



聖公會中學(澳門)
Macau Anglican College

School-based Student Assessment Policy

Applicable School Unit Code: 156

Effective from School Year: 2025/2026

1. Principle:

- To achieve the school's mission of "maximizing potential", our school-based student assessment policy is based on a formative Assessment for Learning (AFL) and a summative Assessment of Learning (AOL).
- The policy aims to guide students' learning by facilitating learning and understanding of content, increasing knowledge and improving academic achievement. Through the AFL, continuous progress assessments form part of the teaching and learning programme. Students' understanding of concepts is continually assessed to evaluate progress and lesson planning. AFL creates feedback which is then used to improve student performance. Students become more involved in the learning process and thus gain confidence about learning expectations and standards.
- Various forms of continuous assessment tasks are administered to cater for the diverse learning styles of students. A minimal number of AOL strategies and approaches are employed during the academic year.
- The objectives of AFL are:
 - Allow students to understand their own performance and adjust learning methods and attitudes based on the results;
 - Let the teachers understand the student's learning progress based on the results of the assessment, adjust teaching strategies and assessment methods, and provide students with necessary teaching aids
- The objectives of AOL are:
 - Evaluate the overall learning performance of students and let teachers understand the extent to which students reach their goals;
 - Review the final results of learning and teaching, let teaching staff adjust courses, revise teaching plans, compile teaching materials, and formulate intensified or remedial teaching assistance programs.
- The assessment criteria for the secondary section is 60% AFL and 40% AOL, in the primary section 70% AFL and 30% AOL. In the kindergarten section, the assessments are 100% AFL.
- The implementation of the AOL are:
 - In the kindergarten section, K1 mainly uses verbal responses; while K2 and K3 use paper and oral responses;
 - In the Primary and Secondary section, most of the AOL are paper-based, but not limited to that.
- Our aim is to train all students to be successful learners. In the whole school, teachers differentiate students according to their ability. Teachers adjust the work and expectations according to the students' ability. If students' performance is not up to the expected standard, teachers will provide different interventions in order to support the students. Support includes one-to-one explanation during lesson time or after school, peer support, booster class, etc.

Assessment Policy:

Kindergarten Section

1. Assessment

There are two types of assessments in the MAC Kindergarten Section:

1) Pre-assessment:

Pre-assessment is used to ascertain a pupil's prior knowledge and experiences so that teachers can plan and refine the learning engagement accordingly.

2) Formative assessment (assessment for learning):

Formative assessment is used by teachers and pupils to inform and support the teaching and learning process. It is an ongoing assessment which monitors the pupils' achievement during learning and records the pupils' understanding and skills. Teachers are able to refine the teaching and learning process and gather assessment information that allows them to plan for the next steps in the learning process. Strategies for gathering assessment information include specific tasks as well as assessments during daily learning and play; for example, learning conversations, questions, mental records made by the teacher during observations, a detailed analysis of a pupil's work or the process and assessment of products. Teachers make use of a range of strategies and tools to assess and record pupils' understanding, knowledge and learning.

Summative Assessment is done at the end of each topic.

These include:

- Observation
- Teacher annotations of pupils' actions
- Art work
- Photographs, videos,
- Pupils' reflections (scribed, drawn or recorded)
- Checklists
- Pupils' portfolios include teacher's description and feedback on the student's performance on the topics. Besides, they also include the student's opinion and parents' comments. Parents can understand what students learnt about the topic through conversation with the students. Parents will write down student's opinion and their own comments in the pupils' portfolios.

2. Reporting

Reporting is about communicating what a pupil knows, understands and can do. It describes the progress of a pupil's learning and identifies areas for growth. Reporting takes several forms, including Parent Consultation, written reports and Student Portfolios. We believe that effective communication among teachers, pupils and their parents play an important role in improving learning and development.

A written report is provided twice a year. A parent survey will be given together with the written report card to get the parents' assessment on their child performance at home.

Written reports include information on:

K1 and K2

- **Prime Areas (EYFS):**
 - Communication and Language
 - Physical Development
 - Personal, Social and Emotional Development (PSED)
- **Specific Areas (EYFS):**
 - Literacy
 - Mathematics
 - Understanding the World
 - Expressive Arts and Design
- **Chinese**

K3

- Personal and social development
- English language development
- Mathematics & Numeracy
- Chinese
- Topics
- RE
- PE
- Art
- ICT
- Music

3. Promotion and retention

At the end of the academic year, all pupils will be promoted to the next year group; except when parents submit a written request for their child to be retained in the same year group. However, a request of this nature requires the approval of the school.

