

Assessment Policy

(Updated 19 August 2022)

‘Tell me and I forget. Teach me and I remember. Involve me and I learn.’

Our Beliefs 我們的信念

We believe assessment is integral to all teaching and learning and that children play an important role within it. It is essential for supporting and guiding children through the five essential elements: acquiring knowledge, understanding concepts, mastering skills, developing the Learner Profile Attributes, and the decision to Take Action. (0301-05-0300)

我們相信評估是所有教學和學習不可或缺的一部分，兒童在其中發揮著重要作用。通過五個基本要素來支持和指導兒童至關重要：獲取知識、理解概念、掌握技能、發展學習著培養目標以及決定採取行動。(0301-05-0300)

The primary objective is to provide feedback on the learning process, which promotes student learning. Through rigorous planning and assessment, teaching and learning support individual and group needs, ensuring children are challenged to reach their full potential. Both students and teachers should be actively engaged in assessing the students’ progress as part of developing their wider critical-thinking and self-assessment skills. (0301-05-0400)

主要目標是提供有關學習過程的反思，從而促進學生的學習。通過嚴格的規劃和評估，教學和學習支持個人和團體的需求，確保兒童面臨挑戰，充分發揮他們的潛力。學生和教師都應積極參與評估學生的進步，作為發展更廣泛的批判性思維和自我評估技能的一部分。(0301-05-0400)

Our rights responsibilities as a school community (0301-05-0300)

我們作為學校社區的權利責任 (0301-05-0300)

Leadership team 領導團隊

The leadership team supports teaching staff on effective assessment for teaching and learning through PDs, staff meetings and discussions. Ensuring good assessment practices are in place, i.e., assessment tools/ observation is fair, honest, and reflects an accurate representation of the child.

The leadership team reviews the assessment policy yearly with the teaching staff.

領導團隊通過教師專業學習日、教職工會議和討論，支持教職工對教與學進行有效評估。確保良好的評估實踐到位，即評估工具/觀察是公平、誠實的，並能準確反映孩子的情況。領導團隊每年都會與教學人員一起審查評估政策。



Teachers 教師

The teaching staff participate and collaborate in PDs to further develop themselves and discuss good practices concerning assessment. The teacher uses data collected through assessment to inform their teaching and learning and plan for the next steps. Teachers ensure that children are assessed multiple times through the various methods, strategies, and tools outlined in this policy. Teachers ensure students' portfolios are updated with all necessary documents. Teachers communicate the child's progress with parents during PTCs and SLCs in a positive and meaningful manner outlining goals/ next steps for children.

教職員工參與並在 教師專業學習日 中合作，以進一步發展自己並討論有關評估的良好做法。教師使用通過評估收集的數據為他們的教學和學習提供信息並計劃如何進行下一步。教師確保通過本政策中概述的各種方法、策略和工具對兒童進行多次評估。教師確保學生的學習檔案所有必要的文件並更新。教師在PTC 和 SLC 期間以積極和有意義的方式與家長溝通孩子的進步，概述孩子的目標/下一步。

Parents 家長

Parents collaborate with the school throughout the year, attending events such as PTCs and SLCs to be informed about their child's progress and work together with the school to achieve learning outcomes as highlighted by the school. Parents participate in their child's learning by being informed of the unit learning through Unit newsletters and Seesaw updates.

家長全年與學校合作，參加 PTC 和 SLC 等活動，了解孩子的進步並通過家校合作實現學校高度強調的學習成果。家長通過單元通訊和SEESAW課程管理平台更新獲悉單元學習情況，從而參與孩子的學習。

Goals for inquiry: 查詢目標:

- Ask questions of more depth
提出更深入的問題
- Integrate knowledge from different areas to solve real problems
整合不同領域的知識以解決實際問題
- Accumulate a comprehensive knowledge base
全面積累知識庫
- Apply understanding to further inquiries successfully
成功地將理解應用於進一步的查詢
- Demonstrate independence and ability to work collaboratively
表現出獨立性和協作工作的能力



Types of Assessment: 評估類型:

Pre-Assessment (N/ LK & UK only): 學前評估 (僅限 N/LK/UK):

- Pre-assessment is a strategy used within PYP to support and inform the planning process.
學前評估是 PYP 中用於支持和告知規劃過程的一種策略。
- Pre-assessment is used to find out what children already know and what they can do, leading to differentiated teaching and learning. It takes place at the beginning of a unit and can be used as a resource throughout to enable reflection and critical thinking as knowledge is constructed.

