. Teachers are required to follow the guidelines for writing comments for formal written reports. For more details see Appendix F.

Formal and Informal Meetings

Parents are able to meet formally and informally with teachers throughout the year. Parents are expected to arrange an informal meeting at least three days in advance of the proposed date. Teachers and parents should agree on a clear itinerary to be covered during the meeting. Parent teacher meetings should be arranged in a conference room. Teachers should aim to invite all relevant parties to the meeting.

Unit Of Inquiry Celebrations (Years 1-5, PYP only)

Each year level, excluding Year 6 are required to participate in a Celebration Unit. This should be a sharing of learning with the greater school community, from other classes within the grade level to other year levels in the school and/or with parents.

UOI Parent Update Reports (PYP only)

After each Unit of Inquiry, teachers provide students and parents with a comment and progress report, commenting on the essential elements. These should be distributed to parents two weeks after the completion of the Unit. The same information can also be found in the Formal Written Reports.

PYP Exhibition (Year 6 Only)

At Lutheran Academy, students in Year 6 participate in a culminating project, the PYP exhibition in the 3rd or 4th Unit of Inquiry. This requires that each student demonstrates engagement with the five essential elements of the programme. It must be a transdisciplinary inquiry conducted in the spirit of personal and shared responsibility, as well as a summative assessment activity that is a celebration as students move from the PYP into the middle years of schooling. It should be an opportunity for students to exhibit the attributes of the learner profile that have been developing throughout their engagement with the PYP.

Community Project (Year 9 Only, Starting in September 2017)

Starting in September 2017 onwards, Year 9 students are required to complete a year-long independent project, where they will demonstrate Approaches to Learning skills, the IB Learner Profile attributes, and most importantly, to make a difference in their local community. The project allows students to partake in a sustained, self-directed inquiry within a global context, taking full initiative and responsibility for the task. They will generate creative new insights and develop deeper understanding through in-depth research, using five to ten different types of sources of information. In the end, students will have learned how to communicate effectively in a variety of situations, demonstrate responsible action through, or as a result of, learning, and appreciate the process of learning and take pride in their accomplishments.

Extended Essay (Years 11-12 Only)

Starting in Year 11, students partake in an independent, self-directed research project called the extended essay, which is a mandatory component of the Diploma Programme. The purpose of the extended essay to give them practical preparation for undergraduate research, as well as an opportunity for students to investigate a topic of special interest to them. Such a topic should be related to one of the student's six DP subjects. The extended essay allows students to develop skills in:

- formulating an appropriate research question
- engaging in a personal exploration of the topic
- communicating ideas
- developing an argument.

By the middle of Year 12, students must have completed a 4,000-word paper as an end product.

Appendix A: Criteria for Formal Written Reports (PYP/Secondary) and Assessment Tasks (Secondary)

PYP

The Essential Elements are assessed through Units of Inquiry and are reported on in the following way. Parents also receive a progress report shortly after the completion of most Units.

	1	2	3	4
Concepts	No development in the understanding of explored concepts	Little development in the understanding of explored concepts	Some development in the understanding of explored concepts	Consistent development in the understanding of explored concepts
Knowledge	No new knowledge gained or shared	New knowledge gained and shared with moderate inaccuracies	New knowledge gained and shared with minor inaccuracies	New knowledge gained and shared accurately
Skills	Targeted transdisciplinary skills used with consistent adult support	Targeted transdisciplinary skills used with moderate adult support	Targeted transdisciplinary skills effectively used with some support	Targeted transdisciplinary skills used effectively with minimal or no support
Learner Profile Attributes and Attitudes	Targeted attributes and attitudes rarely displayed towards people, environments and learning.	Targeted attributes and attitudes occasionally displayed towards people, environments and learning.	Targeted attributes and attitudes often displayed towards people, environments and learning.	Targeted attributes and attitudes consistently displayed towards people, environments and learning.

For single subjects in the PYP, such as Mathematics, English, Chinese, Physical Education, Music and Visual Arts are reported on using the following criteria.

