

青岛超银中学（金沙路校区）评估政策

Qingdao Chaoyin Middle School (Jinsha Road Campus)

Assessment Policy

本文件是为了给我校的评估课程提供政策、实践和程序上的指导。

The purpose of this document is to provide insight into the policies, practices and procedures with regards to assessment at Qingdao Chaoyin Middle School(Jinsha Road Campus).

一、学校使命宣言 Mission Statement

培养能适应未来社会发展的人。

青岛超银中学（金沙路校区）致力于帮助每个学生成为更好的自己。每个学生都有不同的成长背景和学习风格，也有不同的需求，作为一个多元化学习者社区，学校的核心价值观是为希望聚合力量，支持我们的学生成为能适应未来社会发展的终身学习者，并为这个不断变化的世界做出贡献。

Cultivate people who can adapt to future social development.

Qingdao Chaoyin Middle School (Jinsha Road Campus) is committed to helping every student become a better version of themselves. All students have different backgrounds, learning styles, and needs. As a diverse community of learners, our core values are to rally strength for hope and adhere to support our students to be lifelong learners who can adapt to the future and contribute to a changing world.

二、学校评估理念 The Philosophy of Assessment

遵循国家课程标准及国际文凭中学项目（IBMYP）的评估要求，青岛超银中学（金沙路校区）精心制订并实施评估政策和活动。学校的评估理念深植于学校的使命宣言和教育目标，“培养能适应未来社会发展的人”是全体教师的教育使命，做看得见的教育、发掘每一个孩子的潜能，是学校的坚定航向。评估作为学与教的重要组成部分，有效的评估和反馈能够发展学生的自我管理和自我适应能力，从而将学习变得更加高效，最终实现点亮生命，人人闪光。

Adhering to the national curriculum standards and the assessment requirements of the International Baccalaureate Middle Years Programme (IBMYP), Qingdao Chaoyin Middle School (Jinsha Road Campus) meticulously develops and implements its assessment policies and activities. The school's assessment philosophy is deeply rooted in its mission statement and educational objectives. "Cultivate people who can adapt to future social development." is educational ideal of all the teachers. "Making education visible and tapping into the potential of every child is the school's steadfast direction. Assessment, as an integral part of learning and teaching, effective evaluation and feedback can develop students' self-management and self-adaptation abilities, thereby making learning more efficient, and ultimately achieving the goal of illuminating lives, where everyone shines."

有效的评估应该具备下要素：An effective assessment should be:

- ✓ 评估能够反映教学计划和课程实施的所有方面。

The assessment reflects all aspects of the teaching plan and curriculum implementation.

- ✓ 将评估视为一种学习机会。

Consider the assessment as a learning opportunity.

- ✓ 评估能贯穿于整个学习过程。

Evaluation can run through the whole learning process.

- ✓ 在学习之前，教师就确定评估内容及标准，将其融入到学习活动中，并告诉学习者。

Before learning, the teacher determines the evaluation content and standards, integrates it into the learning activities, and tells the learners.

- ✓ 在学习的过程中提供有效和及时的评估，并为下一阶段的学习提供有效参考信息。

Provide effective and timely evaluation in the process of learning, and provide effective reference information for the next stage of learning.

- ✓ 评估的维度能够满足学生的需求，突出学生的优势，充分展示每一个学生的优长。

The evaluation dimension can meet the needs of students, highlight the advantages of students, and fully demonstrate the strengths of each student.

- ✓ 在评估过程中给予学生参与和反思学习的机会，促进自我评估和同伴互评。

Giving students the opportunity to participate and reflect on learning during the assessment process, promoting self-assessment and peer interaction.

- ✓ 使用多元的评估策略和评估工具进行评估。

Use multiple tools and strategies for evaluation.

- ✓ 将定量评估和定性评估相结合，并分别提供可以被理解的证据。

Combine quantitative assessment and qualitative assessment, and provide evidence separately.

- ✓ 学习社区所有成员对评估政策有一定的理解。

All members of the learning community have an understanding of the assessment policy.

- ✓ 来自学习社区的每个角色（学生、家长、教师）能有效沟通。

Each role (student, parent, teacher) from the learning community can communicate effectively.

