



# PO LEUNG KUK CHOI KAI YAU SCHOOL ASSESSMENT POLICY

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## **INTRODUCTION**

Po Leung Kuk Choi Kai Yau School (PLK CKY) is a through-train, private independent school in Hong Kong, offering a 12-year bilingual, holistic education to our students. In addition to pursuing academic excellence, the school strives to develop students into knowledgeable, righteous, and responsible individuals who are global minded and independent lifelong learners and are motivated to contribute to the local, national, and international communities. Our through-train curriculum is implemented along four key learning phases, namely Primary (Y1-5), Junior Secondary (Y6-8), International General Certificate of Secondary Education (IGCSE) (Y9-10), and International Baccalaureate Diploma Programme (IBDP) (Y11-12).

The prime aim of assessment of the Diploma Programme and other programmes at PLK CKY School is to support curricular goals and encourage appropriate student learning and development. This assessment policy reflects the combined assessment philosophy of our School and that of the International Baccalaureate (IB). It is constructed upon educational and pedagogical values and is relevant to all aspects of assessment at PLK CKY School and the IB Diploma Programme.

This assessment policy has been developed and revised collaboratively in accordance with the “Cambridge Handbook (International)” and “Diploma Programme Assessment Principles and Practices” documents, and in consultation with our teachers and parents. Teachers are expected to enhance student learning and incorporate our assessment policy into daily practice for this to be a meaningful document.

# 1. SCHOOL PHILOSOPHY AND PRINCIPLES

## 1.1 Assessment at PLK CKY School

PLK CKY School recognises that teaching, learning and assessment are fundamentally interdependent. Assessment forms an integral part of our curriculum planning, teaching and learning, and feedback cycle. Based upon planned learning targets, students' learning is assessed through both formative and summative assessments.

At CKY, we adopt different modes of assessment to allow students varied ways to demonstrate their knowledge and skills, as well as for our holistic understanding of students' learning and progress. The collected evidence is used to guide and regulate students' learning process. It also provides important information for our ongoing evaluation and development in relation to professional development and collaboration, school curriculum, instructional practice, student support and pastoral care.

Our assessment policy is also connected to our language policy, academic honesty policy and inclusion policy.

We are guided by the following principles:

### **Students:**

- have differing learning styles, interest and abilities
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- see self and peer assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is positive and constructive

### **Teachers:**

- implement effective teaching strategies to enhance appropriate student learning
- provide consistent constructive feedback on students' strengths, areas of improvement, and ways to improve
- ensure that students are fully involved in the assessment process so that they understand the expectations, criteria and practice of assessments
- ensure that students are fully involved in 'assessment for learning' activities whereby students are encouraged to incorporate assessment into their own learning and progress
- implement effective assessment strategies which encompass both informal and formally evaluated tasks
- analyse students' performance and assessment results, adjust teaching strategies in accordance to students' needs, and provide ongoing support for learning

## **Assessments:**

- are designed to incorporate a variety of modes and methods to allow students to demonstrate their learning in varied ways
- are designed to be relevant and motivating to students, and to inform them of their learning
- are geared toward teachers' understanding and evaluating of students' mastery of a broad range of concepts, attitude, knowledge and skills which is appropriate to an international and increasingly complex world
- are both norm referenced and criterion referenced in Year 1-8 for students' understanding of their own achievement as well as how well they meet school expectations
- are criterion-referenced in the IGCSE and IB programmes according to the guidelines set by Cambridge International Examinations (CIE) and International Baccalaureate (IB), which are provided to students by teachers.

## **Aims of Assessment**

PLK CKY School assesses its students in order for:

- teachers to understand what students have learned effectively, what needs revision, and what should be taught next
- teachers to support, scaffold and extend student learning
- teachers to communicate to students what they have achieved and what they need to do to reach the next stage of learning
- parents' understanding of the level of academic progress made by their children
- the school's tracking of students' learning and achievement over extended periods to build a clear picture of individual students, and to assess the effectiveness of the intellectual environment in which students learn
- evaluating teaching effectiveness
- Informing curriculum reviews
- Informing stakeholders including students, teachers, parents, receiving schools, future employers

## **Assessment Process**

All Year 1 – 9 students sit an end-of-term assessment at the end of their first and second term of learning. In Junior Secondary (Year 6-8), our end-of-term assessments are open-book examinations. They are aimed for students to apply learned skills to tasks and to enhance their critical thinking. Our assessment criteria and descriptors are clearly stated in our report cards, and assessment rubrics in relation to each criterion are standardised across each year level to ensure consistency in awarding grades.