學前評估用於了解兒童既有知識以及他們既有能力，從而實現差異化的教學和學習。它發生在單元開始，並且可以作為一種資源在整個過程中使用，以便在構建知識時進行反思和批判性思維。

Formative Assessment (PN / N/ LK & UK): 形成性評估 (PN/ N /LK & UK)

- Formative assessments are used to understand the learning of children throughout a unit. This assessment of learning provides teachers and students with a clear insight into children's understanding of the Central Idea and the Lines of Inquiry.

形成性評估用於了解兒童在整個單元中的學習情況。這種學習評估幫助教師和學生更清晰地了解學生對中心思想和探究線索的理解。

Summary of Learning (PN/ N/ LK & UK): 學習總結 (僅限 PN/ N/ LK & UK) :

- Children have many significant moments of learning throughout different units. Teachers continuously assess children's learning to maximize opportunities for development

孩子們在不同的單元中有許多重要的學習時刻。教師不斷評估孩子的學習，以最大限度地提高發展機會

We use various assessment strategies that are integrated within the classroom seamlessly so that young learners perceive assessment as a supportive tool to become involved in, and teachers understand its importance in planning for the following stages of learning. (0301-05-0200)

我們使用能在課堂中運用的各種評估策略，以便年輕學習者將評估視為參與學習的支持性工具，並且教師了解其在規劃以下學習階段的重要性。(0301-05-0200)



Assessment for learning helps promote reflective teaching and provides a tool that can help develop a differentiated curriculum. Throughout the learning process children will be actively engaged within assessment as they evaluate their learning and progress towards their goals.

學習評估有助於促進反思性教學，並提供一種有助於開發差異化課程的工具。在整個學習過程中，孩子們將能更積極參與評估當他們評估自己的學習和實現目標的進展過程。

Assessment of learning is a vital part of the cycle and provides the teachers with information regarding the achievement of children throughout a unit, term or across the school year. It also informs teachers of those children who may need further support or children who need to be ‘stretched’ further.

學習評估是周期的重要組成部分，能為教師提供有關兒童在整個單元、學期或整個學年學習成果的信息。亦能告知教師哪些是可能需要進一步支持/延伸的孩子。

Assessment as learning promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

作為學習的評估通過幫助學生承擔責任來促進學習，同時培養他們學習的熱情和動力。通過鼓勵學生積極設計、管理和衡量自己的學習，他們發展使用評估進行自我評估、反思和調整未來學習的技能。

Reports 報告

In addition to ongoing classroom observations and assessments, PIPS has two formal reports for Lower Kindergarten and Upper Kindergarten, that are distributed in December/ January (Mid-Term Report) and June (Year-End Report), and one for Nursery and Pre-Nursery, distributed at the end of June (Year-End Report).

除了持續的課堂觀察和評估外，PIPS 有兩份針對低班和高班/預備班的正式報告，分別在 12 月/1 月(期中報告)和 6 月(期末報告)分發，一份針對幼兒園和 Pre-Nursery，在 6 月底分發(期末報告)。

The reports include checklists that are based on our school’s learning continuum as well as an important teacher comment section on the child’s progress, areas for improvement, as well as reflections on the child in relation to the PYP Learner Profile Attributes

報告包括基於我們學校學習連續體的檢查表，以及重要教師評論部分，關於孩子的進步、需要改進的領域，以及與 PYP 學習者檔案屬性相關的對孩子學習的反思。



Documentation 文檔

Documentation is a useful tool particularly with the youngest learners within PYP. Over the course of a unit teachers will build a learning journey within the classroom, recording children's questions, comments, taking photographs and videos and recording the child's voice. It is a constant point of reference throughout the unit allowing children to reflect on what they already know, and to help them plan what they want to know more about. This documentation holds valuable information regarding the learning of all children and is a strong assessment tool.

