



**TUNG DER HIGH SCHOOL**

**DIPLOMA PROGRAMME**

**Assessment Policy**

The first edition in March, 2024

## Introduction

### Mission Statement

Our mission at Tung Der High School is to empower students to become compassionate lifelong learners who will positively commit to becoming global citizens.

We dedicatedly strive to nurture inquiring minds, develop critical thinking skills and intercultural understanding, and most importantly foster a sense of responsibility towards our world. Over and above, we encourage students to always seek to be knowledgeable and humble individuals.

Consistently developing and implementing a balanced academic curriculum, we aim to cultivate a reflective and communicative learning environment for students and educators in our school.

### Accreditation

Tung Der High School is accredited with the Taiwan Ministry of Education. Ongoing school improvement is critical to the delivery of quality education, and the support and guidance provided by the government ensures improvements measured by our students' successes. TDHS is committed to continuous school improvement aligned with the accreditation process.

### Bilingual Learning

Tung Der High School is a bilingual community. We believe that additive bilingualism is best practice, that language is fundamental to learning, thinking and communicating, across the whole curriculum. We emphasize that it is necessary not only to learn language, but also learn about language and through language, in authentic contexts. The strands of oral, written, and visual communication are learned across all subject areas. Language learning plays a major role in TDHS, and the development of mother tongue language is crucial for cognitive development and maintaining cultural identity.

### Curriculum

Tung Der High School is a candidate school for IB Diploma Programme ("DP"). The DP is for 11 and 12, additionally the National Curriculum is taught from 10 to 12. The IB curriculum provides pedagogical frameworks for inquiry-based learning with content aligned with Taiwan Ministry of Education requirements. Throughout the programme, teachers support students with the development of their skills associated with the core of the programme, which include service and approaches to learning.

## **International-Mindedness**

Tung Der High School promotes the attitudes and values associated with international mindedness, which influences the actions of the school community. These attitudes and values are expressed through our professional and social relationships, academic curriculum, service learning, leadership opportunities, network connections, sports, the arts and other activities. The TDHS community supports the development of our students into young adults that embody international mindedness, demonstrated through their culturally sensitive and globally competent behaviours.

## **Learner Profile Attributes**

The teachers in TDHS support the personal and academic growth of our students by developing and modelling the skills related to each attribute. The Learner Profile attributes are at the core of the programme and are the keys to developing internationally minded students. With our guidance, our students become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective.

## **Professional Development**

Tung Der High School is a community of learners, and this is reflected in our approach to professional growth. Teachers set individualized professional goals, to reflect on their teaching and learning outcomes, and to consider options for development. Working collaboratively with programme coordinator and school administration, the school aims to arrange professional development options for teachers. These options include in-school, online and regional workshops, and opportunities for collaborative sharing with colleagues.

## **Teaching and Learning**

Tung Der High School is a community of learners, and this is reflected in our approach to teaching. Teachers support and use a constructivist and collaborative approach to inquiry-based teaching and learning. We believe that all students have the capacity for personal and academic growth, and that a positive and reflective approach towards student learning behaviours brings the best outcomes. We organise teaching according to International Baccalaureate standards and practices, share understandings and work together in a collegial manner.

## School Philosophy

At Tung Der High School, we are dedicated to cultivating an inclusive and globally-minded learning community. We aim to create a conducive environment that provides students with opportunities to find joy and passion in learning.

Applying a constructivist and collaborative approach to inquiry-based teaching, we strive to nurture responsible, holistic lifelong learners capable of thriving in our rapidly changing and diverse society.

Through rigorous academic programs and a focus on character development, our mission is to empower students to become inquisitive, knowledgeable, and compassionate individuals.

## Definition of Assessment

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will sometimes be judged by the student’s teacher, while other times they are evaluated by an external examiner.

*(Assessment Principles and Practices - Quality Assessments in the Digital Age pp 24)*

As provided by the IB guidelines, assessment is criterion-based and relies on the "best-fit" mode of the achievement descriptors. This principle applies to both formative and summative assessments. Grades are given in number or letter form (A, B, C, D, E) and are used as feedback to instruct the teacher and the student on their progress so talents and abilities can be nurtured and difficulties dealt with.

Assessment is also instrumental in determining and guiding teaching effectiveness and the written curriculum's suitability. Both teachers and students are encouraged to reflect upon the results to inspire further teaching and learning.

## Assessment Standard

A key understanding is that learning, teaching, and assessment effectively inform and influence one another.

These assessment standards must be addressed consistently.

<p><i>0404-01 Approaches to assessment 1:</i> Students and teachers use feedback to improve learning, teaching and assessment.</p>
<p><i>0404-02 Approaches to assessment 2:</i> The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.</p>
<p><i>0404-03 Approaches to assessment 3:</i> The school administrates assessment consistently, fairly, inclusively and transparently.</p>
<p><i>0404-04 Approaches to assessment 4:</i> Students take opportunities to consolidate their learning through assessment.</p>

*(IB Programme Standards & Practices 2020, pp 17-19)*

## Purposes of Assessment

**Assessment for learning** is learner-centred, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what they are able to do with further guidance. Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions.

Assessment produces evidence of student learning. Continuously monitoring, documenting and measuring learning, and then analysing assessment data, provides insights into students' understanding, knowledge, skills and dispositions. Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers.

**Assessment of learning** is an integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understanding and skills during the inquiry.

**Assessment as learning** promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and

measure their own learning, they develop the skills to use assessments to self-assess, to reflect on, and to make adjustments in future learning.

*(DP Assessment Principles and Practices 3-6) (Assessment Principles and Practices - Quality Assessments in the Digital Age pp 24-28)*

**Assessments must:**

1. Be valid for the purposes for which they are intended. This means they must be balanced between the demands of relevance, reliability, and fairness.
2. Have a positive backwash effect, that is, their design must encourage good quality teaching and learning.
3. Be appropriate to the widest possible range of students, allowing them to demonstrate their personal level of achievement.
4. Support the IB's wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.

*(Assessment principles and practices—Quality assessments in a digital age pg. 77)*

## Academic Integrity

All students at Tung Der High School are expected to demonstrate academic integrity at all times. Academic integrity is a skill that must be taught, practiced and learned. The school administration and pedagogical leaders are responsible for creating the ethos of academic integrity. Teachers are responsible for teaching the required skills and monitoring their use. Students are responsible for their actions.

The school's current *Academic Integrity Policy* guides all stakeholders to ensure understanding of the schools' philosophy, and practices. It also articulates honest actions, and consequences for breaches of those actions.

