

COGDEL SCHOOL
CHENGDU
成都康禮學校

成都康礼学校小学项目 评估政策

Assessment Policy

Chengdu Cogdel School
Primary Years Program

(2026年3月修订)
(Revised March 2026)

March 2026

培养自豪行走世界的领袖人才
Cultivating Proud Global Leaders



本文件是为了给我校的评估提供政策、实践和程序上的指导。

The purpose of this document is to provide insight into the policies, practices and procedures with regards to assessment at Chengdu Cogdel School

一、使命宣言

培养自豪行走世界的领袖人才。成都康礼学校旨在培养具有中华底蕴和国际视野的全球公民。学生将通过修身立德、博古通今、融贯中西的成长路径，发展成为兼具社会责任感的终身学习者。他们在扎根中华优秀传统文化的同时，能够以开放包容的胸怀理解多元文化，以探究的方式应对全球挑战。

我们将通过以下方式实现我们的使命：

- 秉持全人教育理念，落实立德树人根本任务
- 营造开放包容、互助关爱、勇于探索的校园教育生态
- 提供个性化、差异化的教学指导与多元互动的学习体验
- 促进学生在德、智、体、美、劳等方面的全面且有个性发展
- 培育学生的民族自豪感、社会责任感与全球胜任力
- 引导学生理解并尊重文化多样性，树立跨文化交流与合作意识
- 助力学生塑造自信、坚毅、思辨、健康的人格品质
- 让学生掌握受用终身的学习方法与核心素养

1. Mission Statement

World leading Explorers with Chinese Pride. Chengdu Cogdel School is dedicated to nurturing global citizens with both Chinese heritage and an international perspective. Through a developmental path of moral cultivation, broad knowledge spanning history and modernity, and the integration of Eastern and Western wisdom, students evolve into lifelong learners with a strong sense of social responsibility. While remaining rooted in traditional Chinese culture, they embrace diverse perspectives with open-mindedness and take proactive steps to confront and resolve global challenges.

We will achieve our mission by:

- Upholding the concept of holistic education and fulfilling the fundamental task of fostering virtue through education
- Creating an open, inclusive, caring and exploratory campus educational ecology
- Providing personalized and differentiated teaching guidance and diverse interactive learning experiences
- Promoting the comprehensive and individualized development of students in morality, intelligence, physique, beauty, and labor





- Cultivating students' national pride, social responsibility and global competence
- Guiding students to understand and respect cultural diversity and establish awareness of cross-cultural communication and cooperation
- Helping students shape a confident, persistent, inquisitive and healthy personality
- Equipping students with lifelong learning methods and core competencies

二、评估理念

在成都康礼学校，我们将评估视为所有教学计划、教与学的一部分。评估能够促使教师更深入地去理解学生的学习，使教学更好地满足学生的需求。来自教师的评估和反馈能够发展学生的自我反思和自我适应能力，从而将学习变得更加高效。

2. The Concept of Evaluation

Chengdu Cogdel School, we treat evaluation as part of all teaching plans, teaching and learning. Evaluation can encourage teachers to understand students' learning more deeply, so that teaching can better meet students' needs. The assessment and feedback from teachers can develop students' self-reflection and self-adaptation abilities, thereby making learning more efficient.

有效的评估应该是：

An effective assessment should be:

- 来自学习社区每个角色的有效沟通，包括学生、家长和教师；

Effective communication from every role in the learning community, including students, parents and teachers;

- 学习社区所有成员应该对评估纲要有所理解；

All members of the learning community should have an understanding of the assessment outline;

- 能够满足学生的需求；

Able to meet the needs of students;

- 应用多元的评估政策和评估工具；

Apply multiple evaluation policies and evaluation tools;

- 评估应该首先为下一阶段的学习提供有效参考信息；

Evaluation should first provide effective reference information for the next stage of learning;

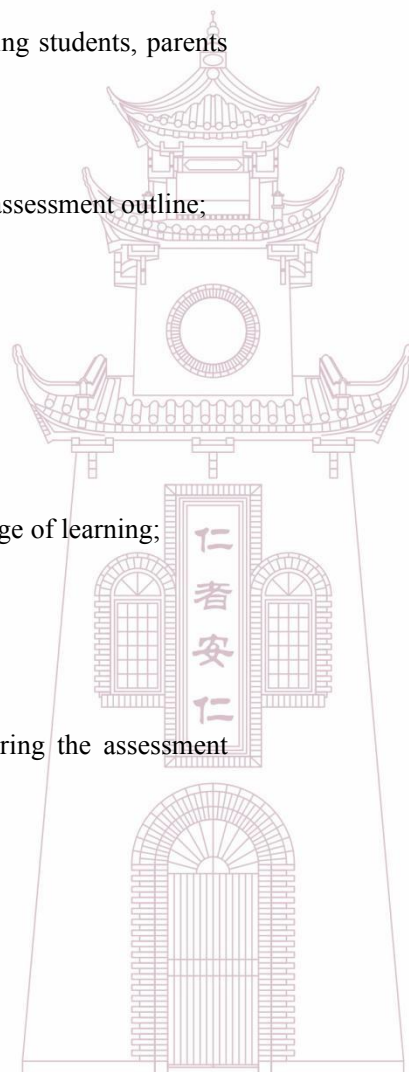
- 在学习的过程中提供有效和及时的评估；

Provide effective and timely evaluation during the learning process;

