

Responsibility for Policy  
Implementation:

政策負責方：

Principal (Secondary)

中學校長

Relevant to:

政策關聯方：

All Han Academy academic staff,  
students and parents

所有漢鼎書院教職員、學生、家長

Approved by:

政策批准方：

Principal (Head of School)

校長

Effective from:

政策生效日期：

23 October 2020

2020年10月23日

Next Review Date:

下次檢討日期：

22 October 2021

2021年10月22日

**ASSESSMENT POLICY  
(SECONDARY)**

The Policy regulates the assessment of students' performance as a reflection of their learning at the School, in the on-campus and online format. The objective of the Assessment Policy (hereinafter, Policy) is to provide a mechanism that helps students at the Han Academy (hereinafter, School) to improve their learning process and to strengthen the quality of teaching at the School. Implementation of the Policy aims at providing the School with a ground for future improvement of the assessment process, which, itself, is an essential step toward the overall development of the education standard at the School. Based on the Policy implementation, the School identifies students' progress toward meeting requirements of the IBDP, obtains information on the quality of teaching at the School, including the suitability of courses offered, and provides feedback to students' parents/guardians. The Policy regulates the assessment practice in the Secondary section at the School, including the academic programmes offered under Cambridge Assessment International Examinations and the IB Diploma Programme. The regulations apply to all the programmes in the Secondary section of the School if a particular programme and/or its components are not specified.

**1. PURPOSE OF ASSESSMENT**

- 1.1 Formative assessment is an ongoing process and is conducted throughout the whole academic year. It is a complex exercise, which includes a range of assessment practices, as specified below. The purpose of formative assessment is to approach students' academic performance, their learning process and outcomes from different perspectives, through different assessment exercises, to facilitate their learning process and motivate them to inquire and learn. All teachers are expected to conduct a formative assessment of students' performance regularly, with appropriate feedback provided to students, as guidance, on a weekly basis.
- 1.2 Summative assessment relies on formal tests and examinations, which aim at the identification of the quality of acquisition of the academic materials covered in the class. An essential aim of summative assessment is seen in its diagnostic function, which assumes understanding the current level of students' academic performance and identification of ways for its continuous improvement.

**2. ASSESSMENT CRITERIA**

- 2.1 Assessment criteria are established to provide fair judgment on students' academic performance. The assessment process covers the whole process of learning at the School throughout the entire academic year.
- 2.2 Assessment is centred around the core principle of academic integrity and honesty and aims at strengthening the importance of that principle in the whole process of

teaching and learning. Maintaining the standard of academic honesty, as well as investigating issues relating to malpractice cases, in either in-classroom or homework, including examinations and internal assessment works, are regulated by the School's Academic Honesty Policy.

- 2.3 Assessment criteria are meant to be flexible, valid, meaningful, varied, supportive, and diagnostic, with strong consideration of differentiated learning.
- 2.4 Assessment criteria are intended to be entirely understandable for students and to provide them with an authentic reflection of their academic achievement and progress.
- 2.5 Assessment is reflected in two formats: student's achievement and attitude, and all students shall receive their marks for all subjects based on these criteria.
- 2.6 Achievement is graded based on the 'A\*' to 'F' scale (for Cambridge Secondary programmes, '1' to '7' for IBDP subjects, and 'A' to 'E' for IBDP Theory of Knowledge (TOK) and Extended Essay (research) assessment. The grading standards reflect grade descriptors established by the IB.
- 2.7 Attitude grades are based on the standard applied at the School regarding all the programmes and students. The grades reflect student's attitude toward learning, including, as judged by the respective teacher, his/her time spent on learning the subject and to what extent the student is engaged in the class.
- 2.8 All subjects taught in the School are subject to assessment, including non-examinable subjects. Students' performance in IBDP Creativity, Activity, Service (CAS) is reflected by qualitative grading, based on comments provided by the CAS Coordinator.
- 2.9 The following are types of formative assessment applied in the School:
- 2.9.1 Class participation, which includes homework (a task to be performed by students in the non-controlled environment), quizzes (short question-based written assignments), in-class discussions and presentations;
  - 2.9.2 Research projects (individual or group-based), research portfolios, commentary portfolios, essays, journal writing.
  - 2.9.3 Oral presentation of projects;
  - 2.9.4 Artworks, including music performances;
  - 2.9.5 Field trip-based tasks;
  - 2.9.6 Experimental practical works;
  - 2.9.7 Unit tests on specific topics/chapters covered.
- 2.10 The School conducts at least one session of mock (preparation) examinations for each programme (Cambridge Secondary 1 - Checkpoint, IGCSE, A/AS Level, and IBDP), which serve as diagnostic indicators for the School, in particular, the programme coordinators and subject teachers for identification of the students' current level of



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academic performance and quality. The results aim at further academic improvement, as well as serve as an essential ground for determining IBDP predicted grades.

- 2.11 Summative assessment includes a formal examination, which is to be conducted at the end of Semester 1 and Semester 2.
- 2.12 Subject teachers are guided to follow the overall trend of the students' progress, with strong consideration of recent performance compared to the one demonstrated earlier during the academic period.

