



X.L.X XM 评 估 政 策

**X.L.X XM ASSESSMENT
POLICY**



目录 Contents

IB 国际文凭组织使命宣言	4
晓苗办学理念	4
晓苗愿景	4
晓苗使命	4
晓苗核心价值观	4
标准与实践 (2022 年)	5
评估理念与宗旨	5
评估原则	6
评估政策的宗旨	7
评估政策的传达	7
一般评估规范	7
角色与职责	7
学校	7
新教师培训	8
教师	8
学生	8
家长	8
所有 IB 项目的评估原则	8
PYP 幼儿园项目	8
评估	9
学习监测	9
学习记录	9
学习报告	9
学生主导会议	10
学生作品集	10
作品集作品选择	10
探究单元	10
其他作品	11



作品展	11
其他重要目的	11
成绩评定一般规范	12
学生成果通知、记录与报告	12
免责声明	13
审查	13
参考文献	13
IB International Baccalaureate Organization Mission Statement	14
X.M theory on school management	14
X.M Vision	14
X.M Mission	14
X.M Core Values	15
Standards and Practices (2022)	15
Assessment Philosophy and Purpose	16
Assessment Principles	17
Aims of the evaluation policy	17
Assessing of Policy communication	18
General Assessment Practices	18
Roles and Responsibilities	19
School	19
Training of New Teachers	19
Teachers	19
Students	19
the head of a family	20
Principles of Assessment Across IB Programmes	20
PYP	20



Disclaimer	25
Review	25
References	25

IB 国际文凭组织使命宣言

IB 国际文凭教育的目标是培养勤学好问、知识渊博、富有爱心的年轻人，他们通过对多元文化的理解和尊重，为开创更美好、更和平的世界贡献力量。为了实现这个目标，IB 国际文凭组织与众多的学校、政府以及其他国际组织进行合作，开发出一系列具有挑战性的国际教育项目和严格的评估体系。这些项目鼓励世界各地的学生成长为既积极进取又富有同情心的终身学习者，他们理解尽管人与人之间存在差异，但他人的意见也可能是正确



的。

X.M 办学理念

上海闵行区学乐星晓苗幼儿园旨在通过全人教育，培养幼儿对多元文化和信仰的尊重，培养幼儿成为具有国际情怀的世界公民和终身学习者，让幼儿毕业之后也能够不断学习和进步。

X.M 愿景

为世界的繁荣发展源源不断输送栋梁之才！

X.M 使命

上海闵行区学乐星晓苗幼儿园提供浸润式的双语教育，尊重学生个性发展，培养学生具有多元文化视角。学校通过全人教育的理念，使学生成为全球公民和终身学习者。

X.M 核心价值观

在晓苗，我们

珍视传统
(知识渊博)

激励变革
(积极探究 勇于尝试)

乐见进步
(胸襟开阔)

从而能够 ..

独立自主
(全面发展)

接纳多元
(勤于思考)

感恩他者
(懂得关爱)

以 ..

勇于担当
(坚持原则)

笃行求真
(及时反思)

克己修身
(善于交流)

标准与实践 (2022 年)

- 文化5：学校应实施与传达评估政策并进行定期审查，营造鼓励持续学习与成长的文化环境。
- 5.1：学校应实施与审查评估政策，明确学校政策理念，与国际文凭组织的学习和



- 评估理念保持一致。(0301-05-0100)
- 5.2: 学校应在评估政策中明确所在地区与国际文凭组织的所有要求, 并说明学校如何遵守相关要求。(0301-05-0200)
- 5.3: 学校应在评估政策中说明学校社区所有成员的权利与职责, 并就评估规范作出明确规定。(0301-05-0300)
- 5.4: 学校应确保提供相关支持资料与资源, 实施相关流程, 确保评估过程的公平性与有效性。(0301-05-0400)
- 5.5: 学校应在评估政策中说明评估对于促进持续学习与成长的重要价值。(0301-05-0500)
- 评估方式3.1: 学校根据IB的规章制度、条例获相关项目文件进行评估。(0404-03-0100)
- MYP 1: 教师按照IB指南的标注评估学生作业, 以确保有效结果。(0404-03-0121)
- DP 1: 教师按照IB指南的标注评估学生作业, 以确保有效结果。(0404-03-0131)

评估理念与宗旨

上海闵行区学乐星晓苗幼儿园认为, 评估在所有教学过程中是不可或缺的重要环节。评估有助于培养学生的技能和学习者素养, 帮助学生提升自身能力, 妥善应对陌生世界和瞬息万变的环境。评估的意义并非是“一劳永逸”, 更不是为了得到单单的成绩。

因此, 上海闵行区学乐星晓苗幼儿园的评估工作以概念框架为基础, 结合采用三种不同且各具特点的评估模式:

1) 前期评估

IB 倡导知识的建构主义, 晓苗幼儿园的教师都认识到, 且确保, 在进行新学习前, 预评估、激活幼儿的先验知识, 以更好地制定接下来的教学计划。

2) 形成性评估

形成性评估与教学是相互交织的, 帮助教师和幼儿双方了解学生已经学到了什么以及有能力做什么。教师通过定期的、经常的评估来获取反馈, 据此进行接下来的教学计划, 以更好地促进学生的学习。

形成性评估工具与策略包括但不限于:

工具: 轶事记录、观察记录表、开放式作业、表演展示任务

策略: 观察、整体表现评估、注重过程的评估、有选择的反应。

3) 总结性评估

总结性评估是教学与学习过程的尾声, 旨在使教师和幼儿都能够清楚地了解到幼儿的理解程度。总结性评估测评幼儿对中心思想的理解并促使幼儿采取行动。晓苗幼儿园的老师明白总结性评估的重要性, 且确保为幼儿提供这样的机会, 让他们展示自己在本单元里所学到的东西, 重点展示他们所掌握的知识、概念和技能。

上述三种评估模式中, 根据不同年龄段分别采用了不同策略与方法。学习者需做好充分准备, 因为有效的形成性评估也是学习过程的一部分。



形成性评估支持教师评估教学策略的有效性。它与教学策略结合，可以鼓励学生自我评估，并在教学过程中规律记录。总结性评估在每单元或概念学习结束后进行；总结性评估以发展为导向，旨在衡量学生对所学知识技能的掌握程度。

综上所述，上海闵行区学乐星晓苗幼儿园的评估工作旨在帮助所有学生充分发挥潜能，通过建立正向支持机制，助力学生提升学习与反思能力，并将教学策略与家长支持融入学生完成学业的全程。

评估原则

上海闵行区学乐星晓苗幼儿园深知教学、学习和评估根本上相辅相成。学校秉持如下评估原则：

- 评估应注重整体性和分析性（明确学习者的优势及有待改进领域）；
- 充分考量学生各异的学习方式、不同文化经历以及不同目标和需求，全面运用广泛的评估策略与工具；
- 评估方式应多样（教师评估/自我评估/同伴评估）；
- 评估过程应透明，助力学生树立对自身能力的信心，掌握对自身学习成绩的自主权。评估范畴应包括学生的成果、演示以及作品创作，并着重培养实用技能，合作精神、批判性思维与问题解决能力；
- 评估结果应以合作助教的标准评估以及各教学负责人的评分为依据。

评估政策的宗旨

评估政策指导文件由上海闵行区学乐星晓苗幼儿园的教学领导小组编制，充分吸纳了学校教师的意见和建议。此文件严格遵循国际文凭组织幼儿园项目（PYP）的项目标准与实践，明确阐述了上海闵行区学乐星晓苗幼儿园在评估目的和意义方面的理念与实践。

评估政策的传达

上海闵行区学乐星晓苗幼儿园的评估政策与学校的招生政策、学术诚信政策、全纳政策、语言政策一并向所有利益相关方传达。学校在入职培训和校内活动时为教职工阐释各项政策。家长和社区可通过访问学校网站了解评估政策内容。学校领导层及教职工通过迎新会和学校宣传活动，向家长和学生阐明各项政策的要求。

一般评估规范

- 评估报告使用学校的教学语言中文和英语；
- 在评估过程中综合运用多种实用工具，并与教师和学生共享。就评估工具的运用



- 目的及正确方式达成共识，有利于为评估和评估报告创造有利环境；
- 确保学生在学习前知晓并理解评估标准，有助于学习者根据既定标准进行自我反思与评估，培养良好的学习者素养；也有助于促进学习者与教师和同伴的交流，反思自身学习过程，包括学习成果、分析个人优略，并正确认识与评估学习过程；
- 为确保学生、教师、家长、学校等所有利益相关方的权益，保存所有学生的完整评估记录。PYP项目均通过教师电脑存储评估数据并生成报告；
- 评估用于检验学生在进入下一探究单元或学习阶段前的知识、技能及理解水平。学校确保以评估促进学习，避免本末倒置；
- 所有教师都参与评估规划过程；
- 在某些情况下，学生亦可参与评估规划过程，以展现学生的理解能力；
- 教师和学生应合作设计学习目标与达标指标（评分标准和评估量表）。

角色与职责

学校

- 学校通过家长微信群定期发布评估报告；
- 通过家园互动平台为学生、教师和家长提供评估与评估报告；
- 学校应注重投资图书馆资源与数字资源，为教师的课程规划和评估设计提供支持。

新教师培训

- 项目协调员负责组织校内和校外（国际文凭组织）培训班，确保为新教师提供必要的评估实践与标准相关培训。
- 协调员应负责确定每位新教师的具体培训需求，考虑其已有经验以及有待改进领域。