N/A	1	2	3	4
Not assessed at this time	Below year level expectations	Progressing towards year level expectations	Consistently meeting year level expectations	Exceeding year level expectations

MYP, Year 10 Pre-IB, DSE, DP

For MYP, Year 10 Pre-IB and DP, subject levels are criterion-based. Teachers must refer to the most current version of the subject-specific guide, released by the IB, when planning and implementing their curriculum.

The MYP assessment criteria across subject groups are as follows:

	A	B	C	D
Language and literature (Chinese and English)	Analysing	Organizing	Producing text	Using language
Language acquisition (Chinese and English)	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies (Integrated Humanities)	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences (Integrated Science)	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts

Arts (Music, Drama, Visual Arts)	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

Charts and definitions taken from “MYP: From Principles to Practice” p 80 (IBO 2014)

For all secondary students, the effort indicator level is based on the following criteria.

N/A	1	2	3	4
Not assessed at this time	Demonstrates a limited level of effort that is preventing the student from meeting expectations	Demonstrates a minimum level of effort in which the student meets expectations, occasionally	Demonstrates considerable effort that enables the student to meet expectations most of the time	Demonstrates a high level of effort that enables the student to exceed expectations consistently and independently

MYP and Year 10 Pre-DP students are also assessed according to the school’s Learning Attitudes & Approaches Checklist. They are assessed on the following nine skills, and by the following scale.

Learning Attitudes & Approaches Checklist	Scale
Active Participation Ability to collaborate with others Ability to work independently Willing to seek help from others when necessary Completion of tasks and homework, on time Willingness to accept feedback and suggestions to improve work Ability to reflect and assess oneself	6 - Unsatisfactory 5 - Developing 4 - Satisfactory 3 - Good 2 - Very good 1 - Excellent

Consistent use of English, as appropriate, to communicate in class (for subjects that use English as the MOI) Consistent use of Putonghua, as appropriate, to communicate in class (for subjects that use Putonghua as the MOI)	
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Appendix B: Assessment Strategies

Observations	All students are observed often and regularly, with the teacher taking a focus varying from wide angle (for example, focusing on the whole class) to close up (for example, focusing on one student or one activity), and from non-participant (observing from without) to participant (observing from within).
Performance Assessments	The assessment of goal-directed tasks with established criteria. They provide authentic and significant challenges and problems. In these tasks, there are numerous approaches to the problem and rarely only one correct response. They are usually multimodal and require the use of many skills. Audio, video and narrative records are often useful for this kind of assessment.
Process- focused Assessments	Students are observed often and regularly, and the observations are recorded by noting the typical as well as non-typical behaviours, collecting multiple observations to enhance reliability, and synthesizing evidence from different contexts to increase validity. A system of note taking and record keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions (such as learning logs) are common methods of collecting observations.
Selected Responses	Single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.
Open-ended Tasks	Situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution. The work, with the assessment criteria attached, could be included in a portfolio.

Chart and definitions taken from 'Making the PYP Happen' p 48-49 (IBO 2009)

Appendix C: Assessment Tools

Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by the teacher.
Exemplars	Samples of students/ work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.
Checklists	These are lists of information, data, attributes or elements that should be present. A mark scheme is a type of checklist.
Anecdotal Records	Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analysed later. These records need to be systematically compiled and organized.
Continuums	These are visual representations of developmental stages of learning. They show progression of achievement or identify where a student is in a process.

Chart and definitions taken from 'Making the PYP Happen' p 48-49 (IBO 2009)

Appendix D: Global Studies Project (September 2016- July 2017)

Summary

The Global Studies project is a task that requires Year 9 students to submit a research essay about a local, national, or global issue. In this project, students are expected to conduct an independent research on a significant social issue with limited guidance from their supervisor.

Objective

The goal of the Global Studies project is to equip the students the necessary research and writing skills to prepare them for either the HKDSE Liberal Studies Independent Enquiries Studies project, or the IB Diploma Extended Essay, depending on the stream in which they enter, starting in Year 10. During this process, students will learn skills such as referencing, collecting primary and secondary sources, analysing and evaluating findings. Students will follow a research plan to fulfil all these requirements.

