

HKCCCU Logos Academy

Assessment Policy

A. Overall Aims

Curriculum, learning, teaching and assessment are inter-related; assessment serves as an important measure to determine the effectiveness of the implementation of the curriculum and must be treated as an integral part of the learning and teaching cycle.

The aims and objectives of assessment are as follows:

- To recognize the effort and achievement of students
- To serve as an incentive for students to consolidate their learning and encourage students to become more self-disciplined individuals
- To consolidate the knowledge learned in lessons through regular revisions
- To inform students the progress of their learning and teachers the effectiveness of their teaching
- To encourage students to self-reflect their learning progress, strategies and attitude
- To provide parents regular reports of the learning progress of students

Assessment is the practice of collecting evidence of student learning and used as a mechanism of communication for providing feedback to students, teachers and parents. The purpose of assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Therefore, assessment has to be structured to align with the curriculum design, learning progression and specific learning objectives in terms of student learning outcomes.

B. Guiding Principles

At Logos Academy, different modes are adopted to assess the various goals of learning in contemporary education. Assessment activities are designed with a comprehensive approach in mind. Students are assessed not only on the lower order cognitive abilities such as recall, comprehension and application but also on their higher order cognitive abilities such as analysis, synthesis and evaluation. Emphasis is also placed on the acquisition and assessment of generic skills of the 21st Century including problem-solving, creativity and critical thinking. Assessment data are collected and analyzed to identify patterns of student performance with the purpose of modifying teaching to better address the diversity of learning needs.

C. Formative Assessment

Formative assessment is regarded as an important strategy at Logos. It serves two major purposes, namely assessment for learning and assessment as learning.

Assessment for Learning: it integrates assessment into learning and teaching, and serves as a diagnostic tool to help students' learning. It enables students to understand what they are learning, what they have attained, and what is expected of them. It focuses more on developing, instead of only evaluating, students' knowledge and understanding

in an ongoing and dynamic manner. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

Assessment as Learning: students have to play an active role by looking at their own work critically through discussions of assessment findings with teachers, and engage in meaningful self-assessments and reflections. Other proven effective formative assessment practices such as peer evaluation are also used in a regular way. The use of IT for classroom-based and home-based self-assessment is utilized.

D. Summative Assessment

Summative assessment is often referred to as Assessment of Learning. There are two formal summative assessments normally in the form of term-end examinations for each level in the Academy with the exception of Mastery Stage Year 4, the pre-university year. These assessments serve to determine the level of achievement of a student at certain important stages during a course of study. Students' holistic understanding of the course work is normally assessed in an integrated way.

E. Reporting students' academic performance

Assessment marks for core subjects in Logos Academy come from two major components referred to as "Continuous Assessment Mark" and "Summative Assessment Mark". Three report cards are issued to parents each year. One report card is given to each student after each summative assessment, which records continuous assessment marks and summative assessment marks. Also an annual report card is given to each student recording the student's academic scores, participation, prizes and service awards.

There are two Parents' Days each year. The report cards, after each summative assessment, are issued to parents on Parents' Days, during which the homeroom teachers discuss with parents on students' learning and academic performance.

The school believes that continuous effort is the key to success in any course of study. In order to recognize the importance of continuous effort in the pursuit of academic excellence throughout the school year, 60% of the year-total mark is allocated to continuous assessment (for core subjects) for the primary years of study when students are building up their habits of and attitude towards study. Although the summative component is increasingly influential in the secondary years, the continuous component will remain with no less than 25% of the total weighting. For some subjects, continuous assessment may include relevant formative and regular summative assessments (quizzes and tests) conducted during term time.

Summative assessment marks for most subjects are obtained from the two formal assessments in the form of end-term examinations, one at the end of the Second Term and another at the end of the Fourth Term of a school year. These will amount to 40% of the year total score for the primary years of study. The weighting of the summative component increases from 50% to 75% as students' progress through their secondary years. This reflects the increasing importance of summative assessments as students are moving closer towards the final stage of secondary education which ends with the high-

stake public examinations, namely the HKDSE and IBDP examinations, which are by nature highly summative processes.

To summarize, the relative weightings of the total marks of continuous assessments and those of the summative assessments (for relevant subjects) are as follows:

Level	Total weighting in continuous assessments	Total weighting in summative assessments
FS1 – FS2 DS1 – DS3	60 %	40 %
DS4 – DS5	50 %	50 %
MS1 – MS2	40 %	60 %
MS3 – MS4	25 %	75 %

For FS and DS Levels, only five core subjects need to have summative assessments conducted. They are (1) Chinese Language (2) English Language (3) Mathematics (4) Sciences and (5) Social Studies. For MS1 to MS3, all core subjects (Chinese Language, English Language, Mathematics (and Liberal Studies for MS1 and HKDSE course) and elective subjects are all covered in summative assessments. All the numerical scores collected in continuous assessments and formal summative assessments are converted and expressed in grades in the report card system. A system of Grades 1 to 7 (with Grade 7 being the best achievement) is used for FS1 to MS2 levels of studies and for the IBDP course in MS3&MS4. For the HKDSE course in MS3&MS4, the grade system used by the HKEAA is adopted (i.e. Grades 1 to 5, 5* and 5**).

F. Guidelines for administering assessments

In order to ensure that assessment strategies are fair, effective and useful for improving student learning, the following guidelines are used for administering assessments:

- A good variety of continuous assessment tools including homework, classwork, dictation, tests, debates, practical work, project learning etc. would be used.
- A balance approach is adopted in determining the weightings of various activities in continuous assessment
- All formal summative assessment papers would be of high quality and set at appropriate levels of difficulties
- The reliability and validity of assessment questions would be carefully considered
- Assessment tools should be fair to all students
- There would be close connection and correlation between assessment and learning
- The rubrics of assessing and marking should be carefully constructed

- All the assessment data collected should truly reflect the performance of students
- The marking quality of frontline teachers is consistent, fair and sensible.
- Timely feedback to students is done with the aim of helping them to improve
- Assessment data are submitted according to schedule for central storage and processing
- Systematic recording and tracking the performance of students in various levels are implemented
- Reports on each summative assessment paper are submitted for evaluation
- Matters relating to fair and effective assessments are evaluated regularly