教师

- 所有教师应登录“项目资源中心”学习国际文凭组织的相关文件，助力构建更广泛的IB项目学习社区/网络；
- 教师应围绕全球背景、概念与标准设计评估内容，并牢记命令术语；
- 教师应为学生提供相关培训，帮助其理解PYP项目的评估标准；
- 教师应确保评估手段公平公正，如发现有可能导致学术诚信政策中相关后果的学术不端行为，应上报至项目协调员；
- 教师应及时提供评估反馈；
- 教师应遵循评估标准流程。

学生

- 理解所有领域评估内容的目标、宗旨与标准；
- 理解各领域的任务要求；
- 认真听取教师对评估/作业提供的反馈意见；



- 在完成每项评估的过程中恪守学术诚信原则，拒绝使用不正当手段；
- 在规定期限内提交评估作业；
- 及时报告评估情况。

家长

- 按照学校要求，在学生准备前期经验的过程中承担监督职责；
- 禁止学生在完成评估的过程中使用任何不正当手段；
- 督促学生在规定期限内完成所有作业；
- 务必参加所有家长会以获取反馈，以及学校举行的开放活动；
- 与孩子/被监护人一同阅读学校发放的所有重要文件/手册。

所有 IB 项目的评估原则

PYP 幼儿园项目

PYP项目旨在通过教授学科知识与技能、理解相关概念和培养学习能力，为学生发展提供全面有效的支持。评估是实现PYP目标的核心要素。

PYP评估方法注重让学生在评估过程中扮演主要角色，促使教师思考评估内容是否与教学目的相匹配。有效的PYP评估实践重在全面结合以评促学、学习评估、学评融合三种评估模式【哈伦（Harlen），约翰逊（Johnson）2014】，以提高教学有效性。学生和教师应主动评估学习进度，培养学生更广泛的批判性思维与反思能力。PYP评估通过监测、记录和评估学习情况，推动学习者、教学过程及整个学习社区的进步与发展。

学校课程的评估内容包含以下两方面，缺一不可。

- **评估内容**——检查学生所学知识，考察学生建立领域之间关联和运用所学技能构建新知识的能力；
- **评估方法**——有助于收集和分析学习数据的方法；

评估

对学生已掌握知识进行系统性评估，并对当前所学知识定期进行形成性与总结性评估，从而提高学生学习能力。

上海闵行区学乐星晓苗幼儿园的PYP评估包括学习监测、记录与报告。

学习监测

学习监测旨在依据个人学习目标与达标指标检查学习进度。部分可用策略包括：

- 观察
- 教师与学生提问



- 反思
- 讨论
- 反馈

学习记录

学习记录旨在搜集学习证据。学习记录的途径包括：

- 前期经验调查表；
- 作品集；
- 其他记录工具还包括评分标准、评估量表、样本、轶事记录。

学习报告

评估报告的内容包括学生所学、所感及学习成果。报告涉及家长、学生及教师，彼此互为合作伙伴。报告内容真实全面，易于三方理解。

报告有以下几种方式：

1. 书面报告
2. 会议
 - 第一学期和第二学期召开两次家长会
 - 第二学期末举行学生互评活动

学生主导会议（SLC）

- 在报告过程中，通过家长会强调其重要性；
- 在校历中公布举行日期；
- 至少在提前两周通知家长；
- 班主任与外教开会商讨分享内容；
- 所有年龄段均遵循相同规范；
- 学生与家长共同选择分享内容，保障学生自主权；
- 学生从五个基本方面（知识、技能、概念、态度、行动）向家长报告。

学生作品集

作品集有助于：

- 激发学生主动学习的精神；
- 让学生展示各领域的长期收获与成长；
- 培养学生对自身作品的自豪感，树立自尊心；
- 搜集学习证据，并在学生主导会议期间表彰学习成就；
- 为学生自我评估与反思提供有效途径；
- 鼓励学生将学习视为长期持续的过程；





- 让学生体验自我价值感与自我认同感，促进社交与情感技能培养。

要求

- 作品样本的选择应贯穿始终，并定期在作品集中添加新样本；
- 作品集应由学生在教师指导下自主管理；
- 作品集中应包含各学科领域的作品。

作品集作品选择

探究单元

- 已掌握知识
- 学生疑问
- 学习活动
- 形成性与总结性评估
- 学生反思
-

其他作品

- 学习者素养
- 学生的行动
- 学校夏令营/冬令营和学校集会的参与情况
- 学生的特殊成就

作品展

在PYP项目的最后一学年，学生应在合作探究的基础上完成拓展作品/研究，即PYP个人作品展。个人作品展于大班下学期开始举办，其目的是为学生提供自主报告学习情况的平台。