三、评估目的 The Objective of Assessment

学习者社区的所有利益相关者（学生、教师、家长、管理人员）都应积极地参与到评估体系中，以使学生掌握批判性思维、自我评估技能的技能，并通过评估促进成长和发展。通过持续地对学习者进行前期评估、过程性评估和总结性评估，给学生、教师、家长提供及时有效的反馈。

All stakeholders (students, teachers, parents, managers) should actively participate in the evaluation system to equip students with the skills of critical thinking, self-assessment skills, and promote growth and development through evaluation. Through the continuous preliminary evaluation, Formative evaluation and summative evaluation of learners, to provide timely and effective feedback to students, teachers and parents.

- ✓ 对于学生，评估鼓励学生发挥自己的能动性，鼓励自我反思和终身学习。

For students, the assessment encourages students to use their initiative, self-reflection and lifelong learning.

- ✓ 对于教师，评估支持老师去反思教什么、怎么更好地去教，使教学更好地满足学生的发展需求。

For teachers, assessment supports teachers to reflect on what to teach and how to teach better to meet the development needs of students.

- ✓ 对于家长，评估可以反映其孩子学习的过程和完成情况，反映身心发展过程。

For parents, assessment can reflect the process and completion of their

children's learning, and reflect the process of physical and mental development.

- ✓ 对于其他管理人员，可以通过检查和反思学校评估政策的落实情况不断根据现实情况和需要改进工作，完善评估体系。

For other managers, they can constantly improve the work and evaluation system by checking and reflecting on the implementation of the school evaluation policy according to the actual situation and needs.

四、评估类型 Types of Assessment

1. 形成性评估 Formative Assessment

形成性评估为计划下一阶段的学习提供信息。形成性评估与学习相互交织，帮助教师和学生双方了解学生已经学到了什么、有能力做什么。形成性评估与教学直接相关，旨在通过提供定期的、经常性的信息反馈来促进学习。

Formative assessment provides information for planning the next phase of learning. Formative assessment and learning are intertwined to help both teachers and students understand what students have learned and what they are capable of doing. Formative assessment is directly related to teaching and is carried out simultaneously according to the purpose. Formative assessment aims to promote learning by providing regular and frequent information feedback.

2. 总结性评估 Summative Assessment

总结性评估是在教学与学习过程的尾声进行的评估。总结性评估旨在通过运用中学项目具体学科组的评估标准，为评定学生的成绩提供证据。评估学生对探究说明、学科知识的理解并促使学生采取行动，同时为改进学生的学习和教师的教学过程提供信息测评。总结性评估允许适当采用标准化测试的形式进行测试。Summative assessment is conducted before the end of the teaching and learning process, and it can evaluate several elements simultaneously. Assess students' understanding of statement of inquiry and subject knowledge and motivate students to take action, while providing information assessment for improving students' learning and teachers' teaching process. The summative assessment allows appropriate standardized testing.

五、评估工具与策略 The Tools and Strategies of Assessment

在任何一项评估中，为了呈现学生各个方面和维度的发展情况，需要应用多元的评估工具和策略。

In any assessment, multiple assessment tools and strategies should be applied in order to present the development of various aspects and dimensions of students.

（一）形成性评估中可以使用的工具和策略

Tools and strategies that can be used in formative assessment

1. 课堂考察 Classroom Observation

课堂考察易于操作，可以通过各种评估策略来考察学习，为下一步的学习提供信息前馈。用于课堂考察的各种工具包括但不限于：课堂作业、家庭作业、提问及回答、手势信号、KWL表格、红绿灯反思、评估细则表、自我评估、同伴互评等。课堂考察的内容包括但不限于：学科知识、学习者培养目标、学习方法与技能、社会情感技能等。

Classroom observation is easy to operate, and learning can be investigated daily through various evaluation strategies to provide information feed-forward for the next step of learning. The various tools used for classroom investigation include, but not limited to: Class assignments, Homework, Questioning, Hand signal, KWL, Traffic light reflection, Assessment details form, Self-assessment, Peer mutual assessment, EasiCare etc. The content of classroom investigation include, but not limited to: knowledge, Learner profile, ATL, social skills etc.

2. 学习过程记录 Learning Process Documentation.