- 在评估过程中给予学生参与和反思学习的机会；

Provide opportunities for students to participate and reflect on learning during the assessment process;

- 将评估视为一种学习机会；





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Treat evaluation as a learning opportunity;

- 将量性评估和质性评估相结合，并分别提供证据；

Combine quantitative assessment and qualitative assessment, and provide evidence separately;

- 具体的评估细则由教师共同讨论产生；

The detailed evaluation rules will be discussed by teachers;

- 能够反映教师计划和课程实施的所有方面；

Can reflect all aspects of teacher planning and curriculum implementation;

- 贯穿于整个学习过程。

Throughout the entire learning process.

有效的评估允许老师：

Effective assessment allows teachers to:

- 在学习之前确定评估内容并将其纳入学习活动中；

Plan them and build them into learning, not add them after the fact;

- 发现值得学习及评估的内容；

Identify what is worth knowing and assess it ;

- 包括老师和学生的合作或者学生之间的合作；

Include collaboration between the student and teacher or among students;

- 考虑到不同文化背景和不同的学习方式及知识体系；

Consider different cultural contexts and different ways of learning and knowing;

- 提供能被他人理解的证据；

Produce evidence that can be reported and understood by students, parents, teachers, administrators and board members;

- 根据老师和学生共同感兴趣的领域制定下一阶段活动。

Plan further activities that address areas of interest for the teacher and students.

有效的评估允许学生：

Effective assessment allows students to:

- 事先知道并理解评估标准；

Know and understand the assessment standards in advance;

- 分析他们的学习，理解他们需要改进的地方；

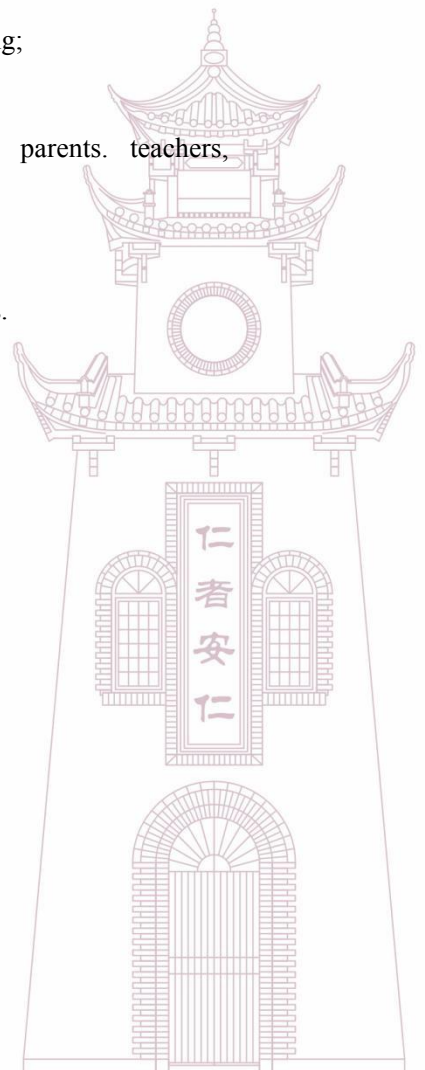
Analyze their learning and understand what they need to improve;

- 展示他们对概念的理解、知识和技能；

Demonstrate their conceptual understanding, knowledge and skills;

- 综合运用所学知识，不只是回忆事实；

Use the knowledge learned comprehensively, not just recall the facts;





- 致力于制作一件好的作品;

Committed to making a good work;

- 突出他们的优势, 展示自己的优势和专长;

Highlight their strengths and show their strengths and expertise;

- 表达不同的观点和理解;

Express different opinions and understanding;

- 促进反思, 自我评估及同伴之间的评估。

Promote reflection, self-evaluation and peer evaluation.

三、评估目的

评估是学习和教学过程中的重要部分。评估的预期之一是对学生、教师和家长给予反馈, 给出关于探究过程和探究结果的信息。

对于学生, 评估鼓励学生发挥自己的能动性, 鼓励自我反思和终身学习。

对于教师, 评估支持老师去反思教什么、怎么更好地去教。

对于家长, 评估可以反映其孩子学习的过程和完成情况, 反映身心发展过程。

3. Purpose of Evaluation

Assessment is an important part of the learning and teaching process. One of the expectations of the evaluation is to give feedback to students, teachers, and parents, and give information about the inquiry process and the results of the inquiry.

For students, the assessment encourages students to use their initiative, self-reflection and lifelong learning.

For teachers, assessment supports teachers to reflect on what to teach and how to teach better.

For parents, assessment can reflect the process and completion of their children's learning, and reflect the process of physical and mental development.