## Learning Portfolios

Students should upload files, set goals, and reflect on their learning using the portfolio section of ManageBac.

Teachers will provide guidance to ensure that portfolios on ManageBac are regularly updated. Portfolio development supports assessment as learning and teachers should support student understanding of the need to reflect on learning and take action as needed. Active maintenance of portfolios should be encouraged.

## Development of the IB Learner Profile

All learners will be expected to demonstrate that they are inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced and reflective; and they should reflect on their development of these characteristics. These attributes are integrated and emphasized throughout the curriculum.

Assessment processes should include opportunities for students to reflect on the development of skills related to the Learner Profile attributes.

The practice of including comments or descriptions based on the Learner Profile attributes in reports is highly encouraged.

## Assessment Support

Support for the understanding of assessment will be provided during teacher collaborative meetings to ensure that all teachers understand, promote and adhere to the assessment policy and practices.

Assessment practice may be a matter for discussion during teacher appraisal with the Programme Coordinator. In the event of inconsistencies in assessment practices, matters will be discussed with the Programme Coordinator.

## Assessment Modifications/Accommodations

Teachers will modify assessment tasks or provide accommodations for individual students, when appropriate, to allow them to demonstrate understanding of concepts and the development of skills.

Common assessment tasks for grade levels may be modified. The grade awarded to such modified tasks will be comparable between tasks, and indicate the standard reached by the student relative to the expected standards. See *“Assessment principles and practices - quality assessments in a digital age”*.

## Monitoring Learning

To check progress against personal learning goals and success criteria

- Occurs daily, possibly through:
  - observation
  - questioning
  - reflection
  - discussing learning with others
- Feedback to feed forward for next steps in learning
- Tools used include:
  - open-ended tasks
  - written assessment
  - oral assessment
  - learning portfolio



## Assessment in the Diploma Programme

Assessment plays a crucial role in supporting learning as well as in measuring learning. In the Diploma Programmes (DP), assessment is intended to support curricular goals and to encourage appropriate student learning. School must analyse assessment data to inform teaching and learning. DP assessments are based on the course aims and objectives and effective teaching to the course requirements also ensure effective teaching to the formal assessment requirements. The DP also places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students. (See *Guidelines for developing a school assessment policy in the Diploma Programme.*)

Program Coordinators and grade or subject teachers provide students with the information (grade descriptors, assessment criteria) necessary to understand the assessment requirements fully. The grade descriptors and criteria used are those indicated by the IB on the program-specific guides.

Teachers post the assessment criteria and descriptors on Managebac so families can access them independently. Parents are welcome to ask the Program Coordinators, the School Principal, and the Academic leaders for further information.

### Criterion Referencing

The IB guides assessment in the Diploma Programme, and Assessment guidelines and practices are outlined in the IB document *Diploma Programme Assessment Principles and Practices (IBO 2010/2004)*. Subject teachers present the assessment criteria of their subject guides early in the programme. Assessment tasks are marked according to these criteria so that students, teachers, and parents know the student's progress. All Assessment is criterion-referenced. This includes internal and external evaluations and overall expectations of the programme.

### Formative Assessment

In the DP, formative assessment is used regularly in the classroom to measure the students' understanding of key concepts, current topics, subject learning objectives, and prior knowledge and to address any gaps in learning. Formative assessment is used to inform instruction and act as a guide for teachers and students. These assessments are an essential part of teaching and embedded in the lessons and help both the student and teacher(s) to understand the students' progress and what the next steps are in their learning. Students' performance is assessed throughout the year in different ways to account for different learning needs, but it is always inspired by the learning objectives described by the IB.

Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential. It is one essential

component of classroom practice and needs to be integrated into the curriculum. (*Guidelines for developing a school assessment policy in the Diploma Programme page 1*)

Formative assessment takes place in various ways depending on the grade, subject, and specific topics. It includes, but is not limited to, class discussion, research, whole group checks for understanding, presentations, short-essay questions, essay writing, students and teachers developed rubrics, feedback in student journals, student self-assessment, peer assessment, etc. One objective of formative assessments at TDHS is to help the students understand and reflect upon their learning and to help them in developing their own learning goals.

Students learn and work at school through the cycle of inquiry and the steps of this cycle. Reading comprehension assignments are given to students at home on platforms and thinking skills exercises, not as tasks but as discipline and evidence of a continuity of the school day. Learning takes place mainly at school.

Teachers are expected to provide regular feedback via formative assessment tasks.

## Use of ManageBac

Managebac is the primary communication and information storage platform of the Diploma Programme.

ManageBac must be used by **all DP teachers** to:

- Inform students of assessment dates
- Provide students with information about assessment tasks
- Provide students with feedback on assessment tasks

ManageBac must be used by **all DP students** to:

- Regularly check their ManageBac calendar and messages
- Upload all assessments into the appropriate dropboxes
- Maintain their CAS portfolio, document their EE research progress and keep their TOK journals updated

**DP teachers manage Managebac with DPC having access to all classes.**

## Recording Assessments

Teachers have a responsibility to:

- Document all assessment data on all their students on ManageBac.
- Use data to consider modification to unit and lesson planning.
- Provide support material to assist student learning.
- Monitor progress in the Extended Essay, CAS and TOK.
- Respond to student DP CAS reflections and provide supervisor reports.

## Documenting Learning in the DP

A compilation of learning goals, questions, reflections and evidence of learning that can be physical or digital, and can be displayed or recorded in a variety of media forms. It's shared with others to make learning visible and reveals insights, providing opportunities to reconnect with goals and success criteria. Some formats used may include:

- Learning logs or journals: These are used to record feedback and reflections of ongoing learning.
- Learning stories: Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- Portfolios: A collection of artifacts that can also contribute to reporting. Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

## Summative Assessment

The structure of summative assessment at TDHS follows the IB guidelines and requirements that are provided for each subject guide and relevant IB documents. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.

Summative assessments can take a variety of forms (including tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations).

## Internal Summative Assessment

The school uses the objectives and assessment tools for each subject, and component of the DP core, to build summative assessments of student learning. Teachers should use a variety of assessment methods that are connected to stated learning objectives and outcomes. (*Programme Standards and Practices page 17*)

## Standardisation of work

Teacher collaboration is essential where more than one teacher is involved in teaching the course, as schemes of work must be developed collaboratively. Final internal assessments are collected by subjects, not by teachers, and are sent for moderation as school samples, not class samples. Teachers can improve practices by sharing ideas with their colleagues and observing classes, and teacher collaboration should, therefore, also be seen as one important aspect of professional development.