Primary Section

1. Goal

This policy outlines the purpose, nature and management of assessment at Macau Anglican College (MAC) Primary Section. It complements teaching and learning practices and plays an integral part in evaluating current teaching and learning practices, as well as students' achievements. The goal of the policy is to give parents, students and teachers a clear outline of all assessment techniques used at MAC and to ensure that assessment is used as a tool to inform planning, to track students' progress and to raise standards.

2. Aims

- To promote learning through a wide variety of teaching and learning styles
- To develop investigational skills through relevant practical tasks
- To promote positive attitudes towards learning

3. Implementation

Assessment is an integral part of our daily practice at MAC. Effective assessment is about 'feed-back' and 'feed-forward' to inform the next stage of the curriculum as well as formal reporting. Assessments are used to influence the progress of current teaching practice and for future planning.

4. Purpose of the assessments:

- **Formative** - provides information for teachers to plan the next step of pupils' learning
- **Diagnostic** – provides detailed information about an individual pupil's strengths and weaknesses
- **Summative** – provides a clear picture of each pupil's achievements
- **Differentiated** – provides information that the learning experiences are matched to the abilities and the needs of all pupils
- **Progressive** – provides the information that the learning experience is designed to give progressively deeper knowledge, understanding and skills to pupils.
- To provide curriculum evaluation and the assessment of the teaching and learning practices in our school

5. Formative Assessment

Formative assessment is carried out by teachers every day in every lesson. The goal of *formative assessment* is to monitor pupils' learning in order to provide ongoing feedback that can be used by teachers to improve their teaching and by pupils to improve their learning. More specifically, it is to help learners identify their strengths and weaknesses and target areas that need improvement. This type of assessment is used to assess pupils' knowledge, skills, understanding and to identify gaps and misconceptions. It enables teachers to identify when learners are struggling, when they have consolidated learning and when they are ready to progress. Activity-based teaching and learning

methods are practised in the primary section to support formative assessments. Special projects, research reports, and performance presentations are part of the formative assessment programme. There is usually a weekly assessment for all major subjects (**English, Mathematics, Science and Chinese**). Students give feedback on their learning progress at the end of each unit for all major subjects.

6. **Summative Assessment:**

Summative assessments allow teachers to measure pupils' understanding, typically against standardised criteria. The purpose of summative assessments is to gauge pupils' comprehension of the material presented during the course of work, and is often measured with a grade or percentage, depending on the subject. In contrast to the informal nature of formative assessments, summative assessments require clear expectations and timelines to be set to give learners the best opportunity to succeed. Teachers use rubrics or assessment criteria to ensure learners understand what to expect during these types of assessments. Chapter reviews and assessments, standardised chapter tests and quizzes are used to assess pupils' progress

- **School Based Formal Summative Assessment** – Mid-Year and Year-End Assessments
- **Standardised Summative Assessments** – Cambridge progression tests (P3 – P6)

7. **Reporting to Parents:**

Core subject portfolios are utilised for each learner to monitor their skills development in the core subjects. A student continues assessment record (SCAR) is sent home bi-weekly to inform parents about the development of their child's progress. Parents can also check the subject portfolios during the parent-teacher consultations to see the development of their child's learning in each subject.

Mid-year and Year-end reports are issued at the end of the first and second term respectively to inform parents about the child's overall performance.

An online questionnaire will be sent to parents to collect information on students' study habits and parents' involvement in their children's learning. After the school organizes these materials, the parent evaluation report will be issued together with the year-end grade report. The homeroom teachers will give comprehensive comments on the Year-end reports based on the student's learning performance and the information in the parent's evaluation report. Schools may also use the information to adjust teaching plans when necessary.

8. **Curriculum Link**

The Cambridge Primary Curriculum framework with BBA strands are used as a guide for teaching and learning practice in MAC. The Cambridge curriculum offers integrated assessment, helping schools to check learners' development and give feedback to parents.

Cambridge Primary Assessment uses internationally benchmarked tests, giving parents extra trust and faith in the feedback they receive.

9. **Special Education Needs (SEN)**

The demands of the learning experiences should match the abilities and needs of all the pupils. Differentiated assessment methods are used in every classroom to cater to the needs of SEN students. Different methods of assessments with accommodations, such as modified papers to suit the current level of the student, word banks, picture support, checklist and graphic organisers are provided to those who need them.

