

Responsibility for Policy  
Implementation:  
政策負責方：

Principal (Secondary)  
中學校長

Relevant to:  
政策關聯方：

All Han Academy academic staff  
(Secondary), students and parents  
所有漢鼎書院教職員(中學)、學  
生、家長

Approved by:  
政策批准方：

Principal (Head of School)  
校長

Effective from:  
政策生效日期：

20 June 2023  
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下次檢討日期：

19 June 2024  
2024 年 06 月 19 日

## **ASSESSMENT POLICY (SECONDARY)**

The Policy regulates the assessment of students' performance as a reflection of their learning at the School, in the on-campus and online format. The objective of the Assessment Policy (hereinafter, Policy) is to provide a mechanism that helps students at Han Academy (hereinafter, School) to improve their learning process and to strengthen the quality of teaching at the School. Implementation of the Policy aims at providing the School with a ground for future improvement of the assessment process, which, itself, is an essential step toward the overall development of the education standard at the School. Based on the Policy implementation, the School identifies students' progress toward meeting academic requirements, obtains information on the quality of teaching at the School, including the suitability of courses offered, and provides feedback to students' parents/guardians. The Policy regulates the assessment practice in the Secondary section at the School, including the academic programmes offered under Cambridge Assessment International Examinations (CAIE) and the IB Diploma Programme. The regulations apply to all the programmes in the Secondary section of the School if even a particular programme and/or its components are not specified.

### **1. PURPOSE OF ASSESSMENT**

- 1.1 Formative assessment is an ongoing process and is conducted throughout the whole academic year. It is a complex exercise, which includes a range of assessment practices, as specified below. The purpose of formative assessment is to approach students' academic performance, learning process and outcomes from different perspectives. This is done through different assessment exercises to facilitate their learning process and motivate them to inquire and learn. All teachers should conduct formative assessment of students' performance, with appropriate feedback provided to students, as guidance, on a regular basis, as determined by the respective subject/department head.
- 1.2 Summative assessment is conducted at the end of a period of learning. It can include formal tests and examinations, projects, presentations, etc., which aim to identify the quality of acquisition of the academic materials covered in the class. Summative assessment can also be considered performing a diagnostic function, which assumes understanding the current level of students' academic performance and identifying ways for continuous improvement.

## 2. ASSESSMENT CRITERIA

- 2.1 Assessment criteria are established to provide fair judgment on students' academic performance. The assessment process covers the whole learning process at the School throughout the entire academic year.
- 2.2 Assessment is centred around the core principle of academic integrity and honesty and aims at strengthening the importance of that principle in the whole process of teaching and learning. Maintaining the standard of academic honesty, as well as investigating issues relating to malpractice cases, in either in-classroom or homework, including examinations and internal assessment works, are regulated by the School's Academic Honesty Policy.
- 2.3 Assessment criteria are meant to be flexible, valid, meaningful, varied, supportive, and diagnostic, with strong consideration of differentiated learning.
- 2.4 Assessment criteria are intended to be entirely understandable for students and to provide them with an authentic reflection of their academic achievement and progress.
- 2.5 Assessment is reflected in two aspects: a student's academic achievement and attitude in each subject and the overall behaviour conduct in a semester, and all students shall receive their performance assessment feedback (marks, descriptive feedback) for all subjects based on respective criteria.
- 2.6 Academic achievement is graded based on the 'A\*' to 'F' scale for Cambridge Secondary programmes, '7' to '1' for IBDP subjects, and 'A' to 'E' for IBDP Theory of Knowledge (TOK) and Extended Essay (research) assessment. The grading standards reflect grade descriptors established by the IB or CAIE.
- 2.7 Attitude is graded based on the '5' to '1' scale for all subjects. The grades reflect students' attitude toward learning, including, as judged by the respective teacher, their time spent on learning the subject and to what extent the student is engaged in the class.
- 2.8 Behaviour conduct is graded based on five levels: 'excellent', 'good', 'adequate', 'needs improvement' and 'poor'.
- 2.9 All subjects taught in the School are subject to assessment, including non-examinable subjects. Students' performance in IBDP Creativity, Activity, Service (CAS) is reflected by qualitative grading, based on comments provided by the CAS Coordinator.
- 2.10 The following are types of formative assessment applied in the School:
- 2.10.1 Class participation, which includes homework (a task to be performed by students in the non-controlled environment), quizzes (short question-based written assignments), in-class discussions, presentations, debates, etc.;
  - 2.10.2 Research projects (individual or group-based), research portfolios, commentary portfolios, essays, journal writing, laboratory reports, etc.
  - 2.10.3 Oral presentation of projects;