师生们可以采用多种形式记录学习目标、各种问题、进行的反思和开展学习的证据。（1）轶事记录。可以采用文字、图片、影像等多种形式记录学生学习过程中的点滴，并将这些轶事记录通过微信群、作业记录本、班级报纸等形式发送给家长。（2）学习日志。学生叙述他们如何学习掌握和应用知识、概念性理解、技能的记录。（3）学生成长档案。学生成长档案是学生作品的集合，通过选取一系列的有代表性的学生作品，来呈现某个学生的具体表现。它使学生能够与老师、父母和同伴进行反思，以确定学生的优势和成长，以及需要改进的地方，并设定个人目标，制定相应的教与学计划。学生成长档案可用于记录评估报告和与学生和家长会议。学生、教师、家长都可以添加、查阅学生成长档案。

Teachers and students can use various forms to record learning goals, problems, reflection and evidence of learning. (1) Anecdotal records. Text, pictures, images and other forms to record students in the learning process, and send these anecdotes to parents through Wechat group, homework record book, class newspaper (Newsletter). (2) Study log. Students recounted how they learned to master and apply knowledge, conceptual understanding, or skills. (3) Student portfolio. Student portfolio is a collection of students' works, by selecting a series

of representative student works, to present the specific performance of a student. It enables students to reflect with teachers, parents and peers to identify their strengths and growth, as well as areas to improve, and to set personal goals and develop teaching and learning plans. The student portfolio can be used to document assessment reports and meetings with students and parents. Students, teachers and parents can add and consult students' portfolio.

(二) 总结性评估中可以使用的工具和策略

The tools and strategies that can be used in the Summative evaluation

1. 用标准化测试测评学习成果 Standardized Testing

青岛超银中学（金沙路校区）的课程需要满足中国国家课程的教育要求。学生须参加统一的标准化考试，以衡量他们的学习和表现。学校充分考虑学生的身心健康状况，根据 MYP 要求对考试进行调整实施。考试结果将用于有效地增强学生的全面学习，并帮助指导学生和教师进行下一步的教学。教师可以运用测评表、检查表、持续性的量化数据等工具来对学生的成长的进行及时的评估。

需要注意的是，评估数据不应用来给学生打分或在班级内进行排名，更不应作为评判学生学习成功或失败的标准。量化评估数据能够更宏观并且更客观的来显现学生所取得的进步。教师需要共同协作来分析学习过程中的评估项目，在一定程度上保证这些评估数据在同一年级水平和班级之间是一致和连续的。

Qingdao Chaoyin Middle School(Jinsha Road Campus) needs to meet the educational requirements of China's national curriculum. Students need to take standardized examinations to measure their study and performance. The school fully considers the physical and mental health of the students and adjusts the examination according to the requirements of MYP. The test results will be used to effectively enhance students' overall learning and help guide students and teachers in the next step of teaching. Teachers can use evaluation forms, checklists, continuous quantitative data and other tools to timely evaluate the growth of students.

It should be noted that the assessment data should not be used to score students or to rank them within the class, and should not be used as a criterion for judging students' success or failure in learning. Quantitative evaluation data can be more macro and more objective to show the progress of students. Teachers need to work together to analyze the assessment items in the learning process, to ensure that these assessment data are consistent and continuous at the same grade level and between classes.

2. 通过报告汇报学习 Progress Report

书面报告是要向父母报告学生学到了什么，他们可以做什么以及需要改进什么。评估报告描述了学生的成长，并指出了学生需要努力的薄弱环节。书面报告的内容包含但不限于：本学期学术成绩的汇总，包括老师的评论以及对知识、学习方法和概念的总体评估；全员育人导师制评语；教师对学生本学期的总体评论；学生自评与同伴互评；家长评价。

每个学期末，学校将提供素质评价手册。此外，学生还将把自己的学生档案带回家，与家长分享并学习。我们鼓励家长与学生讨论其报告和学习档案，并探讨他们的优势以及进一步学习的目标。

A written report is to report to the parents about what the students have learned, what they can do and what needs to be improved. The evaluation report describes the growth of students and points out the weak point that students need to work hard on. The written report includes but is not limited to: summary of academic performance in this semester, including teacher comments and overall assessment of knowledge, learning methods and concepts; full education tutorial comments; teachers' overall comments on students this semester; students' self-assessment and peer evaluation; and parent comments.