IGCSE and IBDP assessments are based upon course aims, syllabuses and assessment criteria.

At PLK CKY, assessment is conducted by gathering evidence and information from the following sources:

- ongoing formative teacher assessment
- summative assessment tasks
- student-based assessment for learning
- previous summative records
- consultations with parents
- discussions with other teachers/professionals who have knowledge
- by analysing the above using professional knowledge and expertise

Students' academic progress and personal development can also be reflected in their performance in activities, school events and competitions, as well as their motivation, participation, attitude, and values as demonstrated in their day-to-day learning. Our other academic performance indicators include:

- students' initiative, participation and contribution in class
- students' interest, motivation, and attitude as demonstrated in their day-to-day learning
- students' interest, motivation, and attitude in completing assignments
- the extent students demonstrate critical thinking, collaborative skills, communication and other generic skills in learning and tasks
- the extent students demonstrate their IB learner profile in their daily lives
- students' reading and learning habits
- students' use of effective learning strategies

### **Types of Assessment Incorporated at PLK CKY School**

PLK CKY School incorporates a wide range of assessment strategies into the school programme:

**Formative assessment.** Our formative assessment embodies the philosophy of assessment as an essential learning process. It also provides opportunities for teachers to communicate expectations and practices to students.

Ongoing formative feedback in the form of teachers' verbal and written comments is given to students throughout the year. It informs students of their strengths, areas of improvement, and ways to improve. Formative assessments in CKY include class work, homework, projects, presentations, research writing, collaborative and problem solving tasks, question and answer sessions with whole class/small group, pair/group discussions, to name a few.

It is essential that students are made aware of the criteria for assessment adopted by teachers so that they can evaluate their own work. Students are encouraged to use assessment criteria/rubrics to analyse their own work. When a student acquires the skill of assessing their own work, they acquire the tools to become independent and well-motivated learners. Student-centred formative assessments can take the form of self-evaluation, peer-evaluation and evaluation of the 'perfect model'. Use of ICT to enhance these tasks should be incorporated whenever possible.

**Summative assessment** is a more formal type of assessment. It summarises what a student has achieved over a specific period. At PLK CKY School, this typically takes the form of end of unit tests and end of semester examinations. Students are also given quizzes or tests during the course of each school year in preparation for their end-of-term assessments.

### **Target Setting**

The most effective kind of assessment does not just make a statement about past performance, but seeks to accelerate the progress of individuals by drawing attention to the knowledge, skills and attitude that they need in order to attain the next level of performance. Target setting helps students to focus on short-term goals and has the potential to enhance their motivation.

CKY School encourages students to reflect upon their own performance and take responsibility for their own progress. Teachers are expected to help students understand the criteria by which their performance is evaluated, provide them with constructive feedback, and design pedagogic tasks for students to assess their own work, apply what has been learned, and challenge themselves to proceed to the next level of learning.

### **Monitoring and Evaluation**

Subject teachers are responsible for collating and collecting information regarding the assessment and evaluation of students. Each subject teacher is expected to maintain a coherent recording system to ensure that this data is available in respect of each student.

Form Tutors have the primary responsibility for monitoring the overall progress of pupils throughout the year and will liaise closely with pupils, parents, subject teachers and senior members of staff.

Heads of Department will monitor the progress of pupils in their subject and liaise with pupils, parents, members of staff in the Department and Heads of Year. They will seek to coordinate subject-specific support.

When an unsatisfactory level of progress is indicated on a School Report, parents may be invited to attend an interview in school with the Principal, the Form Teacher or a senior member of staff.

## **COMMUNICATION OF ASSESSMENT**

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Clear communication is an integral component of the assessment procedure.

The assessment process should inform students effectively about

- what they have achieved
- what areas they need to improve on
- how they can improve

Feedback on students' work should include constructive comments on what has been achieved and in what ways the work can be improved.

## **FORMAL REPORTING**

Reporting will be based on both formative and summative assessments of individual pupil performance. School report cards are issued to students on a biannual basis, normally in January and June after the first and second term.

CKY report cards include both subject and pastoral reports to reflect students' academic learning, attitude, achievement, and personal development at school. Our Y1-8 academic grades are based on the pupil's performance in internal examinations, class participation and homework tasks. Our Y9-12 reports provide information on students' attainment in relation to IGCSE and IB syllabuses and assessment criteria respectively.

