

# 评估政策

## **ASSESSMENT POLICY**

西安曲江康桥学校

**Xi'an Qujiang Kang Chiao School**

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# 评估政策的教育理念 Philosophy

## Statement of KCISXA Assessment Policy

评估是所有教学不可或缺的一部分，它包括收集和分析有关学生学习表现的信息。通过实践，教师能够最大限度地为学生所有学生提供机会，使学生努力实现个人和学术潜能的发展，并成长为世界公民。评估有助于辨别学生在学习过程中的不同阶段所知道的、所理解的、所能做的事情以及所产生的感受。学生和教师应积极参与评估学生的进步，作为发展更广泛的批判性思维和自我评估技能的一部分。

**Assessment is integral to all teaching and learning. Assessment involves the gathering and analysis of information about student performance. It is designed to inform practice to enable teachers to maximise opportunities for all students as they strive to achieve their personal and academic potential and grow as global citizens. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical thinking and self-assessment skills.**

西安曲江康桥学校的国际文凭项目有效评估为：

**Effective assessment in the IB Programme at Xi'an Qujiang Kang Chiao School (KCISXA):**

- 评估标准与预期的学习成果或评估目标直接相关  
**Is criteria-based and directly related to expected learning outcomes or assessment objectives**
- 允许教师评估学生的概念理解、知识、和重要的“学习方法”技能，并且为了改善教学成效而调整课程计划及教学实践  
**Allows teachers to assess student conceptual understanding, knowledge and essential “approaches to learning” skills and to adjust curriculum planning and pedagogical practice to improve the effectiveness of teaching and learning**
- 一个持续监督学生的学习进度、成果和表现的过程  
**Is an on-going process to monitor student learning progress and achievement and performance**
- 帮助学生对所取得学习成果和进步进行反思，从而设定自己的学习目标  
**Facilitates students to reflect on areas of achievement and areas for improvement and consequently to set goals for their own learning**
- 在真实场景中，使用多样的适合发展的策略和工具  
**Uses a range of developmentally-appropriate strategies and tools in authentic contexts**
- 鼓励积极的学生参与和反思自己的学习，提高学习动机和自我尊重  
**Encourages active student engagement in and reflection on their own learning and**

enhances motivation and self-esteem

为了评估、纪录和报告而制定的准则、流程以及策略，将与教师、学生、及家长（或监护人）清楚地沟通。国际文凭学科教师有责任充分理解“国际文凭项目评估政策”中规定的原则和实践，并将其应用到课程的制定和实施中。

Guidelines, procedures and strategies for assessment, recording and reporting are clearly articulated and communicated among teachers, students and parents/guardians. It is the responsibility of individual IB subject teachers to fully understand and incorporate principles and practices stated in the “IB Programme Assessment Policy” in the development and delivery of the planned and assessed curriculum of subjects.

教师应在每门课程开始时，向学生提供的课程指南包含：

Teachers are expected to provide students, at the beginning of each course, with a course guide which contains the following:

- 校本评估委员会规定的课程内容、教学目标和评估标准  
Course content, learning objectives and assessment criteria as dictated by the School-based Assessment Committee 本学科的内部、外部、以及其他校内评估各占的比重  
Weighting of internal, external and other school-based assessments of the course
- 作业格式和提交流程的期望  
Expectations of assignment format and turn-in procedures
- 解释每个评估标准的等级描述，并且支持内部评估的提交过程  
To explicate level descriptors for each assessment criterion and scaffold the process towards the completion of internal assessment components.

中学项目的学科和评估目标为学生提供：

The Middle Year Programme Subject Goals and Assessment Objectives provide students with:

- 一个广泛且平衡，且学术要求高的学习  
A broad and balanced, yet academically demanding, program of study
- 批判性思维和反思技能的发展  
The development of critical-thinking and reflective skills
- 研究技能的发展  
The development of research skills
- 自主学习能力的发展  
The development of independent learning skills.
- 促进不同文化之间的相互理解  
The development of intercultural understanding.