At the end of each semester, the school will provide a report. In addition, students will share their portfolio with their parents. Parents are encouraged to discuss their reports and portfolio, explore students' strengths as well as goals for further learning.

3. 学习社区会议 Learning community conference

学习社区会议是学生、教师、家长进行沟通的有效平台，在超银中学（金沙路校区），我们通过多种形式的学习者社区会议促进学生、教师、家长的沟通。Learning community conference is an effective platform for students, teachers and parents to communicate. In Chaoyin Middle School(Jinsha Road Campus), we promote communication between students, teachers and parents through various forms of learner community conference.

(1) 三方会议 Three-way conference

每学期进行一到两次。学生展示自己的学习成果、三方共同梳理学生的进步和未来需要关注的方面。

It is conducted once or twice per semester. Students show their learning results, and jointly organize their progress and aspects that need to be paid attention to in the future.

(2) 教师-家长会议 Teacher-parent conference

由任教老师和家长出席的会议每学期举行两次，将分享学生的学习成果，学习目标或未来学习需要关注的方面。

Meetings attended by teachers and parents are held twice each semester and will share students' learning outcomes, learning goals, or aspects of future learning attention.

(3) 学校-家长会议 School-parent conference

由学校领导团队和家长代表出席的会议每学期举4到5次，将分享学校的发展、班级的建设、未来需要家校共育的方面等。会议形式包括但不限于：校长早餐、校园开放日、家长论坛、家长读书坊。

The conference attended by the school leadership team and parent representatives will be held more than 5 times per semester, which will share the development of the school, the construction of the class, and the need for home-school co-education in the future. The conference formats include, but are not limited to: Principal's Brunch, School Open Day, Parent Forum, and Parent Reading Workshop.

(4) 教师-学生会议 Teacher-student meeting

师生会议是持续性的，一般基于学生的反馈或反思等学习需要，举行频率较高，可以随时举行。

Teacher-student meetings are continuous, generally based on learning needs such as students' feedback or reflection. They are held frequently and can be held at any time.

(5) 学生主导的会议。 Student-led conference

学生主导的会议，由学生自己确定反馈内容。会议类型包括但不限于：学生会每周形成性评估会议；每周升旗仪式；由学生主导的班级集会；由学生主导的社团会议。

In student-led conference, students will determine the feedback content by themselves. Conference types include but are not limited to: weekly formative assessment meeting of Student Council; Weekly flag-raising ceremony; Student-led class meeting; Student-led club meeting.

(6) 无需会面的沟通 Communication without a meeting

超银中学（金沙路校区）广泛听取来自学习者社区的声音，开设校长信箱、校长公开电话、监察委员会信箱、检察委员会电话、每月调查问卷等途径，拓宽学习者社区的沟通路径。

Chaoyin Middle School(Jinsha Road Campus) listen to the voices from the learning community. Such as the principal's mailbox, the principal's public telephone, the mailbox of the supervisory committee, the public phone of the supervisory committee, the monthly questionnaire and so on.

4. 学习成果展

(1) 单元成果展 Unit Exhibition

在探究单元的总结性评估时,学生都可以自由选择多种方式展示他们对本单元探究说明的理解。这些方式包括但不限于:视频、个人展示、海报、书面作品。同时,我们也邀请家长参与学生的成果展。

In each summative assessment of the inquiry unit, students are free to choose multiple ways to demonstrate their understanding of the statement of inquiry. These methods include but are not limited to: video, personal presentation, posters, written work. At the same time, we also invite parents to participate in the student achievement exhibition.

(2) 学科素养展Subject Exhibition

每个学生都有不同的成长背景和优势,青岛超银中学(金沙路校区)尊重每一个学生的成长优势和需求,因此,特开展不同类型的学科素养活动,来展示不同学生在不同领域的成果。青岛超银中学(金沙路校区)的学科素养展示活动包括但不限于:艺术节、读书节、科创节、体育节、语文活动、数学思维活动、英语语言活动、信息科技活动。

Every student has different background and advantages. Qingdao Chaoyin Middle School (Jinsha Road Campus) respects the advantages and needs of each student. Therefore, different types of discipline literacy activities are specially carried out to show the achievements of different students in different fields. The subject demonstration activities of Qingdao Chaoyin Middle School (Jinsha Road Campus) include but are not limited to: Art festival, Reading festival, Science and innovation festival, Sports festival, Chinese activities, Mathematical thinking activities, English language activities and Information technology activities.

