ESF SHA TIN COLLEGE 英基 沙田學院

Assessment Guidelines

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Responsible: SLT.

Our Assessment Philosophy

At Sha Tin College, assessment is a shared, evolving process that centers on student identity and agency. It is not merely a tool for grading, but a continuous and cyclical journey that provides meaningful evidence to students, teachers, and parents. Rooted in the IB philosophy and our school's core values, effective assessment at STC pictures progress, identifies next steps, and celebrates growth through student curation.

- **Be Curious**

    We view assessment as a tool for inquiry, encouraging students to develop a comprehensive understanding of themselves as learners. Being curious in an assessment context means moving beyond grades to engage with feedback that supports reflection. We support students to be curators who choose and present evidence of their learning and advocates for their specific strengths and goals. This spirit of inquiry drives us to use varied and valid assessment methods that connect to real-world applications and foster a desire for lifelong growth.

- **Be Inclusive**

    Inclusion is at the heart of our assessment practices, ensuring that every student has an equitable opportunity to showcase their potential. To be inclusive, we design assessments that are accessible and responsive to our diverse student cohort, utilizing differentiated instruction and reasonable adjustments. This includes providing Inclusive Access Arrangements for those with recognized learning needs and offering a variety of assessment formats to honor learner variability. By making criteria and rubrics transparent and age-appropriate, we remove barriers and ensure that fairness and equity are the standards for all.

- **Be Responsible**

    Responsibility in assessment involves a collective commitment to academic honesty, transparency, and the purposeful use of data. Students take ownership of their learning by acting on feedback and setting clear goals for future growth. Teachers, as moderators and analysts, are responsible for ensuring marking consistency through standardization and using data to plan targeted interventions. Our shared leadership ensures that assessment practices are regularly reviewed and aligned with both IB standards and our school context to maintain the highest levels of educational integrity.

- **Be Generous**

    A generous approach to assessment is rooted in the belief that feedback should be a gift that fosters empathy and positive relationships. We demonstrate this by providing timely, specific, and actionable feedback that includes feed-up and feed-forward guidance to support every student's journey. As coaches and partners, teachers and parents work together to celebrate a child's progress without taking over the learning process. By empowering students to engage in peer and self-assessment, we build a community where diverse voices are validated and where dialogue about learning is characterized by kindness and mutual respect.

1. **Key Practices & Procedures**
   Our assessment practices aim for fairness, validity, transparency, and student empowerment.

   I. Planning Assessment
   - Departments collaboratively develop annual assessment schedules (summative overview, formative tasks, and reflection opportunities).
   - Student voice, workload balance, identity, and wellbeing are considered in planning.
   - Plans include requirements for **standardisation/moderation and scaffolded reflection**.

   II. Managing Summative Tasks
   - Major summative tasks are tracked through a central calendar.
   - Tasks reflect taught content/skills and are inclusive and accessible.
   - Students receive clear information, including: content, format, criteria/rubric, dates, and submission method.
   - Resubmission for grade improvement is generally not permitted; instead, we focus on feedback, reflection, and future growth opportunities.
   - Tasks must adhere to the Academic Honesty Policy.
   - Professional judgment and respectful dialogue guide decisions on late work, absences, and extensions. This is balanced with procedures that are transparent, fair and consistently applied.

   III. Criteria, Standardisation, & Feedback
   - All assessments use clear, aligned criteria or rubrics, supporting transparency and growth.
   - Standardisation occurs before marking, and moderation is used after marking to ensure fairness.
   - Feedback is timely, specific, criterion-linked, and includes feed-up/feed-forward guidance.
   - Students are supported to reflect on feedback, set goals, and act on learning through structured opportunities (Be Curious, Be Responsible).
   - Peer and self-assessment are encouraged, with teacher moderation to validate student voice.

   IV. Recording, Reporting, & Data Use
   - Teachers maintain clear, accessible gradebooks using digital tools where possible.
   - A structured reporting cycle includes reports, conferences, and reflection.
   - Report grades are professional judgments based on diverse evidence, not raw averages.
   - Reports are shared with students first, empowering dialogue and ownership.
   - Data from internal and external assessments (e.g., exams, learning walks, feedback, portfolios) are used to plan teaching, ensure consistency, and drive whole-school improvement.

2. **Roles, Responsibilities, and Rights in Assessment**

Assessment at Sha Tin College is a shared, evolving process that centres on student identity and agency. We believe that for assessment to be effective, every stakeholder must understand both their obligations and the entitlements that ensure fairness and growth.

I. **Students: Curators, Advocates, Collaborators, Implementers**

Responsibilities:
- **Curators:** Choose and present evidence of their learning and growth.
- **Advocates:** Speak up for their learning needs, strengths, and goals.
- **Collaborators:** Engage with peers, educators, and the community to co-create learning.
- **Implementers:** Act on feedback, reflect, and set goals for future learning.
- Take ownership of their learning, practice academic honesty, and understand expectations.

Rights:
- To receive clear, age-appropriate assessment criteria and rubrics before beginning a task.
- To be provided with timely and actionable feedback that allows for improvement before a final grade is recorded.
- To have access to Inclusive Access Arrangements (e.g., extra time, laptop use) if they have a recognized learning need.
- To be assessed through a variety of formats that allow them to showcase their strengths (e.g., oral, visual, or written).