# 评估政策与其他学校政策之连结

## Assessment Policy Link to Other Policies

### 学术诚信政策 Academic Honesty policy

西安曲江康桥学校的政策清楚列举了学术舞弊的范例，及教师学生为了确保作业出自学生本人的想法必须遵守的步骤。

The KCISXA has a policy that clearly states examples of what is considered academic dishonesty and the steps teachers and students need to go through to ensure the work is original. It is crucial that it is their own work and not plagiarised in any way when students complete assessment tasks that require extensive research.

### 招生政策 Admission Policy

目前就读于西安曲江康桥学校五年级的学生，如果在五年级的中文语言与文学以及英文语言与文学这两科都达到及格或以上，便可以选修本校的国际文凭中学项目课程。

Students currently enrolled in the KCISXA Grade 5 may enrol in the KCISXA IB MYP if they attain 60% or above in Mandarin Language and Literature and English Language and Literature at the previous grade level.

### 融合教育政策 Inclusive Policy

通过消除学习障碍的教学模式，西安曲江康桥学校促进与学生的接触。当学生有特殊学习需求产生的时候，一部分的教育进程则会转为发展每位学生如何充分利用被授予的特殊学习权利。因此，根据 IB 融合教育政策和 IB 相关规定，所有学生保有为了中学项目的所有评估而使用特殊学习的权利。满足这些要求的安排由教学领导团队制定，并通过学科教师的阐述加以实施。

KCISXA promotes access to students through pedagogical methods, which aims to remove the learning barriers. As such where students hold Accommodations, part of the educational process is developing how each student makes best use of the any accommodations to which they are entitled. Therefore, all students have access to their

accommodation entitlement for all assessments throughout the Middle Year Programme in line with IB Inclusive Policy and IB regulations. Arrangements for meeting these requirements are developed by the Pedagogical Leadership Team and implemented through articulation by Subject teachers.

## 语言政策 Language Policy

每位教师都是语言教师，应该对评估任务所使用的语言非常注意。形成性评估有助于发展成为一位成功的 IB 学生所需要的语言技能，而总结性评估以 IB 课程的学科描述为基准，也要求全面运用英语语言能力。

All teachers are Language teachers and should be very conscious of the language that goes into all assessment tasks. While formative assessment contributes to developing the language skills required to be a successful IB student. All summative assessment within the IB Programme courses are benchmarked against the IB Subject descriptors and as such are conducted using the full range of the English language proficiency required as the working language of the school.

# 评估方式 Assessment Approaches

**学习成果的评估**是利用一项任务或活动来衡量、记录和报告学生在特定学习期望方面的成就水平。它被用来为学生规划未来的学习目标和途径，提供学习成果的证据，并允许在学校社区内对这些证据进行透明的解释。

**Assessment OF learning** is the use of a task or an activity to measure, record and report on students' level of achievement in regards to specific learning expectations. It is used to plan future learning goals and pathways for students, provides evidence of achievement and allows transparent interpretations of such evidence within the school community.

**促进学习的评估**是利用一项任务或活动，在一个教学时段或教学单元中确定学生的理解能力和学习进度。它包括用于反思教学和学习过程的明确的学习活动目标，并根据学生的需求为课堂教学和未来学习的规划提供信息。

**Assessment FOR learning** is the use of a task or an activity to determine students' understanding and leaning progress during a block or unit of instruction. It includes clear goals for learning activities and is used to reflect on teaching and learning processes and inform the planning of classroom instruction and future learning based upon student needs.

**作为学习的评估**是利用一项任务或一项活动，鼓励学生反思、监督和倡导自己的学习，发现自己的长处和需要，设定自己的个人目标，并确定一系列学习策略来成长和发展。自我和同伴评估是常规课堂教学的重要组成部分，它能让学习反思自己的学习，并提供有效的反馈，以激励学生提升学习动机。

**Assessment AS learning** is the use of a task or an activity to encourage students to reflect, monitor and advocate for their own learning, identify areas of their strengths and needs, set their own personal goals and determine a range of learning strategies to grow and develop. Self and peer assessments are used as an integral part of regular classroom routines, which allows students to reflect on their own learning and also provides effective feedback that motivates students.

