



**XLIS**  
XI'AN LIANGJIATAN  
INTERNATIONAL SCHOOL

**2026-2027**

**XI'AN LIANGJIATAN INTERNATIONAL SCHOOL**  
**ASSESSMENT POLICY**

## **Xi'an Liangjiatan International School Assessment Policy**

At Xi'an Liangjiatan International School our commitment is to develop reflective students who take responsibility for their learning. Assessments focus on documenting student growth, an integral part of the learning process. Throughout the continuum, assessments align with the IB programme criteria and the Ontario learning outcomes. A responsibility of every teacher is to provide students and parents with timely and meaningful feedback through ongoing formative and summative assessments. Students in turn, take the responsibility to acknowledge, reflect and act upon assessment feedback appropriate to their development stage. Students take an active role in self and peer assessment. The school publishes three report cards to families and reports to universities and future schools. At the start of every unit throughout the continuum, students have the right to access the criteria to be assessed in advance. Students have the right to edit, improve and then resubmit assignments and re-sit tests, examinations dependent on the development level. Students and parents have the right to know if the student is struggling through timely teacher communication. Students are encouraged to ask for clarification of assessments. To support their ongoing assessment work, the school provides advanced assessment timelines, guidelines, writing and assessment style guides to teachers.

### **Our goals are:**

- to support student growth through assessment
- to align assessments with the IB expectations and Ontario learning outcomes
- to make assessments clear to students
- to foster reflection through self and peer assessment
- to ensure that formative assessment and summative assessments are ongoing and inform the teaching and learning process
- to communicate assessment information at reporting periods

To improve teaching and learning at XLIS we are committed to:

- use feedback to guide student learning
- formulate assessments that will meet the needs of the individual student
- communicate concerns in a timely manner

- use self and peer assessment to develop reflective learners
- conduct regular analysis of assessments to align teaching with learners' need
- create innovative assessment strategies through collaborative meetings
- moderate and standardize internal final assessments

### **Terms used at school:**

**Assessment for learning:** ongoing formative assessment which provide feedback to inform the teaching and learning process

**Assessment as learning:** self and peer assessment

**Assessment of learning:** summative assessments given at the end of a learning experience.

**Assessment Tools:** Rubrics, check lists, model answers, graphic organizers, anecdotal notes.

**Assessment strategies:** quizzes, tests, research papers, presentations, Socratic seminars, exams, exhibitions, portfolios, projects.

### **Guidelines**

#### **Primary Years Programme:**

For the Primary Years Programme at XLIS, the following practices are followed:

- assessment in the PYP involves the gathering and analysis of student learning data to inform teaching practice, and to provide timely feedback.
  - it identifies what students know, understand and can do at different stages of the learning process.
- effective assessments are: authentic, clear and specific, varied, developmental, collaborative, interactive & includes feedback to feed forward (IBO).
- teachers develop a combination of assessment for (formative), of (summative) and as learning.
- teachers consider:
  - the WHAT of assessment being the assessment of knowledge, skills and conceptual understandings.
  - the HOW of assessment being assessment tools and strategies to monitor, document and measure learning
  - the WHY of assessment being to inform learning and teaching

- the majority of time is spent on **monitoring** assessment followed by the **documenting** of learning
  - tools are developed for **monitoring** learning which include but are not limited to: open-ended tasks, written or oral assessments, learning portfolios, GRASPS, three-point formative assessments, rubrics and checklists.
- assessment practices at XLIS focus on the process and product of a unit of inquiry. It is our expectation that each line of inquiry be formatively assessed and the central idea be summatively assessed.
- at least one assessment learning goal and success criteria should be co-constructed with the students involved.
- teachers are to clearly define and communicate learning goals and success criteria with students and parents at the start of a unit (Learning and Teaching p.73).
- in P6 during the PYP exhibition, students have the opportunity to demonstrate their understanding of all the elements of the programme.

The use of strategies and tools in assessments:

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Strategies to support conceptual understanding are wait time, concept maps, exit cards, bus stop strategy, think in pairs or small groups and by asking open-ended questions. Monitoring of learning occurs through a variety of strategies such as observation, questioning, reflection, discussing learning and well considered feedback to feed forward. Monitoring tools could include open-ended tasks, written or oral assessment and a learning portfolio. Students and teachers can document learning through variety of strategies such as learning logs and journals, learning stories and portfolios. Assessment documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Grading and Reporting:

Report cards are sent to parents three times a year. They contain feedback on students'

authentic assessment as part of the unit of inquiry. The primary school assesses students based on standards as well as approaches to learning and the IB learner profile attributes.

A progress support is sent out in October with two end-of-semester reports in January and June. Student-led conferences take place in May, where students have the opportunity to bring their parents through their learning journey and share their portfolio. Standardized assessment is carried out three times a year at XLIS. Students are assessed on writing and mathematics as well as reading from January in Primary. Students from P2 to P6 also sit the “Measure of Academic Progress (MAP)” assessment twice a year in September and May.

Assessment tools at XLIS should be aligned to the below success criteria which we use for reporting. For example, if a teacher is creating a rubric, it would be best to have three points in the rubric that reflect the criteria.

CRITERIA: 1-Emerging 2-Developing 3-Demonstrating

Teacher Development in the PYP:

Teachers receive ongoing professional development through the International Baccalaureate and outside consultants. A significant development to how we assess in the PYP has resulted from these PD opportunities. Teachers use the GRASPS model to provide differentiated assessment for students at the end of a unit of inquiry, unless they chose a more suitable method. Teachers are encouraged to use the three-point formative assessment. This gives students the opportunity to reflect and determine how they will improve themselves.