### **3. ASSESSMENT REQUIREMENTS**

- 3.1 Assessment of students' performance at the School is conducted throughout the whole academic year. The academic year in the School consists of three academic semesters.
- 3.2 If the attendance rate for a particular subject is below 50% in any semester, caused by either excused or unexcused absences, the student cannot be assessed by a respective subject teacher. Performance of students, who join the School after half of the study weeks of a particular academic semester has already passed, is not assessed for that semester.
- 3.3 Performance of all students shall be assessed on a semester basis.
- 3.4 Students who missed a subject semester final examination because of a valid reason, such as an accepted medical condition or family loss (not limited to these only), are provided with a right to take the respective subject examination before the end of week 1 of next semester or academic year. Based on final marks awarded, the student will be considered for promotion to the next year level.
- 3.5 Students who failed a semester final examination are not provided with an opportunity to retake it, and the examination mark is considered final and is to be considered toward the total mark for the semester and, subsequently, the academic year.
- 3.6 The School provides a special arrangement for students who need extra support, evidence-based, as mentioned below. If students do have other diagnosed learning needs and ask for special exam arrangements, the School will try its best to refer to standards and practice from Hong Kong EDB, Hong Kong EAA, Cambridge Examination Board and IBO, striving to provide the best learning and exam experience for students.
  - 3.6.1 Students with a provided medical report to School on any learning difficulty diagnosed are given 25% extra time.
  - 3.6.2 Students diagnosed with attention deficit syndrome are provided a separate room to sit an exam to retain focus during the exam.
  - 3.6.3 Students diagnosed with dyslexia are provided with special support such as having questions being read to them and under permitted circumstances, with a laptop allowed to be used (without proofreading/auto check functions) to type in their answers.

3.6.4 Students whose native language is not Chinese are provided with extra time if some of the questions are written in Chinese. The allowed extra time depends on the ratio of Chinese in the test papers following the 25% extra time upper limit. For example, for Y5 Mathematics papers, 70% of questions are Chinese, and the normal duration of the exam is 60 minutes. Then the testing time is calculated as follows:

$$60 * 0.25 = 15$$

$$15 * 0.7 = 10.5 \text{ (11 minutes extra time provided)}$$

- 3.7 Teachers of all subjects are required to record students' academic performance.
- 3.8 Preparation of internal examinations papers and the process of examination arrangement are regulated according to the overall regulations of the examinations papers at the School.
- 3.9 Students' internally assessed works, results of which are to be sent to the respective assessment authority (e.g. IBDP subject Internal Assessment or IGCSE Global Perspectives Team Project) or other works, which will be assessed externally (e.g. IGCSE Global Perspective Individual Report) shall be submitted for external assessment based on respective programme's requirements and deadlines, as well as the School's internal schedule for the particular programme.
- 3.10 Programme coordinators are the primarily responsible staff members for the administration of respective programme examinations, collection of works to be sent for external marking or moderation and their mailing to the respective programme's assessment centre or uploading on its website.
- 3.11 Promotion of students to the next year level is based on final marks awarded to students by respective subject teachers, based on both formative and summative assessment.
- 3.12 This article sets requirements for promotion of Secondary students to the next year level.
- 3.12.1 To be promoted to the next year level, all students of Y7-Y9 are required to
- pass at least 3 out of 5 examinable subjects (Chinese, English, Mathematics, Science, Chinese History) with a minimum grade of 'D', with not more than one subject graded 'F';
  - pass non-examinable subjects with not more than one subject graded 'F';
  - receive 'satisfactory' grade for behaviour conduct for the whole academic year.
- 3.12.2 Students who have achieved at least the 'B' grade level in all the subjects (examinable and non-examinable), but failed to demonstrate satisfactory behaviour conduct, can be considered for conditional promotion to the next year level. Such students are required to demonstrate continuously satisfactory behaviour to stay in the promoted year level.



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- 3.12.3 Students who have received two or three "F" grades for any subjects can be promoted to the next year level on a conditional basis. Students, who receive four or more "F" for any subjects cannot be promoted to the next year level and can be offered to repeat the year in the School.
- 3.12.4 Students of Y10 are required not to have more than three 'D's (with no 'E' or 'F') to be promoted to the next year level. Students, who do not meet these requirements are promoted on a conditional basis, with the condition set by the School for each year level case.
- 3.12.5 Students of Y11 are required to achieve at least the 'C' grade level in at least three subjects in order to be placed in the Cambridge AS/A-Level programme at the School (Y12). Admission to the IBDP is regulated by School's IBDP Admission Policy.
- 3.12.6 Students of Y12 are required to pass at least 2/3 of subjects studied under A/AS-Level to be promoted to Y13 (Year 2 of the programme). Students, who do not meet these requirements are promoted on a conditional basis, with the condition set by the School for each year level case.
- 3.13 Promotion of students in the IBDP is regulated by the School's IBDP Admission Policy.
- 3.14 Based on the assessment exercise, every academic semester, the School issues report cards, which reflect students' academic progress and behavior conduct. The report cards are issued electronically (softcopies) and, upon request from students' parents, paper copies (hardcopies) will be provided too.

#### **4. EVALUATION OF ASSESSMENT AND REVIEW OF THE POLICY**

- 4.1 The School uses results of students' academic progress assessment to determine the effectiveness and quality of teaching and learning, as well as the suitability of subjects offered at the School.
- 4.2 The Policy shall be reviewed at least once per academic year, with the involvement of the School's leadership and subject (including language) teachers, the IEN Coordinator and with consideration of the input from students, their parents/guardians, and the broader school community. Necessary changes will be included in collaborative discussions and will be shared with the students' parents.
- 4.3 In the process, consideration of student academic performance results and development (non-academic) progress is to be taken, in particular, related to the student's inclusion in the School's community.
- 4.4 The overall coordination of the review exercise is undertaken by the Principal or, as assigned, Vice Principal of the School, and the reviewed policy enters into force after being approved by the Principal.

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#### **References:** IB Grade Descriptors

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