## Internal Calendar of Deadlines

Developing an appropriate internal calendar of assessment deadlines is an expectation. The calendar is developed by the Diploma Programme Coordinator in consultation with the Supervisors and Teachers. The calendar of deadlines is distributed to the G12 students on the first day of school.

This calendar supports students and teachers to plan their work in realistically manageable loads, as final assessment requirements cannot all be completed at the same time. Well-coordinated deadlines reduce stress on students and allow time for teachers to provide feedback on drafts, check that the work is authentically that of the student, mark final pieces of work and prepare moderation samples in an organized fashion and before any due date.

An effective calendar of deadlines reflects a culture of collaboration among Diploma Programme teachers, whereby such teachers understand both the “big picture” of Diploma Programme design and have basic knowledge of each other’s subject assessment requirements.

## Internal Assessments in the Diploma Programme

These are IB assessments that are assessed by the teachers and moderated by external examiners.

Groups	Subjects	Internal assessment\Weighting
Group 1 Studies in Language and Literature	Chinese A Language and Literature HL\SL English A Language and Literature HL\SL	Individual Oral assessment (HL 20%, SL 30%)
Group 2 Language Acquisition	English B HL	Individual Oral assessment (HL\SL 25%)
Group 3 Individuals and Societies	Business Management HL\SL	Business research project (HL 20%, SL 30%)
	Economics HL\SL	Student Portfolio (HL 20%, SL 30%)
Group 4 Science	Sports, Exercise and Health Science HL\SL	The individual investigation (HL 20%, SL 20%)
Group 5 Mathematics	applications and interpretation HL\SL	An Individual mathematical exploration (HL\SL 20%)
	analysis and approaches HL\SL	
DP Core	Theory of Knowledge	TOK Exhibition (10 marks) (33%) The maximum overall word count for the TOK exhibition is <b>950</b> words.

## External Assessments in the Diploma Programme

All students' work will be submitted to IB for assessment. Depending on the subject, it contributes certain percent to the students final grade.

Groups	Subjects	External assessment\Weighting
Group 1 Studies in Language and Literature	Chinese A Language and Literature HL\SL English A Language and Literature HL\SL	Paper 1 (HL\SL 35%) Paper 2 (HL 25%, SL 35%) <b>HL essay (HL only) 20%</b>
Group 2 Language Acquisition	English B HL\SL	<b>Language B</b> Paper 1 (HL\SL 25%) Paper 2 (HL\SL 50%)
Group 3 Individuals and Societies	Business Management	Paper 1 (HL 25%, SL 35%) Paper 2 (HL 30%, SL 35%) Paper 3 <b>HL only</b> (25%)
	Economics	Paper 1 (HL 20%, SL 30%) Paper 2 (HL 30%, SL 40%) Paper 3 <b>HL only</b> (30%)
Group 4 Science	Sports, Exercise and Health Science HL\SL	Paper 1 (HL 20%, SL 20%) Paper 2 (HL 35%, SL 35%) Paper 3 (HL 25%, SL 25%)
Group 5 Mathematics	applications and interpretation	Paper 1 (HL 30%, SL 40%) Paper 2 (HL 30%, SL 40%) Paper 3 <b>HL only</b> (20%)
	analysis and approaches	
DP Core	Theory of Knowledge	An Essay on a prescribed title (67%) The maximum length of the essay is 1600 words. (10 marks)
	Extended Essay	Total mark is 34. (there are criteria scores: A-E, A-6, B-6, C-12, D-4, E-6) The scores a student receives relates to the bands from A to E. <a href="#">The grades of TOK and EE can contribute up to 3 additional points toward overall Diploma score.</a>

## Submission of Assessment Tasks

Diploma Programme assessment tasks for IB Internal or External Assessment will be submitted by students to the Diploma Programme Coordinator. Teachers are not permitted to accept submissions directly from students.

- Drafts will be submitted electronically to the ManageBac Dropbox created by the Diploma Programme Coordinator. These students' work will then be uploaded to Turnitin for plagiarism check. Electronic copies of the Turnitin reports will be sent to the teachers. Students have access to their own Turnitin reports.
- Final tasks will be submitted electronically to the ManageBac Dropbox created by the Diploma Programme Coordinator. Electronic copies of the Turnitin reports will be sent to the teachers. Students have access to their own Turnitin reports.

## Measuring Learning in the DP

Aims to capture a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools provide data to support a larger picture of student achievement and progress.

### Internal Summative Assessments

Summative assessments summarize what students have learned at the end of an instructional period. These assessments are evaluative and are reported. Summative assessments should take a variety of formats.

### Standardized Tests

Data on the results from standardized tests, such as the GEPT, TOEFL, IELTS, the MOE Grade 12 College Entrance Examination, and final Diploma Programme results, will be collected and analyzed for trends in student achievement. Students receive guidance on preparing for standardized tests.

Data will be collected regarding graduating student university acceptances and entrances. Data on progress through university courses will also be collected and analyzed as a method of indicating the success of the university preparation programmes.

Assessment results and data are analyzed by the school’s administration as part of its on-going commitment to continual improvement in student learning and academic excellence.

### National Assessment requirements

Students will be assessed according to National regulations as required. This includes the Grade 9 and Grade 12 National Examinations, Military Defence and Home Economics.

### Common Assessment Tasks

Common assessment allows teachers to set the same assessment task across a grade level or section of the school and is expected as part of the process of summative assessment.

### Monitoring the Quality of Examination Papers and Common Assessment Tasks

Subject Chairs will:

- Facilitate collaborative writing of examinations and common assessment tasks
- Proofread and monitor the consistency of examinations and common assessment tasks across their subject area and suggest appropriate modifications
- Send examination papers to the Diploma Programme Coordinators for final approval

It is recognized that:

- Examinations are only one type of task used to assess skills, knowledge, and understandings.

- Not all subjects will assess students in the same manner or have the same requirements.
- The existence of examinations for some, and not other, subjects is not a reflection of the rigor of the subject.
- Examination results are not necessarily the most important results.

## Preparing Students for Examinations in the DP

In the week prior to formal examinations, teachers should ensure that time is allocated for revision to consolidate skills, knowledge and understandings.

Teaching of examination taking skills and time management is subject-specific, contextual and age-dependent. Teachers are responsible for teaching and reinforcing these ATL skills.