### **Middle Years Programme:**

For the Middle Years Programme at XLIS, the following practices are followed:

- teachers provide timely, constructive feedback for formative and summative assessments with the aim of supporting student improvement
- teachers share assessment criteria and objectives at the start of units and prior to the start of summative assessments
- ongoing self and peer assessments provide opportunities to promote student

- agency and increase understanding of criteria
- assessment design supports critical and creative thinking skills to allow students to apply knowledge and skills to different situations
  - students may resubmit work and retake tests with the opportunity for full grades if there are justifiable reasons such as medically documented sickness, any assessment issues, or other reasonable issues verified by the coordinator or principal.
  - teachers take part in the standardization of assessments within subject areas throughout the year and at the completion of the personal project
  - summative assessments can occur at the end of a unit or during crucial points of the unit
  - formative and summative assessments address conceptual understanding and content developed throughout the unit
  - summative and formative assessments can take the forms of oral presentations, research papers, essays, participation in Socratic seminars, art works, musical compositions, performances, speeches, etc.
  - summative and formative assessments are informed by the objectives of the units.
  - summative assessments increase in challenge and length over the five years of MYP leading to DP with the aim of a smooth transition
  - summative assessments are planned in advanced and recorded on the Managebac assessment calendar with the aim to have no more than two summative assessments on a single day for students
  - culminating projects in MYP 1-4

#### Grading and Reporting:

Report cards and progress reports are written directly to the student and sent to both student and parent through email. Each MYP criterion is assessed twice a year in each subject and recorded between the midyear and final report cards. Final report card grades are based on the average of grades awarded throughout the year for each criteria and involve the best fit. MYP grades are expressed in numbers from 1-7 and each criteria is assessed out of 8. Report cards are sent out in October, January and June with the first report anecdotal and the second and third report includes anecdotal comments and grades. Three way-conferences happen in October and January after the first and second report card. MYP students are at the center of the dialogue about their learning

between student, parent and teacher. Student-led conferences happen in May and are designed by students where students talk about conceptual understanding and transfer between subjects and to the real world. At the end of the five-year Middle Years' Programme, students who have met all the requirements including the Personal Project, receive the XLIS MYP Certificate. Personal Project certificates and grade awards will be issued by the IB to students who have successfully completed the Personal Project.

#### Teacher Development in the MYP:

Teachers receive ongoing professional development through the International Baccalaureate and outside consultants. Teachers are responsible to stay current with changes in MYP subject guides and the Personal Project guide. Teachers set annual professional goals based on aspects of IB MYP approaches to teaching and receive feedback through principal observations, peer observations and student feedback each semester.

#### **Diploma Programme**

For the Diploma Programme at XLIS, the following practices are followed:

- teachers provide formative assessments prior to summative assessment to ensure clarity of requirement
- students respond to feedback and correct tasks in accordance with feedback
- students are involved in self and peer assessment and art and music, design critiques
- formative assessments happen throughout units and during introduction and completion of the internal assessment
- teachers share criteria at introduction of course and specific criteria for the introduction of internal assessments
- teachers ensure that expectations for each criterion are clear.
- mock summative assessments are assessed in accordance with the objectives of the exam paper
- grades recorded in Managebac and made available to the students and parents
- grades are the culmination of a variety of relevant tasks to reflect students' abilities against all criteria

- predicted and internal grades are in accordance with the IB grade boundaries
- report cards are issued three times each year; October, January and May (DP2) June (DP1)
- teachers share predicted grades in the 1st week of June (DP1) and October, January (DP2) for universities
- teachers submit IB predicted grades to the coordinator during the first week of April
- students complete all regular homework; failure to do so will result in a behavior report sent to student and parent
- moderation takes place for all internal assessments in subject teams (or in the case of single subject teachers, outside teacher-moderators in the IB network)
- teachers are mindful of the assessment calendar and do not calendar major assessments on days with other major assessments

#### Grading and Reporting:

Tasks completed in the Diploma are graded according to the IB criteria in the subject guides. Report grades are generated to reflect student performance against criteria of subjects. Report card comments address students' development in the approaches to learning skills, learner profile attribute attainment, conceptual and content understanding. Students and parents receive three digital report cards each year and are invited to attend three-way and student-led conferences to discuss students' goals for improvement in the coming term. Report cards and progress reports are written directly to the student with the student at the center of three-way and student-led conferences. The assessment policy aligns with our language and academic integrity policies. Our aim is to provide a coherent education for students where assessments is part of an inclusive whole. Students who have met the XLIS graduation requirement will receive the XLIS diploma in June. In early July, students will receive their IB Diploma official grades from the IB online. In September, they will receive their IB Diplomas or Courses Certificates.

#### Teacher Development in the DP:

Teachers receive ongoing professional development through the International Baccalaureate and outside consultants. Teachers are responsible to stay current with changes in DP subject guides, examiner reports and grade boundaries. Teachers set annual professional goals based on aspects of IB DP teaching and receive feedback through principal observations, peer observations and student feedback each semester.

At the beginning of the year, all ASL leaders will introduce the policies to the new members of staff and reference will be made to this document throughout the academic year. The teachers are responsible for implementing this policy and providing feedback during the review process. This policy should be read together with the Language Policy, Academic Integrity Policy and the Admissions Policy

Updated on: 2023/05/18

Updated on 2026/01/27



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