

# Po Leung Kuk Tin Ka Ping Millennium Primary School

## Assessment Policy

### Purpose of Assessment

To enhance student learning outcomes and align with educational reforms and curriculum updates, our school's assessment policy will adopt diverse evaluation methods. These include observing students' daily performance, self-assessment and peer assessment, parental evaluations, cross-curriculum activities, thematic studies, formative assessments, and summative assessments. The aim is to collect evidence of students' knowledge, skills, values, and attitudes, allowing students to improve their learning, enabling teachers and the school to review and revise teaching designs and strategies, and enhancing the effectiveness of teaching and learning. Additionally, it allows parents to understand their children's progress and provide support.

### Teaching and Assessment Planning

The academic year is divided into three phases, each comprising:

<b>Formative Assessment</b>	Ongoing assessments of students' learning performance during the semester, following up on learning conditions to enhance the effectiveness of teaching and learning. Scores from these assessments do not contribute to the overall annual grade.
<b>Summative Assessment</b>	Conducted at the end of each semester, analyzing students' strengths and weaknesses, developing follow-up plans for teaching and learning, and effectively utilizing assessment data to provide feedback.
<b>Thematic Learning Week</b>	Held at the end of each semester, allowing students to participate in cross-curriculum learning activities or physical activities, enriching their overall learning experience and promoting holistic development.

## Adjustment Arrangements for Grade One

To help P.1 students gradually adapt to the primary school assessment model and alleviate their learning anxiety, the following adjustments are made for assessments at each semester:

Semester	Adjustment Arrangements
1	Conduct diverse star-based assessment tasks, such as practical evaluations, reading aloud, and oral presentations, without calculating scores.
2	
3	Conduct summative assessments in a written format, without calculating scores.

At the end of semester, students will receive a school-based "STAR Report," themed around star recognition. Teachers will award stars based on student performance against each learning goal, allowing students and parents to understand learning outcomes at each stage, and enabling teachers to provide feedback for teaching and learning.

### Leave During Assessment Periods

If a student misses a formative assessment, the school will arrange a make-up assessment, but will not provide prior notice.

If a student is absent from the summative assessment week due to illness, a "leave certificate" must be submitted as proof; if absent for other reasons, parents must submit a written request to the principal three days before the summative assessment.

On the report card, [EXM] indicates that the student has successfully applied for an assessment exemption for special reasons, or that the school has granted an exemption due to special circumstances.

### Make-Up Exam Arrangements

Students absent during the summative assessment period must complete the make-up assessment within the designated time. If arranged for after school, parents must arrange transportation for their children.

No scores will be deducted for the make-up subjects, but students will not receive overall rankings and will not be eligible for academic awards or subject-specific awards.

If a student fails to complete the make-up assessment within the designated time, that subject will show [ABS] on the report card, and the student will not receive overall rankings or academic awards or subject-specific awards.