II. **Teachers: Facilitators, Coaches, Evaluators, Moderators, Analysts**

Responsibilities:
- **Facilitators:** Design assessments that allow students to curate and showcase learning.
- **Coaches:** Provide timely, thoughtful feedback to support growth.
- **Evaluators:** Assess work using clear rubrics, criteria, or learning continuums.
- **Moderators:** Ensure fairness and alignment in assessment practices.
- **Analysts:** Use data to adapt teaching, plan interventions, and evaluate progress.

Rights:
- To exercise professional judgement when evaluating student work based on evidence and IB/IGCSE criteria.
- To expect academic integrity from all students, ensuring that the work being assessed is an authentic reflection of the learner's ability.
- To receive protected time for moderation and standardization with colleagues to ensure marking consistency.
- To have access to high-quality professional development regarding the latest assessment technology and IB global standards.

III. **Parents / Guardians: Witnesses, Coaches, Partners**

Responsibilities:
- **Witnesses:** Observe and reflect with their child on the learning journey.
- **Coaches:** Ask questions and support learning without taking over or completing work for the child.
- **Partners:** Collaborate with educators and help create connections beyond school.
- Engage in reporting processes and support the school's academic honesty guidelines.

Rights:
- To receive regular and transparent communication regarding their child's achievement and areas for growth.
- To have the assessment language explained clearly (e.g., understanding the difference between an IB 1–7 scale and traditional percentages).
- To be informed of significant assessment deadlines in a timely manner to help support their child's well-being and time management.

IV. **School Leadership**

Responsibilities:
- Ensure communication, review, and implementation of the assessment policy.
- Provide resources and professional development.
- Oversee consistency, planning, and support across departments.
- Use assessment data for whole-school improvement and equity.

Rights:
- To expect adherence to internal deadlines from both staff and students to ensure the smooth running of external examinations.
- To intervene or mediate in cases where assessment practices do not align with the school's values of inclusion and fairness.
- To set strategic goals for the school based on trends identified in the assessment data.

V. **External Awarding Bodies: Architects, Appraisers, Validators**

Responsibilities:
- **Architects:** Provide assessment frameworks, rubrics, and expectations.
- **Appraisers:** Offer data that helps evaluate school and student outcomes.
- **Validators:** Assure quality through moderation, examinations, and school reviews

Rights:
- To expect the school to uphold the highest standards of exam security and administrative integrity.

- To receive standardized samples of work that are accurately marked and authenticated by the school.
- To be notified of any special circumstances (adverse circumstances) that may affect a student's performance during a formal assessment period.
- We value these bodies as partners in ensuring that assessments at STC meet ESF/IB/IGCSE standards and prepare students for future opportunities.

3. **Policy Review and Communication**

   Assessment at STC is a living process, responsive to evolving needs.

   - **Review**: Guidelines will be reviewed at least every five years, with input from students, staff, and parents.

   - **Accessibility**: Available on the STC Website and discussed during orientation and community events.

   - **Communication and Implementation**: Leadership, HoFs, and Coordinators ensure understanding, alignment, and implementation across the school.

4. **Ensuring Fairness: Standardisation and Moderation**

   At Sha Tin College, we recognise that for assessment to be a right for students, it must be consistently fair, reliable, and transparent. We ensure this through rigorous internal processes of standardisation and moderation, which transform assessment from an individual task into a collaborative professional dialogue**Proportionate** to the nature and frequency of the offence

   I. **Standardisation: Aligning Our Understanding**

      Standardisation is an integral part of our assessment practice, occurring before the formal marking process begins. It is the collaborative process used to ensure that all teachers of a course share a common understanding of marking standards and assessment criteria.

   - The Process: Prior to marking, teachers work together to interpret criteria and discuss a range of sample work. This ensures a breadth of student responses are considered, helping to clarify "ranges of acceptance" and specific feedback conventions.

   - Implementation: Teachers may mark a common sample independently before meeting to reach a consensus on interpretation. This is particularly vital when students are submitting different assessments through student choice or at different times of the year.

   - Frequency: While departments exercise professional judgement based on the nature of the subject, standardisation should occur at least once per term for each course or year group. Sessions are timed to ensure that subsequent marking remains efficient and provides timely feedback to students.

II.   Moderation: Verifying Our Outcomes

Moderation is the quality-assurance process that takes place after marking is complete. Its purpose is to verify that assessment criteria have been applied consistently across different classes and that outcomes are fair and reliable for every learner.

- The Process: Teachers select a representative sample of work, covering a range of performance levels, to be re-marked by a different colleague. Where discrepancies in marks occur, a professional dialogue is held to reach a consensus. If necessary, marks may be adjusted across an entire class cohort to ensure equity.
- Required Areas: While moderation is not required for every minor task, it is mandatory for:
    - Any work destined for external moderation (e.g., IB Internal Assessments, IGCSE Coursework).
    - Major internal milestones, such as Mock Examinations and Year 12 March/April Assessments.

III.   Professional Judgement and Ethics

We trust the professional integrity of our departments to determine when additional moderation is appropriate. By engaging in these practices, our teachers act as moderators and validators, upholding our school value of Responsibility by ensuring that every grade a student receives is a true and defended reflection of their achievement.

Links:

[ESF Assessment Policy](#)

[STC Assessment Policy Sept 2022](#)

[IB Standards & Practices 2020](#)