其他重要目的

- 鼓励学生参与进一步合作探究并报告学习成果；
- 让学生展示自主学习的独立能力与责任感；
- 让学生有机会额外体验对某一特定主题的研究，为日后从事深入研究奠定基础；
- 为学生提供探索多种视角的机会，培养学生在选择、表达与行动方面的国际化思维；
- 鼓励学生总结和应用过往学年学习成果，并对PYP项目学习过程进行自我反思；
- 通过实际应用过程评估学生的知识掌握程度；
- 展示学生根据所学知识采取行动的能力；
- 凝聚学生、教师、家长及学校社区其他成员，共创融合PYP项目基本要素的合作经验；
- 各领域均须定期就形成性评估提供反馈；
- 采用自我评估和同伴评估，为学生提供即时反馈和多视角评价，助力学生改进；





- 形成性评估任务的设计应适应各单元的学习技能方法；
- 学生在完成总结性评估任务前进行阶段性总结性反思，有助于教师提前发现问题，帮学生为总结性评估做进一步准备；
- 跨领域评估应重视培养学生的知识迁移技能；
- 作品集以评估学习任务与学生表现为主。在完成最终作品与记录前，学生应完成各种形式的任务与形成性评估。教师提供形成性反馈，以便学生改进；
- IB项目的所有教师都是语言教师。每位教师均有责任培养学生读和说等能力，帮学生学会应对表达和互动问题。仅在适用情况下对学生进行语言能力评估；如未评估，则须提供反馈意见。

成绩评定一般规范

- 使用命令术语传达每个问题或任务的要求，为教师编制教案提供思路；
- 遵循标准评估过程，就答案质量要求达成共识；
- 对于幼儿，前期评估、形成性评估、总结性评估结果影响期末的标准成绩；标准成绩由教师根据科目具体评估标准，运用自身专业判断，采用“最佳适应”方法予以判定。
- 社区研习：此类评估涵盖调查、规划、行动实施、反思、技能展示等各类标准。评分标准与标准描述符旨在提供反馈，并根据既定标准评估学生学习进度。此类评估的最终结果用于评定社区研习的总成绩。

前期评估	形成性评估与教学是相互交织的，帮助教师和幼儿双方了解学生已经学到了什么以及有能力做什么。教师通过定期的、经常的评估来获取反馈，据此进行接下来的教学计划，以更好地促进学生的学习。	活动开展前一周
形成性评估	旨在使教师和幼儿都能够清楚地了解到幼儿的理解程度。总结性评估测评幼儿对中心思想的理解并促使幼儿采取行动。晓苗幼儿园的老师明白总结性评估的重要性，且确保为幼儿提供这样的机会，让他们展示自己在本单元里所学到的东西，重点展示他们所掌握的知识、概念和技能。	贯穿整个活动
总结性评估	总结性评估是教学与学习过程的尾声，旨在使教师和幼儿都能够清楚地了解到幼儿的理解程度。总结性评估测评幼儿对中心思想的理解并促使幼儿采取行动。晓苗幼儿园的老师明白总结性评估的重要性，且确保为幼儿提供这样的机会，让他们展示自己在本单元里所学到的东西，重点展示他们所掌握的知识、概念和技能。	活动即将结束的那一周

学生成果通知、记录与报告

上海闵行区学乐星晓苗幼儿园对所有形成性评估和总结性评估进行记录。教师根据成绩描述上传所有评估成果后，电脑进行记录并通知家长。家长和学生可以参考成果描述，知晓学生发展的具体情况。

- 向学生和家长告知评估日期与主题，以便提前准备。
- 一天内的形成性评估或形成性与总结性评估不得超过两次，一周内的总结性评估



- 不得超两次。
- 每学年应组织两次家长会。
- 此外，家长和教师还可以通过电子邮件、电话或家长会沟通学生的学习进度。
- **第一学期末（1月）**：包括期末评估，第一学期期末报告以学生在各学科组 各项标准中的表现为依据，并提供评语，同时还将评定第一学期各领域的发展情况。
- **第二学期末（6月）**：包括学年评估，提供各领域的发展目标以及第二学期期末发展情况。

免责声明

X.M 评估政策的实施与 X.M 招生政策、X.M 学术诚信政策、X.M 全纳政策和 X.M 语言政策保持一致，并符合当地、国家及 IB 国际文凭组织的规定。

审查

学校各政策系根据修订后的 IB 项目标准与实践制定而成。本政策在学校审查期间得以完善，并将社区反馈纳入其中。

起草：2023 年 9 月

更新：2025 年 9 月

下一次审查：2027 年 9 月

本文件每两年进行一次审查与修订。

负责起草本政策的初始委员会：园长、保教主任、PYP 项目协调员、学科带头人、教研组长。

参考文献

- 《开发高效的 PYP 项目——国际小学教育课程框架》（2009 年 12 月）
- 《小学项目：从原则到实践》电子版资源，2018 年 10 月 31 日
- 《中学项目：从原则到实践》（自 2014 年 9 月/2015 年 1 月起施行）
- 《大学预科项目：从原则到实践》（自 2015 年 8 月起施行）
- 《IB 课程评估原则与实践——数字化时代的优质评估》（2023 年）



