



Qingdao Amerasia International School

ASSESSMENT POLICY

Last revised: August 2025

Our Mission:

QAIS strives to inspire a lifelong love of learning through a holistic, child-centered, inquiry-based approach and nurture courageous global citizen who help build a peaceful world.

Our Vision:

To help light the world by becoming the best possible versions of ourselves.

Our Core Values:

Academic Excellence, Creativity, International Mindedness, Well-Being, Diversity

HIGH-QUALITY TEACHING & LEARNING MANIFESTO

We believe high-quality teaching Inspires a lifelong love of learning by...

- Fostering curiosity, creativity, confidence, and joy, while engaging students in age-appropriate explorations of content and concepts.
- Challenging and stretching students appropriately in accordance with their cognitive and linguistic ability, allowing them to reach their full potential.

We believe high-quality teaching is holistic by...

- Showing consistent care and concern for students' academic growth by providing timely feedback and positive encouragement, inviting students for extra help, or providing additional learning support, so they can reach their learning goals and aspirations.
- Considering the personal growth and well-being of students by thoughtfully addressing their social, emotional, psychological, spiritual, learning needs and background when crafting, delivering, and assessing lessons and units.
- Thoughtfully including opportunities for students to develop their ATL skills (Thinking, Communication, Social, Self-Management, and Research skills).

We believe high-quality teaching is child-centered by...

- Meeting students' language and cognitive needs and differentiating/scaffolding appropriately to ensure mastery of course content, concepts, and skills.
- Writing student-friendly objectives that clearly state what students will know, understand, and be able to do by the end of each class.
- Creating summative assessments that are a natural extension of formative assessments and a fair measure of the content and concepts students studied and researched, and skills students acquired throughout the unit.

We believe high-quality teaching is inquiry-based by...

- Allowing students some degree of choice in exploring topics and questions of personal interest when approaching their assignments and summative tasks.
- Balancing teacher-led, student-led, partner and group activities, and investigations that allow students some open-ended opportunities to apply knowledge and demonstrate competencies.
- Thoughtfully incorporating student questions and reflections throughout the development of the unit.

We believe high-quality teaching creates courageous global citizens by...

- Ensuring that content and concepts focus on current events and/or issues of global concern, such as the United Nations Sustainable Development Goals (UN SDGs).
- Supporting students in creating inclusive classroom environments where a variety of cultural perspectives are appreciated, grace and courtesy is extended, and the unity of our diverse community is acknowledged and celebrated.
- Considering the "why" of our learning experiences and providing opportunities for students to develop courage, while opening their minds and hearts to possible service and action projects in our community or beyond that could make a positive difference in the lives of the human family.

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Policy Philosophy

At Qingdao Amerasia International School (QAIS), we believe that assessment, teaching, and learning are intrinsically linked. Our assessment policy aims to enhance student learning, foster critical and creative thinking skills, and reflect the international-mindedness central to our school mission, vision and core values. We achieve this by contextualizing assessments within diverse cultural and linguistic frameworks, thereby aligning with both QAIS and IB Mission Statements.

We employ a variety of assessment methods, including formative and summative assessments, self-assessments, and peer assessments, to provide a comprehensive understanding of our students' progress. These assessments are designed to be fair, reliable, and valid, ensuring an accurate representation of each student's learning journey.

Our assessments serve multiple purposes: they guide our instructional strategies, identify individual student's strengths and areas for improvement, provide valuable feedback to students and parents, and help assess the effectiveness of our curriculum.

We encourage students to actively participate in the assessment process, promoting self-assessment and reflection to foster a deeper understanding of their learning and nurture their development as autonomous learners.

Our assessment policy is also designed to cultivate the attributes of the IB learner profile in our students, promoting learners who are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.

