



聖公會中學(澳門)
Macau Anglican College

School-based Student Assessment Policy

Applicable School Unit Code: 156

Effective School Year: 2021/2022

School Principal: Mr. Robert Alexander

Signature: 



School Chop: _____

1. Principal:

- To achieve the school's mission of "maximizing potential", our school-based student assessment policy is based on a formative Assessment for Learning (AFL) and a summative Assessment of Learning (AOL).
- The policy aims to guide students' learning by facilitating learning and understanding of content, increasing knowledge and improving academic achievement. Through the AFL, continuous progress assessments form part of the teaching and learning programme. Students' understanding of concepts is continually assessed to evaluate progress and lesson planning. AFL creates feedback which is then used to improve student performance. Students become more involved in the learning process and thus gain confidence about learning expectations and standards.
- Various forms of continuous assessment tasks are administered to cater for the diverse learning styles of students. A minimal number of AOL strategies and approaches are employed during the academic year.
- The assessment criteria for the secondary section is 60% AFL and 40% AOL, in the primary section 70% AFL and 30% AOL. In the kindergarten section, the assessments are mainly based on AFL.

2. Assessment Policy:

Kindergarten Section

Assessment

There are three types of assessments in the MAC Kindergarten Section:

1) Pre-assessment:

Pre-assessment is used to ascertain a pupil's prior knowledge and experiences so that teachers can plan and refine the learning engagement accordingly.

2) Formative assessment (assessment for learning):

Formative assessment is used by teachers and pupils to inform and support the teaching and learning process. It is an ongoing assessment which monitors the pupils' achievement during learning and records the pupils' understanding and skills. Teachers are able to refine the teaching and learning process and gather assessment information that allows them to plan for the next steps in the learning process. Strategies for gathering assessment information include specific tasks as well as assessments during daily learning and play; for example, learning conversations, questions, mental records made by the teacher during observations, a detailed analysis of a pupil's work or the process and assessment of products.

3) Summative assessment (assessment of learning):

Summative assessment gives teachers a clear insight into what pupils have learnt as a result of, or at the end of a learning period. Summative assessment is understood to be the culmination of the teaching and learning process. It gives pupils the opportunity to demonstrate what they have learnt and understood, and it gives teachers the opportunity to reflect on the effectiveness of the teaching and learning process. Summative assessment data are used to provide parents with a report on their child's learning progress. We make use of a range of strategies and tools to assess and record pupils' understanding, knowledge and learning.

These include:

- Observation
- Teacher annotations of pupils' actions
- Art work
- Photographs, videos,
- Pupils' reflections (scribed, drawn or recorded)

- Checklists
- Pupils' portfolios in K1 and K2

Reporting

Reporting is about communicating what a pupil knows, understands and can do. It describes the progress of a pupil's learning and identifies areas for growth. Reporting takes several forms, including Parent Consultation, written reports and Student Portfolios (in K1 and K2). We believe that effective communication among teachers, pupils and their parents play an important role in improving learning and development.

A written report is provided twice a year.

Written reports include information on:

- Personal and social development
- English language development
- Mathematics/Numeracy
- Chinese/ Putonghua
- Topics

Promotion and retention

At the end of the academic year, all pupils will be promoted to the next year group; except when parents submit a written request for their child to be retained in the same year group. However, a request of this nature requires the approval of the school.

Primary Section

Goal

This policy outlines the purpose, nature and management of assessment at Macau Anglican College (MAC) Primary Section. It complements teaching and learning practices and plays an integral part in evaluating current teaching and learning practices, as well as students' achievements. The goal of the policy is to give parents, students and teachers a clear outline of all assessment techniques used at MAC and to ensure that assessment is used as a tool to inform planning, to track students' progress and to raise standards.

Aims

- To promote learning through a wide variety of teaching and learning styles
- To develop investigational skills through relevant practical tasks
- To promote positive attitudes towards learning

Implementation

Assessment is an integral part of our daily practice at MAC. Effective assessment is about 'feed-back' and 'feed-forward' to inform the next stage of the curriculum as well as formal reporting. Assessments are used to influence the progress of current teaching practice and for future planning.