- 《大学预科项目：评估原则与实践》，国际文凭组织（2023 年）
- 国际文凭组织。《课程标准与实践》。日内瓦，国际文凭组织，2022 年。

IB International Baccalaureate Organization Mission Statement

The mission of IB International Baccalaureate Education is to nurture young individuals who are diligent, curious, well-informed, and compassionate. By fostering understanding and respect for diverse cultures, these students contribute to building a better and more peaceful world. To achieve this vision, the IB Organization collaborates with schools, governments, and international organizations worldwide to develop challenging curricula and rigorous assessment systems. These programs empower students globally to become proactive, compassionate lifelong learners who recognize that while people may differ, everyone's perspectives can be valid.

X.M theory on school management

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten aims to cultivate children's respect for diverse cultures and beliefs through whole person education, cultivate children to become world citizens with international feelings and lifelong learners, so that children can continue to learn and progress after graduation.

X.M vision

To continuously supply the world with talented people for its prosperity and development!

X.M mission

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten provides immersive bilingual education, respects the individual development of students, and cultivates students with a multicultural perspective. The school aims to make students global citizens and lifelong learners through the concept of whole person education.



X.M core values

At Xiaomiao, we

Valuing Tradition

(have a wide range of knowledge)

Incentivizing change

(Actively explore and dare to try)

Progress is welcome

(Open-minded)

Thus, it can...

Independence and self-esteem

(integrated development)

Embracing diversity

(be diligent in thinking)

Gratitude

(Know how to care)

use ..

Taking responsibility

(adhere to principles)

Be committed and seek truth

(Rapportive reflection)

Cultivating oneself

(Good communication skills)

Standards and Practice (2022)

- Culture 5: Schools should implement and communicate assessment policies and conduct regular reviews to create a cultural environment that encourages continuous learning and growth.
- 5.1: The school shall implement and review the evaluation policy, clarify the school policy concept, and keep in line with the learning and evaluation concept of the International Baccalaureate Organization. (0301-05-0100)
- 5.2: The school shall specify in its assessment policy all requirements of the region and the International Baccalaureate Organization, and indicate how it complies with those requirements.(0301-05-0200)
- 5.3: The school shall state in the evaluation policy the rights and responsibilities of all members of the school community, and make clear provisions on the evaluation norms.(0301-05-0300)
- 5.4: The school shall ensure the provision of relevant supporting information and resources, implement relevant procedures, and ensure the fairness and effectiveness of the evaluation process. (0301-05-0400)
- 5.5: Schools should state in their assessment policies the important value of assessment for promoting continuous learning and growth. (0301-05-0500)
- Assessment method 3.1: The school evaluates the relevant project documents according to the regulations and rules of IB. (0404-03-0100)



- MYP 1: Teachers assess student work according to the IB guidelines to ensure effective results. (0404-03-0121)
- DP 1: Teachers assess student work according to the IB guidelines to ensure effective results. (0404-03-0131)

Assessment philosophy and purpose

Xuelexing Xiaomiao Kindergarten in Shanghai's Minhang District maintains that assessment serves as an indispensable component throughout all educational processes. It helps cultivate students skills and learning competencies, enabling them to enhance their abilities and effectively navigate unfamiliar environments and rapidly changing circumstances. The purpose of assessment is not to achieve "one-time success," nor is it solely for obtaining test scores.

Therefore, the evaluation of Shanghai Minhang District Xuelexing Xiaomiao Kindergarten is based on the conceptual framework, combined with the use of three different and distinctive evaluation models:

1) Pre-evaluation

IB advocates the constructivism of knowledge, and the teachers of Xiaomiao Kindergarten are aware of and ensure that before new learning, they pre-assess and activate childrens prior knowledge to better plan their next teaching.

2) Formative assessment

Formative assessment and teaching are interwoven, helping both teachers and young children understand what students have learned and what they can do. Teachers use regular assessments to gather feedback, which informs their next teaching plans to better facilitate student learning.

Formative assessment tools and strategies include, but are not limited to:

Tools: anecdotal records, observation record sheets, open-ended assignments, performance presentation tasks

Strategy: observation, overall performance assessment, process focused assessment, selective response.

3) Summative assessment

Summative assessment serves as the concluding phase of teaching and learning processes, designed to help both educators and young learners clearly understand childrens comprehension levels. This evaluation method assesses childrens grasp of core concepts while motivating them to take action. Teachers at Xiaomiao Kindergarten fully recognize the significance of summative assessments and ensure such opportunities are provided, allowing children to demonstrate their acquired knowledge, concepts, and skills within the unit.