The following information about the examination must be uploaded to ManageBac, **at least two weeks in advance of the examination**:

- The date and time of the examination
- The format of the examination;
- The skills, knowledge and understandings which might be tested and applied to a new situation
- Resources to assist with preparation for the examination

## Conduct of Examinations in the DP

All examinations are conducted according to the IB publications. Teachers should refer to the following:

- Conduct of examinations booklet
- Conduct of the examinations: Notice to candidates (poster)
- Conduct of the examinations: Items not permitted (poster)

## Standardization

The school administers assessments consistently, fairly, inclusively, and transparently.

The Programme coordinator will guide teachers to standardize their assessment of student work. It is essential that teachers meet together to develop a common understanding of standards and how criteria or marking schemes are to be applied.

Standardization occurs following all common assessment or summative assessment. Teachers should initially discuss samples of assessed work to check that criteria or mark schemes are consistently applied. Further discussions should occur if there are disparities in achievement levels awarded.

Standardization should also occur at every reporting period to ensure that grades being reported are being determined consistently and fairly.



## Analysis of Assessment Data

Data relating to student achievement will be analysed by the Programme Coordinators and Supervisors.

This includes, but is not limited to:

- Common assessments
- DP final results, including component grades and moderation feedback
- Summative grades on reports

## Managing missed deadlines

	Diploma Programme	
Missed deadline – <i>first instance</i>	External Assessment	<p>If a student misses a deadline for the final copy of an assessment, the student will get an N (non submission).</p> <p>If a student misses a deadline for a draft, then the student does not get feedback on it.</p> <p>The Programme Coordinator is informed when there is a student who missed an external assessment.</p>
	Internal Assessment	<p>If a student misses an in-school assessment deadline, the student will not receive any feedback for drafts.</p> <p>If a student misses an in-school assessment final copy, then the draft will be considered as the final copy.</p>
Missed deadline – <i>second instance</i>		NA
Missed deadline – <i>multiple occurrences</i>		NA

## Formative and Internal Summative assessments

Teachers are expected to use a variety of assessment tasks to measure learning at regular intervals.

Teachers are expected to use the objectives and assessment tools for each subject to build summative assessments of student learning.

Students need to have the opportunity to show their full potential, which may not be possible if the tasks are too simple or too challenging. Questions from previous examination papers provide guidance for the appropriate level of challenge.

When measuring the learning of the student, it is important to consider more than just the assessment grades in order to reflect the full range of student achievement.

The achievement of the student should not only be indicated by the assessment grade, but also of how challenging it was for the student to achieve this result and how the student has improved.

We recognize the importance of all these elements, but believe it is not possible to measure them meaningfully within summative assessments, hence a variety of formative assessments conducted is very important.

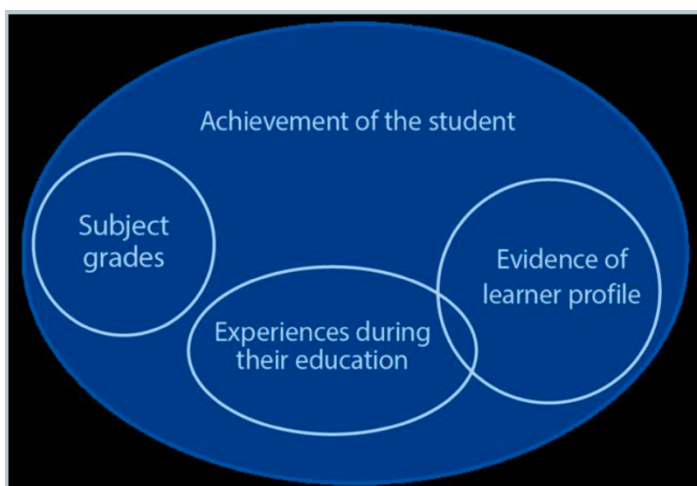


Figure : The achievement of a student is far more than can be evidenced  
(*Assessment principles and practices—Quality assessments in a digital age p.87*)

## Types of formative and internal summative assessments

### Formative Assessments:

These are various formative assessments that teachers can give to check understanding of the students. Feedback should always be given to students for formative assessments, celebrating what the student has achieved and providing suggestions for improvement.

### Internal Summative Assessments:

There are a variety of internal summative assessments conducted in the Diploma Programme. The Subject Chairs, in consultation with their subject teachers, must decide on the assessment types, weighting, criteria, and grade boundaries. Subject Chairs should ensure that these details are consistently entered in ManageBac.

The internal summative assessments can be divided into two categories:

#### Common Assessments:

- Mid and End of Semester Examinations
- Unit Tests

Subject Specific Assessments, for example:

- Presentations
- Oral Assessments
- Laboratory reports
- Problem solving tasks
- Research reports

## **Examination Grading Processes**

- Grading of examinations or final assessment tasks is standardized in subject areas.
- Grading is based on criterion achievement levels or mark schemes as appropriate.

## Reporting Learning

Informs the learning community and reflects the question “How well are we doing?” It describes progress and achievement, and identifies areas for growth. It contributes to the efficacy of the programme.

- It’s the most public aspect of assessment
- Needs careful consideration in order to provide clear information that is useful to students and parents
- Teachers should ensure that processes are open, transparent and understood by students and parents

Reporting includes:

- Parent/teacher/student conferences
- Student-led conferences
- Sharing learning through portfolios
- Semester and Mid-Semester Reports
- Learning progressions
- Assessment feedback provided via ManageBac

## Progress Reports and Report Cards

Reports are issued quarterly. A Mid-Semester Progress Report is issued in the middle of each semester, and a Semester Report is issued at the end of each semester. Academic Directors provide a reporting schedule that is aligned with the school calendar.

All reports are issued online through ManageBac. Programme Coordinator should ensure that reporting templates in ManageBac are arranged as required for each stage of reporting within their respective departments.

Anecdotal comments are written to parents about the student, should be positively framed, and include achievements and advice.

Grades are awarded for academic achievement only, and should not be modified on the basis of behavior.

Programme Coordinator should proofread all reports prior to publication.

The Academic Supervisor should check that final grades are consistently awarded.

Programme Coordinator should investigate students with poor academic grades. (Note: a grade of 1 is rarely given and only in exceptional circumstances)

## **Approaches to Learning Skills**

Teachers should address Approaches to Learning skills, as appropriate, in their anecdotal comments.

In the diploma programme, performance on examinations and other forms of assessment must be uploaded to ManageBac, including the achievement level and written feedback.

Results must be uploaded to ManageBac within one week of the examinations.