10. **Assessment Criteria**

<i>Criteria</i>	<i>Percentage</i>	<i>%</i>
Special Projects, Research reports, Presentations, homework	30%	70%
Chapter reviews, Tests & Quizzes	40%	
Mid-Year /Year-End Assessment	30%	30%

11. **Promotion and Retention**

All primary students must have an attendance rate of 185/195 or more for the school year.

The full marks and passing marks in the primary section are 100 and 50 marks respectively.

Primary 1 - 4:

Students are required to attain the skill levels set for the year. At the end of the school year, all P1 – P4 students are expected to be promoted. However, if retention is considered, it will be decided in consultation with parents, teachers, student counsellors and the school management, with the approval of the DSEDJ.

Primary 5 & 6:

A student must achieve a pass mark of 50% or above in the following major subjects: English, Mathematics, Science and Chinese to be promoted.

The overall retention rate will not exceed 4%.

Retention is minimal in primary school and will only be considered if it is deemed beneficial for the child. There are times when academic or developmental deficiencies make retention a viable option in order to ensure the continued progress of an individual learner. Retention is considered in consultation with parents, teachers, the student counsellor and the school management.

Pupils who do not achieve the required pass mark in the major subjects will be asked to do a supplementary assessment by the end of the school year. Pupils who are again unsuccessful in this supplementary assessment will repeat the 5th or 6th grade.

Secondary Section

1. Assessment Types

Formative Assessment -- Continuous Assessments

The criteria of Continuous Assessment are different in the various forms and subjects. The categories which are used include the following (but are not limited to these):

- Homework
- In-class work
- Oral presentations
- Notes
- Practice videos
- Tests
- Quizzes
- Projects
- Portfolios
- Participation / Discussion / Disciplinary
- Participation in public competitions etc

Summative Assessment

- Mid-year Assessment for Form 1 to Form 3 pupils will be held in December
- Mock Assessment for Form 4 to Form 6 pupils will be held in March/April (Summative Assessment)
- Year-end Assessments for Form 1 to Form 3 pupils will be held in June
- Form 4, 5 and 6 pupils who do not write Cambridge International Assessments (IGCSE, GCE AS or A2 Level) will write a Year-end assessment during the same period of the Cambridge International Assessments. A separate timetable will be prepared for this assessment.

2. Reports

The full marks and passing marks in secondary section are 100 and 50 marks respectively.

Form 1 – Form 3

	1 st term			2 nd term			Whole Year
	Continuous Assessment (CA)	Mid-year Assessment	Final Mark	Continuous Assessment (CA)	Year-end Assessment	Final Mark	
Term	60 %	40 %	100 %	60 %	40 %	100 %	
Whole Year	50 %			50 %			100 %

Form 4 – Form 6

(For students who write Cambridge International Assessments)

	1 st term		2 nd term			Whole Year
	Continuous Assessment (CA)	Final Mark	Continuous Assessment (CA)	Mock Assessment	Final Mark	
Term	100 %	100 %	60 %	40 %	100 %	
Whole Year	40 %		60 %			100 %

Form 4 – Form 6

(For students who do not write Cambridge International Assessments)

	1 st term		2 nd term				Whole Year
	Continuous Assessment (CA)	Final Mark	Continuous Assessment (CA)	Mock Assessment	Year-end Assessment	Final Mark	
Term	100 %	100 %	60 %	20 %	20 %	100 %	
Whole Year	40 %		60 %				100 %

Marks	Grade	Description
90-100	A*	Illustrates an excellent understanding of the subject and mastery of all its necessary skills
80-89	A	Demonstrates a relatively high degree of competence in the subject and fully satisfies most of its requirements
70-79	B	Displays sufficient skill and proficiency in the subject and is able to formulate relatively sound, independent ideas
60-69	C	Addresses the requirements of the subject adequately with some sound application of the required skills
50-59	D	Reveals a basic and ordinary understanding of the subject matter but with limited creative ability and skills
Below 50	E	Shows an inadequate knowledge of the subject and its required skills; therefore, mostly struggles to process concepts accurately and meaningfully

3. Assessments Frequency

This is an estimated number of times we assess our students using the different types of assessments.

Summative Assessments

F1 – F3

Junior Secondary will have two summative assessments per year (Mid-year and Year-end assessments).

F4 – F6

Senior Secondary will have two summative assessments per year (Mock assessments and Cambridge assessments/Year-end assessments).