Lower School

The assessments are done in the individual classrooms in PYP include, but are not limited to, the following:

Diagnostic Assessment

As a critical part of understanding each child in the classroom and delivering tailored education to facilitate their maximum potential involves the utilization of diagnostic assessment tools at the beginning of the school year. These tools include standardized diagnostic tests, along with a variety of diagnostic teaching lessons and exercises teachers created and administered targeting predetermined skills and concepts.

These tools serve essential purposes:

- 1. Assessing Readiness and Skill Proficiency**
They are instrumental in gauging a student's readiness for the academic year and their mastery of age-appropriate and grade-level skills.
- 2. Evaluating Language Proficiency**
These assessments help in determining a student's language proficiency in both English and Mandarin, facilitating personalized language support when necessary.
- 3. Identifying Learning Styles**
The diagnostic tools aid in identifying the diverse learning styles present within the student group, which allows for more tailored and effective teaching methods.

In cases where students exhibit specific learning needs that demand individualized attention, a learning support request will be submitted. This initiates the QAIS Multi-Tiered Support System (response to intervention), which may see the development of Intervention plans, Individualised Learning Plans (ILPs) or Individualized Education Programs (IEPs) being developed to provide

specialized assistance and continuous monitoring, ensuring that each student receives the education best suited to their unique requirements and potential.

Pre-Assessment

It is critical for a teacher to have a thorough understanding of their students' existing knowledge and skills before introducing any new unit or concept. To achieve this, pre-assessment involves various activities aimed at students sharing what they already know. These activities can include using tools like KWL Charts (which stand for **K**now, **W**ant to Know, and **L**earned), mind mapping, engaging in provocation tasks, or playing simple games that allow students to showcase their abilities. As such, teachers can determine whether students need additional foundational instruction or if they have already grasped a concept or skill and are prepared to tackle more challenging variations.

Formative Assessment

Informal assessment tools – such as anecdotal or running records, the completion of simple projects, worksheets, and graphic organizers either in the classroom or at home, and performance in classroom discussions and investigations – are all used throughout the semester and continuously inform not only teaching strategies and practices but also provides the students with constant, immediate feedback that allows them to work on improving their learning and become a more active, enthusiastic participant in the classroom. At certain points, students may also be asked to present their drafts and works-in-progress to their peers, who, in turn, provide critical peer evaluation and give them valuable practice in understanding the criteria against which they themselves would be assessed. These ongoing assessments also help teachers to take note of students who may be struggling more than is expected and provide timely intervention where necessary.

Summative Assessment

Summative assessment is meant to gauge the students' overall understanding and grasp of the bigger concepts and skills that have been introduced in a teaching unit. While much of the focus is placed on the summative assessment that teachers have fleshed out in the planner – and whereas many subjects as possible try to link with – there also are stand-alone ones. These typically take the form of vocabulary, spelling, speaking, or writing tests given for Mandarin Chinese classes, where character recall is still at a premium, and calculation, language and problem-solving mid-module and end module assessments for Mathematics. Occasionally, skills tests in such subjects as PE, Arts, Drama, and Music are also given.

Upper School

Assessment at QAIS is based on the principles of fairness and transparency. As such, at QAIS, it is not acceptable to use any form of bonus or penalty marks, conversions of other marking or assessment systems to boost scores or modify achievement grades in the MYP/DP. Summative assessment tasks must be placed or linked on ManageBac when the task is introduced to the students, or at least one week before the task is due, whichever is the longer. Preferably, all summative assessments should be available to students at the start of each unit.

It is an expectation that all assessment tasks be handed in by all students on or before the agreed deadline. The following principles apply to students submitting work by deadlines:

- Class deadlines given by, or agreed with the teacher, must be on ManageBac.

- Deadline extension requests should be made as early as possible by the student, and before the deadline, accompanied by a reason. Requests will not necessarily be granted.
- Sometimes, because of reporting deadlines, late submissions cannot be accepted.
- IB externally moderated or assessed deadlines are non-negotiable.
- The tardy submission of work by students should be recognized in the student's attitude grades and narratives (report comments), as appropriate.