Performance on the examinations may be included as part of the anecdotal comments on student reports.

## Reporting Learning in Theory of Knowledge

Students will be assessed using IB criteria and guidelines. Student will receive grades on their reports as follows:

- Grade 11 Semester One  
Mid-semester progress report and the End of Semester report -- Satisfactory (S), or Not satisfactory (N).
- Grade 11 Semester Two  
Mid-semester progress report -- Satisfactory (S), or Not satisfactory (N).
  - Satisfactory indicates that the student is performing at a grade D or better.
  - Not satisfactory indicates that the student is performing at grade E standard.
- Grade 11 Semester Two  
The End of Semester report -- An A-E grade.
- Grade 12 Semester One  
Mid-semester progress report -- Satisfactory (S), or Not satisfactory (N).
- Grade 12 Semester One  
The end of Semester report - Satisfactory (S), or not satisfactory (N) for students registered for IB. assessment of TOK
  - 'S' indicates that students are expected to achieve at a grade D or better.
  - 'N' indicates that students are expected to achieve a Grade E.
- Grade 12 Final report - An A-E grade for students who have chosen Tung Der High School Diploma TOK.
- At all times, an 'N' or E grade may only be given in consultation with the Diploma Programme Coordinator.

## Reporting Learning in the Extended Essay

Students will receive grades on their reports as follows, as determined by their Extended Essay supervisor:

- Grade 11 Semester One – no grade reported
- Grade 11 Semester Two

Mid-semester Progress Report is indicated as **Excellent** (trophy), **On-Track** (green flag) or **Concern** (red flag).

- **Excellent** is indicated when a student has exceeded the 'On-track' expectations
- **On-track** is indicated when a student has:
  - Met with their supervisor as required.
  - Kept a record of their progress on ManageBac.
  - Developed a workable research question.
  - Begun their research.
- **Concern** is indicated when a student has not demonstrated the **On-track** expectations.

- Grade 11 Semester Two

The End of Semester Report – progress is indicated as **Excellent** (trophy), **On-Track** (green flag) or **Concern** (red flag).

- **Excellent** is indicated when a student has exceeded the 'On-track' expectations.
- **On-track** is indicated when a student has:
  - Met with their supervisor as required.
  - Kept a record of their progress on ManageBac.
  - Refined their research question.
  - Have completed sufficient research to be able to begin writing the essay.
- **Concern** is indicated when a student has not demonstrated the 'On-track' expectations

- Grade 12 Semester One

Mid-semester Progress Report is indicated as **Excellent** (trophy), **On-Track** (green flag) or **Concern** (red flag).

- **Excellent** is indicated when a student has exceeded the 'On-track' expectations
- **On-track** is indicated when a student is expected to:
  - Be able to complete the extended essay on time
  - At a standard of D or better

- **Concern** is indicated when a student's essay is not sufficiently developed and there is concern that it will not be completed on time, or that it will be of an E standard.

- Grade 12 Semester One :

The End of Semester Report

- If a student has handed in an essay, the report will indicate **Complete** and a comment. will be provided in the report.
- The essay topic will be printed on the student reports.

- Grade 12 Semester Two report

- For students registered for assessment of the Extended Essay by the IB
  - The report will indicate 'Complete'. No additional comment will be added.
  - The essay topic will be printed on the student reports.
- For students registered for assessment of the Extended Essay by the school
  - A grade on the A-E scale will be included, with a comment written by the supervisor.
  - The essay topic will be printed on the student reports.
- A grade for an Extended Essay will only be reported for students who complete their Extended Essay as part of their Tung Der High School Diploma and will be recorded on their final school report. Under these circumstances, the Essay will be graded using the IB criteria, and an A-E grade awarded. In general, the expectations of student performance in each criteria will be more lenient than that which would be expected for an essay being submitted to the IB for assessment.

- At all times, a '**Concern**' result may only be given in consultation with the Diploma Programme Coordinator and/or Extended Essay Coordinator.



## Reporting Learning in Creativity, Activity, Service (CAS)

Students will receive grades of satisfactory (S), or not satisfactory (N) on their mid-semester and end of semester reports, which will be determined by their CAS Advisor.

A student will earn a satisfactory (S) grade when the following requirements are met:

- Completed formal CAS meeting requirements
- Kept a record of their progress on ManageBac, including:
  - Statement of goals
  - Use of the CAS stages
  - Evidence of and reflections on the Learning Outcomes
  - A range of balanced experiences
  - Evidence of a CAS project

A student will receive a not satisfactory (N) grade when there is insufficient evidence progress being made within their CAS programme.

At all times, a not satisfactory (N) grade may only be given in consultation with the Diploma Programme Coordinator and CAS Coordinator.

CAS Advisors will use the following indicators in MangeBac to inform students and parents of the progress of their CAS Programme. Progress is indicated as **Excellent** ( trophy), **On-Track** (green flag) or **Concern** (red flag).

- **Excellent** is indicated when a student has exceeded the **On-track** expectations.
- **On-track** is indicated when a student has:
  - Completed formal CAS meeting requirements
  - Kept a record of their progress on ManageBac, including:
    - Statement of goals
    - Use of the CAS stages
    - Evidence of and reflections on the Learning Outcomes
    - A range of balanced experiences
    - Developed plans for their project
    - Reflections that indicate progress in the Learning Outcome(s)
- **Concern** is indicated when a student has not demonstrated the **On-track** expectations

Grade 12 Semester Two report – progress is indicated as ‘Complete’ if the student has fulfilled the requirement of the CAS Programme.

## Reporting Learning in Subjects

Students will be awarded grades for their reports using the Diploma subject specific assessment criteria. **Teachers in each subject** will determine the relative weighting of assignment categories for each semester, and will be reflective of the stage of the course. The assignment categories and relative weighting will be entered on ManageBac.

The conversion of the assessment scores to a report grade will occur using the guidelines provided in the subject reports from previous examination sessions. **Subject teachers** will determine the final grade boundaries to be used, in consultation with the Diploma Programme Coordinator. These grade boundaries will be entered in ManageBac.

**Teachers** will determine the grade for the report based on the assignment category weighing and grade boundaries that have been applied. Where the calculated result is considered to not be reflective of the student achievement, the teacher may use their professional judgment to enter a more appropriate grade for reporting. This would only be appropriate when the calculated student achievement is close to a grade boundary.

IB examination mark schemes and subject reports provide guidelines for the standards expected at the end of Grade 12 and shall be used for students during Grade 12.