We believe that students' achievement in school cannot be limited to a set of grades; therefore, comments detailing the specific strengths and areas of improvement of individual students are also included for parents' more complete understanding of their child.

### **Y1-8 school reports**

#### **Academic Achievement**

Academic grades are based on a variety of criteria including class work and homework, projects and reports along with subject specific tasks. Students are also given opportunities to demonstrate their understanding and application of skills through a variety of challenges, tests and quizzes. Students' achievement in formal assessments, which take place twice a year, are also reflected in the academic grades.

#### **Learning Attitude**

- Preparation and organisation
- Attention, effort and participation in class
- Works independently and collaboratively
- Stays on task
- Speaks in the language of instruction
- Demonstrates reflection on own learning and a commitment to improve

#### **Effort**

- Punctual submission of work
- Neat work
- Work meets subject expectations
- Quality of work

Grade descriptors and subject expectations are listed in our report cards for parents and students' information. Grades in our report cards are descriptive of students' performance and effort and are different to the traditional A, B, C grades. The following is an explanation of our assessment key.



## **CKY's Assessment Key**

Ex	Exceeding expectations
S	Meeting expectations with ease
M	Meeting expectations
R	Meeting expectations with support
I	Not meeting expectations

Students' achievement data is analysed and fed back to our curriculum planning and assessment setting for the following year.

### **Year 9 and 10 (IGCSE) subject reports**

In Year 9 and 10, teachers share the IGCSE Cambridge International subject assessment criteria with students and involve students in the assessment process of providing feedback and grade marks in accordance with the grade descriptors. Students will be graded from A\* to G twice per year in Y9 and Y10. The grade given reflects the pupils' current ability when set against the full IGCSE criteria. Teachers will base the grade on each student's in-class quizzes, classwork, projects, as well as internal and external examination components. Department Heads are responsible for creating opportunities to measure pupil progress at appropriate times throughout their schemes of work for Y9 and 10. Grade descriptors for each subject are provided in the respective syllabus to give a general indication of the standards of achievement likely to have been shown by candidates awarded particular grades. Pupils are expected to make significant progress throughout the course.

The grade boundaries used to determine the grading vary from subject to subject and will reflect the boundaries used by Cambridge Assessment International Education, which are made available to teachers. The weighting of the components will, where possible, also reflect that outlined in the syllabus. The Assessment Objectives for each subject are outlined in the syllabus, which can be downloaded from Cambridge international at <http://www.cambridgeinternational.org>.

For the second term of Y9 and the first term of Y10, subject teachers also provide a *Predicted Grade* (A\*-G). The Predicted Grade is based upon all available data and will reflect teachers' professional judgement on the likely outcome of the pupil's final IGCSE examinations.

### **Year 11 and 12 (IBDP) subject reports**

In Year 11 and 12, the IBDP assessment criteria are adopted in evaluation of students' learning. Students will be graded from 1 to 7. The overall achievement grade reflects students' current performance and is not a predicted grade. Teachers will base the grade on each student's internal assessments (IAs), in-class quizzes, classwork, projects, as well as internal and external examination components. The Assessment Objectives for each subject are outlined in the syllabus, which are given out to the students by the teachers. Students and parents are also provided with a copy of the "General Regulations: Diploma Programme" at the beginning of the diploma programme.

At the end of the 1<sup>st</sup> term in Year 11, students will be given a *target grade* from 1 to 7. Students should aim to achieve the *target grade* at the end of Year 11. The *target grade* is based on each student's potential and progress in the 1<sup>st</sup> term. In addition, students will be given a *Predicted Grade* in Year 11 2<sup>nd</sup> term and September of Year 12 from 1-7. The Year 12 September predicted grades will be used by our university guidance centre to support students' applications and the predicted grades will remain the same for the Year 12 1st term report card. Teachers will issue a final set of predicted grades in March of Year 12, which will be submitted to IB via IBIS. The *Predicted Grade* is based upon all available data and reflects our professional judgement on the likely outcome of each student's final IBDP examinations.

Written comments, as opposed to grades, on students' performance in Creativity, Activity and Service (CAS), Theory of Knowledge (TOK) and Extended Essay (EE) will be provided in our report cards.