In each of the three assessment models, different strategies and methods are



used for different age groups. Learners need to be prepared, because effective formative assessment is also part of the learning process.

Formative assessment supports teachers in evaluating the effectiveness of instructional strategies. When integrated with teaching strategies, it encourages students to conduct self-assessment and systematically document their progress throughout the learning process. Summative assessment is conducted after completing each unit or concept-based learning module. As a developmental-oriented approach, it aims to measure students mastery of acquired knowledge and skills.

In conclusion, the evaluation of Shanghai Minhang District Xuelexing Xiaomiao Kindergarten aims to help all students to give full play to their potential, establish positive support mechanisms to help students improve their learning and reflection ability, and integrate teaching strategies and parental support into the whole process of students completion of their studies.

Assessment principles

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten knows that teaching, learning and assessment are fundamentally complementary. The school adheres to the following evaluation principles:

- Assessments should be holistic and analytical (identifying learners' strengths and areas for improvement);
- Taking into account students different learning styles, cultural experiences, goals and needs, and using a wide range of assessment strategies and tools;
- Assessment should be diversified (teacher assessment/self-assessment/peer assessment);
- The assessment process should be transparent, helping students build confidence in their own abilities and take ownership of their academic performance. The assessment should include students achievements, presentations and creative work, with a focus on developing practical skills, teamwork, critical thinking and problem solving;
- The assessment results shall be based on the standard assessment of cooperative teaching assistants and the evaluation of each teaching leader.

Aims of the evaluation policy

The policy guidance document for evaluation was developed by the teaching



leadership team of Shanghai Minhang Xuelexing Xiaomiao Kindergarten, incorporating extensive input from school teachers. Strictly adhering to the Programme of Inquiry (PYP) standards and practices established by the International Baccalaureate Organization (IBO), the document clearly articulates the kindergartens philosophy and implementation strategies regarding evaluation objectives and significance.

Assessment of policy communication

Shanghai Minhang District Xuelexing Xiaomiao Kindergarten communicates its evaluation policies alongside admission guidelines, academic integrity protocols, inclusion measures, and language support policies to all stakeholders. Staff receive detailed explanations of these policies during orientation programs and campus events. Parents and community members can access the full text of the evaluation policies through the kindergartens official website. School administrators and educators actively promote these policies by organizing welcome sessions and awareness campaigns to ensure transparency and understanding among parents and students.

General assessment specifications

- The evaluation report is written in Chinese and English, the teaching language of the school;
- The comprehensive use of a variety of practical tools during the assessment process, and sharing with teachers and students. Reaching consensus on the purpose and correct way of using the assessment tools is conducive to creating a favorable environment for assessment and assessment reports;
- Ensuring students understand and grasp assessment criteria before learning helps learners conduct self-reflection and evaluation based on established standards, thereby cultivating strong learning competencies. This approach also facilitates communication between learners and teachers/pal, enabling them to reflect on their learning journey – including assessing outcomes, analyzing personal strengths, and developing accurate perceptions of their learning process.
- In order to protect the rights and interests of all stakeholders, including students, teachers, parents and schools, complete assessment records of all students are kept. PYP projects store assessment data on teachers computers and generate reports;
- Assessment is used to test students knowledge, skills and understanding before moving on to the next unit or stage of learning. Schools ensure that assessment promotes learning, rather than the other way around;



- All teachers participate in the assessment planning process;
- In some cases, students may also participate in the assessment planning process to demonstrate their understanding;
- Teachers and students should work together to design learning objectives and achievement indicators (scoring standards and assessment scales).

Roles and responsibilities

school

- The school regularly publishes evaluation reports through the parent wechat group;
- Provide assessment and evaluation reports for students, teachers and parents through the home interaction platform;
- Schools should invest in library resources and digital resources to support teachers curriculum planning and assessment design.

New teachers training

- The project coordinator is responsible for organizing in-school and off-campus (International Diploma Organization) training sessions to ensure that new teachers are provided with the necessary training in assessment practices and standards.
- The coordinator would be responsible for determining the specific training needs of each new teacher, taking into account their existing experience and areas for improvement.

teacher

- All teachers should log on to the Project Resource Center to study the relevant documents of the International Baccalaureate Organization to help build a wider IB project learning community/network;
- Teachers should design assessments around global contexts, concepts and standards, keeping in mind the command terminology;
- Teachers should provide relevant training to students to help them understand the assessment criteria of the PYP program;
- Teachers should ensure that the assessment is fair and equitable, and report to the project coordinator if academic misconduct that could lead to consequences under the academic integrity policy is found;
- Teachers should provide evaluation feedback in time;
- Teachers should follow the assessment criteria process.



student

- Understand the objectives, purposes and criteria of the assessment in all areas;
- Understand the task requirements in various fields;
- Listen carefully to teachers feedback on assessments/assignments;
- Abide by the principle of academic integrity in the process of completing each evaluation, and refuse to use improper means;
- Submit the evaluation work within the prescribed time limit;
- Report the evaluation in a timely manner.

the head of a family

- Assume supervisory responsibilities during students preparation for preliminary experience according to school requirements;
- Students are prohibited from using any improper means in the process of completing the assessment;
- Urge students to finish all their homework within the prescribed time limit;
- Be sure to attend all parent-teacher conferences for feedback and open school events;
- Read all important documents/manuals issued by the school with the child/guardian.