- 2.10.4 Artworks, including music performances;
- 2.10.5 Field trip-based tasks;
- 2.10.6 Experimental practical works;
- 2.11 The School conducts at least one session of mock (preparation) examinations for each programme (Cambridge Lower Secondary Checkpoint, IGCSE, A/AS Level, and IBDP), which serve as diagnostic indicators for the School, in particular, the programme coordinators and subject teachers for identification of the students' current level of academic performance and quality. The results aim at further academic improvement and serve as an essential ground for determining IBDP predicted grades.
- 2.12 Summative assessment includes
  - 2.12.1 Unit tests on specific topics/chapters covered.
  - 2.12.2 Mid-semester tests
  - 2.12.3 End-of-semester examinations
  - 2.12.4 Programme mock examinations
- 2.13 Subject teachers are guided to follow the overall trend of the students' progress, with strong consideration of recent performance compared to the one demonstrated earlier during the academic period.
- 2.14 An inherent aspect of student performance assessment is moderation of summative assessment tasks. Internal moderation and quality checks of coursework are to ensure that internally marked coursework aligns with the standards defined by the programme board (for instance, International Baccalaureate - IB) and provides students with an accurate reflection of the marks they will receive, the school implements a robust system of internal moderation and quality checks. The following practices are employed:
  - 2.14.1 Internal moderation process: After teachers have completed the initial marking of student coursework, a designated internal moderator, who is familiar with the subject and assessment criteria (based on the availability of such subject teacher), reviews a sample of the marked work. The internal moderator assesses the accuracy and consistency of the marking, ensuring that it aligns with the IB's standards and provides a fair representation of student achievement.
  - 2.14.2. Moderation meetings: Regular moderation meetings are conducted within subject departments, where teachers discuss and compare their marking decisions. These meetings serve as an opportunity to address any discrepancies or inconsistencies in marking, clarify assessment criteria, and promote internal standardisation.
  - 2.14.3. Sample moderation: In addition to the internal moderation process, a sample of marked coursework from each teacher is selected for further moderation at the school level (at least two works, if the class consists of at least two students). This sample is reviewed by a panel of experienced teachers or coordinators to ensure

consistency across different classrooms and to maintain alignment with IB standards.

2.15 Internal standardisation of assessment is crucial to ensure fairness and consistency in grading across different teachers and classes within the school. The following practices are implemented:

2.15.1. Collaborative planning: Teachers engage in collaborative planning sessions to discuss and develop a common understanding of assessment criteria, grading standards, and expectations. This helps establish consistency in assessing student work and minimizes potential variations in grading practices.

2.15.2. Exemplar materials: Exemplar materials provided by the IB are used to illustrate the expected quality and level of student work. These materials serve as benchmarks for teachers during grading, allowing them to align their assessments with the IB's standards.

2.15.3. Professional development: Teachers are provided with regular professional development opportunities focused on assessment practices and internal standardisation. These sessions enhance teachers' understanding of the IB's assessment requirements and promote consistent and accurate grading practices.

2.15.4. Quality assurance checks: Periodic quality assurance checks are conducted by the subject coordinators or designated personnel to review and verify the consistency of grading practices across different teachers and classes. Feedback and support are provided to ensure ongoing improvement.

### **3. ASSESSMENT REQUIREMENTS**

3.1 Assessment of students' performance at the School is conducted throughout the whole academic year. The academic year in the School consists of two academic semesters.

3.2 If a student misses more than 50% of lessons of a particular subject of the particular semester (caused by excused reasons, as determined by the School, or has been admitted late in the respective semester), the student cannot receive an academic performance grade (marked 'N/A') for the affected subject, while a report card is provided to the student, with an attitude grade and comment from the teacher included.

3.3 Unexcused absences exceeding 50% of subject lessons of the semester lead to the subject's academic performance grade of an 'F'.

3.4 Performance of all students shall be assessed on a semester basis.

3.5 Students who missed a subject semester final examination because of a valid reason, such as an accepted medical condition or family loss (not limited to these only), within 5 (five) school days after the respective examination day, may apply for taking the subject examination, which can be conducted before the end of week 1 of next

semester or academic year. If taking the examination is permitted, based on the final marks awarded, the student will be considered for promotion to the next year level.

