



新东方国际双语学校

NEW ORIENTAL ACADEMY

A Better You, A Bigger World

noa.xdf.cn

ASSESSMENT POLICY

New Oriental Academy of Changping, Beijing, is committed to utilizing educational assessment in an effective and consistent manner to inform the learning process and outcomes for the student, teacher, and parents/guardians. Consequently, the school views assessment as an essential requirement of the learning cycle. New Oriental Academy has established policies and procedures reflective of the international community while still retaining the core philosophies and requirements of Chinese education. To implement these guidelines, the Academy has adopted the following policies based upon the guiding ethos of the International Baccalaureate Organization as well as the vision and mission of the school.

Guiding Ethos

The New Oriental Academy Vision:

To become an excellent, impactful, international, bilingual school that provides a Chinese-rooted and internationally-minded education for students.

The New Oriental Academy Mission:

New Oriental Academy will nurture students to have a global vision and the courage to assume social responsibilities while encouraging them to demonstrate distinguishing character and become active, life-long learners.

From the International Baccalaureate Organization:

“Effective teaching and learning requires meaningful assessment. IB World Schools strive to clarify the purpose of student assessment, the criteria for success and the methods by which assessments are made. In IB programmes, assessment is ongoing, varied and integral to the curriculum. Assessment may be formal or informal, formative or summative, internal or external; students also benefit by learning how to assess their own work and the work of others.”

From *What is an IB Education?*, p. 5 (IBO, 2013)



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Principles of Assessment

New Oriental Academy recognizes a deep interdependency between teachers, learners, and assessment. The school acknowledges the following:

- Just as there are many styles of teaching, there are many styles of learning.
- Our students have varied cultural experiences and, therefore, cultural needs.
- Different students perform differently according to the context of learning.
- Self-assessment and peer-assessment are often as valuable as teacher-assessment.
- Understanding our achievements and weaknesses is a vital part of assessment.
- The most effective form of feedback is both positive and constructive.

Assessment Practices

- New Oriental Academy aligns assessment with the mandates of the Middle Years Programme and the Diploma Programme.
- New Oriental Academy communicates these policies, their philosophy, and the methods by which to utilize them to the entire school community.
- New Oriental Academy uses a variety of strategies and tools to assess student learning.
- New Oriental Academy provides students with insightful and constructive feedback to better improve their learning.
- New Oriental Academy utilizes recording systems for monitoring student progress in accordance with the assessment philosophy of the IB programmes.
- New Oriental Academy utilizes systems to report student progress in accordance with the assessment philosophy of the IB programmes.
- New Oriental Academy analyses all of this assessment data to better inform future teaching and learning in the school.
- New Oriental Academy invites students to participate in and reflect upon the assessment of their own work.
- New Oriental Academy offers its students the opportunity to demonstrate the outcomes of their learning through the execution of the MYP community project and the DP extended essay.

Adopted from *Programme Standards and Practices*, p. 6 (IBO, 2014)

Methods of Assessment

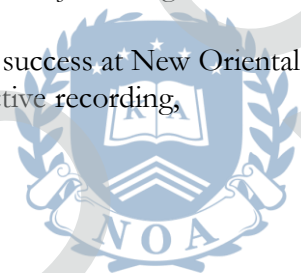
It is especially important at New Oriental Academy, where students will be exposed to many teachers of various international backgrounds, that all educators practice a variety of effective methods of assessment. To produce successful world-citizens, New Oriental Academy is committed to the following types of assessment for both students and faculty.

New Oriental Academy defines all assessment as either **formative** or **summative** in nature:

Formative assessments intend to provide both learner and teacher an on-going understanding of current ability in order to better inform future performance in the same unit or field of study. This is, broadly speaking, assessment for learning.

Summative assessments intend to determine achievement and mastery level, and are often implemented at the end of a unit or subject of study. It is assessment of learning.

Understanding the value of these two assessment types is critical to student success at New Oriental Academy. All faculty of the Academy have adopted practices to utilize effective recording, reporting, and analysis of their assessments based on these two categories.



Assessment and Planning

Beginning with their induction and continuing throughout their time at NOA, IB teachers are made aware of the assessment expectations of the IB programmes. The pedagogical leadership team will provide them with examples and access to past papers and mark schemes, work samples from previous moderation and other examples of assessments. While we recognize the danger of 'teaching to the test' we will use these to guide planning and clearly articulate success criteria for both students and teachers.