Purpose of the assessments:

- **Formative** - provides information for teachers to plan the next step of pupils' learning
- **Diagnostic** – provides detailed information about an individual pupil's strengths and weaknesses
- **Summative** – provides a clear picture of each pupil's achievements
- **Differentiated** – provides information that the learning experiences are matched to the abilities and the needs of all pupils
- **Progressive** – provides the information that the learning experience is designed to give progressively deeper knowledge, understanding and skills to pupils.
- To provide curriculum evaluation and the assessment of the teaching and learning practices in our school

Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. The goal of *formative assessment* is to monitor pupils' learning in order to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their

learning. More specifically, it is to help learners identify their strengths and weaknesses and target areas that need improvement. This type of assessment is used to assess pupils' knowledge, skills, understanding and to identify gaps and misconceptions. It enables teachers to identify when learners are struggling, when they have consolidated learning and when they are ready to progress. Activity-based teaching and learning methods are practised in the primary section to support formative assessments. Special projects, research reports, and performance presentations are part of the formative assessment programme.

Summative Assessment:

Summative assessments allow teachers to measure pupils' understanding, typically against standardised criteria. The purpose of summative assessments is to gauge pupils' comprehension of the material presented during the course of work, and is often measured with a grade or percentage, depending on the subject. In contrast to the informal nature of formative assessments, summative assessments require clear expectations and timelines to be set to give learners the best opportunity to succeed. Teachers use rubrics or assessment criteria to ensure learners understand what to expect during these types of assessments. Chapter reviews and assessments, standardised chapter tests and quizzes are used to assess pupils' progress

- **School Based Formal Summative Assessment** – Mid-Year and Year-End Exams
- **Standardised Summative Assessments** – Cambridge progression tests (P2 – P5) & check point tests (P6)

Reporting to Parents:

Core subject portfolios are utilised for each learner to monitor their skills development. First Term and Second Term reports are issued to inform parents about the progress and skills development of their child. For parents to check the progress of their child, portfolios are available during parent-teacher consultations. Mid-year and Year-end reports are issued to inform parents about the child's overall performance.

Curriculum Link

The Cambridge Primary Curriculum framework with BBA strands are used as a guide for teaching and learning practice in MAC. The Cambridge curriculum offers integrated assessment, helping schools to check learners' development and give feedback to parents. Cambridge Primary Assessment uses internationally benchmarked tests, giving parents extra trust and faith in the feedback they receive.

Special Education Needs (SEN)

The demands of the learning experiences should match the abilities and needs of all the pupils. Differentiated assessment methods are used in every classroom to cater to the needs of SEN students. Different methods of assessments with accommodations, such as modified papers to suit the current level of the student, word banks, picture support, checklist and graphic organisers are provided to those who need them.

Assessment Criteria

<i>Criteria</i>	<i>Percentage</i>	<i>%</i>
Special Projects, Research reports, Presentations, homework	30%	70%
Chapter reviews, Tests & Quizzes	40%	
Mid-Year /Year-End Examination	30%	30%

Promotion and Retention

Primary 1 - 4:

Students are required to attain the skill levels set for the year. At the end of the school year, all P1 – P4 students are expected to be promoted. However, if retention is considered, it will be decided in consultation with parents, teachers, guidance counsellors and the school management, with the approval of the DSEJ.

Primary 5 & 6:

A student must achieve a pass mark of 50% or above in the following major subjects: English, Mathematics, Science and Putonghua to be promoted.

The overall retention rate will not exceed 4%.

Retention is minimal in primary school and will only be considered if it is deemed beneficial for the child. There are times when academic or developmental deficiencies make retention a viable option in order to ensure the continued progress of an individual learner. Retention is considered in consultation with parents, teachers, the guidance counsellor and the administration.

Pupils who do not achieve the required pass mark in the major subjects will be asked to do a supplementary assessment by the end of the school year. Pupils who are again unsuccessful in this supplementary assessment will repeat the 5th or 6th grade.