六、计分标准 Scoring Standards

我校采用的计分标准主要包括MYP评估赋分制、百分制和等级制几种方式。综合使用这些赋分制度的原因在于,不同的计分标准适用于不同的教育目标 and 环境。MYP评估赋分制能够提供详细的反馈,帮助学生了解自己在各个技能和知识领域的具体表现;百分制评估适合于需要精确量化成绩的情况;等级制评估则

适合于鼓励学生全面发展和合作的情况。通过综合使用这些评估制度，教育者可以更全面地了解学生的学习进度和成就，从而提供更有针对性的教学和指导。

The scoring standards adopted by our school mainly include the MYP assessment scoring system, the percentage system, and the grading system. The reason for using these scoring systems comprehensively is that different scoring standards are suitable for different educational goals and environments. The MYP assessment scoring system can provide detailed feedback, helping students understand their specific performance in various skill and knowledge areas; the percentage system is suitable for situations that require precise quantification of grades; the grading system is suitable for encouraging students' comprehensive development and cooperation. By using these assessment systems comprehensively, educators can gain a more comprehensive understanding of students' learning progress and achievements, thereby providing more targeted teaching and guidance.

1. MYP评估赋分制 MYP Assessment Scoring System

MYP采用综合性评分模式，旨在确保每位学生获得公正且透明的评估。该模式分为四个评估标准，分别对应不同类别的技能和知识。这种评分方式不仅关注学习成果，也重视学习过程，使教师能够全面评价学生的发展情况。

学科教师依据MYP学科评估标准和细则，关注学生在整个学习单元中的表现，并设计相应的评估活动。评估结果根据MYP标准细则，以0-8等级记录各标准成绩，以0-7等级记录总评成绩。

The MYP employs a comprehensive scoring model designed to ensure that every student receives a fair and transparent assessment. This model is divided into four assessment criteria, each corresponding to different categories of skills and knowledge. This scoring method not only focuses on learning outcomes but also values the learning process, allowing teachers to evaluate students' development comprehensively.

Subject teachers, based on the MYP subject assessment standards and guidelines, pay attention to students' performance throughout the entire learning unit and design corresponding assessment activities. Assessment results are recorded according to the MYP standards and guidelines, with individual criterion scores recorded on a scale of 0-8, and overall scores recorded on a scale of 0-7.

2. 百分制 Percentage System

百分制评估法指标丰富，涉及方案的方方面面，能够对教育过程及其结果作定量描述，具有分值划分细致、区分度高、可比性强等特点。它大大降低了评标过程中人为因素的影响，增加了专家舞弊的成本，降低了舞弊的可能性。

需向教育局等上级单位报送成绩的评估考试，例如学业水平测试成绩等，适用百分制评估方式并百分制成绩记录。需向学校报送、影响学生综合素质评定学业水平等级结果的评估考试，适用百分制评估方式并百分制成绩记录。

The percentage-based assessment method offers a rich set of indicators, covering all aspects of the plan, and allows for a quantitative description of the educational process and its outcomes. It features fine divisions of scores, high distinguishability, and strong comparability. This method significantly reduces the impact of human factors in the grading process, increases the cost for experts to cheat, and thus lowers the likelihood of fraud.

Assessment exams that require reporting of scores to educational authorities and higher-level units, such as academic proficiency test scores, are suitable for percentage-based assessment methods and recording of scores. Assessment exams that need to be reported to the school and affect the comprehensive quality evaluation and academic level results of students also apply the percentage-based assessment method and record scores in the same way.

3. 等级制 Grading System

等级制评估简便易行、适应性强，可以避免趋中或严格/宽松的误差，它能够有效降低百分制的高区分度，缓解学生间的竞争压力，鼓励学生为了实现共同的目标，一起学习，相互支持，共同进步。

教师基于学科特点对具体学习过程和结果可以自行定义应用等级制评估，评估成绩记录可以是：优良中差、ABCD等形式。

The grading system assessment is simple and easy to implement, with strong adaptability, and can avoid central tendency or leniency/severity errors. It effectively reduces the high differentiation of the percentage system, alleviates competitive pressure among students, and encourages them to learn together, support each other, and make progress collectively towards common goals.