At QAIS, all IB achievement levels, IB final grades, and QAIS attitude grades are criterion-related. Feedback to students for both formative and summative assessments should be supportive and prompt (within 5 working days of work being submitted). It is important that feedback is specific and that students take responsible action based on that feedback. The marking of student work should clearly indicate what they have obtained credit for, and how this applies to the assessment criteria.

All QAIS students in MYP 5 are expected to complete the MYP Certificate. eAssessment provides IB- validated grades based on examinations and coursework and is recognized by OFQUAL (UK) as being equivalent to the GCSE.

All students in DP 2 are expected to attempt the IB Diploma. The IB Diploma is an internationally recognized university/college entrance qualification.

MYP

In order to determine a final achievement level in the MYP, all strands in each subject-specific objective must be addressed at least twice a year. This means that there must be an absolute minimum of one summative assessment, for each criterion, in each semester.

When setting assessments for the MYP, teachers must consult the school calendar and the respective MYP calendar on ManageBac so as to choose submission dates that spread out the workload of students as much as possible.

Every unit within MYP must include a formative assessment each full teaching week and a summative assessment. The formative assessments should link to the summative assessment and students should receive meaningful feedback before they attempt the summative assessment. For summative tasks, task-specific criteria should be provided to students. These can be either teacher- made or collaboratively created between students and teachers. Grades and feedback should be made referencing these task specific criteria.

DP

When setting assessments for the DP, teachers must consult the school calendar as well as the QAIS Internal Assessment Calendar for the DP. Once set, teachers should avoid changing deadlines unless necessary and must consult with other teachers and the DP Coordinator if they wish to do so.

In the DP, there must be one or more summative assessments in each unit of work taught. A variety of assessment methods, reflecting the IB assessment model for each subject, should be used. All assessments counting for over 5% of a grade should be moderated within departments. Grades should be assigned according to a uniform scale available to students via ManageBac.

All IBDP subjects offered at QAIS include an Internal Assessment component. This is marked internally and moderated externally. Teachers should introduce these tasks according to the Internal Assessment calendar and follow the procedures outlined in the DP From Principles into Practice and their subject guides. All Internal Assessments are moderated within Subject Groups. This includes at least two pieces of each coursework per class being reviewed by another teacher.

Differentiation in Assessment

It is always assumed that students come to the classroom with varying abilities and learning styles. This assumption is evident in the fact that all planned assessments are carefully crafted to be varied, flexible, and respectful of the student's knowledge and skills. However, where specific children may have been observed to be struggling or possibly advanced in either content or skill, teachers are expected to be able to differentiate either through engagement (process), representation (content), or action and expression (product). Students are encouraged to explore the different modalities of learning to discover what would allow them to maximize their potential, using materials such as manipulatives or lexile-leveled reading material, or following alternative approaches such as peer work, audiovisual and multimedia presentations, or individual project investigations. All of these are taken into consideration as they move on to work on their summative assessment.

Should a child continue to exhibit difficulties despite the differentiation done in the classroom by the end of the first unit, referrals may be required to begin the inquiry into the possible underlying reasons for the child's performance. (Reference: Inclusion Policy)

Standardization

QAIS seeks to administer assessment in accordance with IB rules. For any internal assessment that is sent to the IB for further moderation, for example, Personal Projects in the MYP or Internal Assessments and Extended Essays in the DP, the relevant coordinator for each assessment ensures that standardization meetings occur. These take place before and after the submission of the assessments. Such meetings ensure that the supervisors understand the rubrics used in guiding their students through the assessment process. Once students submit their work, supervisors have a standardization meeting to ensure that they have marked the student's work in a fair, consistent and open way that satisfies the supervisors' understanding of the rubric. In these meetings, the student's work to be standardized is distributed amongst colleagues prior to the meeting so that the work is marked independently, which supports the notion of fairness and transparency.

