



STUDENT ASSESSMENT, EVALUATION, AND REPORTING

REVIEWED: March, 2024

AMENDED: April, 2024

APPROVED: August 2024

RATIONALE

Alberta Education, International Baccalaureate [IB] Diploma and Primary Years Programme (PYP), and the Macau Education and Youth Affairs Bureau (DSEJ) standards and practices expect that assessment, evaluation and reporting occurs regularly during the academic school year.

POLICY

The School believes that there are three primary purposes of assessment. One is to gather information about a student's progress in order to improve teaching and learning. Assessment of this type is considered "assessment for learning". The second purpose of assessment is for reporting of learning achievement at the end of an instructional period. This type of assessment is considered "assessment of learning". The third type of assessment occurs when students are their own assessors reflecting on their work and have the agency to decide on their next learning step. This is called "assessment as learning". Evaluation of learning, not only academic achievements but also personal, social and emotional growth, occurs within these assessment contexts. Student achievement of learning outcomes, based on evidence gathered via assessment, is communicated to parents and used for High School transcripts.

DEFINITIONS

1. Assessment

1.1 Formative Assessment: assessment for learning - the process of collecting information and providing feedback on student progress toward meeting the goals, objectives and outcomes of the school's curriculum. This may be in the form of diagnostic assessment to determine the student's level of readiness, or ongoing assessment during an instructional period.

1.2 Summative Assessment: assessment of learning - the process of collecting information, at the end of a period of instruction, on student achievement of the goals, objectives and outcomes of the school's curriculum.



1.3 Student-led Assessment: assessment as learning - students take an active role in evaluating their own learning or aspects of their peers' work, aligning with predefined criteria and learning targets. This is a form of formative assessment.

2. Evaluation: Judgments regarding the quality, value, or worth of a response with respect to the prescribed learning outcomes.

3. Indicator of achievement / grade: A summary statement of student achievement relative to meeting learner outcomes.

4. Learning outcomes: What students are expected to learn, according to the school's curriculum or programs of study.

GUIDELINES

1. Assessment

1.1. Assessment is established in accordance with the needs and emerging soft skills of the students and stakeholder requirements.

1.1.1 Formative Assessment

This process should occur frequently, with descriptive feedback to the student occurring relatively quickly after the assessment activity.

This process is enriched by including student-led assessments, where students take an active role in evaluating their own learning or aspects of their peers' work, aligning with predefined criteria and learning targets.

Data garnered via this form of assessment typically will not be used in determining grades issued on student reports, as the purpose is to inform the teaching and learning process. However, such data may be considered when determining report grades, if there are some doubts in terms of the result of the summative assessment.

1.1.2 **Summative Assessment:** assessment of learning - the process of collecting information, at the end of a period of instruction, on student achievement of the goals, objectives and outcomes of the school's curriculum.

This should occur at least once within each reporting period in elementary, but in many courses/programs, this will occur more



The International School

OF MACAO | 澳門國際學校

frequently. In secondary, this should occur at least 3 times a semester with a total of at least 6 for the whole of the school year.

Data garnered via these forms of assessment will be used in determining grades issued on student reports and transcripts.

1.1.3 **Student-led Assessment:** Student-led assessment may be incorporated into summative assessment by use of self-assessment and peer assessment. This incorporation offers a holistic view of student achievement that includes perspectives from educators, as well as reflections and evaluations from the students and their peers.

1.2. The teacher of the class or course is responsible for individual student assessments.

1.3. The Principal shall be responsible for monitoring teacher assessment practices in the School.

1.4. Final exams in Middle School contribute 20% to the overall grade. In High School, they are weighted at 30% of the overall grade.

2. Evaluation

2.1. Evaluation information shall be communicated in a timely manner to students and parents.

2.1.1. All students and their parents are entitled to know early in the school year the learning outcomes and assessment strategies that will be used in a course/program to evaluate student learning.