As we develop the MYP and DP programmes at NOA we recognize that we are on a journey towards embedding the ATL's into our practice as well as deepening our understanding of the principles of 'Understanding by Design' and concept driven curriculum planning. These are at the heart of what we value about learning and will be incorporated into the design of assessment tasks accordingly.

Methods of Assessment: Tools

The IB, and thus by extension NOA, places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.

Assessment criteria concentrate on particular skills that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it. Using assessment criteria allows discrimination between different answers and encourages a variety of responses. Each criterion comprises a set of hierarchically ordered level descriptors. Each level descriptor is worth one or more marks. Each criterion is applied independently using a best-fit model. Rubrics based on these assessment criteria are a fundamental assessment tool at NOA.

Feedback and Assessment

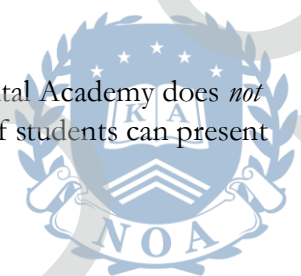
Assessment forms only part of the learning process and is complimented and strengthened by timely and effective feedback. Our teachers' assessment provides not just information about the learning process for students but also indications about relevant pedagogical issues for themselves. Assessment tasks provide opportunities to support more cognitively demanding but increasingly effective forms of feedback. As such we strive to provide a wide variety of methods of reporting on student progress.

Methods of Reporting Student Progress

New Oriental Academy provides feedback on the learning process to students and their parents/guardians through the following:

- term reports & mid-term reports (effectively creating 4 marking periods in 1 school year)
- conferences with both students and parents/guardians
- student self-evaluations
- peer evaluations
- online portal to view student progress through student reporting systems
- phone calls
- emails and text messaging

To encourage student collaboration and deter divisive behavior, New Oriental Academy does *not* rank students in quarterly reports. The Academy believes that the ranking of students can present



misconceptions that certain individuals are valued as superior to others, misconceptions that conflict with the core principles of New Oriental Academy.

Numeric Scoring

While an authentic, personalized, and holistic approach is at the core of the Academy's assessment values, numeric scores are also a recognized form of reporting and informing student performance. Based upon internationally accepted evaluation methods and the descriptors provided by the IBO, New Oriental Academy adheres to the following numeric scoring system:

LETTER GRADE	GPA VALUE	AP & IBHL GPA VALUE	SCORING PERCENTAGE	SUGGESTED IB ASSESSMENT SCORE***
A	4.0	5.0	95 - 100	7
A-	3.7	4.7	90 - 94	6
B+	3.3	4.3	87 - 89	5
B	3.0	4.0	83 - 86	
B-	2.7	3.7	80 - 82	4
C+	2.3	3.3	77 - 79	
C	2.0	3.0	73 - 76	
C-	1.7	2.7	70 - 72	3
D+	1.3	2.3	67 - 69	
D	1.0	2.0	63 - 66	2
D-	0.7	1.7	60 - 62	1
F	0.0	0.0	Below 60	0

***On official IB assessments, 0-7 scores are always determined by designated IB official standards
(this chart is meant to help unfamiliar parties understand a rough equivalence between different assessment measurement)



Examination Practice and Philosophy

Formal school based examinations are an important indicator of student achievement and aptitude. As a summative assessment, each class will assess student mastery during a mid-year examination and a final examination. Additionally, a mid-term exam will take place for all students halfway through each of the two terms the school year is divided into. The expectations of these examinations are clearly outlined by teachers throughout the learning process. One of the important purposes of formative assessments throughout the semester is to build better practices, skills, and knowledge in preparation for student success in their formal, summative examinations. For students taking IB Diploma Programme classes, all mid-year and final examinations are to be designed in the style of official IB examinations. In this way, the requirements and regulations for IB examinations are communicated to students and parents multiple times prior to the final externally assessed examinations.

Note: before the official IB exams start in May, all DP2 students will take their class final exam, designed by the instructor in the style of an IB exam, as a “mock” IB exam.

The combination of mid-term, mid-year, and final exams will comprise 40% of a student’s final grade in a class.

ASSESSMENTS	FINAL GRADE VALUE
Formative and summative assessments as outlined in NOA’s assessment policy (participation, classwork, quizzes, tests, unit exams etc.)	60%
Mid-term and final examinations	40%

Reassessment

New Oriental Academy provides students who fail a class a last opportunity to demonstrate their competency of a subject through re-examination at the start of the following semester. For the purposes of this retake, “failing” is defined as any final score below a 73% (as any grade below this percentage falls below the 2.0 GPA requirement of most universities).