For any internal assessments, both formative and summative that are not submitted to the IB, for example class projects, tests, quizzes, unit tests and mock exams, the onus is on each department to standardize. The Head of Department rotates through each member of the department, requesting that each teacher submit a task that has been graded to the rest of the department, for the purpose of standardization. Firstly, as part of the standardization process, team members make sure that the summative meets the strands of each criterion, and then to make sure that the subject teacher's grading of his/her students is fair, consistent and follows the task rubric. These standardization meetings occur monthly during team meetings.

Any work distributed amongst the team is anonymised and a range of scores represented. Furthermore, it is important that the students' work is distributed with a copy of the assessment and grading criteria, or rubric. On conclusion of the standardization meeting, the minutes of the team meeting where the standardization took place must be updated accordingly and any moderation that occurs is commented on. It is incumbent upon those standardising that if moderation of scoring takes place for an MYP task, the following occurs for:

- Does the assessment match the subject objectives for the grade level or criterion?
- Can all achievement levels be reached through the assessment (scores 1-8 for the MYP)?
- Is the assessment task challenging, but not overly challenging?

Reporting

QAIS seeks to build strong home school connections and ensure all reporting is authentic and accessible and highlights student progress throughout the academic year. We believe that effective reporting should:

- Involve all stakeholders, including parents and students.
- Be timely, clear, and comprehensible to all involved, and
- Allow students to reflect on their learning, for teachers to utilize the overall data to inform teaching content and practices, and for parents to understand their child's strengths and weaknesses, as well as how they may be able to assist where possible.

As such, QAIS reports performance and progress in a variety of ways:

- 1) 3-way conferences: A conference between a student, their parents and their teachers take place after the first two months of each semester. The purpose of these conferences is for the teacher to discuss, with students present, the student's current progress in that subject, their strengths, and what areas they can work on to get closer to their subject goal.
- 2) Managebac: Managebac is the school's Learning Management System, and as such, parents have access to their child's profile so that they can monitor their child progress throughout the semester.
- 3) End of semester reports: At the end of each semester, the school sends a comprehensive subject report home for each student. The report reflects the student's grades for that semester, coupled with teacher comments about the student's progress in class, the units covered that semester, and a comment on the student ATL scores.
- 4) Regular emails to parents on a 7-week cycle are sent by advisors to parents about their child depicting how the student is doing in their classes.

PYP

Continuous feedback through home-school communication channels

In Toddler and Early Childhood, each child's individualised academic, social, emotional and physical development is communicated with parents through monthly Microsoft Sway newsletter. In the Lower Elementary, each student is provided with a Weekly Workplan Notebook, which both teachers and parents utilize to engage in ongoing and timely conversations regarding the student's work and performance in the classroom. This work plan also reflects teacher observations and feedback in the form of narrative paragraphs, ensuring that all stakeholders are actively informed and involved in the child's education. In addition to this, lower elementary teachers send a bi-monthly newsletter to parents with details on learning goals and objectives per grade level. Upper Elementary classes also send bi-monthly newsletters to parents and in addition share student work regularly via WeChat and Seesaw.

Semestral Progress Report

Each student is provided with an individual progress report on a semestral basis, and this is both qualitative and descriptive in nature. Assessment across Lower School takes the form of abbreviations. Alongside these assessments of development and engagement is a general narrative where more specific details of the child's performance, particularly where it relates to the Learner Profiles, are described.

The current marking system, which is subject to revision where necessary, is provided in Appendix A.

Parent – Teacher Conference

Parent-teacher conferences are discussions that take place with only the teacher(s) and the parents or guardians present. Conferences are scheduled approximately six weeks after the commencement of each semester. The aim of this conference is to communicate each of the

student's learning goals and intended strategies to the adults working with the child at home to allow for greater transparency, thus ensuring involvement in the effort and encouraging them to foster an environment of learning outside the classroom as well.

Conferences may also be called and set by either the parent or the school at any point of the year to discuss urgent matters such as behavioural or academic concerns.

Conferencing involving academic concerns.