Given the nature of our student population and the universities that most of them are applying to, it is expected that:

- Students in Grade 11 are assessed and graded at grade level.
- Students in Grade 11 are assessed and graded based on modified final IB criteria or modified standards.
- Students in Grade 11 will only be graded against criteria that have already been addressed at the stage of the course.
- Teachers can receive support and guidance on how they may appropriately modify criteria and standards, from the Diploma Coordinator.

## Criteria for Successful Completion of the Diploma Programme

The criteria for the award of the Diploma are found in the current version of the *Diploma Programme: General Regulations (Article 13)*, and can also be found in the Appendix.

## Grade Descriptors (Appendix 4)

The Diploma Programme grade descriptors vary per subject and are found in *Grade Descriptors (for use from December 2017)*.

This is a compilation of descriptions (grade descriptors) of each grade for each group of subjects in the IB Diploma Programme. Grade descriptors consist of characteristics of performance at each grade. The descriptors apply to group of subjects but substantial similarity exists across sets of group grade descriptors.

Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, qualities of a typical performance are given. However, the work of few candidates will be consistently characterized by a single grade descriptor, most work will display some of the characteristics of more than one grade. Senior examiners therefore review the work of many candidates to determine a grade boundary—the lowest mark at which characteristics of a grade are consistently shown in candidate work—allowing for some compensation across the different aspects.

The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates' grades.

## IB Internal and External Assessment

The conduct and management of the Diploma Programme Internal Assessment (IA) and External Assessment (EA) follows the regulations as published in the *Conduct of examinations booklet*.

The Diploma Coordinator distributes school-generated forms for completion of:

- Internal assessment grades
- Predicted grades

These grades are entered on IBIS by the coordinator and printed for documentation purposes.

The Diploma Coordinator gives each teacher a form to enter the internal assessment grades for each student in their class. The teachers submit the form and sign it to confirm that the grades are correct.

A copy of the list of chosen samples to be submitted to IB for moderation is given to the teachers.

Each teacher is also given a form to enter the predicted grades of the students. The teachers submit this form and sign it to confirm that the grades are correct.

## Predicted Grades

The predicted grade is the teacher's prediction of the final grade the candidate is expected to achieve in the subject.

The mock examination results, internal assessment grades and the student's academic performance in G11 and G12 provide the basis for the decision by subject teachers.

**Predicted grades will not be revealed to students.** They will be provided directly to universities, when required.

## Due Dates/Times

Deadlines for IB Diploma Internal Assessment and External Assessment tasks are published in the first two weeks of the academic year. This document also explains the process for the submission of such tasks. The Diploma Coordinator, in conjunction with subject teachers, compiles this calendar. Changes are only made to the calendar under exceptional circumstances.

## Parent Teacher Conferences

Parent-teacher conferences are held in Semester One and Semester Two, following the distribution of the mid-semester progress report. Students arrange the interviews for their parents and are encouraged to attend the interviews with their parents.

Where necessary, the Diploma Coordinator and teachers may request to meet with parents to discuss student progress.

## Analysis of Data

A comprehensive report of the DP results is prepared by the Diploma Programme Coordinator and submitted to the school administration. This reports includes:

- Results per student
- Results per subject, including the core
- Component grades
- Moderation feedback reports
- Comparison of Predicted Grades to actual grades
- Comparison of school statistics to world statistics
- Student university application data
- Longitudinal study of performance in each subject, and the core
- Suggestions for future action, in response to the analyses

The analyses will inform professional development needs for the department, programme teachers, or individual teachers.

# Implementation and Review

This version is effective from April 2024.

Review of this policy is expected on a two-year cycle, or earlier if major changes occur in IB assessment principles and practices or courses.

The Assessment Policy Steering Committee consists of the Academic Directors and Programme Coordinators. Additional personnel are invited to join as appropriate.

*The Tung Der High School Assessment Policy* will be published on the school website. The Policy will be accessible to all teachers and the wider school community.

The Assessment Policy Steering Committee will complete an annual reflection on the implementation and effectiveness of the Assessment Policy.

## References used in the development and revision of this policy:

- Diploma Programme: From principles into practice, International Baccalaureate, April 2015
- Diploma Programme Assessment Procedure 2024
- Approaches to teaching and learning in the Diploma Programme
- IBDP Language A: Language and Literature guide (first assessment 2021)
- IBDP Language B guide (first assessment 2020)
- IBDP Business Management guide (first assessment 2024)
- IBDP Economics guide (first assessment 2024)
- IBDP Sports, Exercise and Health Science guide (first assessment 2018)
- IBDP Mathematics: applications and interpretation guide (first assessment 2021)
- IBDP Mathematics: analysis and approaches guide (first assessment 2021)
- IBDP Theory of Knowledge guide (first assessment 2022)
- IBDP Creativity, activity, service guide (For students graduating in 2017 and after)
- IBDP Extended Essay guide (Updated February 2022)
- Diploma Programme Grade Descriptors

# Appendix 1

## Academic Performance

- School offers courses in a variety of subjects and the total credit per subject depends on weekly hours on timetable during semester. If the teaching hour of any subject arrivals 18 hours sets up during non-semester, also representing 1 credit, but the credit and grade will be calculated in the next semester.
- All compulsory and elective courses must be followed by the Ministry of Education.
- Students will have 3 years to complete the courses, adapting to some specific situations, plus 2 more years is acceptable.
- Total credits are followed by the Ministry of Education; each student needs to get at least 160 credits, including compulsory and elective courses.

## Graduation Standards

According to the regulations of Senior High School Student Performance Assessment, senior high school graduate must complete a minimum number of credits -160 credits:

- I. **Compulsory credits:** In terms of the syllabus, graduates have to complete 120 compulsory credits with passing grades at least. Among the preceding credits, 48 of them should be the mutual core curriculums for the post-secondary education.
- II. **Elective credits:** Graduates have to complete 40 credits at least.

## ***Article 13 Diploma Programme: General Regulations.***

### **Article 13: Award of the IB Diploma**

- 13.1 All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
- 13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).

- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- 13.3 A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

## Appendix 2

### EE and TOK matrix

		Theory of knowledge					
		Grade <b>A</b>	Grade <b>B</b>	Grade <b>C</b>	Grade <b>D</b>	Grade <b>E</b>	No grade <b>N</b>
Extended essay	Grade <b>A</b>	3	3	2	2	Failing condition	Failing condition
	Grade <b>B</b>	3	2	2	1	Failing condition	Failing condition
	Grade <b>C</b>	2	2	1	0	Failing condition	Failing condition
	Grade <b>D</b>	2	1	0	0	Failing condition	Failing condition
	Grade <b>E</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade <b>N</b>	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition



## Appendix 3

### Grids describing conversion from IB Final Grades to other grading systems

#### Conversion of IB Grades to MoE Grades and a GPA

The following table will be used to convert IB scores to MOE scores for MOE transcript for students in Grades 11-12. This conversion will only be applied if needed for student transfer purposes.