# 评估策略 Assessment Strategies

合理的评估策略，加上一系列实用的工具，用来提高学习成果、促进学习、作为学习等评估的成效：

Appropriate assessment strategies, with a range of practical tools, are adopted to increase the effectiveness of assessment OF, FOR and AS learning, as follows:

| 方式<br>Approaches                 | 评估<br>Assessment | 策略<br>Strategies  | 工具<br>Tools  |
|----------------------------------|------------------|---|--|
| 终结性评估<br>Summative<br>Assessment | 学习成果<br>OF       | 结果导向性评估<br>Performance-oriented assessment                  | 书面回答<br>Written answers  |
|                                  | 促进学习<br>FOR      | 开放性任务<br>Open-ended tasks                                   | 清单<br>Inventories  |
|                                  | 作为学习<br>AS       | 选择性回答<br>Selected responses                                 | <ul style="list-style-type: none"> <li>• 基准/示例<br/>Benchmarks/ exemplars</li> <li>• 清单<br/>Checklists</li> <li>• 评估准则<br/>Rubrics</li> </ul>                       |
| 形成性评估<br>Formative<br>Assessment | 学习成果<br>OF       | 观察<br>Observations  | 叙述、音频及影像记录<br>Anecdotal, audio and video records   |
|                                  | 促进学习<br>FOR      | 学习档案<br>Portfolios  | 反思日志<br>Reflective journal writing   |
|                                  | 作为学习<br>AS       | 同伴及自我的反思<br>评价<br>Peer and self-reflections and evaluations | <ul style="list-style-type: none"> <li>• 评估准则<br/>Rubrics</li> <li>• 书面报告<br/>Written reports</li> <li>• 演示文稿或口头评论<br/>Presentations/ oral commentaries</li> </ul> |



这些评估策略和工具不会被单独使用，并也不会试图提供整体和分析的分数。师生之间的伙伴关系是在分析反馈、监督进展的合作努力下发展起来的，并采用最新且更有效的教学策略以达到预定的学习目标。教师致力于精心设计的形成性评价提供建设性和及时的反馈。反过来，学生逐渐认识到，终身学习需要他们的努力、实践和倡导才能取得进步。学生必须每天为自己的进步投入精力，根据需要提供额外的支持，并对自己的学习优势和挑战建立自我意识。

Those assessment strategies and tools will not be used in isolation and attempt to provide holistic and analytical scores. Student and teacher partnerships develop as a result of collaborative efforts to analyze feedback, monitor progress and adopt new and more effective strategies for teaching and learning to reach intended learning goals. Teachers work towards providing constructive and timely feedback on well-designed formative assessments. In turn, students develop understanding that lifelong learning requires their effort, practice and advocacy in order to progress. Students must invest in their progress daily, initiating additional support as needed and building self-awareness of their learning strengths and challenges.

# 学习方法 Approaches to Learning

## (ATL)

学习方法提供了一个强大的工具，使学生能够根据确定的评估标准掌握自己的学习。表现方面由一组评估标准要素组成，但不包括表现水平，它是由国际文凭组织项目内部设立的连续教育课程发展而来。这些指标并不是用来衡量学生的优秀学习程度，而是用于最大化帮助学生在国际文凭项目中的特定学科学习。

Approaches to Learning offer a powerful tool enabling students to take ownership of their learning based upon identified criteria. A performance area consists of a set of criteria elements, but not performance levels, developed as a continuum from within the IB programmes. These do not measure how well the students performed but are aimed at helping students maximize their learning style specific to each subject within the programme.

学习方法技能有以下几点：

The ATL skills reported upon are:

- 思考 Thinking
- 社交 Social
- 自我管理 Self-management
- 沟通 Communication
- 研究 Research

基于学生在各学科的学习方法技能所展现的能力，来判断是否已经习得该项技能。在每一门学科中，学习方法技能自然而然会超出成为一名优秀的国际文凭学生的期望和特质。因此，学习方法技能的教学是每个国际文凭项目的学科发展过程的基础，并与评估目标紧密相连。

Judgments are made based on student competences within each of the ATL skills within each subject. Within each subject ATL skills naturally fall out of the expectations and attributes required to be successful IB Middle Year students. The teaching of ATL skills is therefore fundamental to the developmental process of each subject in each programme and tightly linked to Assessment Observation.