A conference may be set by the school or the parent if the student exhibits difficulties in meeting the expectations in terms of language development or subject-specific skills. During this conference, the school and the parents shall discuss the possible intervention and support that will be provided to the students. This is conducted in the presence of the homeroom teacher. The PYP Coordinator, Learning Support Specialist, and the Lower School Principal may also be present when necessary.

Conferences involving behavioral concerns.

A conference may be set by the school if the student shows certain behaviors that directly affect the student's academic performance and/or his or her peers in the class. In this conference, the school and the parents shall discuss the possible behavioral interventions and support that will be provided and will be conducted in the presence of the homeroom teacher. The PYP Coordinator, Learning Support Specialist, and the Lower School Principal may also be present when necessary.

Three Way Conference

A three-way conference is typically held during the end of semester 1 for Upper Elementary and the end of semester 2 for Lower Elementary. During this conference, the student joins their parents and teachers in the discussion and is involved in the giving of feedback, improvement, or extension of set goals, as well as with strategy identification. The student is also tasked to present selected items from their portfolio, modelling reflection, and self-assessment process.

Student Led Conference

During this conference, the student takes an active role in leading the discussion, working to show their parents the extent and depth of knowledge and skills that they have acquired during the semester. Preparation prior to this conference involves students and teachers co-creating a plan for how to best feature student progress; this could be via a PowerPoint presentation, a demonstration, an interactive activity, a shared worksheet, or a variety of modalities. In this way, students are given the opportunity to showcase not only what they have learned, but also how they have learned. This conference also helps to reinforce the goals set and discussed during the first semester and provides insight for all stakeholders into how the student has and will continue to grow and develop in the next grade level.

Online and Physical Portfolio

Depending on the grade level, every child is given either a physical or online portfolio where they are asked to feature samples of learning.

For the physical portfolio, students routinely review their work, with teacher guidance and select samples they feel show any or all of the following: (1) their best effort, (2) how they may have encountered difficulties but managed to succeed, (3) their personal, academic, or social growth, or (4) an aspect of the Learner Profile. The students are then asked to reflect on these chosen materials, using either free composition or sentence stems provided by the teacher.

The online portfolio is securely stored and managed within the school's cloud infrastructure. These portfolios serve as a valuable tool for teachers and administrators to document, showcase, and assess academic progress and achievements.

The Exhibition

The exhibition is essentially the culmination of all the skills, knowledge, and attitudes that every child has learned in all his years in the PYP. For much of the time during which the Exhibition runs, the homeroom teacher acts as coordinator – helping students come to an understanding of the theme and the concept, reinforcing skills where necessary, assigning the children to their mentors, helping schedule field trips or setting up interviews – while the student drives much of the learning and make most of the decisions that would lead to the way they would showcase it. The Exhibition truly challenges all the aspects of a child’s thinking, social, organizational, research, and communication skills, and is both a celebration and a test of learning.

Upper school

Grades for each assessment should be communicated with students promptly (within five school days). Semester reports are shared with students and parent via paper and Managebac. Further reporting is made during semesterly Three-Way-Conferences.

MYP

Grades for each criterion should be based on summative assessments throughout the semester being reported. Should more than one assessment have been held for a criterion, a best-fit principle should be used. Where a grade is hard to discern, formative assessments and other work may be used to inform a decision.

DP

Grades should be set according to published grade boundaries in the latest Subject Report available on the Program Resource Center on MyIB. Students should be aware of what proportion of their grade each assessment forms.

See Appendix B for grade descriptors.

Confidentiality

Students’ grades and results from all assessments should be treated as confidential information. As such it is inappropriate to share information with their classmates (such as posting grades publicly) or with other parents (such as comparing students results). Teachers at QAIS share grades only with the individual student, their parents/guardians, and other teachers at QAIS.