The re-examination is a two-part process and is a last chance to improve the final score in a class:

- The first part is a task meant to emulate the skills and tasks suited to the subject (a presentation, research paper, etc.). This first task will account for 60% of the student’s new final grade.
- The second part is a formal paper exam, designed in the same style and with the same rigor as the original final paper examination. This second task will account for the remaining 40% of the student’s new final grade.
- Regardless of how well a student performs upon re-examination, the new final score shall not exceed 75%.

There are no re-examination or resubmission opportunities for IB internally-assessed or externally-assessed tasks except when designated and approved officially by the IBO.

DP Predicted grades

Using the above mentioned DP assessment criteria only, students will be given a predicted grade. This will be based on all the evidence of the student’s work and the teacher’s professional judgement and the IB standards.

IB Coursework, internal and external assessments



The IB diploma core and subjects have required summative assessments which make up the final IBDP grade or contribute a passing condition for the diploma, these are referred to as Coursework and can be assessed either internally or externally. Coursework should become an integral part of normal classroom teaching. Internal assessments are marked by teachers and those IA marks are submitted to IBIS. A sample of the internally assessed coursework will be required for moderation. Externally assessed coursework is uploaded and marked by an external examiner.

All coursework should be produced under conditions which are clearly defined by the school, the role of collaboration and the role of the teacher/level of assistance should be clearly communicated, as should permitted redrafting.

NOA recognizes that the rigors of the IBDP are such that a clearly defined timetable for the internal assessments and other parts of the core should be communicated to the community to enable students to manage the requirements effectively. This includes timely communication of the external examination schedule. This schedule is to be produced in a collaborative effort between the DPC and all DP teachers within the first month of DP1. The schedule shall be shared with all faculty, students, and parents upon completion. Any changes to this “IB Calendar” will be followed by immediate digital notification to all stakeholders by the DPC.

DP Final examinations

All final examinations for the Diploma Programme will be conducted following the guidelines set forth in the document - Diploma Programme Assessment Procedures 2019. Including but not limited to;

- In school training of staff by the DPC on the invigilation of examinations
- Providing parents and guardians written copies of the examination guidelines.
- Providing provisions relating to access and inclusion arrangements.

Moderation of student work

Internal moderation of assessments helps to ensure comparability of standards between classes and departments and ensure fairness in assessment for all students.

The pedagogical leadership team will ensure that all have been provided with opportunities to participate in moderation meetings to build shared common understandings of the criteria standards in the courses they teach. These meetings may be for teachers within a common subject group or with teachers in the same department.

Note: While the school has small enrolment numbers or there is a sole teacher of a subject group, will attempt to form a professional partnership with another school or schools to undertake collaborative internal moderation of assessment.

Celebrations of Success

New Oriental Academy proudly celebrates academic success and progress in the following ways:

- Weekly addresses
- Awards ceremonies
- Exclusive scholarship opportunities for students of New Oriental Academy
- Newsletters to parents
- Numerous, subject-specific hallway boards for displaying exceptional work



Academic Honesty and Assessment

Throughout all assessments; individual and collaborative; formal and informal; formative and summative; internal and external; – students are expected to adhere to the principles and practices set out in the New Oriental Academy Academic Honesty policy.

Academic Support & Interventions

New Oriental Academy is committed to the success, health, and general well-being of each student and provides for students in the following ways:

- academic warning and academic investigations
- mentoring/counseling
- school psychologist

Where standard examination conditions and assessment procedures would put IB candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of inclusive access arrangements may be used.

(IBO Diploma Programme Assessment Procedures 2019)

More information on student support and inclusive practices can be found in the New Oriental Academy Inclusion Policy.

Roles and Responsibilities for the implementation of this policy

All staff are responsible for the development and implementation of the practices outlined in this policy. They should embed these practices within their teaching and use them to plan and deliver meaningful learning experiences.

It is the role of the subject teacher to ensure that the practices contained herein are communicated in a way which meets the needs of both their subject and the students taking it.

It is the role of the DP Coordinator and the pedagogical leadership team to ensure that the policy is understood by all current staff and forms part of the induction process for new staff.

Policy Review Record

Drafted by DP Coordinator October/November 2018

Revisions by DP Coordinator & HOS Feb-Apr 2019

Faculty review and revisions May 7-10, 2019

Parent & student review and revisions: Sep 2019

VVV Review: June 4th, 2020