- 3.6 Students who failed a semester final examination are not allowed to retake it, and the examination mark is considered final and is to be considered toward the total mark for the semester and, subsequently, the academic year.
- 3.7 The School provides a special arrangement for students who need extra support, evidence-based, as mentioned below. If students have other diagnosed learning needs and ask for special exam arrangements, the School will try to refer to standards and practices from Hong Kong EDB, Hong Kong EAA, Cambridge Examination Board and IB, striving to provide the best learning and exam experience for students.
- 3.7.1 Students with a provided medical report to School on learning difficulty diagnosed are given additional time, as determined by the School. The medical report must be dated within two years of the exam and verified by a suitable professional, for example, a medical professional, an educational psychologist, a clinical psychologist, an occupational psychologist, or an appropriately qualified specialist teacher. The professional must sign and date the evidence and include details of their relevant qualifications. The student's parents should submit the medical report at least one month before the end-of-semester exams. (15 November for Semester 1, and 15 April for Semester 2). If parents or students want to apply for access arrangements, for example, extra time, for Cambridge international examinations, they should express their intention and submit the medical report before 21 February for the June series and 21 July for the November series.
- 3.7.2 Students diagnosed with attention deficit syndrome are provided with a separate room to sit for an exam to retain focus during the exam.
- 3.7.3 Students diagnosed with dyslexia are provided with special support such as having questions being read to them and, under permitted circumstances, with a laptop allowed to be used (without proofreading/auto check functions) to type in their answers.
- 3.8 Teachers of all subjects are to record students' academic performance (e.g., examination/test scripts, homework assignments, presentation files, quizzes, etc.). Teachers should guide students on organising all the learning evidence materials (hardcopy or digital) in a proper place.
- 3.9 Preparation of internal examination papers and the process of examination arrangement are regulated according to the overall regulations of the examination papers at the School.
- 3.10 Students' internally assessed works, results of which are to be sent to the respective assessment authority (e.g. IBDP subject Internal Assessment or IGCSE Global Perspectives Team Project) or other works, which will be assessed externally (e.g. IGCSE Global Perspective Individual Report) shall be submitted for external assessment based

on respective programme's requirements and deadlines, as well as the School's internal schedule for the particular programme.

3.11 Programme coordinators are primary staff members responsible for administering respective programme examinations, collecting works to be sent for external marking or moderation, and their mailing them to the respective programme's assessment centre or uploading them on its website.

3.12 Promotion of students to the next year level is based on the final grade that best matches the respective programme grade descriptors as determined by subject teachers. A grade is ultimately determined by the professional judgement of the subject teacher but is based on both formative and summative assessments and may be informed by non-graded assessment evidence. When applying professional judgement, grade boundaries, as determined by the respective subject department, are used by teachers as working information, aiming to help teachers understand the students' performance within the scope of grade descriptors.

3.13 This article sets requirements for promoting Secondary students to the next year level.

3.13.1 To be promoted to the next year level, all students of Y7-Y9 are to

- pass at least 3 out of 4 examinable subjects (Chinese, English, Mathematics, Science) with a minimum grade of a 'D';
- pass non-examinable subjects with not more than one subject graded an 'F';
- receive at least a '3' for the attitude grade in at least 2/3 of all the subjects studied, with no attitude grade of '1' received in any subject;
- receive at least an 'adequate' grade for behaviour conduct for the whole academic year.

3.13.2 To be promoted to the next year level, all students of Y10 are to

- not to achieve more than two 'D's and one 'E' (with no 'F') for IGCSE subjects to be promoted to the next year level;
- pass non-examinable subjects with not more than one subject graded an 'F';
- receive at least a '3' for the attitude grade in at least 2/3 of all the subjects studied, with no attitude grade of '1' received in any subject;
- receive an 'adequate' grade for behaviour conduct for the whole academic year.

3.13.3. To be promoted to the next year level, all students of Y11 are to

- achieve at least a 'C' grade in at least three IGCSE subjects and not more than one 'E' (with no 'F') in IGCSE subjects to be placed in the Cambridge AS/A-Level programme at the School (Y12). Admission to the IBDP is regulated by School's IBDP Admission Policy;
- pass non-examinable subjects with not more than one subject graded a 'F';
- receive at least a '3' for the attitude grade in at least 2/3 of all the subjects studied, with no attitude grade of '1' received in any subject;
- receive at least an 'adequate' grade for behaviour conduct for the whole academic year.

3.13.4 To be promoted to the next year level, all students of Y12 are to



- achieve the minimum of 'D'-'D'-'E' for the subject studied under AS/A-Level. In the case a student has studied more than three subjects, no other subject should receive a grade below a 'C'. Students should not have an 'F' in any subject, including non-AS/A-Level subjects.

- receive at least a '3' for the attitude grade in all the subjects studied (including in non-AS/A-Level subjects) and

- receive at least an 'adequate' grade for behaviour conduct for the whole academic year.

3.13.5 Students who do not meet the year-level promotion requirements can apply for promotion on a conditional basis. Promotion conditions are to be determined by the Principal of Secondary, in consultation with the programme coordinator. These students' progress will be evaluated by semester one/mid-semester of the next academic year. Provided the conditionally-promoted student cannot meet the condition for promotion, she/he will be demoted to the previous year level.