Teachers, based on the characteristics of the subject, can define and apply the grading system assessment to specific learning processes and outcomes. Assessment scores can be recorded in forms such as: excellent, good, average, poor, or A, B, C, D.

七、失当行为惩戒 Misconduct Punishment

青岛超银中学（金沙路校区）始终坚信学术诚信是教育的核心要素。我们培养学生尊重知识产权，以及尊重教师和同伴的创造性成果的意识。我们的目标是培养他们成为坚持原则的学习者，这不仅是一项宝贵的技能，也是构建积极、尊重的学习氛围的关键。

Qingdao Chaoyin Middle School (Jinsha Road Campus) has always believed that academic integrity is an important part of education. We teach our students to respect intellectual property rights and the creativity of others, including their teachers and classmates. Make the students become principled learners. This is an important skill in creating a positive and mutually respectful learning environment for students.

对学生进行学术诚信教育是防止违规的第一步。学校管理人员、协调员以及老师必须针对学术诚信给予学生清晰明确的建议，针对各种不当行为进行说明，并明确学术诚信的规范惩戒。在此基础上，所有学生及家长将阅读学术诚信政策，并签订《学术诚信政策告知书》及《真实性声明》。

Teaching students about academic integrity is the first step to prevent violations. School administrators, coordinators and teachers must give students clear suggestions on academic integrity, explain various improper behaviors, and clarify normative punishments for academic integrity. On this basis, all students and parents will read the Academic Honest Policy and sign the "Acknowledgement of Academic Honesty Policy" and the "Authenticity Declaration".

如学生出现了学术不端行为，如剽窃、抄袭、考试作弊、重复提交、篡改数据、纵容、隐瞒宣传等，学校将依据青岛超银中学（金沙路校区）学术诚信政策的规定，对学生进行相应惩戒。

If a student engages in academic misconduct, such as plagiarism, copying, cheating in exams, submitting the same work multiple times, falsifying data, collusion, promotional concealment etc, the school will impose appropriate disciplinary action on the student in accordance with the provisions of the Qingdao Chaoyin Middle School (Jinsha Road Campus) Academic Honest Policy.

八、术语说明

1. 标准相关 Criterion-Related

标准相关评估是指评估过程与预先设定的评估标准之间的一致性。这种评估方法强调评分标准与教学目标的对应关系，确保评估能够准确测量学生对特定学习目标的掌握程度。例如，如果一个学习目标是“学生能够解释历史事件的原因

和结果”，那么评估标准应该直接与这一目标相关，可能包括学生对事件的分析深度、证据的使用以及论点的逻辑性等方面。

标准相关原则下的评估无需考虑学生分数的正态分布，也无需进行常模参照，即不给学生做排序、对比。

Criterion-related assessment refers to the consistency between the assessment process and the assessment criteria. This method of assessment emphasizes the correlation between the grading criteria and the teaching objectives, ensuring that the assessment can accurately measure students' mastery of specific learning objectives. For example, if a learning objective is "students can explain the causes and consequences of historical events," then the assessment criteria should be directly related to this objective, which may include aspects such as the depth of students' analysis of events, the use of evidence, and the logic of their arguments. Assessments under the criterion-related principle do not need to consider the normal distribution of students' scores, nor do they need to engage in norm-referencing, that is, they do not rank or compare students.

2. 最佳适配 Best Fit

最佳适配是指在评估中选择最能够准确反映学生实际表现的评价或分类。这通常涉及到对多个可能的评价结果进行比较，以确定哪一个最符合学生的实际表现。例如，如果一个学生在多个评估任务中的表现不一致，教师需要根据所有证据选择一个最能代表学生整体水平的评价。

Best fit refers to the selection of the evaluation or classification that most accurately reflects the actual performance of students during the assessment. This usually involves comparing multiple possible evaluation outcomes to determine which one best fits the actual performance of the student. For example, if a student's performance is inconsistent across multiple assessment tasks, teachers need to choose an evaluation that best represents the student's overall level based on all evidence.

