

The HKCCCU Logos Academy

Policy on the Assessment of Students' Academic Performance

A. Overall Aims

Curriculum, learning, teaching and assessment are inter-related; assessment serves as an important measure to determine the effectiveness of the implementation of the curriculum and must be treated as an integral part of the learning and

- To recognize the effort and achievement of students
- To serve as an incentive for students to consolidate their learning and encourage students to become more self-discipline individuals
- To consolidate the knowledge learned in lessons through regular revisions
- To inform students the progress of their learning and teachers the effectiveness of their teaching
- To encourage students to self-reflect their learning progress, strategies and attitude
- To provide parents regular reports of the learning progress of students

Assessment is the practice of collecting evidence of student learning and used as a mechanism of communication for providing feedback to students, teachers and parents. The purpose of assessment is for both informing learning and teaching (formative) as well as for recognizing the achievement of students (summative). Therefore, assessment has to be structured to align with the curriculum design, learning progression and specific learning objectives in terms of student learning outcomes.

B. Guiding Principles

At Logos Academy, different modes are adopted to assess the various goals of learning in contemporary education. Assessment activities are designed with a comprehensive approach in mind. Students are assessed not only on the lower order cognitive abilities such as recall, comprehension and application but also on their higher order cognitive abilities such as analysis, synthesis and evaluation. Emphasis is also placed on the acquisition and assessment of generic skills of the 21st Century including problem-solving, creativity and critical thinking. Assessment data are collected and analyzed to identify patterns of student performance with the purpose of modifying teaching to better address the diversity of learning needs.

C. Formative Assessment

Formative assessment is regarded as an important strategy at Logos. It serves two major purposes, namely assessment for learning and assessment as learning.

Assessment for Learning: it integrates assessment into learning and teaching, and serves as a diagnostic tool to help students' learning. It enables students to understand what they are learning, what they have attained, and what is expected of them. It focuses more on developing, instead of only evaluating, students' knowledge and understanding in an ongoing and dynamic manner. The timely feedback enables teachers to make informed decisions about the next step to enhance the learning outcomes of students.

Assessment as Learning: students have to play an active role by looking at their own work critically through discussions of assessment findings with teachers, and engage in meaningful self-assessments and reflections. Other proven effective formative assessment practices such as peer evaluation are also used in a regular way. The use of IT for classroom-based and home-based self-assessment is utilized.

D. Uniform Tests and Summative Assessment

Summative assessment is often referred to as Assessment of Learning. There are four formal summative assessments normally in the form of uniform tests and term-end examinations for each level in the Academy. These assessments serve to determine the level of achievement of a student at certain important stages during a course of study. Students' holistic understanding of the course work is normally assessed in an integrated way.

E. Reporting Students' Academic Performance

Assessment marks for core subjects in Logos Academy come from two major components referred to as "Continuous Assessment Mark" and "Summative Assessment Mark". Three report cards are issued to parents each year. One report card is given to each student after each summative assessment, which records continuous assessment marks and summative assessment marks, an effort grade of each subject, topics taught, comments on strengths and weaknesses on the subjects. An annual report card is given to each student recording the student's academic scores, participation, prizes and service awards.

There are two Parents' Days each year. The report cards, after each summative assessment, are administered to parents on Parents' Days, during which the homeroom teachers discuss with parents on students' learning and academic performance.

The school believes that continuous effort is the key to success in any course of study. In order to recognize the importance of continuous effort in the pursuit of academic excellence throughout the school year, from 40% to 50% of the year-total mark is allocated to continuous assessment (for core subjects) for the primary years of study when students are building up their habits of and attitude towards study. Although the summative component is increasingly influential in the senior secondary years, the continuous component will remain with no less than 10% of the total weighting. For some subjects, continuous assessment may include relevant formative (projects) and regular summative assessments (dictations, quizzes and tests) conducted during term time.

Summative assessment marks for most subjects are obtained from the two formal summative assessments, one at the end of the Second Term and another at the end of the Fourth Term of an academic year. These will amount from 50% to 60% of the year total score for the primary years of study. The weighting of the summative component increases from 70% to 90% as students' progress through their secondary years. This reflects the increasing importance of summative assessments as students are moving closer towards the final stage of secondary education which ends with the high-stake public examinations, namely the HKDSE and IBDP examinations, which are by nature highly summative processes.