All evaluation principles for IB projects

PYP Kindergarten Project

The PYP program aims to provide comprehensive and effective support for students development by teaching subject knowledge and skills, understanding relevant concepts and developing learning abilities. Assessment is a core element in achieving PYP goals.

The PYP assessment methodology emphasizes student-centered evaluation, encouraging teachers to reflect on whether assessment content aligns with educational objectives. Effective PYP assessment practices integrate three models: learning through assessment, formative evaluation, and blended assessment [Harlen & Johnson, 2014], which enhances instructional effectiveness. Both students and educators should proactively monitor learning progress to cultivate broader critical thinking and reflective abilities. Through continuous monitoring, documentation, and evaluation of learning outcomes, PYP assessment drives improvement in learners, teaching processes, and the entire educational community.



The evaluation of school curriculum includes the following two aspects, both of which are indispensable.

- **Assessment content** —— Check students knowledge, examine students ability to establish connections between fields and apply their skills to construct new knowledge;
- **Assessment methods** —— Methods that help to collect and analyze learning data;

estimate

To improve students learning ability, students knowledge has been systematically evaluated, and current knowledge is regularly assessed in formative and summative ways.

The PYP assessment at Xuelexing Xiaomiao Kindergarten in Minhang District, Shanghai includes learning monitoring, recording and reporting.

Learning to monitor

Learning monitoring aims to check the progress of learning according to individual learning goals and achievement indicators. Some available strategies include:

- observe
- Teachers and students ask questions
- self-examination
- discuss
- feedback

Learning records

Learning records are designed to collect evidence of learning. Learning records can be made through:

- Preliminary experience questionnaire;
- sample reels ;
- Other documentation tools include scoring criteria, assessment scales, samples and anecdotal records.

Study Report

The assessment report includes what the student has learned, felt and achieved. The report involves parents, students and teachers as partners to each other. The report is authentic and comprehensive, and easy for all three parties to understand.



Reports are available in the following formats:

3. written report
4. meeting
 - Two parent-teacher conferences will be held in the first and second semesters
 - Student peer evaluation will be held at the end of the second semester

Student-led conferences (SLC)

- During the reporting process, the importance was emphasized through parent meetings;
- Publish the date of the event in the school year;
- At least two weeks notice to parents;
- The head teacher meets with the foreign teacher to discuss and share the content;
- All age groups follow the same norms;
- Students and parents jointly choose the content to share, to protect students autonomy;
- Students report to parents on five basic aspects (knowledge, skills, concepts, attitudes, and actions).

Student portfolios

The collection helps:

- Stimulate students spirit of active learning;
- Allow students to demonstrate long-term gains and growth in various areas;
- Cultivate students pride in their own work and establish self-esteem;
- Collecting evidence for learning and recognizing learning achievements during student-led meetings;
- Provide an effective way for students to self-assessment and reflection;
- Encourage students to see learning as a long-term process;
- Let students experience self-worth and self-identity, and promote the development of social and emotional skills.

ask

- The selection of samples should be consistent throughout and new samples should be added to the portfolio regularly;
- The portfolio should be managed by the student under the guidance of the teacher;
- The collection should include works from all disciplines.





Selection of works in the collection

Exploration Unit

- Knowledge is acquired
- Student questions
- learning activities
- Formative and summative assessment
- Student reflections
-

Other works

- Learner literacy
- Student action
- Participation in school summer/winter camps and school assemblies
- Students special achievements

work exhibition

In the final year of the PYP program, students should complete an extended project/research based on collaborative inquiry, known as the PYP Portfolio. The Portfolio begins in the second semester of the senior year, and is designed to provide students with a platform to independently report on their learning progress.