文檔是一個有用的工具，特別是對於 PYP 中最年輕的學習者。在一個單元學習的課程中，教師將在課堂內建立一個學習之旅，記錄孩子們的問題、評論、拍攝照片和視頻以及記錄孩子的聲音。它是貫穿整個單元的一個恆定參考點，讓孩子們能夠反思他們所知所學，並幫助他們計劃個人意欲深入了解的部分。該文檔包含有關所有兒童學習的寶貴信息，是一種強大的評估工具。

At the end of the Unit of Inquiry, items recorded by the teachers can be compiled into a book or similar format to be kept in the classroom or library for children to reference at any time.

在探究單元結束時，教師記錄資料可以編成書本或類似格式保存在教室或圖書館，供孩子們隨時參考。

Portfolios 學生檔案

Purpose: To document and identify students' growth and progress. The portfolio provides information to parents, teachers, and students on student's growth throughout the year. It is used for assessment as well as for data collection.

目的: 記錄和識別學生的成長和進步。該學生檔案提供家長、教師和學生有關學生全年成長學習相關資料。該學生檔案可用於評估以及數據收集。

The portfolio will include selections of the following: pre-assessment, formative and summary of learning assessments, pre-writing samples, child-selected work, student self-evaluations, art samples, and language pieces collated from the PYP areas of learning. Teachers will annotate pieces of work to ensure the context for learning is evident.

學生檔案內容包括以下：學期前評估、形成性評估，總結性評估，總結、寫前練習樣本、學生自選作品、學生自我評估、藝術樣本和從 PYP 學習領域整理的語言學習片段。教師將對作業進行批註，以確保學習動機和目的清晰可見。



Further details can be found in the PIPS Essential Agreement for Portfolios document.
更多詳細信息可以參考 PIPS 學生檔案文件公約。

Portfolios are kept in classrooms and can be viewed at any time by the teachers and children. Portfolios are sent home at the end of the first term to be viewed by parents and may be taken home at the end of the school year.

學生檔案平時存放在教室裡，老師和孩子們可以隨時查看。學生檔案在第一學期結束時送回家供家長借閱，並於學年結束時帶回家。

The portfolio will also include annotated pieces of the child's art; 1 written in English and 1 written in Chinese. Children will also be able to select any other art pieces or photographic representations of their art that they would like to include.

學生檔案也包括老師註解的兒童藝術作品；1篇英文寫的，1篇中文寫的。孩子們還可以選擇他們想要包含的任何其他藝術作品或藝術作品存檔相片。

Parents are encouraged to participate in their children's portfolio learning journey by completing a 'parent's voice' reflection sheet regarding their child's development. These comments support children and help parents to become active participants in their child's learning.

我們鼓勵家長通過填寫有關孩子學習發展的“家長心聲”反思表來參與孩子的學習之旅。這些意見有效支持孩子並幫助父母成為孩子學習的積極參與者。

Our specialist Music teacher will also create a page for children's portfolio, reflecting their understanding of musical knowledge from across the year.

我們的專業音樂老師也會負責為孩子們編寫頁面以反映全年下來他們對音樂知識的理解。

The Putonghua specialist teacher will create an additional page for those children in the tri-lingual classes that will reflect their learning in Putonghua.

普通話專科老師會為三語班的孩子們編寫額外頁面，以反映他們在普通話方面的學習情況。



Assessment review 評估審查

We will collaboratively review our assessment agreements annually at the end or beginning of each school year. The portfolios will be kept in classrooms and is a record that they can take with them when they leave PIPS or move up to the next level. We will encourage children to have ownership of their portfolios and review/reflect/ add to them as they like.

我們將在每個學年結束或開始時協作審查我們的評估協議。學生檔案將保存在教室中，作為他們離開 PIPS 或升級時可以隨身攜帶的記錄。我們鼓勵學生多多利用學生檔案並根據他們的喜好審查/反思/添加資料。

The following review will be scheduled for August 2023.

以下審查定於 2023 年 8 月進行。