To summarize, the relative weightings of the total marks of continuous assessments and those of the summative assessments (for relevant subjects) are as follows:

Level	Total weighting in continuous assessments	Total weighting in summative assessments
FS1 – FS2	50 %	50 %
DS1 – DS3	40%	60%
DS4 – DS5	30 %	70 %
MS1	30%	70%
MS2 - MS3	20 %	80 %
MS4	10 %	90 %

For FS1 to MS1, only five key learning areas (KLAs) need to have summative assessments conducted. They are (1) Chinese Language (2) English Language (3) Mathematics (4) Sciences and (5) PSHE. For MS2 to MS3, all core subjects (Chinese Language, English Language, Mathematics (and CSD for HKDSE course) and elective subjects are all covered in summative assessments. All the numerical scores collected in continuous assessments and formal summative assessments are converted and expressed in grades in the report card system. A system of Grades 1 to 7 (with Grade 7 being the best achievement) are used for FS1 to MS1 levels of studies and for the IBDP course in MS3&MS4. For the HKDSE course in MS2 to MS4, the grade system used by the HKEAA is adopted (i.e. Grades 1 to 5, 5* and 5**).

In order to ensure that assessment strategies are fair, effective, and used to improve student learning, the following guidelines are adopted for administering assessments:

Whole School Approach

- A good variety of continuous assessment tools, including homework, classwork, dictation, tests, debates, practical work, and project learning, will be used.
- A balanced approach is adopted in determining the weightings of various activities in continuous assessment.
- Timely feedback is provided to students with the aim of helping them improve.
- Assessment data are submitted according to the schedule for storage and processing.
- Systematic recording and tracking of student performance at various levels are implemented.
- Reports on each summative assessment paper are submitted for evaluation.
- Matters related to fair and effective assessments are evaluated periodically.

Subject Level Approach

Each subject's Individual Assessment Paper Setting Policy ensures the following qualities:

- All formal summative assessment papers are set at an appropriate level of difficulty and maintain high quality.
- The reliability and validity of assessment questions are carefully considered.
- Assessment tools are fair to all students.
- The connection between assessment and teaching is thoughtfully addressed.
- The rubrics for assessment and marking are carefully constructed.
- All collected assessment data accurately reflect students' performance.
- The marking quality of frontline teachers is consistent, fair, and reasonable.

F. Absence from Assessments

Make-up Dictation

Chinese and English subjects will arrange make-up dictations for students who are absent on the day of a scheduled assessment, requiring completion within FIVE school days of their return, excluding special activity days. Subject teachers will designate a suitable time during the regular school day for the assessment, and students are expected to be fully prepared and ready to sit for the dictation at the scheduled time without prior notification of specific sessions. If a student is unable to take the dictation upon their return, parents must contact the school or the Homeroom Teacher (HRT) before the student returns to school to request an exemption or alternative arrangements, though any adjustments to the timeslot are subject to school approval. These make-up assessments are evaluated using the same marking rubrics as the original dictation with no grading penalty applied; however, once the five-day deadline has expired, no further arrangements or extensions will be offered for the affected dictation.

Uniform Tests

FS1 to MS4 (HKDSE & IBDP)

No make up tests will be arranged. Test marks will be projected from the Summative Assessment marks if valid medical proof certified by a medical practitioner is provided. The highest attainable grade will be Grade 6 for FS1–DS5 and Grade 5 for MS1–MS4.

Summative Assessment

FS1 to MS4 (HKDSE & IBDP)

Make up assessments will be arranged if valid medical proof certified by a medical practitioner is provided. The highest attainable grade will be Grade 6 for FS1–DS5 and Grade 5 for MS1–MS4.

Please note that there is no guarantee all papers can be arranged if time constraints occur. The final decision will be made by the school administration in consideration of any special circumstances.

FS1 to DS3 (Listening and Composition Papers)

No make up assessments will be arranged for the listening and composition papers. The marks for these components will be projected based on students' performance in other assessments within the same subject.

The aforementioned arrangements for various assessment components are designed to ensure consistency, fairness, and academic integrity across all year levels. By adhering to these standardized timelines and communication protocols, the school maintains a rigorous learning environment while providing students with a clear path to recover missed assessments. All make-up arrangements remain contingent upon the timely submission of valid documentation and parental coordination as specified. Ultimately, the school administration reserves the right to exercise final discretion and make adjustments to these procedures in response to exceptional or documented extenuating circumstances.

G. Conclusions

This Assessment Policy serves as a framework to ensure that all students at Logos Academy are evaluated fairly, consistently, and with academic integrity. By outlining clear expectations for coursework, grading, and absence protocols, the school aims to foster a transparent learning environment where every student can succeed.

Adherence to these guidelines, particularly regarding deadlines and communication, is essential for maintaining the rigor of our academic programs. While these regulations provide a standard operating procedure, the school administration maintains the final authority to review and adjust these arrangements in light of exceptional or extenuating circumstances. The school appreciates the continued partnership of parents and students in upholding these high standards of excellence.