# 评估计划 Assessment Protocols

## 真实评估 Authentic Assessment

有鉴于国际文凭的评估是标准参照，而非模参照，所以用评估细则表（或给分标准）来评判“评判学生作业的完成水平”。在整个国际文凭的项目中，学生通过形成性和总结性两种方式进行评估，衡量非学术表现和学术成就。所有类型的评估都与国际文凭学科指南中规定的宗旨及目标直接相关，指导学生了解每项外部和内部评估要求。

As the IB assessment is criterion-related rather than norm-referenced, rubrics (or marking schemes) are used to “judge student work in relation to identified levels of attainment”. Throughout the IB Programme, students are assessed both by formative and summative ways that measure non-academic performance and academic achievement. All types of assessment relate directly to aims and objectives stated in each IB subject guides and are designed to guide students towards external and internal assessment requirements of each IB course.

## 校本评估 School-based Assessment

校内的特定学科评估包括整个学期的考试。在中学项目，每学期都有安排评估任务，期末考试则安排在一月及六月。这些评估透过课程资源中心的教师支持材料、历届电子评核、练习考试和优秀范例等建模，使学生能内化评核标准，并了解课程评估标准及评分方法。

School-based subject-specific assessment includes tests taken throughout each semester. In the MYP tasks are scheduled each semester and an end of semester examination takes place in January and June. These assessments are modelled by MYP Online Programme Resource Curriculum Centre Teacher Support Material, past e-assessments, practice exams and good samples of work that have been marked so that students can internalize assessment standards and understand what is expected and marked by subject grading criteria and marking schemes.

## MYP 内部评估 MYP Internal Assessment (IA)

内部评估任务旨在为学生提供在期末考试之外展示掌握技能的机会，并在为期两年的中学项目课程中提供明确的指导和实践。举例包括（个人或集体）、口头练习、研究项目、作业夹、演示、实验室操作和数学调查。每个中学项目的学科老师都有一份具体的评估标准和如何评分的指南，并提前与学生进行了明确的沟通。为了确定一个分数，老师一般会选择与被标记的作业相匹配的成绩水平。所有内部评估任务由学科教师根据标准评分，并通过校内审核团队（由学科组长和 MYP 协调员组成）进行统一核查，确保评分一致性和公平性。根据科目不同，内部评估占最终分数的百分之二十到六十。

Internal assessment tasks are designed to provide students with opportunities to demonstrate mastery of skills outside of final examinations along with explicit instruction and practice throughout the course of two-year MYP studies. Examples include (individual or collective) oral exercises, projects, portfolios, presentations, practical laboratory work and mathematical investigations. A specific list of criteria to assess and guidelines about how to mark each criterion is given to each MYP subject teacher and clearly communicated to students well in advance. To determine a mark, the teacher chooses the level of achievement that appropriately matches the work being marked. Students complete those assessment tasks of a subject in the school, which will initially be marked by a subject teacher and moderated internally at first before then being moderated by internal moderation team who evaluate how the IBMYP grading rubric is applied. All internal assessments are graded by subject teachers based on established criteria and reviewed by the school's moderation team (composed of department heads and the MYP Coordinator) to ensure consistency and fairness.

# MYP 评估实施 MYP Assessment

## Practices

中学项目的评估基础在于学科指南所列出的总结性评估的评估标准。在西安曲江康桥学校，所有学科组在校内的形成性及总结性方法中使用这份评估标准。不同学科组间协同工作，更熟悉每项评估标准中的标准描述。在同一个学科组内的所有老师中达到评分一致，对于每一项评估标准有相同的理解。在同一学科组内的学生作业的标准量化或统整给分标准，用来确保老师正使用相似的评估标准。对于缴交内部评估的作业尤其重要。在部门会议，教师们一起检视形成性评估的学习活动与总结性评估的评估标准之间的关系。

The bases of assessment in the Middle Year are the summative assessment criteria published in the Middle Year subject guides. At KCISXA all group areas use these criteria in a formative and a summative manner. Group areas work collaboratively to become familiar with the meaning of each criterion within each assessment rubric. A common understanding is reached of each criterion with the intention that grading can be equal across all teachers in a group area. Standardisation or moderation of student work within the group area is used to ensure that teachers are applying the criteria similarly. This is particularly important with work to submitted for internal assessment. Teachers work together in department meetings to discuss and review formative assessment activities and their linkage to the summative criteria.