IB Grade	Taiwan Grade	US Grade Equivalent
7	96	A+
6	90	A
5	86	B+
4	76	B
3	70	C
2	64	D
1	U	F

A GPA will be calculated, where necessary, using the following conversion table:

IB Grade	GPA score
7	4.0
6	3.7
5	3.0
4	2.0
3	1.7
2	1.0
1	0

## Appendix 4

## Diploma Grade Descriptors

<b>Group 1: studies in language and literature</b>	
7	Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
6	Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).
5	Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).
4	Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.
3	Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.
2	Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.
1	Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.
<b>Group 2: language acquisition – Language B (HL)</b>	

7	Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.
6	Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.
5	Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.
4	Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.
3	Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.
2	Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.
1	Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

### Group 2: language acquisition – Language B (SL)

7	Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing effectively to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.
6	Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively, with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently.
5	Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; write texts demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.
4	Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty and with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; show some ability to adapt their writing to suit the intended audience and purpose; make some attempt at expressing their ideas and organizing their work.
3	Students speak hesitantly and generally unclearly; use a limited range of language, often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type; make some attempt at basic organization; content is rarely convincing.
2	Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; lack organization to an extent that content is unconvincing.
1	Students speak very hesitantly and unclearly; use a very limited range of language incorrectly; handle ideas unsuccessfully and with very restricted interaction; demonstrate a very limited understanding of the meaning and purpose of written texts; have difficulties with almost all questions; write texts demonstrating a very limited command of vocabulary and very little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is confusing.

### Group 3: Individuals and Societies

7	<p><b>Demonstrates:</b> conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.</p>
6	<p><b>Demonstrates:</b> detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.</p>
5	<p><b>Demonstrates:</b> a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.</p>
4	<p><b>Demonstrates:</b> a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.</p>
3	<p><b>Demonstrates:</b> some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.</p>
2	<p><b>Demonstrates:</b> a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.</p>
1	<p><b>Demonstrates:</b> very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.</p>

#### Group 4: Science

7	<p>Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Evidences great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.</p> <p>Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.</p>
6	<p>Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and evidences competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.</p> <p>Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.</p>
5	<p>Displays broad subject knowledge and shows sound understanding of most concepts and principles, and applies them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material.</p> <p>Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.</p>
4	<p>Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material.</p> <p>Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.</p>
3	<p>Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material.</p> <p>Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.</p>
2	<p>Displays little subject knowledge and shows weak understanding of basic concepts and principles, and</p>

	<p>little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant.</p> <p>Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction, and attempts at conclusions that are largely incorrect/irrelevant.</p>
1	<p>Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities.</p> <p>Rarely approaches investigations in an ethical manner, or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.</p>

<b>Group 5: Mathematics</b>	
7	Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator’s functionality when required.
6	Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator’s functionality when required.
5	Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator’s functionality when required (this use may occasionally be inefficient).
4	Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator’s functionality, but perhaps not always when required (this use may occasionally be inefficient ).
3	Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator’s functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.
2	Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.
1	Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.



Extended Essay Grade Descriptors	
Grade A	<p><b>Demonstrates:</b> effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements.</p> <p>Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.</p>
Grade B	<p><b>Demonstrates:</b> appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay.</p> <p>Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.</p>
Grade C	<p>Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied.</p> <p>Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.</p>
Grade D	<p>Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural</p>

	<p>and layout elements that are missing.</p> <p>Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.</p>
Grade E	<p>Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements.</p> <p>Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.</p>

<b>Theory of Knowledge Grade Descriptors</b>	
<b>Grade A</b>	<p>Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration.</p> <p>Discussions include consideration of implications, assumptions and different points of view.</p>
<b>Grade B</b>	<p>Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration.</p> <p>Discussions identify some implications and/or assumptions and include some consideration of different points of view.</p>
<b>Grade C</b>	<p>There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included.</p> <p>Different points of view are identified but are not evaluated.</p>
<b>Grade D</b>	<p>There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made.</p> <p>There is little reference to different points of view.</p>
<b>Grade E</b>	<p>There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance.</p> <p>Discussions consist of unsupported assertions. Different points of view are not identified.</p>

TDHS Calendar of Diploma Programme  
Semester One in DP 1

Week	The periods	Dates	IB Assessment \ Exhibition	Other Activities
1	The last week of August		According to the regulation of MoE, the first day of school is August 30 <sup>th</sup> .	
2	1 <sup>st</sup> week of September		Business Management IA Introduction	
3	2 <sup>nd</sup> week of September		CAS Workshop	Parent information conference
4	3 <sup>rd</sup> week of September			
5	4 <sup>th</sup> week of September			Moon Festival Holiday
6	1 <sup>st</sup> week of October		Official CAS interview CAS reflection	
7	2 <sup>nd</sup> week of October			October.10: Double Tenth Holiday
8	3 <sup>rd</sup> week of October			
9	4 <sup>th</sup> week of October			
10	1 <sup>st</sup> week of November			Mid-assessment week
11	2 <sup>nd</sup> week of November		CAS monthly interview with supervisors.	-Release the progress report on Friday -Teacher Professional development week
12	3 <sup>rd</sup> week of November			
13	4 <sup>th</sup> week of November			Teacher-parent meeting week
14	1 <sup>st</sup> week of December			
15	2 <sup>nd</sup> week of December		CAS monthly interview with supervisors.	
16	3 <sup>rd</sup> week of December			
17	4 <sup>th</sup> week of December		CAS Global Exploration Trip(GET) week Proposal	
18	1 <sup>st</sup> week of January		CAS Global Exploration Trip(GET) week Proposal & advisory time CAS Portfolio update via ManageBac	Jan. 1: New Year holiday
19	2 <sup>nd</sup> week of January		Economics Portfolio Commentary 1	The end of semester assessment week
20	3 <sup>rd</sup> week of January			The end of semester assessment week
21	4 <sup>th</sup> week of January			Release the end of semester report