3.13.6 Students who have achieved at least a 'B' grade level in all the subjects (examinable and non-examinable), but failed to demonstrate adequate behaviour conduct, can be considered for conditional promotion to the next year level. Such students are required to demonstrate adequate behaviour, by mid-Semester 1 of the next (promoted) year level, to stay in the promoted year level.

3.13.7 Students whose behaviour conduct is graded as 'poor' or receive four or more 'F' for any subjects at the end of the academic year are not eligible for conditional promotion. Promotion of students with proven medical conditions (which clarifies a student's learning difficulty) is regulated by the Special Education Needs Policy of the School.

3.14 Promotion of students in the IBDP is regulated by the School's IBDP Admission Policy.

3.15 Every academic semester, the School issues report cards, which reflect students' academic progress and attitude. The report cards are issued electronically (softcopies) and, upon request from students' parents, paper copies (hardcopies) will be provided too.

3.16 Subject departments are empowered to determine prerequisite criteria for enrolment of students in particular subject learning (e.g., IGCSE Art and Design, Music, etc.), subject to approval by the respective programme coordinator.

3.17 Students of Y10 (Cambridge IGCSE) and Y12 (Cambridge AS/A-Level) are provided with twenty school days from the beginning of the academic year to select subjects in the programme. After this grace period, students may apply to drop but not to add a subject, subject to approval by the School. Dropping (withdrawing from) a subject before the mid-Semester holiday break (October in Semester 1 and April in Semester 2) will result in no inclusion of that subject in the semester report card. Dropping (withdrawing from) a subject after the mid-Semester holiday break (October in Semester 1 and April in Semester 2) and at least more than 20 school days before the



end-of-semester exam will result in receiving a 'W (withdrawal)' for the subject for the respective semester in the report card. Dropping (withdrawing from) a subject less than 20 school days before the end-of-semester exam will result in receiving an 'F' for the subject for the respective semester in the report card.

3.18 Students of Y11 and Y13 can apply to drop (withdraw from) a subject by mid-Semester 1 holiday break, subject to approval by the School. Dropping (withdrawal from) a subject afterward will result in receiving an 'F' for the subject for the semester.

3.19 The grace period regulating the subject selection in the IB Diploma Programme (Y12) is prescribed by the IBDP Admissions Policy of the School.

3.20 Students pursuing an IGCSE completion certificate are required to study minimum seven subjects in the programme, while students who do not pursue the programme certificate are required to study at least five subjects in the programme. The minimum number of AS/A-Level subjects is three.

3.21 In exceptional cases, the School can approve a student's request to skip a year level. Such applications can be considered if submitted no later than four weeks before the end of the current academic year. A committee is formed and led by the Principal of Secondary, which reviews the application and determines specific passing conditions for a particular year-level. The results of the review are announced to the applicant no later than the first week of the new academic year.

3.22 To graduate, students of Y13 are to:

- achieve the minimum of 'D'-'D'-'E' for the subject studied under AS/A-Level. In the case a student has studied more than three subjects, no other subject should receive a grade below a 'C'. In a case if a student has studied two subjects in Y13 (after taking programme examinations for another, third subject in Y12 with the minimum grade of a 'D' received), the minimum requirements for passing the two subjects in Y13 are 'D'-'E'. Students should not have an 'F' in any subject, including non-AS/A-Level subjects.
- receive at least a '3' for the attitude grade in all the subjects studied (including in non-AS/A-Level subjects) and
- receive at least an 'adequate' grade for behaviour conduct for the whole academic year.

3.23 To be promoted to the next year level (Y7-Y12) or to graduate (Y13), students should not have ungraded (recorded as 'N/A') subject (caused by attendance being below 50%, as prescribed in 3.2 above). A valid (proven) medical reason, which limits a student's opportunity to attend lessons (e.g., Physical Education (PE), Art and Design) will be considered separately.

#### **4. EVALUATION OF ASSESSMENT AND REVIEW OF THE POLICY**

4.1 The School uses results of students' academic progress assessment to determine the effectiveness and quality of teaching and learning, as well as the suitability of subjects offered at the School.

- 4.2 The Policy shall be reviewed at least once per academic year, with the involvement of the School's leadership and subject (including language) teachers, the officer in charge of IEN coordination and with consideration of the input from students, their parents/guardians, and the broader school community. Necessary changes will be included in collaborative discussions and will be shared with the students' parents.
- 4.3 In the process, consideration of the student's academic performance results and development (non-academic) progress is to be taken, in particular, related to a student's inclusion in the School's community.
- 4.4 The overall coordination of the review exercise is undertaken by the Principal (Secondary) or, as assigned by the Principal of the School (Head of School). The reviewed Policy enters into force after being approved by the Principal of the School (Head of School).
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**References:** IB Grade Descriptors