## MYP 教学规划及反思 MYP Planning and Reflecting

在中学项目，教师根据相关的学科指南中所规定的教学大纲来规划教学单元计划。这些教学单元计划，通常混和高级课程和标准课程的内容，有时可能更与高级课程相关。当上课内容与高级课程关联较紧密时，标准课程的学生不会待在同一个课堂，将专注于其他的高级课程内容及核心课程的作业。

In the Middle Year teachers plan their units according to the syllabus content laid down in the relevant IB subject guide. These units will often include a mixture of higher and standard level content though occasionally units can be purely relating to higher level. At these times standard level students will be released from class to focus on their higher level classes and core related assignments.

反思可以透过不同的形式来完成。教师可以在学校的教学系统 Powerschool 中，纪录已教授完成的教学单元的反馈。教师也可以在部门会议上一起反思成功的教学方式，以及在共同备课会议中分享想法。每年教师要对毕业生的中学项目成绩进行反思，在



每项测试中都参照世界平均水平来衡量自己的表现，并撰写一份改善行动计划，由中学项目协调员进行审查。

Reflection takes place in a number of ways. Teachers are required to reflect on each unit as it is taught **by entering feedback on the school's curriculum mapping software, Powerschool**. Teachers reflect on successful approaches in department meetings and share ideas in a collaborative setting. Each year teachers are required to reflect on the MYP results gained by the graduating class. They gauge their performance against the world average in each examination component and write an action plan for improvement which is reviewed by the MYP Coordinator.

## 总结性评估方式 Approaches to Summative Assessment

每一门中学项目的学科课程开始时，教师会先介绍总结性评估的评估标准，也通过形成性评估，使所有学生熟悉各个学科领域的总结性评估标准。每堂课上经常使用总结性评估标准，在教学单元结束的作业也会使用评估标准。教学单元结束的作业缴交期限分散，并且在教学系统 Powerschool 上标注，所有老师、学生和家長皆可查阅。

Summative criteria are introduced at the start of each MYB course. Through formative means all students become familiar with the summative criteria in each subject area. Summative criteria are used constantly and are used regularly in each class. End of unit assignments are assessed according to these criteria. End of unit assignments are regularly spaced and indicated on Powerschool which is visible to all teachers, students and parents.

总结性评估标准是用于教学单元结束的作业、学期测试、以及模拟测试。如果总结性作业较长，学生会收到一份任务表；如果总结性作业有时间限制，学生会收到特殊的给分标准。对于总结性评估的评估标准，教师谨慎地给出与总结性评估标准细则相符合的分数。学生了解与原始分数相关的总结性评估标准细则，如果学生不清楚评估标准，鼓励向教师询问评分反馈。同时，鼓励教师利用评估标准细则来建构学生的进步。教师根据校本评估标准（基于 IBMYP 框架）给予分数，并参考校内制定的评分细则解释等级划分。八年级教师将在每学年末汇总学生内部评估成绩，生成最终成绩报告，由 MYP 协调员审核后存档并同步至学校教务系统。Summative criteria are used to grade end of unit assignments, semester and trial examinations. Task sheets are given to students for longer summative assignments or specific mark scheme exemplars are given to students if the summative assignment is timed. Teachers are careful to justify their grading against descriptors in the summative assessment criteria. Students are aware of raw scores as they relate to the descriptors in the summative assessment criteria. Students are encouraged to seek feedback on marking if they are not clear. Teachers are encouraged to use the descriptors as a means of scaffolding student improvement. Teachers assign grades based on school-developed criteria (aligned with the IBMYP framework) and explain grade boundaries using internally established

rubrics. Grade 8 teachers compile internal assessment results at the end of each academic year. Final grade reports are reviewed by the MYP Coordinator and archived in the school's academic management system.

学生可以利用评估标准作为修订学习方向的基础，例如辨别需要重新学习的知识范围以及相关的学习方式；利用评估标准来预估得分，以及找出可以改善之处。

Students are also encouraged to use the assessment criteria as a basis to plan revision e.g. identification of areas in need of much revision, and as a way of carrying out revision; to focus on answering questions, using assessment criteria to score their answers and to indicate where improvement can take place.