Policy review process

QAIS aims to review our Assessment Policy at the end of each academic year to ensure that it is coherent with any changes in the student and community demographics, IB documentation, accreditation (e.g. CIS, Montessori) standards, and that policy and practice are aligned. These reviews will take place in collaborative planning meetings including the following stakeholders:

- Student representatives
- Parent representatives
- Teacher representatives
- IB Programme Coordinators
- School Principals
- Head of School

It is the responsibility of the Head of School to authorize the policy, and updated policies will be disseminated to the community through various mechanisms including the school website.

Policy Communication

The Assessment Policy is communicated to all stakeholders at the beginning of the school year through a number of means including the school website and school newsletters. The school community will participate in collaborative planning sessions towards the end of each academic year to review the policy and its appropriateness and effectiveness.

Policy Cross-references

This policy should be used in conjunction with the following documents:

- Academic Integrity Policy
- Language Policy
- Inclusion Policy

IB Standards and Practices Addressed

Culture 5: The school implements, communicates, and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

- Culture 5.1: The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100)
- Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements and outlines how the school is adhering to these requirements. (0301-05-0200)
- Culture 5.3: The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice. (0301-05-0300)
- Culture 5.4: The school ensures relevant support materials, resources, and processes are implemented for fair and valid assessment. (0301-05-0400)
- Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

- Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)
- Approaches to assessment 1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

- Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)
 - PYP 1: Teachers document and analyze student learning over time to design learning experiences based on data. (0404-02-0111)
 - MYP 1: Teachers plan and design the assessment of student learning based on the criteria and procedures in accordance with programme documentation. (0404-02-0121)
 - MYP 2: The school records criterion level totals and submits MYP personal projects for IB moderation in accordance with programme documentation. (0404-02-0122)
 - DP 1: The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. (0404-02-0131)

- DP 2: The school records and submits IB-validated assessments for the components of the DP core in accordance with programme documentation. (0404-02-0132)
- Approaches to assessment 2.2: The school demonstrates that assessment practices are formed around conceptual learning. (0404-02-0200)
- Approaches to assessment 2.3: The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300)

Approaches to assessment 3: The school administers assessment consistently, fairly, inclusively, and transparently. (0404-03)

- Approaches to assessment 3.1: The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)
 - MYP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0121)
 - DP 1: Teachers standardize their assessment of student work to ensure reliable results in accordance with IB guidelines. (0404-03-0131)
- Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)
- Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible and are appropriately designed for the contexts in which they are required. (0404-03-0300)
 - MYP 1: (if applicable) The school communicates accurate and honest predicted grades for MYP onscreen examination subjects to the IB. (0404-03-0321)
 - DP 1: The school communicates forecasted grades to institutions (such as those to higher education institutions) and predicted grades to the IB, in ways that value academic integrity and reflect as much accuracy as possible. (0404-03-0331)
- Approaches to assessment 3.4: The school implements, communicates, and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)
- Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

- Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)
 - MYP 1: All students in MYP Year 5 complete the personal project, and all students finishing the programme in Year 3 or 4 complete the community project. (0404-04-0121)
 - DP 1: The school ensures that students submit the extended essay toward the end of the DP and focuses on providing students with opportunities to engage in topics of their own choice. (0404-04-0131)

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Qingdao Amerasia International School. (2023). Language Policy. China: Qingdao Amerasia International School

Appendix A

Lower School Assessment Criteria

IB Learner Profile and Student's Social, Emotional, & Executive Development

KEY: A = Always O = Occasionally N = Needs Reminding R = Requires Support

IB Learner Profile			
Speak and listen with understanding and respect (communicator)		Embrace and pursue challenges (risk-taker)	
Show sensitivity to the needs and feelings of others (caring)		Tolerate uncertainty (open-minded)	
Maintain healthy habits (balanced)		Use reflection or feedback as a tool for growth (reflective)	
Model integrity; be truthful in word and action (principled)		Explore interests with passion (inquirer)	
Provide detailed observations and descriptions (knowledgeable)		Supply evidence to support reasoning (thinker)	
Social Fluency & emotional flexibility			
Show gratitude		Manage frustration and conflict with flexibility	
Accept responsibility for actions		Interact appropriately with adults	
Interact cooperatively with peers		Contribute as a community member	
Executive Functions			
Demonstrate initiative or agency		Use time effectively	
Make appropriate work choices		Manage impulses	
Sustain appropriate focus during work		Follow multi-step directions	
Persist and follow work through to completion		Seek help when needed	
Critical & creative thinking			
Make conceptual, experiential connections		Challenge assumptions	
Apply the use of facts, rules and principles learned within the classroom		Show concern for quality work	