2.2. Teachers shall use a variety of methods to evaluate student achievement of the learning outcomes.

2.2.1. Teachers adapt assessments to meet diverse learning styles, cultural backgrounds, and language proficiencies, ensuring equitable opportunities for all students.

2.3. Evidence of student learning will be used to inform teacher judgment when evaluating achievement of learning outcomes.

2.4. Teachers integrate student agency into assessments, fostering students' ability to self-assess, choose appropriate methods to demonstrate learning, setting personal learning goals, co-constructing learning goals and success criteria, and conducting reflective self and peer evaluations, enhancing their capacity for assessment.



- 2.5. Emphasize the vital role of assessments in fostering continuous learning and improvement by integrating formative feedback and feedforward mechanisms that guide student development and understanding.
- 2.6. Principals will ensure that teachers use the approved software for recording and reporting on student achievement.
- 2.7. All marks, final grades and/or final achievement descriptors are subject to appeal within one month following the release of the information. The Principal will oversee the appeal process. The IB Coordinator is responsible for overseeing the appeal process in the IB programme.
- 2.8. Eligible students will not be exempted from Alberta Education Examination programs, including both Achievement Tests and Diploma Examinations, unless exemption criteria established by Alberta Education are met.
- 2.9. Assessment and evaluation accommodations may be made for students with inclusive education needs. This may be in the form of an Individual Education Plan (IEP) or other allowances provided by Alberta Education and/or IB. Adjustments to rubric descriptors on reports may be made for students on modified programs of study.
- 2.10. Students must be made aware of and held accountable for academic honesty.

3. Reporting

- 3.1. Teachers will report on student achievement, in writing, at least three times a year (ie. report cards) for students in Grade 1 to Grade 12. Reporting for Kindergarten occurs at least twice a year.

3.1.1 Kindergarten (Pre-K, Junior, Senior) and Elementary (Grade 1 to Grade 6) - student achievement will be reported on a descriptor-based indication of achievement.

Indicator	Descriptor
Exceeding	The student consistently exhibits an understanding and application of learning outcomes that surpass the expected grade level. They consistently display a high level of knowledge and skills and apply them confidently, independently and competently. Their learning extends beyond the immediate context, showing broader connections and insights.



Meeting	The student demonstrates understanding and application of the knowledge, essential skills, and concepts expected at this grade level. They apply these competently and with minimal support, indicating adequate understanding of the learning outcomes.
Approaching	The student is actively working on the essential skills and is building their knowledge and understanding with structured support and guidance. Learning is approaching grade-level expectations, yet consistency and independence in this process are still developing. Additional support is required.
Not Yet	The student is starting to show some understanding of the grade-level learning outcomes and is developing the essential skills expected for their age. While there is emerging evidence of learning, the application of knowledge, skills, and understanding is limited, and substantial support is needed at this stage.
IEP	Student is working on an Individual Education Plan.

3.1.2. Secondary (Grade 7 - Grade 12) - student achievement will be reported on a seven point scale on at least three academic reports per year.

Grade	Descriptor
7	A grade of 7 represents the level of 'scholars'. This grade is reserved for students who have produced work of excellence level in all areas of assessment. Students with a grade 7 have consistently achieved outstanding results, have clearly met all course outcomes, produced work that illustrates higher level thinking skills and can apply their learning in both conventional and unconventional situations.