## 形成性评估方式 Approaches to Formative Assessment

每一门中学项目的学科课程开始时，教师会介绍与内部评估的相似的评估标准。较小范围的形成性评估有助建构内部评估的特定方面。在开始内部评估的时候，教师就会向学生解释内部评估的评估标准，并且鼓励学生在整个过程中寻求各阶段非正式口头反馈。正式书面反馈仅能于第一次草稿提供。

Similarly criteria for internal assessments are introduced at the start of the course. Smaller formative assignments scaffold an understanding of the meaning of particular aspects of Internal Assessment (IA). Students have the internal assessment criteria explained to them at the start of IA work and they are encouraged to seek informal oral feedback at all stages of the process. Formal written feedback is given at the first draft stage only.

形成性评估的目的是在三年课程结束之前，帮助学生在总结性评估标准的基础下更容易成功。形成性评估的方式会在学科组层面进行讨论。以评估标准的基础下促进学生反思的方法。

The intention of formative assessment is to scaffold student improvement to facilitate success against the summative criteria by the end of the three-year course. Approaches to formative assessment are discussed at group level.

## 评估讯息汇报 Reporting the assessment information

成绩单为一份包含反思的书面报告，展示学生的学习目标、观念性知识、及跨学科技能的应用及发展。评估纪录为标准取向，包含所有学科领域以及跨学科教学单元的评估标准及水平细则。学期与年度成绩单在教学系统 Powerschool 与家长公布。在每学期末，学生的语言水平（一到六级）也会在教学系统 Powerschool 与家长公布。

**Report Cards** will include a reflective piece of writing from the student outlining how



they have exhibiting the learner profile attitudes, their conceptual knowledge and interdisciplinary skills they have applied and developed. The assessment records are criterion-based and include criteria and descriptors in all subject areas as well as interdisciplinary unit. Interim and/ or end-of-year report cards will be shared with parents via Powerschool. At the end of each semester the **student's** language phases 1-6 is reported to parents via Powerschool.

每学期举办 IB 优秀学习奖，来表扬学生的学术表现。在中学项目的八个学科满分 100 分之中，获得优秀学习奖的标准—学生最少得 85 分以上（包含 85 分）。中学项目协调员审慎考虑每位在西安曲江校区中学项目的学生情况，如果学生得分低于总分的百分之五十，将列入学术辅导名单当中，且强制参加课后辅导课程。家长需要到学校面对面交流，也会得知辅导课程进行的方式。同样地，在中学项目协调员审慎考虑之下，如果八年级学生在期末或模拟测试中表现低于预估分数，也需要参加辅导课程。家长需要到学校面对面交流，也会得知辅导课程进行的方式。

**Celebration of student success** through the presentation of the “IB Learner Award for Excellence”, to the top academic performers for each semester. In MYP, the IB Learner Award for Excellence criteria – students must get at least 85 out of 100 or higher between 6 subjects.

Students currently enrolled in the KCISXA Middle Year Programme may continue in the Middle Year Programme at the discretion of the MYP Coordinator. Students with a semester score less than 50% of the final total will be placed on **academic probation** and must attend afterschool support classes. Parents will be interviewed and a support programme explained. Similar if a Grade Eight student performs below predicted grades in end of semester or trial examinations they will be placed on supervised study at the discretion of the MYP Coordinator. Parents will be interviewed and a support programme explained.

学生活页夹展示了全部学科组的学习过程，包含作业范例、评估（预先、形成性、总结性）、自选作业、以及学习反思。每一份文件注明日期、学习大纲、学习任务、以及评估（不论是自我评估、同侪评估、或教师评估）。在由学生主导的一年两次的家长开放日中，活页夹将拿出来展示以及讨论。

**Student Portfolios** show evidence of student learning in all subject areas. These will include sample student work, assessments (pre, formative and summative), student-chosen work and student reflections. Each piece in the portfolio will include the date, learning outcome(s), learning task and an assessment, whether it be a self-, peer or teacher assessment. Portfolios will be distributed twice a year and be a point of discussion during the student-led open day visits.