Formative Assessments

F1 – F3

The frequency of formal assessments has been worked out on a weekly basis. Junior Secondary will have a maximum of four assignments/homework per night with each assignment or homework not exceeding 20 minutes. They can also have a maximum of two tests per week with each test lasting an average of 40 minutes.

F4 – F6

Just like in Junior Secondary, the frequency of formal assessments for Senior Secondary has also been worked out on a weekly basis. Seniors will have a maximum of four assignments/homework per night with each assignment or homework not exceeding 30 minutes. They can also have a maximum of four tests per week with each test lasting an average of 40 minutes.

4. Students Involvement in Assessments

Our teachers in Secondary schools have different ways of involving students in their own self assessments and we do this to encourage teachers to give their students a voice and respect it:

Peer Assessments - as part of formative assessments, teachers give peer assessments whereby students assess each on certain classwork.

Self-Evaluation - our teachers give students an opportunity to evaluate themselves on their learning either after a lesson, a unit, a week, a term or a time period. This data forms part of teacher evaluation during appraisals when considering the criteria of giving learners a voice.

Student Evaluation - some of our teachers collect students' views of their teaching on a regular basis. All teachers collect students' views at least once per term when students receive the standardised student surveys. Part of this data can include students' views on assessments.

Differentiated Instruction – a lot of our teachers apply differentiated instruction by process where students get to choose how they can be assessed on some classroom/homework/project based tasks. This way, the student has a voice on the choice of task that will be assessed.

5. Parental Involvement in Assessments

An online questionnaire will be sent to parents to collect information on students' study habits and parents' involvement in their children's learning. The homeroom teachers will give comprehensive comments on the Year-end reports based on the student's learning performance and the information in the parent's evaluation report. Schools may also use the information to adjust teaching plans when necessary.

6. Promotion and Retention

The attendance rate of secondary students who are promoted or graduated (applicable to Form 3 and Form 6 only) must be 185/195 or above for the whole school year.

Pupils are required to score 50 marks or more in all the compulsory subjects they are studying:

- English Language
- Mathematics
- Chinese/Mandarin

Pupils are allowed to fail only two subjects which are not compulsory.

The pass mark for all elective subjects is also 50 marks.

If a pupil fails not more than two non-compulsory subjects, plus any one compulsory subject and they score more than 30 marks in the compulsory subject that they fail, then the pupil will be allowed to write a re-sit assessment in that compulsory subject.

- If the student passed the re-sit assessment: the grade of the re-sit will be displayed as grade D on the report card, and the student is promoted;
- If the student failed the re-sit assessment, the student will repeat the grade.

If a student fails more than two elective subjects or more than one compulsory subject, the student will repeat the grade.

For the junior secondary section (F1 to F3), the overall retention rate will not exceed 8%.

Form 3 Graduation

To qualify for graduation, Form 3 students follow the same promotion and retention policy as the other year groups (Please see the information above). If the student fails to meet the promotion criteria, the student will need to repeat Form 3.

Form 6 Graduation

To qualify for graduation, Form 6 pupils must pass all subjects they are studying.

If they fail in any one of the subjects, they will be allowed to re-sit that subject. It is expected that pupils score at least 30 marks or above in the subject they should re-sit. A re-sit remark will be made on the report card once the subject is passed and the maximum grade that can be achieved is D grade.

If pupils do not meet graduation criteria after the re-sit assessments, they cannot graduate. A certificate of completion will be issued instead. The pupil can also apply to the school to repeat Form 6. The school will decide whether to accept the application according to the situation, and the school reserves the right of final decision.

2. Appeals

Channels of appeal of assessment results

2.1 Appeals pertaining to continuous assessment or summative assessment results for a particular subject

Appeals should be made within two working days after the assessment result was released, including the date of assessment result was released.

- If students or parents do not agree with the assessment results, they should submit their concerns in writing—either via email or letter—to the subject teacher. The subject teacher must respond within three working days and inform the subject lead teacher of the concern.
- If the response is not deemed satisfactory, an appeal must be submitted within two working days of the subject teacher's reply. The appeal, including the date of the previous response, must be addressed in writing to the subject lead teacher. The subject lead teacher is required to respond within three working days and must inform the Head of Section.
- If the issue remains unresolved, a final appeal may be submitted within two working days of the subject lead teacher's reply. This appeal, again including the date of the previous response, must be sent in writing to the Head of Section.
 - If the students are from the secondary section, the Head of the Secondary Section should call a Senior Teachers' Team meeting to discuss the issue. The relevant subject teacher and the corresponding subject lead teacher should attend this meeting as well. The head of the secondary section should reply within five working days.
 - If the students are from primary or kindergarten section, the Head of Section should call a Curriculum Team meeting to discuss the issue. The related subject teachers should attend this meeting as well. The Head of Section should reply within five working days.