Requirements

Students must formulate a research topic based on one of the six global contexts: identities and relationships, orientation in time and space, personal and cultural expression, scientific and technical innovation, globalization and sustainability, and fairness and development. The end product should be a research essay of 1200 to 1600 words, covering 1-2 of the following disciplines: History Business, Philosophy, Psychology, Sociology, Politics and World Religions.

Appendix E: Progress Report Comment Guidelines

The information provided to parents in the form of formal written reports should be written in a realistic yet encouraging, positive way. There should be no surprises to parents on these reports. For those students teachers are concerned about, meetings with teachers who teach this student, as well as the parents should have been informed in advance around the student's learning needs and next steps. Reports must follow these guidelines:

- Written in third person
- Informative in a friendly and supportive tone
- States clearly what the student can do or is working towards (E.g. *** is a good student.... doesn't say much about anything)
- Give specific examples. (E.g. *** has begun using a greater variety of punctuation such as speech marks and ellipses, evident in his narrative titled, 'The Old House.')
- Include the student's next steps
- Make sure your comments match the grading
- Comment on process, final products and attitude towards learning
- Written in language that parents will understand
- Make reference at some point to the progress of their goals they set at the beginning of the year Don't's:
- Avoid speculative comments - 'With time *** will improve in....' or 'With more support from a tutor *** should improve...' (what if they don't?)
- Avoid 'I' statements such as 'I believe, I think, I was very proud...' Stick to the facts; this is a legal document.
- Don't refer to other students by name

Social/Emotional development comments are written twice a year. These comments use the language of the Learner Profile to describe student progress. Actions students have taken as a result of their learning along with extracurricular involvement are also included in this comment. This could include extra roles within the classroom, leadership roles, CCA's, sporting activities etc. The final report comment should include a statement of well wishes for the new year. Comments need to be unique to each student.

Please see the following google doc for further information on Primary Reporting:
https://docs.google.com/presentation/d/1CZyOib3obuin_71r27V_tm48hYRtEodBNZYAPjEe8WM/edit#slide=id.p

Please see the following google doc for further information on Secondary Reporting:
<https://docs.google.com/a/luac.edu.hk/presentation/d/1hRCwcmNdZYR1x8gfx26BoT>

Appendix F: Formal Written Reports

	Grades - Criterion-based levels for PYP, MYP, Pre-DP, and DP - Marks for DSE	Effort Indicator	Subject Comments	Other
PYP (February and July)	Units of Inquiry, Mathematics, English, Chinese and Culture, Visual Arts, Physical Education, and Music			Homeroom Teacher Comments on Social and Emotional development
MYP (March and July)	English Language Arts (ELA), Chinese & Culture (CC), Mathematics, Integrated Science, Integrated Humanities, Music, Drama, Visual Arts, Design, French, Japanese			Homeroom Teacher(MYP) /Group Advisor (Pre-DP) Comments on Personal and Social Development
Year 10 Pre-DP (March and July)	English Language Arts (ELA), Chinese & Culture (CC), Mathematics, Integrated Science, Integrated Humanities, Music, Drama, Visual Arts, Design			
DSE (March and July)	Chinese Language, English Language, Mathematics, Liberal Studies, Chinese History, Geography, Business and Financial Management, Economics, Information and Communication Technology, Biology, Physics, Chemistry, Tourism & Hospitality Studies, Visual Arts			Group Advisor Comments on Personal and Social Development
DP (March and July)	Group 1: Studies in Language and Literature (English, Chinese) Group 2: Language Acquisition (English, French) Group 3: Individuals and Societies (Business Management, Economics) Group 4: Experimental Sciences (Biology, Chemistry, Physics) Group 5: Mathematics and Computer Sciences (Mathematics Higher Level, Mathematics Standard Level, Mathematical Studies) Group 6: The Arts (Visual Arts, Music)			CAS Activity Record

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