由学生主导的同一个年级段的家长开放日，一年举办两次，鼓励学生对于学习产生责任感。在教师的引导之下，学生规划及练习要介绍给家长的内容。对于学习的反思也与活动产生紧密连结。

**Student led sessions** during grade level Open Days scheduled twice a year encourage students to celebrate and take responsibility for their own learning. Students will plan and practice, with the guidance of teachers, what they want to present to their parents during the open days. Their personal reflections on their learning are interwoven into

the session.

## 反馈 Feedback

反馈若通过教学系统 Powerschool，可以成为学生改善学习技巧及能力的有效工具。为了提供学生跟家长定期性和支持性的学生反馈，教学系统 PowerSchool 可以展现各样的学习进步的评语。反馈必须基于真实、诚实、及有建设性的方式，避免过于委婉及模糊。在中学协调员的审核之后，学科领导教师提供学期或学年成绩单的评语模板。Feedback via Powerschool is a valuable tool in providing students with information so they can improve their skills and abilities. Powerschool gives many opportunities for entering comments about student progress in order to provide regular and supportive student feedback that parents can also see. It is essential that feedback is given in a sincere, honest, and constructive manner in order to not be harmful to the student or discussion atmosphere. Templates of comments for interim and/or end-of-year reports are provided by the Heads of Departments which are reviewed and approved by the MYP Coordinators in advance.

# 中学项目评分机制 Awarding MYP

## Grades

IBMYP 的评分机制基于学生在各个学科领域的表现，评估学生的知识、技能和理解能力。评分等级完全基于校本标准，不与外部评估挂钩。最终成绩由学科教师和 MYP 协调员共同确认。

The IBMYP assessment framework is designed to evaluate students' knowledge, skills, and understanding across various subject areas. Grading levels are solely based on school-developed criteria and are not linked to external assessments. Final grades are confirmed jointly by subject teachers and the MYP Coordinator.

IBMYP 采用 0 至 8 的评分等级：

The IBMYP uses a grading scale from 0 to 8:

- **0:** 表示未达到最低标准 (Indicates minimal achievement)
- **1-3:** (低于 6 分) 表示有限的理解和应用 (Indicates limited understanding and application)
- **4-5:** (中等) 表示基本的理解和应用 (Indicates adequate understanding and application)
- **6-7:** (良好) 表示较高水平的理解和应用 (Indicates high levels of understanding and application)
- **8:** 表示卓越水平 (Indicates an exceptional level of performance)

## 学期评估 (Semester Assessment)

- 在每个学期结束时，教师将根据学生在各个标准上的表现进行评估，并给予相应的分数。

At the end of each semester, teachers will evaluate students based on their performance on the various criteria and assign corresponding scores.

## 最终成绩 (Final Grades)

- 年末时，教师将汇总各学期的评估结果，计算出每个学科的最终成绩，并进行等级转换。

At the end of the year, teachers will compile the assessments from each semester to calculate the final grades for each subject, converting them into the appropriate grade levels.

## 评分透明度 (Grade Transparency)

### 评分过程的沟通 (Communication of Assessment Processes)

为确保评分的公平性和透明度，学校将定期与学生和家长沟通评分标准和评估过程。

To ensure fairness and transparency in grading, the school will regularly communicate the assessment criteria and processes to students and parents.

### 学生反馈 (Student Feedback)

学生将有机会了解自己的评估结果，并在必要时进行反馈。

Students will have opportunities to understand their assessment results and provide feedback if necessary.

## 反馈与改进 (Feedback and Improvement)

### 评估的目的 (Purpose of Assessment)

评分机制不仅是对学生表现的评估，也是促进学习与改进的工具。

The assessment mechanism serves not only as an evaluation of student performance but also as a tool for promoting learning and improvement.

## 教师反馈 (Teacher Feedback)

教师将提供详细的反馈，帮助学生识别优点和需要改进的领域，以支持他们在学习和发展方面的进步。

Teachers will provide detailed feedback to help students identify strengths and areas for improvement, supporting their progress in learning and development.



# 评估政策检阅 Assessment Policy

## Review

本政策是西安曲江康桥学校全体教师的共同协作成果（学科老师、管理人员、MYP 协调员、校长和高层管理团队）。下次审查将会在 2025 年 8 月进行。

This policy is a collaborative production work among the faculty of the Xi'an Qujiang Kang Chiao School (subject teachers, administrators, MYP Coordinator, head of school, and higher leadership team). Next review will be in August 2025.