### **Y1-12 Pastoral reports**

In addition to subject reports, each student is given a Pastoral report in each term. It provides feedback on the student's personal development. Pastoral comments may include an assessment of the student's:

- overall conduct and personal development
- attainment of personal targets (e.g. taking greater responsibility)
- working relationships with other students and teachers
- progress in meeting academic targets (for students on Academic Monitoring)
- contribution to the school community through extra-curricular activities etc.

In addition, information regarding students' attendance, awards attained, and services rendered are listed in our Pastoral reports.

### **Communication with parents**

The school holds consultation sessions with parents on a regular basis and parents are invited to discuss their child's performance and achievements with subject teachers.

In addition to Parent-teacher Interviews at the end of each term, Progress Reporting (Year 1 - 12) are conducted at regular intervals throughout the year during which subject teachers report to parents informally regarding individual pupil's attainment and effort, as identified through a variety of assessment procedures.

Parents may contact the school at any time to see subject teachers, form tutors, or a Head of Department concerning a pupil's progress.

## 2. ASSESSMENT PRACTICES AT PLK CKY SCHOOL

### 2.1 Assessment during Years 1 – 8

PLK CKY School conducts school-based assessments twice a year from Year 1 to 5 in the core subjects of English, Chinese, Maths and Putonghua. Assessments are used to measure student progress, to design appropriate interventions, and to inform long- and short-term teaching goals.

Along with assessments, classwork and homework are graded and used as formative assessment tools.

Throughout Year 6, 7 and 8 PLK CKY School conducts a School based Assessment Programme in each subject. The purpose of the Assessment Programme is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course.

Assessments in Year 6 - 8 are **open book assessments**. The focus of our assessments in this phase is on developing students' analytical and critical thinking skills, rather than their ability to memorise and regurgitate knowledge. In core subjects, students are able to refer to pre-prepared materials during assessments, such as one page of notes (a reference sheet). This reference sheet must be handwritten by the student and summarise key points that may be referred to during the assessment. The process of creating a reference sheet is itself a valuable opportunity for learning, where students develop a range of skills including summarising, paraphrasing, identifying/highlighting key points to apply in their response, as well as shorthand writing. Practising these skills allows students to consolidate their learning.

The class work and homework completed by students is graded in accordance with the School grading criteria as follows:

GRADE	GENERAL CRITERIA
Ex	Exceeding expectations
S	Meeting expectations with ease
M	Meeting expectations
R	Meeting expectations with support
I	Not meeting expectations

In addition to the general grading criteria above, each subject may apply more subject specific criteria based upon the school general grading criteria.

## Report Comment Guidelines

In addition to regular formative and summative reporting, students receive a formal report biannually. The report card consists of a written comment to report on the student's effort and attitude in class and a formal grade representing the overall effort and achievement.

## 2.2 ASSESSMENT DURING YEAR 9 and 10

Formal Assessment during Year 9 and 10

At PLK CKY School, the IGCSE Cambridge International Programme is followed in each subject. The School adopts the assessment marking and grading criteria prescribed by the Cambridge Assessment International Education. The purpose of the Assessment Programme is to enable the School to determine whether or not each student has satisfactorily achieved the outcomes of the Preliminary course.

The class work and homework completed by students is graded in accordance with the IGCSE assessment criteria and a grade from A\* to U is awarded according to the subject specific criteria, which is set out in each subject syllabus.

Cambridge IGCSE examination sessions occur twice a year, in June and November. Results are issued in August and January.

### IGCSE Subject Choices

In Year 8, the students are asked to choose the subjects they would like to pursue at IGCSE.

In addition to English, Chinese, Mathematics and Global Perspectives which must be taken by all pupils, students are asked to choose 6 optional subjects.

1. Students must choose **at least one** Science from Biology, Chemistry and Physics.
2. Students must choose **at least one** subject from Business Studies, Economics, Geography and History.
3. Linguistically able students may be offered English Literature as an *Extra Option*.

### Centre Based Assessment (Coursework)

Centre based Assessment, often referred to as coursework, is any component specified by Cambridge syllabus that is assessed in the Centre either by our teachers or moderated by Cambridge International. Courseworks are projects, field work, practical work, arts and craft items, design studies, etc.

- Coursework requirements are completed by students by the school due dates.
- These deadlines are non-negotiable and work will not be accepted after the given deadlines without valid reason and appropriate documentation.
- The subject teacher marks the Coursework and is internally moderated within the department.
- Teachers' marks are submitted to Cambridge International and a sample list will be generated.