The minutes of the meeting should be sent to the Assistant Principal and the Principal. Final approval from the Assistant Principal and/or the Principal must be granted before the Head of Section responds to the students/parents.

2.2 Appeal for retention decision

Appeals should be made within two working days after the year-end academic report was issued, including the date of report card issuance. Students/parents should send an email or a letter to the corresponding Head of Section to express their concern.

- If the students are from the secondary section, the Head of Section should call a Senior Teachers' Team meeting to discuss the issue. The Principal and Assistant Principal should be invited. The Head of Secondary should reply within five working days.
- If the students are from the primary section, the Head of the Primary Section should call a Curriculum Team meeting to discuss the issue. The Principal and Assistant

Principal should be invited. The Head of the Primary Section should reply within five working days.

The minutes of the meeting should be sent to the Assistant Principal and the Principal for record purposes.

3. Others

3.1 Arrangements Pertaining to Absence from Assessment

Excused absence

Definition of excused absence: Students who are selected to represent the Macau SAR, the school or participate in regional or international activities or competitions in their own name and cannot attend school during the official school day.

If a student has to miss an assessment because of an excused absence, parents must inform the school in advance. An official letter from the organisation and a letter from the parents should be submitted to the school.

Illness

If a student is forced to be absent for an assessment on a particular day because of illness, parents should inform the administration office by calling the number 28850000 before 10:00am on that day.

A valid certificate from a registered doctor should be submitted to the homeroom teacher on the day that the student returns to school.

Reason not attributable to the student

If a student is forced to be absent for an assessment on a particular day because of reasons not attributable to the student, parents should inform the administration office by calling the number 28850000 before 10:00am on that day.

Students should try their best to record the incident and provide evidence, for example, photos, videos, etc., when they come back to school.

Unexcused absence

Any absence other than an excused absence, illness with a valid doctor's certificate or reasons not attributable to the student will be considered as an unexcused absence.

Supplementary assessments

Supplementary assessments will be arranged if a student's absence is deemed to be an excused absence or if a valid doctor's certificate is submitted. The subject teacher, a curriculum team member or the senior teacher for assessments should arrange the new dates for the student's assessment(s) as soon as possible. No mark deductions will apply to such postponed or late assessments.

If a student's absence is considered as an unexcused absence, no supplementary assessment will be arranged, and zero mark will be given to the relevant assessment.

3.2 Accelerated promotion

Students may apply to the school to accelerate a grade when they meet the following criteria:

- 1) Having been assessed as gifted students by a competent government department or an agency designated by the department. A full report must be submitted when applying for accelerated promotion;
- 2) Students must achieve a grade A or above in all subjects in their existing grade;
- 3) The parents must apply for accelerated promotion by the end of May in each school year. Students will be assessed by the school in June and July. If any student is approved to skip a grade, it will only be effected in the next academic year;
- 4) If a primary student is approved to skip P6, a primary graduation certificate will be issued to the student;
- 5) If a secondary student is approved to skip F3, a junior graduation certificate will be issued to the student.

The school management will decide whether the application is approved or not. An official reply will be given by the end of the academic year.

3.3 Attendance requirements for students

Students must attend school if they are fit to do so. The school management will decide whether the student's rate of absenteeism should affect their promotion or graduation.

Kindergarten, Primary and Secondary students who have been absent for more than ten school days without verification of severe illness in the form of a valid doctor's certificate, may be asked to retain or may not be offered a place at the school for the following year. If this retention happens in P1 to P4 or when the overall retention rate is over the specific retention rate that stated in the Administrative Regulation No. 28/2020, the school should submit a special consideration request to DSEDJ and get their approval. If special consideration is not necessary, the School Management reserves the right to make the final decision in such cases.

3.4 Cheating and Academic Dishonesty During Assessment

Any form of cheating or academic dishonesty during assessments is strictly prohibited. Should cheating be identified during an assessment, the results of all students involved will be disqualified, and a mark of zero will be awarded for that assessment.

Students must not have any unauthorised notes, revision materials, or devices in their possession during an assessment. The presence of such materials will be regarded as an act of cheating, irrespective of whether there was an intention to use them. In such cases, the result for that assessment will be invalidated, and a mark of zero will be recorded.