## 参考资料 Reference/ Bibliography

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IBO. Grade Descriptors. Cardiff: Peterson House, December 2017

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IBO. Programme Standards and Practices. Cardiff: Peterson House, March 2016

# 附录 A：西安曲江校区作业完成指南

## Appendix A: KCISXA MYP Homework

### Guidelines

若要在中学项目成功，学生的组织能力及时间管理能力是关键。学习方法中的自我管理能力贯穿整个学年，所有学科老师都会不停地训练这个技巧。强烈建议学生在课堂外的时间学习，这个习惯也能为高中阶段研究做准备。

Students are advised that organisation and timekeeping are key components for success in the Middle Year Programme (MYP). The self-management ATL skills are taught by all subject teachers continually throughout the school year. Students are strongly advised to work outside of class while at school. Unstructured school time is preparatory for life as a high school student.

在中学项目，考虑到训练学生自我管理能力，同一个学科的标准程度课程将比高级程度一周少两节课时。曲江校区的每日学科课程结束时间为下午三点十五分，学生有很多的时间可以完成作业。大部分学生在学校住宿，且每天晚上都安排晚自习。在每节课完成的时候，教师会在教学系统 Powerschool 上面留下作业完成的简短摘要。学校期望学生每日登入教学系统 Powerschool，查阅行事历及了解应该要完成的作业。不管是形成性还是总结性评估作业，在教学系统 Powerschool 上面清楚条列。

In the MYP, this takes into account release from higher level classes if taking subjects at standard level only and two study classes per week. The KCISXA school day finishes at 15:15 each day giving plenty of time for homework assignments. Most students are boarders and are assigned study halls every evening. Every teacher writes a short summary of the work completed each lesson onto Powerschool at the completion of every period. It is expected that students review their Powerschool calendar every day and review the work they have done and complete any outstanding work. All assessment tasks whether formative or summative are listed on the grade level Powerschool calendar for every student.

课后辅导课程的对象为没有完成作业或评估、以及课堂上行为不佳的学生，主要帮助学生发展国际文凭学习者培养目标以及学习方法。

Detention is given to a student's failure to complete homework assignments and/ or assessments and misbehavior in class. The purpose is to support the development of the Learner Profile attributes and ATL skills (please refer to the KCISXA IB Detention Policy).

## 附录 B：成绩纪录软件 Appendix B:

### MYP Grade Recording

西安曲江校区所使用的评估管理软件

#### **Electronic software used for the management of assessment at KCISXA**

- Powerschool – 中学教师用来记录所有评估的纪录  
Powerschool – software used by Secondary school for teachers to keep a record of all assessment data
- Powerschool – 用于记录和存档所有内部评估成绩，供教师、学生和家長查阅。  
Powerschool – Used to record and archive all internal assessment results, accessible to teachers, students, and parents.

## 附录 C：教师培训 Appendix C:

# Professional Development

西安曲江校区教师利用多种方式发展评估的专业培训，包含：

KCISXA teachers receive professional development for assessment in a variety of ways, including:

- 校内 In School
  - 学科或部门或年级的共同备课  
Collaborative Planning in subjects/departments/grade levels
  - 学年的教师专业培训  
Professional Development during school year
  - 由协调员领导的会议  
Coordinator-led meetings where appropriate
- 校外 External
  - 其他的专业发展机会及工作坊  
Other professional development opportunities and workshops
  - 地区性 IB 培训  
Regional IB Workshops
  - 中学项目的第一、二、三类学科专业培训  
Subject specific workshops for MYP Category 1, 2 and 3

# 政策更新说明 Policy Update Notice

本政策于 2023 年 12 月首次制定，后经过以下更新：

This policy was first established in December 2023 and has undergone the following updates:

- 2024 年 3 月：第一次修订

- March 2024: First revision

- 2024 年 11 月：第二次修订

- November 2024: Second revision

-2025 年 3 月 18 日：第三次修订, 细化内部评估评分标准与公平性说明。

-March 2025: Third revision

- 计划将于 2025 年 12 月进行下一次修订

- The next revision is planned for August 2025

我们会定期更新政策内容，确保政策始终符合实际需求。

We regularly update our policy content to ensure it remains aligned with actual needs.