Other important purposes

- Encourage students to participate in further collaborative inquiry and report on their learning outcomes;
- Let students demonstrate the independent ability and responsibility of self-learning;
- Give students the opportunity to experience research on a particular subject in an additional way, laying the foundation for further research in the future;
- Provide students with the opportunity to explore multiple perspectives and develop international thinking in selection, expression and action;
- Encourage students to summarize and apply the learning outcomes of previous academic years and reflect on the PYP project learning process;
- Evaluate students knowledge mastery through practical application process;
- To demonstrate students ability to take action based on what they have learned;
- Gather students, teachers, parents and other members of the school community to create collaborative experiences that integrate the basic elements of the PYP program;
- Feedback on formative assessments is required in all areas on a regular basis;



- Using self-assessment and peer assessment to provide students with instant feedback and multi-perspective evaluation to help them improve;
- The design of formative assessment tasks should adapt to the learning skills and methods of each unit;
- Students periodic summary reflection before completing the summative assessment task can help teachers to find problems in advance and help students to make further preparations for the summative assessment;
- Interdisciplinary assessment should pay attention to cultivating students knowledge transfer skills;
- The portfolio is primarily used to assess learning tasks and student performance. Before finalizing the portfolio and recording, students should complete various forms of tasks and formative assessments. Teachers provide formative feedback so that students can improve;
- All teachers in the IB program are language teachers. Each teacher is responsible for developing students reading and speaking skills, helping them learn to respond to questions and interact effectively. Language proficiency assessments are conducted only when applicable; if not, feedback must be provided.

Grading is generally standardized

- Use the command terms to convey the requirements of each question or task, so as to provide ideas for teachers to prepare lesson plans;
- Follow the standard evaluation process to reach consensus on the quality requirements of the answers;
- For young children, the results of preliminary assessment, formative assessment and summative assessment affect the standard score at the end of the term. The standard score is determined by teachers according to the specific assessment criteria of each subject, using their own professional judgment and adopting the "best adaptation" method.
- Community Learning Assessment: This evaluation system encompasses various criteria including surveys, planning, implementation of actions, reflection, and skill demonstration. The scoring criteria and standard descriptors are designed to provide feedback and assess students learning progress against established benchmarks. The final results of this assessment determine the overall grade for community learning programs.

Pre-assessment	Formative assessment and teaching are interwoven, helping both teachers and young children understand what students have learned and what they can do. Teachers use regular assessments to gather feedback, which informs their next teaching plans to better facilitate student learning.	One week before the event
formative evaluation	The goal is to help both teachers and young children clearly understand the childrens comprehension level.	Run through the



	Summative assessments evaluate childrens grasp of core concepts and encourage them to take action. Teachers at Xiaomiao Kindergarten recognize the importance of summative assessments and ensure such opportunities are provided, allowing children to demonstrate what theyve learned in each unit — particularly showcasing their acquired knowledge, concepts, and skills.	whole event
Summative assessment	Summative assessment serves as the concluding phase of teaching and learning processes, designed to help both educators and young learners clearly understand childrens comprehension levels. This evaluation method assesses childrens grasp of core concepts while motivating them to take action. Teachers at Xiaomiao Kindergarten fully recognize the significance of summative assessments, ensuring these opportunities are provided for children to demonstrate their learning outcomes from each unit — particularly showcasing their mastery of knowledge, concepts, and skills.	The week before the event ends

Learning outcomes notification, recording and reporting

Xuelexing Xiaomiao Kindergarten in Shanghais Minhang District maintains detailed records of both formative and summative assessments. After teachers upload all evaluation results with corresponding descriptions, the system automatically logs these records and notifies parents. Parents and students can review the assessment reports to better understand their childs developmental progress.

- Inform students and parents of the date and subject of the assessment so they can prepare in advance.
- There shall be no more than two formative assessments or formative and summative assessments in one day, and no more than two summative assessments in a week.
- Parent-teacher conferences should be organized twice a school year.
- In addition, parents and teachers can communicate with students progress through email, phone calls or parent-teacher conferences.
- **First semester final (January):** includes final assessment, first semester final report based on students performance in the various criteria of each subject group, with comments, as well as an assessment of first semester development in each area.
- **Second semester end (June):** includes academic year assessment, providing development goals in each area and second semester end development.



disclaimer

The implementation of the X.M evaluation policy is consistent with the X.M admissions policy, X.M academic integrity policy, X.M inclusion policy and X.M language policy, and complies with local, national and IB International Baccalaureate requirements.

examine

The schools policies and departments were developed in accordance with the revised IB program standards and practices. These policies were refined during the schools review process and incorporated community feedback.

Drafted: September 2023

Updated: September 202 5

Next review: September 202 7

This document is reviewed and revised every two years.

The initial committee responsible for drafting this policy is: the principal, the director of childcare and education, the PYP project coordinator, the academic leader, and the teaching and research group leader.

reference documentation

- "Development of an Efficient PYP — International Primary School Curriculum Framework" (December 2009)
- Electronic version of "Primary School Project: From Principle to Practice", October 31,2018
- Secondary School Project: From Principle to Practice (effective September 2014/January 2015)
- University Preparatory Program: From Principles to Practice (effective August 2015)
- "IB Assessment Principles and Practice—— Quality Assessment in the Digital



Age" (2023)

- University Preparatory Programmes: Principles and Practice of Assessment, International Baccalaureate Organization (2023)
 - International Baccalaureate Organization. Curriculum Standards and Practice. Geneva, International Baccalaureate Organization, 2022.
-