6	<p>A grade of 6 represents the level of 'distinction'. This grade indicates that the student has consistently demonstrated a thorough understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively in a wide variety of situations and regularly produces work illustrating the skills of synthesis and evaluation. The student will have demonstrated originality, understanding and insight and produced quality work consistently in all areas of assessment.</p>
5	<p>A grade of 5 represents the level of 'honors'. This grade indicates that the student has regularly demonstrated a good understanding of the knowledge and skills defined in the course outcomes, is able to apply them effectively beyond conventional situations and, more often than not, produces work illustrating the skills of synthesis and evaluation. The student may occasionally, though not consistently, produce work showing originality and insight.</p>
4	<p>A grade of 4 indicates that the student has demonstrated a satisfactory understanding and acquisition of the knowledge and skills defined in the course outcomes, and is able to apply them effectively in conventional situations. There is occasional evidence of the skills of synthesis and evaluation.</p>
3	<p>A grade of 3 indicates some achievement in several areas of assessment. The student has demonstrated a basic understanding of the knowledge and skills defined in the course outcomes and is able to apply most of them in conventional situations.</p>
2	<p>A grade of 2 indicates some, but limited achievement in most areas of assessment. The student has difficulty in understanding the knowledge and skills demanded by the course. The student has attempted most of the course objectives and has had some success in meeting course outcomes.</p>
1	<p>A grade of 1 indicates minimal achievement by the student in terms of meeting the learning outcomes identified within the course.</p>



Teachers will assign summative Grades on report cards according to the 'best fit' and not an average score. This will take into account growth over the year and where the student is currently at, according to the descriptors.

Percentage [%] score grade-equivalents will be entered into the student reporting system, or may be reported as a pass or fail. % score equivalents will only appear on student reports at the end of year/course. Teachers will use collected evaluation data and professional judgment to determine the % score equivalence within the ranges below:

Grade 1 to Grade 7	Alberta Equivalent %
7	95% - 100%
6	90% - 94%
5	80% - 89%
4	70% - 79%
3	60% - 69%
2	50% - 59%
1	< 50% (fail)

3.1.3 The IB Approaches to Learning (ATLs) are a critical component of the IB curriculum, developed throughout secondary school and considered pivotal in ensuring academic success. The five key ATLs are:

Thinking Skills: This includes critical thinking, creative thinking, and ethical decision-making. Students learn to analyze information critically, consider different perspectives, and make well-reasoned judgments.

Communication Skills: Effective communication, both oral and written, is emphasized. Students develop the ability to express themselves clearly, listen actively, and collaborate effectively with others.

Social Skills: Interpersonal relationships and teamwork are fostered. Students learn to manage conflicts constructively, work cooperatively, and demonstrate empathy and respect for diverse viewpoints.

Self-Management Skills: This covers time management, organization, and self-motivation. Students develop the skills to set goals, meet deadlines, and take responsibility for their own learning.



Research Skills: Students learn to access information from a variety of sources, evaluate the credibility and reliability of that information, and use it effectively to support their learning and research.

The mastery of these Approaches to Learning equips IB students with the necessary skills and strategies to succeed not only in their academic pursuits but also in their future endeavors, both personal and professional. The ATLs are assessed using the following descriptors:

Approaches To Learning Level of Mastery	
Excelling	The student efficiently carries out all expectations of this ATL most of the time. They do not need teacher reminders since they address all expectations independently.
Meeting	The student carries out most of the expectations of this ATL. They need occasional reminders from teachers to address these expectations.
Approaching	The student carries out some of the expectations of this ATL or they are not consistent in carrying out some of these expectations. They need frequent reminders from teachers to address these expectations.
Not Yet	The student carries out very few or none of the expectations of this ATL or they are inconsistent in carrying out most of these expectations. They need constant reminders from teachers to address these expectations.

3.2 Teachers are required to attend Parent/Teacher/Student conferences.

3.3 Teachers will make themselves available to meet parents and/or students to discuss academic progress as required.

3.4 The TIS administration shall provide results regarding student achievement to Alberta Education in the annual Annual Education Results Report.

4. Planning

4.1 Teachers will participate in a reasonable amount of common planning with other teachers of the same grade level/course. Teachers will work collaboratively to ensure similar learning experiences and summative assessments for students of the same grade level / course.

4.2 Where more than one class follows the same course of study, standardization procedures will be used to ensure consistency across the cohort. Teachers of the same course will mark some common assessments and then meet to discuss their



marking to reach a consensus on the School's interpretation of the marking criteria. The remainder of each class teacher's marking should be moderated by teachers of the same course. In Secondary, the Head of Department should facilitate this process.