Progress Report for Subject Areas

The progress report for the different subjects in elementary school will use the following criteria to evaluate students' development, and their demonstration of effort and attitude in specialist classes.

Key	Description of Development	Key	Description of Engagement
MS	<p>Meeting the Standard</p> <p>Student understands and is able to independently apply the skill or concept as well as demonstrate evidence of the skill or concept in his/her work.</p>	FE	<p>Frequently Engaged</p> <p>Student participate in learning activities and usually stay on task without teacher intervention. There are high levels of energy and concentration, a willingness to ask questions, pursue answers, consider alternatives, and take risks in pursuit of quality. His/her commitment to the quality of his/her work is evident.</p>
AP	<p>Approaching and Practicing</p> <p>Student shows an understanding of concept or skill, but s/he is still working on demonstrating this understanding and skill. Sometimes s/he requires teacher support or further clarification. Through continued practice, s/he shows commitment to and progress in demonstrating this learning independently.</p>	IE	<p>Inconsistently or Occasionally Engaged</p> <p>Student participates in learning activities but sometimes requires some additional teacher attention and direction. The daily level of energy and concentration in class varies and the commitment to the quality of work is not yet consistent.</p>
BE	<p>Beginning or Emerging</p> <p>Student has been introduced to the concept or skill and is beginning to show basic understanding of the concept or skill.</p>	RR	<p>Redirection Required</p> <p>Student is easily distracted and frequently requires teacher attention or redirection to remain on/accomplish task.</p>
AC	<p>Adjusted curriculum</p> <p>Student is given an adjusted or differentiated curriculum to best support the learning need or level of the student.</p>	AA	<p>Adjusted accommodations</p> <p>Student is unable to participate in accomplishing tasks without intervention or adjusted accommodations</p>

Appendix B

Upper School Assessment Criteria

Grade		Upper School Attitude Grade Descriptors		
		Preparedness	Activity	Cooperation
A	Excellent	Brings the correct equipment and homework completed to the best of their ability, to every class.	Always takes a demonstrably active role in lessons, and ensures tasks are completed to the best of their ability or understanding.	Positive in all lessons and shows a high degree of attentiveness and cooperation towards reaching subject goals.
B	Good	Usually brings the correct equipment and homework is mostly completed to the best of their ability.	Mostly takes a demonstrably active role in lessons and tasks are mostly completed to the best of their ability or understanding,	Is agreeable in lessons and is frequently supportive of other students, the teacher and the objectives of the lesson.
C	Of concern	Occasionally forgets to bring the correct equipment. Occasionally, homework is only perfunctorily completed.	Occasionally passive in class or occasionally indifferent to engaging in class tasks regardless of their ability or understanding.	Occasionally indifferent to lessons or may need the occasional prompt to keep their focus on the lesson objectives.
D	Poor	Frequently forgets to bring the correct equipment or frequently only perfunctorily engaged with the homework.	Often passive or may often need prompting to contribute to lessons and engage in class tasks.	Occasionally antagonistic to their peers, teacher or the subject goals.
E	Very poor	Minimal achievement in terms of the objectives.		

Grade	MYP Boundary guidelines	MYP Achievement Grade Descriptors
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.

2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Grade		DP General Achievement Grade Descriptors
7	Excellent	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	Very Good	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	Good	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	Satisfactory	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	Mediocre	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	Poor	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	Very Poor	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.