Secondary Section

Assessment Types

Continuous Assessments (Formative Assessment)

Mid-year Examinations (Summative Assessment)

Mock Examinations for Form 4 to Form 6 pupils will be conducted in March/April (Summative Assessment)

Year-end Examinations (Summative Assessment)

The criteria of Continuous Assessment are different in the various forms and subjects. The categories which are used include the following (but are not limited to these):

- Homework
- In-class work
- Oral presentations
- Notes
- Practice videos
- Tests
- Quizzes
- Projects
- Portfolios
- Participation / Discussion / Disciplinary
- Participation in public competitions etc

Form 4, 5 and 6 pupils who do not write Cambridge International Assessments (IGCSE/AS/A2) will write a Year-end examination during the same period of the Cambridge International Assessments. A separate timetable will be prepared for this examination.

Reports

Form 1 – Form 3

	1 st term			2 nd term			Whole Year
	Continuous Assessment (CA)	Mid-year Exam	Final Mark	Continuous Assessment (CA)	Year-end Exam	Final Mark	
Term	60 %	40 %	100 %	60 %	40 %	100 %	
Whole Year	50 %			50 %			100 %

Form 4 – Form 6

(For students who write Cambridge International Assessments)

	1 st term			2 nd term			Whole Year
	Continuous Assessment (CA)	Mid-year Exam	Final Mark	Continuous Assessment (CA)	Mock Exam	Final Mark	
Term	60 %	40 %	100 %	60 %	40 %	100 %	
Whole Year	50 %			50 %			100 %

Form 4 – Form 6

For students who do not write Cambridge International Assessments

	1 st term			2 nd term				Whole Year
	Continuous Assessment (CA)	Mid-year Exam	Final Mark	Continuous Assessment (CA)	Mock Exam	Year-End Exam	Final Mark	
Term	60 %	40 %	100 %	60 %	20 %	20 %	100 %	
Whole Year	50 %			50 %				100 %

Marks	Grade	Description
90-100	A*	Illustrates an excellent understanding of the subject and mastery of all its necessary skills
80-89	A	Demonstrates a relatively high degree of competence in the subject and fully satisfies most of its requirements
70-79	B	Displays sufficient skill and proficiency in the subject and is able to formulate relatively sound, independent ideas
60-69	C	Addresses the requirements of the subject adequately with some sound application of the required skills
50-59	D	Reveals a basic and ordinary understanding of the subject matter but with limited creative ability and skills
Below 50	E	Shows an inadequate knowledge of the subject and its required skills; therefore, mostly struggles to process concepts accurately and meaningfully

Promotion and Retention

All students, excluding IEU identified students, are required to score 50% or more in all the compulsory subjects if they have studied these subjects previously. The compulsory subjects include:

- English Language
- Mathematics

- Chinese/Mandarin

Pupils are allowed to fail only two subjects, provided they are not compulsory subjects; while for all compulsory subjects a score of 50 %, or higher, should be attained in order to be promoted.

If a pupil fails not more than two non-compulsory subjects, plus any one compulsory subject and they score more than 30% in the compulsory subject that they fail, then the pupil will be allowed to re-sit the examination in that compulsory subject. The pupil needs to pass the re-sit examination for promotion to the next grade.

For the junior secondary section (F1 to F3), the overall retention rate will not exceed 8%.

Form 3 Graduation

To qualify for graduation, Form 3 students follow the same promotion and retention policy as the other year groups. (Please see the information above)

Form 6 Graduation

To qualify for graduation, Form 6 pupils must score a pass mark of at least 50% in all subjects they are studying; except if they are inclusive students.

If they fail to score at least 50% in any one of the subjects, they will be allowed to re-sit that examination in May/June, and a relevant remark will be entered on their report card.

If after the re-sit examination, a student does not qualify for graduation, they will be awarded a non-graduation school-leaving certificate.

Pupils who are late:

Pupils are expected to be at school by 8:00am and to be in the homeroom not later than 8:05am every morning. Any pupil arriving after this time will be recorded as late and they must obtain a late-slip from the administration staff; otherwise, they may be considered absent for a whole day.