3. 专业判断 Professional Judgment

专业判断是指教师运用其专业知识、教学经验和对评估标准的深刻理解，对学生的表现进行评估。这种判断是主观的，但更是基于专业标准和实践的。专业判断常用于解释复杂或模糊的表现，或者在缺乏明确量化数据的情况下做出评估决策；或教师根据学生的进步或退步趋势，做出评估决策。

Professional judgment refers to teachers using their professional knowledge, teaching experience, and a deep understanding of assessment criteria to evaluate

students' performance. This judgment is subjective but is based on professional standards and practices. Professional judgment is often used to interpret complex or ambiguous performances, or to make assessment decisions in the absence of clear quantitative data; or teachers make assessment decisions based on the trends of students' progress or decline.

4. 内部标准化 Internal Standardization

内部标准化是指在评估过程中，通过比较同一班级或群体内学生的表现，确保评估的一致性和公平性。这种方法有助于消除不同评估者之间的评分差异，确保所有学生都按照相同的标准进行评估。例如，教师可能会通过比较同一班级内学生的成绩分布，调整评分标准，以确保评分的公正性；多位老师再同一学科组授课时，再判定最终成绩前，也需要开展内部标准化程序，就评估标准、成绩水平、及如何应用达成共识。以保证公平公正。

Internal standardization refers to the process in assessment where, by comparing the performance of students within the same class or group, the consistency and fairness of the assessment are ensured. This method helps to eliminate scoring differences between different assessors and ensures that all students are assessed according to the same standards. For example, teachers may adjust the grading criteria by comparing the distribution of students' scores within the same class to ensure fairness in grading; when multiple teachers teach in the same subject group, they also need to carry out internal standardization procedures before determining final grades, reaching a consensus on assessment criteria, grade levels, and how to apply them, to ensure fairness and justice.

5. 趋势说明 Trend Explanation

趋势说明涉及对学生的学业进度、进步或退步的趋势进行分析和解释。在总结性评估中，教师可能会观察学生在一段时间内的表现变化，分析这些变化背后的原因，并提供关于学生进步或退步的证据。

对学生的学业进行趋势分析有助于教师了解学生的学习动态，并据此调整教学策略。

Trend explanation involves analyzing and interpreting the trends in students' learning progress, improvement, or decline. In summative assessments, teachers may observe changes in students' performance over a period of time, analyze the reasons behind these changes, and provide evidence of students' progress or decline. Trend analysis of students' learning helps teachers understand the dynamics of students' learning and adjust teaching strategies accordingly.

6. 异常值说明 Outlier Explanation

异常值是指在数据中有一个或几个数值与其他数值相比差异较大。在评估中，如果一个学生的某项成绩与预期或其他成绩相比异常高或异常低，教师需要识别并解释这些异常值，并决定是否以及如何将这些数据点纳入最终评估结果。这可能涉及到考虑评估错误、特殊情况或其他影响因素。例如，如果一个学生在一次考试中的表现远低于平时水平，教师可能需要调查是否有特殊情况影响了学生的表现，并据此决定是否对成绩进行调整。

An outlier is one or several values in the data that differ significantly from other values. In assessments, if a student's performance on a particular task is exceptionally high or low compared to expectations or other performances, teachers need to identify and explain these outliers and decide whether and how to incorporate these data points into the final assessment results. This may involve considering assessment errors, special circumstances, or other influencing factors. For example, if a student's performance on an exam is significantly lower than usual, teachers may need to investigate whether there were special circumstances affecting the student's performance and decide whether to adjust the grade accordingly.

九、评估政策的完善 The improvement of the evaluation policy

青岛超银中学（金沙路校区）的评估政策指导委员会由校长、协调员、管理团队、教师组成。该委员会主要的职责是协作制定学校的评估政策，将评估政策传达给学习社区的所有利益相关者并监督评估政策的实施。

MYP项目协调员将确保评估政策每年进行一次审查和修订，确保评估政策是可行的、有效的，此稿的修订时间为2024年11月。

The Assessment Policy Steering Committee of Qingdao Chaoyin Middle School (Jinsha Road Campus) is composed of principal, MYP coordinator, management teams, teachers. The committee's primary responsibility is to collaborate on developing school Assessment Policies, communicate them to all stakeholders in the learning community and oversee the implementation of assessment policies.

The MYP coordinator will ensure that the assessment policy is reviewed and revised every year, ensuring that the assessment policy is feasible and effective, the revision date of this draft is October 2024.

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