- The sample of students' work is then sent to an external Cambridge International moderator.
- The teacher's marks are then adjusted if required.

### **Incomplete or extra coursework**

If the coursework component of a syllabus specifically requires students to produce several distinct pieces of work (for example 3 essays), teachers credit a student who fails to finish all parts of the coursework with only the marks that they have earned for the work submitted.

Where a student has a shortfall in coursework due to an unforeseen illness or other misfortune during the period when the coursework was produced, can apply for a special consideration.

If a student provides more than the prescribed number of pieces of coursework, the worst piece(s) should be disregarded in awarding the student's mark, while ensuring the requirements of the syllabus are fulfilled.

### **Failure to complete coursework**

If a student is entered for a coursework component but fails to submit any coursework, the teachers mark them absent (with "A") when submitting internally assessed marks and completing the forms to return with the sample for that component. Such Students are not eligible for the award of a grade in that syllabus.

### **Requests for a Special Consideration**

When a student has a shortfall in coursework due to an unforeseen illness or other misfortune during the period when coursework was produced, School may, in some subjects, accept a reduced quantity of coursework without penalty. School will not be able to give this consideration in every case, for example, if the candidate has not satisfied the coursework assessment objectives.

### **Report Comment Guidelines**

In addition to regular formative and summative reporting, students receive a formal report biannually.

The report card consists of a written comment to report on the student's effort and attitude in class. A formal IGCSE performance grade is also awarded representing the current academic performance in accordance with the assessment criteria set out in the syllabus.

## **2.3 ASSESSMENT DURING YEARS 11 AND 12**

The Senior Secondary School uses subject-specific IB criteria to assess and indicate levels of achievement. At the end of each semester, students receive a summative grade, based on the IB 1 (low) – 7 (high) grade scale. Throughout the course students will also receive work in each subject, which has been awarded a summative grade in accordance with the IB grade scale.

The key purposes of assessments are to provide information on student achievement and progress in each course in relation to the syllabus standards and to report on the standard of performance attained at the end of the course. Other than the external assessment components, there are two types of assessment completed by IB students during the school IB Diploma Programme - Internal Assessment and School-Based Assessment.

### **School Based Assessment**

Teachers at PLK CKY School indicate how well a student is progressing in a particular subject by using School-Based Assessment. These may replicate IB style assessments (for example tests and mock examinations) or may be of an alternate nature. School-Based Assessment is required to assist teachers to formulate the information required by the IB.

Students need to know that:

- School-Based Assessment is not optional. All IB Diploma candidates must undertake and complete all requirements for School-Based Assessments.
- Students are expected to attend all classes in which they are enrolled unless for appropriate medical reasons or unless they have prior permission. Students who miss classes regularly severely affect their chances of gaining the IB Diploma and this may result in their place at the school being withdrawn.
- Appropriate medical documentation will be required for students missing School Based Assessments and deadlines.
- Technical difficulties or other foreseeable issues such as holidays or school commitments are not acceptable excuses for missing School Based Assessment deadlines.
- Failing to meet school based assessment requirements may severely affect students' chances of gaining the Diploma.

Students who miss classes without appropriate reasons or who fail to submit school-based assessments will receive a warning letter indicating the required areas of improvement. Students who fail to address these concerns may have their place at the school withdrawn.

### **Internal Assessment**

Internal Assessment components (IAs) are set according to subject and IB guidelines and count towards the final subject grade. Each subject has a different weighting attached to its IA as a proportion of the final mark. Students and parents can find this information in the syllabus documents.

- Internal Assessment requirements are completed by students by the school due dates as presented in the school IB calendars.
- These deadlines are non-negotiable and work will not be accepted after the given deadlines without valid reason and appropriate documentation.
- The subject teacher marks the Internal Assessment work and is internally moderated within the department.
- Teachers' marks are submitted to IB and a sample list will be generated.
- The sample of students' work is then sent to an external IB moderator. The teacher's marks are then adjusted if required.

The overall assessment structure for each IB subject ensures that student performance is measured in relation to all the objectives for that subject and particularly seeks to evaluate

student achievement against those objectives that do not lend themselves to external written examinations or tests. Internal assessment also gives teachers a significant input into the overall assessment process.