Students who accumulate

- | | |
|---------------|--|
| 5 late slips | Attend "Saturday School" |
| 10 late slips | Attend "Saturday School" + warning letter |
| 15 late slips | Attend "Saturday School" + final warning letter |
| 20 late slips | Attend "Saturday School" + must leave the school at the end of the year. |

3. Appeals

Channels of appeal of assessment results

3.1 Appeals pertaining to continuous assessment or examination results for a particular subject

- If students/parents do not agree with the assessment results, they should send an email or a letter to the subject teacher and express their concerns. The subject teacher should reply within 3 working days and inform the subject lead teacher.
- If students/parents are not satisfied with the reply, they should send an email or a letter to the subject lead teacher. The subject lead teacher should reply within 3 working days and inform the Head of Section.
- If students/parents are still not satisfied, they should send an email or a letter to the Head of Section.
 - If the students are from the secondary section, the Head of the Secondary Section should call a Senior Teachers' Team meeting to discuss the issue. The relevant subject teacher and the corresponding subject lead teacher should attend this meeting as well. The head of the secondary section should respond within 5 working days.
 - If the students are from primary or kindergarten section, the Head of Section should call a Curriculum Team meeting to discuss the issue. The related subject teachers should attend this meeting as well. The Head of Section should respond within 5 working days.

The minutes of the meeting should be sent to the Assistant Principal and the Principal. Final approval from the Assistant Principal and/or the Principal must be granted before the Head of Section responds to the students/parents.

3.2 Appeal for retention decision

Appeals should be made within 2 working days after the year-end academic report was issued, including the date of report card issuance. Students/parents should send an email or a letter to the corresponding Head of Section to express their concern.

- If the students are from the secondary section, the Head of Section should call a Senior Teachers' Team meeting to discuss the issue. The Principal and Assistant Principal should be invited. The Head of Secondary should reply within 5 working days.
- If the students are from the primary section, the Head of the Primary Section should call a Curriculum Team meeting to discuss the issue. The Principal and Assistant Principal should be invited. The Head of the Primary Section should reply within 5 working days.

The minutes of the meeting should be sent to the Assistant Principal and the Principal for record purposes.

4. Others

4.1 Arrangements Pertaining to Absence from Assessment

Excused absence

Definition of excused absence: Students who are selected to represent the Macau SAR, or the school, or who participate in regional or international events or competitions and cannot attend school on an official school day.

If a student has to miss an assessment because of an excused absence, parents must inform the school in advance. An official letter from the organisation and a letter from the parents should be submitted to the school.

Illness

If a student is forced to be absent for an assessment on a particular day because of illness, parents should inform the administration office by calling the number 28850000 before 10:00am on that day.

A valid certificate from a registered doctor should be submitted to the homeroom teacher on the day that the student returns to school.

Unexcused absence

Any absence other than an excused absence or illness with a valid doctor's certificate will be considered as an unexcused absence.

Supplementary assessments

Supplementary assessments will be arranged if a student's absence is deemed to be an excused absence or if a valid doctor's certificate is submitted.

No supplementary assessments will be arranged if a student's absence is deemed to be an unexcused absence.

The subject teacher, a curriculum team member or the senior teacher for examinations should arrange the new dates for the student's assessment(s) as soon as possible.

No mark deductions will apply to such postponed or late assessments.

4.2 Accelerated promotion

Students may apply to the school to accelerate a grade when they meet the following criteria:

- 1) Having been assessed as gifted students by a competent government department or an agency designated by the department. A full report must be submitted when applying for accelerated promotion;
- 2) Students must achieve a grade A or above in all subjects in their existing grade;
- 3) The parents must apply for accelerated promotion by the end of May in each school year. Students will be assessed by the school in June and July. If any student is approved to skip a grade, it will only be effected in the next academic year;
- 4) If a primary student is approved to skip P6, a primary graduation certificate will be issued to the student;
- 5) If a secondary student is approved to skip F3, a junior graduation certificate will be issued to the student.

The school management will decide whether the application is approved or not. An official reply will be given by the end of the academic year.

4.3 Attendance requirements for students

Students must attend school if they are fit to do so. The school management will decide whether the student's rate of absenteeism should affect their promotion or graduation.

Primary and secondary student who has been absent for more 20 days without verification of severe illness in the form of a valid doctor's certificate, may not be offered a place at the school for the following year. The School Management reserves the right to make the final decision in such cases.