- 4.3 Teachers will communicate with the teachers of the grade above them to discuss learning outcomes, student concerns, and learner expectations. This should occur at least twice, once to inform planning and once to discuss promotions. For example, the Grade 2 teachers will meet with the Grade 3 teachers at least once each year to discuss expected student learning outcomes to ensure continuity of curriculum delivery. It is also expected that teachers will meet to discuss learning needs of the students on an IEP who are being promoted to the next Grade.
- 4.4 Teachers will submit long-range plans and course outlines to the Principal within one month of the beginning of the course. In Secondary, this is to include the updating of ManageBac at the direction of Secondary Administration. The course outline shall contain learning objectives, evaluation procedures, approximate timelines, resources, and the general scope of the course.

5. Roles and Responsibilities

5.1 Administrators

The School Assessment, Evaluation and Reporting policy and its implementation within and across departments/grade levels is monitored and evaluated by Administrators, Coordinators, Department Heads, and the IB Diploma and Primary Years Programme Coordinators.

5.2 Department Heads (Secondary)

It is the responsibility of Department Heads to apply and embed the principles of the School Assessment Evaluation and Reporting Policy within their own departments.

Establishing and maintaining consistent, high-quality report card comments is essential to providing constructive feedback and fostering student growth. To achieve this, the Secondary Department Heads are responsible for creating and maintaining comment banks for their department for reporting periods.

Department heads should collaborate with their respective teams to develop a comprehensive set of comments that accurately reflect student performance and offer actionable guidance for improvement. Once the report card comments are drafted, they should be submitted to the Principal for review and approval.

This process ensures that comment banks are up-to-date, aligned with school policies, and effectively communicate students' strengths and areas for growth. Regular evaluation and revision of comment banks will enable us to continuously enhance our feedback practices and support student success.



5.3 Subject Teachers and Elementary Homeroom Teachers

It is the responsibility of Subject/Homeroom Teachers to implement the school Assessment, Evaluation and Reporting Policy within their teaching assignments.

6. IB Diploma Programme and Alberta High School Diploma Assessment & Evaluation

6.1 Internal Assessments and External Examinations

Prior to the start of the school year, the IB faculty will work together with the IB Coordinator to determine a calendar for Internal Assessments (IA) and external examinations, with care taken to consider the student assessment load. IA will be carried out by teachers in their classrooms, ensuring that curriculum standards are met and that academic misconduct is avoided.

6.2 Predicted Grades

6.2.1 Grade 12 students require predicted interim grades for Alberta courses as well as IB courses. They are reported on a transcript, for university application purposes. Percentage score grade-equivalents will be issued on high school transcripts for Alberta courses. Some will need to be completed prior to October 15th while others will need to be completed before January 15th each academic year, depending upon the tertiary institution(s) for which the student is applying.

6.2.2 Two sets of predicted grades will be issued for each student in a year-two IB course. The first predicted grade will be made available to students and their Academic Counselors in time for the university application season. The second set of predicted grades will be submitted to the IB.

6.3 Moratorium on Assignments, Excursions and Extra-curricular Activities

During the last week prior to Alberta Education and/or IB Diploma Programme final examinations, no assignments will be due or excursions or extra-curricular activities scheduled for students –registered for the examinations, which would entail students missing review classes, unless approved by the School Principal.

7. Policy Review

7.1 This document was developed from the existing TIS Assessment and Evaluation Policy, in collaboration with the IB DP and PYP Coordinators, and the TIS Leadership Team.

7.2 The policy will undergo a bi-annual comprehensive review process that actively solicits and incorporates feedback from a wide array of stakeholders, ensuring ongoing relevance and heightened effectiveness in our assessment strategies.



The International School

OF MACAO | 澳門國際學校

7.3 All revisions will be submitted to the Board of Directors for approval for implementation in the next academic year.