### **Important points about Internal Assessments**

- Internal Assessment dates are spread over the 2 years of the IB Diploma course. This reflects the nature and structure of the IB Diploma Programme, as well as student's needs. Internal Assessments are set to spread the workload for students so that not everything is due at the same time.
- The IB sets strict rules regarding the submission of IA drafts. Students need to understand these before commencing work so that they understand the parameters in which they are working. These limits involve:
  - *How many drafts can be submitted?*
  - *Who is able to look at the drafts?*
  - *The role of the teacher?*
- All students within a limited timeframe complete oral assessments. The IB considers students completing oral assessments outside the set timeframe as academic malpractice. For this reason, oral assessment components cannot be completed outside the assessment period other than for medical reasons.

### **Additional Assistance to Students**

Students must understand the role of teachers in the preparation of Internal Assessments. Syllabus documents contain details of the extent to which teachers can assist students completing Internal Assessments. This also applies to teachers who are not a student's subject teacher. Please note that failure to observe this rule will affect the authenticity for that piece of work.

### **Failure to submit Internal Assessment Requirements**

Students failing to submit Internal Assessment requirements with no valid reason will be awarded an N for that component. The award of an N grade will prevent a student from gaining a Diploma.

- Students with valid reasons outside of their control must see the IB Diploma Coordinator as soon as possible.
- All students must submit work for their Internal Assessment by the due date and time.
- Students must provide supporting documentation if they wish to claim Special Consideration (e.g. additional time) for an Internal Assessment component.

## **2.4 IB DIPLOMA REQUIREMENTS**

IB Diploma Programme candidates must meet the following requirements:

- Candidates for the IB Diploma must satisfy assessment requirements in six subjects, each studied over a period of two years.

- The six subjects must be selected from six groups as described in the Handbook of Procedures for the IB Diploma Programme for the appropriate examination session, at least three and not more than four subjects being offered at higher level and the others at standard level.
- In addition to the six subjects, candidates for the IB Diploma must:
  - o Take a course in, and submit the required assessment in, Theory of Knowledge.
  - o Complete an approved programme of extra-curricular activities for Creativity, Activity and Service (CAS).
  - o Complete and submit for assessment a 4000 word extended essay in a subject available. Work on the essay must be done under the direct supervision of an appropriate teacher at the school.
- Candidates are required to act in a responsible and ethical manner throughout their participation in the IB Diploma Programme and examinations. In particular candidates must avoid any form of malpractice.

## IB scores

The IB appoints examiners and moderators to assess candidates' work. This external assessment is complemented by the school's internal assessment.

Performance in each of the six IB Diploma subjects is graded on a scale of 1 point (minimum) to 7 points (maximum). A maximum of 3 points is awarded for **combined** performance in Theory of Knowledge and the Extended Essay (see diploma point matrix on the next page). The maximum total IB Diploma Programme point score is 45.

IB descriptors for the levels are as follows:

- 7 = Excellent performance
- 6 = Very good performance
- 5 = Good performance
- 4 = Satisfactory performance
- 3 = Mediocre performance
- 2 = Poor performance
- 1 = Very poor performance.

Please refer to "General Regulations: Diploma Programme" for full requirement details.

## DIPLOMA POINT MATRIX

The IB grades for theory of knowledge and the extended essay are as follows:

- Grade A - Excellent performance
- Grade B - Good performance
- Grade C - Satisfactory performance
- Grade D - Mediocre performance
- Grade E - Elementary performance



		Theory of knowledge					
Extended essay		A	B	C	D	E	Not submitted
	A	3	3	2	2	Failing condition	N
	B	3	2	2	1	Failing condition	N
	C	2	2	1	0	Failing condition	N
	D	2	1	0	0	Failing condition	N
	E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	N
	Not submitted	N	N	N	N	N	N

Attaining a grade “E” in either the Extended Essay or Theory of Knowledge is an automatic failure.

## **2.5 THE IB DIPLOMA AWARD**

Successful IB Diploma candidates will receive an IB Diploma and the Diploma results listing the total Diploma score, the subject grades, the points awarded for the combination of Theory of Knowledge and the Extended Essay, and the completion of a CAS programme.

### **Award of the IB Diploma (see “General Regulation: Diploma Programme”)**

1. All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
2. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
3. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

A Bilingual IB Diploma will be awarded to a successful candidate who fulfils one or both of the following criteria:

- a. completion of two languages selected from group 1 with the award of a grade 3 or higher in both b.
- b. completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

Students who wish to retake the IB Diploma exam should refer to the IB Diploma Prospectus and Handbook on the school website.