## Semester Two in DP1

Week	The periods	Dates	IB Assessment \ Exhibition	Other Activities
1	2 <sup>nd</sup> week of February		According to the regulation of MoE, the first day of school is <b>February 11<sup>th</sup></b> .	
2	3 <sup>rd</sup> week of February		Business Management Research project proposal	
3	4 <sup>th</sup> week of February			Feb.28: Peace Memorial Day(holiday)
4	1 <sup>st</sup> week of March			
5	2 <sup>nd</sup> week of March			
6	3 <sup>rd</sup> week of March		CAS Global Exploration Trip(GET) week	
7	4 <sup>th</sup> week of March		<b>Extended Essay</b> (EE) supervisor orientation CAS Portfolio update via ManageBac	
8	1 <sup>st</sup> week of April			April 4: Tomb Sweeping Holiday
9	2 <sup>nd</sup> week of April		CAS monthly interview with supervisors. <b>Extended Essay(EE) Workshop</b>	
10	3 <sup>rd</sup> week of April			Midterm assessment week
11	4 <sup>th</sup> week of April		CAS project planning	May.1: Labor's Day (Holiday) -Release the progress report on Friday
12	1 <sup>st</sup> week of May			-Teacher Professional development week
13	2 <sup>nd</sup> week of May		CAS project proposal Official CAS interview & CAS reflection	
14	3 <sup>rd</sup> week of May		<b>Sports, Exercise and Health Science</b> (SEHS) Individual investigation Workshop <b>Business Management IA Research Question Proposal</b>	
15	4 <sup>th</sup> week of May		The proposal of the research questions for Extended Essay.	May 30-Jun 1: Dragon Boat Festival
16	1 <sup>st</sup> week of June		Mathematics Application and Interpretation Internal Assessment proposal	
17	2 <sup>nd</sup> week of June		Meet with EE supervisor and finalize research question. <b>Business Management IA Outline and Resources</b>	The end of semester assessment
18	3 <sup>rd</sup> week of June		CAS Portfolio update via ManageBac	The end of semester assessment
19	4 <sup>th</sup> week of June		<b>TOK Exhibition</b> Group 4 collaborative Science project. <b>Extended Essay First formal reflection</b> with supervisors.	
20	1 <sup>st</sup> week of July			Release the end of semester report

## Semester One in DP 2

Week	The periods	Dates	IB Assessment \ Exhibition	Other Activities
1	The last week of August		According to the regulation of MoE, the first day of school is <b>August 30<sup>th</sup></b> .	
2	1 <sup>st</sup> week of September		<b>Sports, Exercise and Health Science(SEHS) Individual investigation Draft</b> <b>Business Management IA Draft</b>	
3	2 <sup>nd</sup> week of September		<b>Economics Portfolio Commentary 2</b>	
4	3 <sup>rd</sup> week of September		CAS Project & monthly interview with supervisors.	<b>Moon Festival Holiday</b>
5	4 <sup>th</sup> week of September		Chinese A Language and Literature <b>IO</b> examination	
6	1 <sup>st</sup> week of October		<b>Sports, Exercise and Health Science(SEHS) investigation Final copy</b>	
7	2 <sup>nd</sup> week of October		<b>Extended Essay Interim reflection</b> with supervisors.	<b>October.10: Double Tenth Holiday</b>
8	3 <sup>rd</sup> week of October		Economics Portfolio <b>Draft</b> CAS project & monthly interview with supervisors	
9	4 <sup>th</sup> week of October			Midterm assessment week
10	1 <sup>st</sup> week of November			-Release the progress report on Friday -Teacher Professional development week
11	2 <sup>nd</sup> week of November		English B <b>IO</b> examination	
12	3 <sup>rd</sup> week of November		<b>Mathematics Application and Interpretation exploration Draft</b>	
13	4 <sup>th</sup> week of November		Extended Essay <b>draft</b> <b>Economics Portfolio Commentary 3</b>	
14	1 <sup>st</sup> week of December		Business Management Project <b>Draft</b> Chinese A Language and Literature HL Essay <b>Draft</b>	
15	2 <sup>nd</sup> week of December		English A Language and Literature HL Essay <b>Draft</b> <b>Theory of Knowledge Essay Draft</b>	
16	3 <sup>rd</sup> week of December		Extended Essay <b>Final formatting copy</b> Chinese A Language and Literature <b>HL Essay Final Copy</b>	
17	4 <sup>th</sup> week of December		English A Language and Literature <b>IO</b> examination English A Language and Literature <b>HL Essay Final Copy</b>	
18	1 <sup>st</sup> week of January		Extended Essay <b>final copy</b> Extended Essay <b>Viva voce</b> <b>Business Management IA Penultimate Draft Review</b>	<b>Jan.1 : New Year Holiday</b>
19	2 <sup>nd</sup> week of January		Mathematics Application and Interpretation exploration <b>Final copy</b> <b>Theory of Knowledge Essay Final Copy</b>	The end of semester assessment
20	3 <sup>rd</sup> week of January		Business Management Project <b>Final copy</b> Extended Essay celebration Economics Portfolio <b>Final Copy</b>	The end of semester assessment
21	4 <sup>th</sup> week of January			Release the end of semester report

## Semester Two in DP2

Week	The periods	Dates	IB Assessment \ Exhibition	Other Activities
1	2 <sup>nd</sup> week of February		According to the regulation of MoE, the first day of school is February 11 <sup>th</sup> .	
2	3 <sup>rd</sup> week of February			
3	4 <sup>th</sup> week of February		Official CAS Interview CAS Reflection	
4	1 <sup>st</sup> week of March		CAS deadline CAS Portfolio update via ManageBac (Finalized)	
5	2 <sup>nd</sup> week of March		Mock Examination	
6	3 <sup>rd</sup> week of March		Mock Examination	
7	4 <sup>th</sup> week of March		<b>Subject Predict scores due</b>	April 4: Tomb Sweeping Holiday
8	1 <sup>st</sup> week of April		Submit sample Internal Assessment works for subjects	
9	2 <sup>nd</sup> week of April		Study week	
10	3 <sup>rd</sup> week of April		Study week	
11	4 <sup>th</sup> week of April		May Examination	
12	1 <sup>st</sup> week of May		May Examination	
13	2 <sup>nd</sup> week of May		May Examination	
14	3 <sup>rd</sup> week of May		May Examination	
15	4 <sup>th</sup> week of May			
16	1 <sup>st</sup> week of June			
17	2 <sup>nd</sup> week of June			Dragon Boat Festival
18	3 <sup>rd</sup> week of June			
19	4 <sup>th</sup> week of June			
20	1 <sup>st</sup> week of July		<b>Release of IB results on July 6</b>	