## **2.6 OVERALL ASSESSMENT STRATEGIES**

1. Assessment criteria is shared with Year 9 - Year 12 students and parents at the start of each year, particularly at IGCSE and IBDP level, enabling students to understand clearly how they will be assessed and evaluated at the end of the course. This includes criteria for quizzes/examinations, coursework/internal assessments, extended essays, and other internally and externally assessed components. Teachers regularly moderate their assessment of students' work within their department and agree on moderated grades/marks for each criterion. Teachers also have individual discussions with students to discuss their performance in each criterion, enabling students to clearly understand any targets that should be fulfilled to achieve the next mark band.
2. Departmental moderation of teachers' assessment is regularly undertaken for a wide range of components including: unit quizzes, year-end assessments, IA components, mock examinations. New teachers in particular are expected to submit more pieces of students' assessed work for moderation, while experienced teachers regularly provide feedback on the quality/accuracy of their colleagues' assessment/interpretation of the criteria.
3. Summative assessment is undertaken through formal assessments twice per year in December (first term) and May/June (second term). This is supplemented by unit quizzes/assessments, which vary between subjects in frequency but are spread out throughout the year, enabling teachers to understand students' progress during the course of the year when supplemented by the term-end exams. Formative assessment is provided by teachers on an ongoing basis through the use of constructive developmental feedback on, for example, students' homework, project work, presentations, group work, contributions to class discussion, and so forth.
4. CKY's school based curriculum is largely based on the curriculum/assessment standards of the British National curriculum in the Primary and Junior Secondary (Years 6-8) phases. Students follow and study for the curriculum/assessment standards of the Cambridge IGCSE in Years 9-10, and IB Diploma Programme in Years 11-12.
5. A range of departmental and schoolwide processes ensures that IBDP assessments are accurately recorded and reported. Each subject/department keeps track of students' assessment performance and target/predicted grades using collaborative tools such as Google sheets, which are also available for school management to review on the school server. Students' academic achievement grades in the two term-end assessments each year are recorded and reported on the school's central report card system. Students' performance data can be tracked via this system, where school management are able to review overall assessment data and the breakdown by individual subject and teacher. Where assessment grades are misaligned with departmental targets/school expectations, action is swiftly taken by school management to address any shortcomings/weaknesses in the performance of the specific teacher or department.

6. The requirements to the IBDP's Creativity, Activity and Service (CAS) completion will be:
  - a. Six CAS experiences completed in accordance with the 5 CAS stages stipulated by the IBO's CAS Guide within the 18 months duration of the IBDP programme. Each CAS experience must reflect a number of CAS Learner Outcomes, with all 7 Learner Outcomes achieved at the end. Each CAS experience must be ongoing for a minimum of 2 months.
  - b. One CAS project shall be included. CAS Project must include the completion of a fundraiser component, 'Challenge Week' and the social awareness exhibition. CAS Project should span across approximately 4 months.
  - c. All relevant areas of reflection, reflective evidence, risk assessment and supervisor evaluation shall be submitted via Managebac.
  - d. All 3 interviews are completed over the span of 18 months. These are the summative interviews for CAS where achievements are outlined and shared to the CAS team.
  - e. A completed CAS portfolio on Managebac per candidate.

## **2.7 ASSESSMENT ACCOMMODATION FOR STUDENTS WHO HAVE SPECIAL EDUCATIONAL NEEDS (SEN)**

1. Students who have Special Educational Needs (including dyslexia, autism, ADHD, physical disabilities) are provided with special accommodation during term-end assessments. This special accommodation is tailored to the individual needs of the student, and agreed/approved in the first instance with the student's parents, the Student Guidance Officers (SGOs), the school Educational Psychologist, and the relevant exam boards where appropriate. Special accommodation, as stipulated for the IGCSE and IBDP, includes the provision of extra time (from 25-50% extra time), a separate room in which to undertake the assessments, the provision of A3 question papers and the use of a laptop/headphones etc. for students with a wide range of physical disabilities.
2. As Year 11 does not have a first-term assessment, teachers will provide special accommodation for one in-class quiz. Students' performance in this quiz will be used as a guide for grade adjustment in the first-term report card.

### **3. OTHER RELEVANT PLK CKY SCHOOL POLICIES**

#### **3.1 Students not studying in their first language**

For assessments in many subjects, it is important to remember that some students will not be using their first language. Teachers are expected to guide students to present their thinking as clearly as possible. All teachers should aid students who are not studying in their first language by highlighting and improving language errors, where applicable.

Further language support details can be found in the PLK CKY Language Policy.

#### **3.2 Homework as a form of assessment**

Teachers should follow the guidelines stated in the PLK CKY Homework Policy. Homework is set primarily as a means of formative assessment, allowing students to consolidate their learning from the lesson by demonstrating their understanding in the homework task and receiving timely and constructive feedback on their homework submission. Summative assessment may also be used for more formal pieces of homework which are graded according to assessment criteria as well as commented on.

#### **3.3 Academic Honesty**

Students are encouraged to perform work on a collaborative basis on occasions to support learning. However, assessment must be performed independently and the school academic honesty policy must be followed at all times. Further details are outlined in the PLKCKY Academic Honesty Policy, which includes the implementation of [www.turnitin.com](http://www.turnitin.com).

## 4. IMPLEMENTATION, EVALUATION AND REVIEW

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### **Standardisation of internal assessment procedures and reporting guidelines across school**

To specific school expectations and standardise assessment and reporting procedures across the school, the following measures are place:

- Centralised coordination of the setting and marking of assessment papers in Primary and Secondary;
- Assessment parameters are collected in Secondary to confirm the time allocation and necessary equipment required for each paper;
- In both Primary and Secondary, assessment papers are studied and signed by year-level teachers and department heads to ensure all agree on the objectives, content, mark allocation and ways of marking. Assessment papers are also reviewed by Vice Principals, Designated Principal, and Head Principal;
- Printed assessment papers are checked by paper setters/department heads to ensure the quality of printing;
- Invigilation guidelines are provided to invigilators. For external assessments, both invigilation briefing and guidelines are arranged for invigilators;
- Department heads and year level coordinators coordinate the standardisation of grade boundaries for each assessment paper;
- Markers will complete an “Assessment Performance Report” to indicate the general performance of each class. This information is passed to department heads and also for school information;
- Teachers are expected to review examination papers with students after each assessment to enhance understanding and encourage students’ reflection of their own learning;
- Teachers are encouraged to review class performance after each assessment to extend student learning and provide necessary support to students in need;
- Report card guidelines are listed in our CKY Policies and Guidelines shared on our portal system.

### **Collection and analysis of students’ achievement data**

Analysis of students’ achievement data helps identify not only students’ strengths and areas of improvement, but also that of our school curriculum, pedagogic practice, as well as ways of evaluating our students’ learning. Our centralised data collection system facilitates our collection and analysis of students’ learning 2 times a year:

- 1<sup>st</sup> term (December/January)
- 2<sup>nd</sup> term (June)

Students’ data is fed back to subject departments so that they may extend students with strong ability and support students who may be in difficulty. Student progress is reviewed regularly and when necessary, parent-teacher-student conferences are arranged.

We analyse students' public examination results as they provide important information on ways to improve student learning. In addition, subject departments are expected to conduct departmental analysis on individual components of each subject to inform their approaches to teaching and to ensure that ongoing, sustainable progress can be made. The information is then fed back to the next cycle of curriculum planning, implementation and evaluation.

The PLK CKY Assessment Policy is considered to be an integral part of teaching at this school and every teaching staff is encouraged to incorporate all aspects of the Policy into their teaching practice.

There is a robust staff development programme at PLK CKY School. It aims to meet teachers' professional development needs as well as review the practice of staff and their delivery of academic programmes and assessment policy. Our class observation and students' work inspection, for example, are conducted twice each year. They form part of our quality assurance measures during which feedback is communicated to staff. Moreover, ongoing IGCSE and IB training is provided to the relevant teachers concerned.

Parents and Teachers at PLK CKY School view the Assessment Policy as an important aspect of teaching and learning and recognize the importance of regular evaluation and review of the Policy. This policy is subject to annual review by the senior management team. The assessment policy was last reviewed in August 2025.

### **References**

"Assessment Principles and Practices - Quality Assessments in a Digital Age." *IBO*, July 2019. Web. 20 Aug. 2020.

"Cambridge Handbook 2020 (International)." *CIE*. Sept, 2019. Web. 14 Aug. 2020

"Diploma Programme Assessment Principles and Practice." *IBO*. November, 2010. Web. 14 Aug. 2020.

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