四、评估类型

评估有不同的形式, 贯穿于每个探究单元和各个学科。

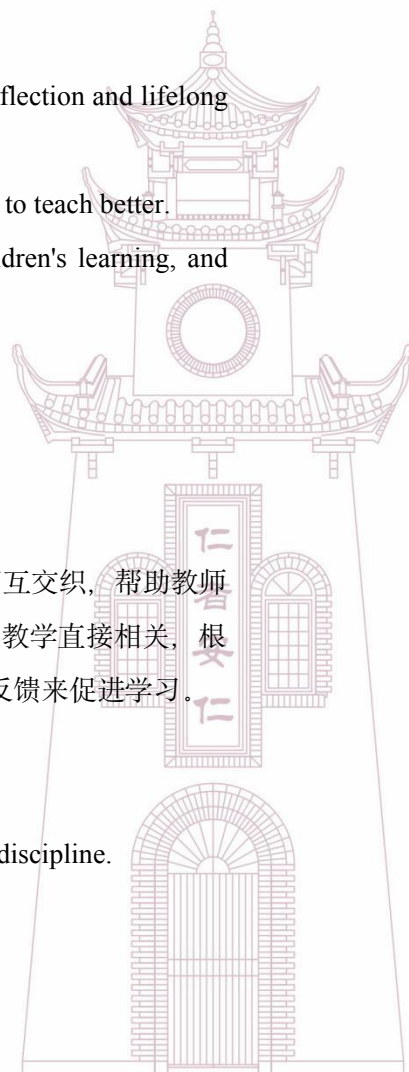
1、形成性评估 (服务于学习的评估)

形成性评估为计划下一阶段的学习提供信息。形成性评估与学习相互交织, 帮助教师和学生双方了解学生已经学到了什么以及有能力做什么。形成性评估与教学直接相关, 根据教学目标同步进行。形成性评估旨在通过提供定期的、经常性的信息反馈来促进学习。

(《小学项目的实施:国际初等教育课程框架》2010 P45)

4. Types of Evaluation

Evaluation has different forms, running through each unit of inquiry and each discipline.





1. Formative evaluation (evaluation for learning)

Formative assessment provides information for planning the next phase of learning. Formative assessment and learning are intertwined to help both teachers and students understand what students have learned and what they are capable of doing. Formative assessment is directly related to teaching and is carried out simultaneously according to the purpose. Formative assessment aims to promote learning by providing regular and frequent information feedback. ("Primary School Project Implementation: International Primary Education Curriculum Framework" 2010 P45)

可行的形成性评估:

Possible Formative Assessments are:

- 同伴/自我评估 Peer/self assessment
- 书面或者其他形式的反思 Written or visual reflections
- 提问/回答 Questioning/responses
- 思考过程的草稿和证据 Drafts and evidences of thought processes
- 可视化思维表格 Visible thinking tools
- 观察记录/轶事记录 Observations/anecdotal notes
- 手势信号 Hand signals
- See, Think, Wonder 表格 See, Think, Wonder forms
- 评估细则表 Assessment rules form

2、总结性评估 (针对学习的评估)

总结性评估旨在使教师和学生都能够清楚地了解到学生的理解程度。总结性评估是教学与学习过程的尾声，使学生有机会展示自己所学到的知识、技能与概念等。总结性评估可以同时评估若干要素:它为改进学生的学习和教师的教学过程提供信息，它测评学生对中心思想的理解并促使学生采取行动。（《小学项目的实施:国际初等教育课程框架》2010 P45）

2. Summative evaluation (evaluation for learning)

The summative assessment aims to enable teachers and students to clearly understand the level of students' understanding. Summative assessment is the end of the teaching and learning process, giving students the opportunity to demonstrate what they have learned. Summative assessment can evaluate several elements at the same time: it provides information for improving students' learning and teachers' teaching process, it measures students' understanding of the central idea and prompts students to take action. ("Primary School Project Implementation: International Primary Education Curriculum Framework" 2010 P45)





总结性评估允许学生:

The summative assessment task should allow students to:

- 与他人分享自己的学习和理解;
Share their learning and understanding with others;
- 展示一定范围的知识, 概念理解和超学科技能;
Demonstrate a range of knowledge, conceptual understanding and transdisciplinary skills;
- 利用他们喜欢的学习方式呈现他们的理解;
Use their preferred learning style to present their understanding;
- 提前知道和理解制作一个优秀的作品或表演的条件;
Know and understand in advance the criteria for producing a quality product or performance;
- 参与反思, 自我评估和同伴之间的评估;
Participate in reflection, self and peer assessment;
- 根据先前的知识经验, 通向深入的探究(相关性、趣味性、重要性和挑战性);
Base their learning on their prior experiences, leading to further inquiries (is it relevant, engaging, significant and challenging);
- 阐述不同的观点或理解;
Express different points of view or interpretations;
- 分析自己的学习, 了解自己需要改进的地方。
Analyze their learning and understand what needs to be improved.

总结性评估允许老师:

The summative assessment task should allow teachers to:

- 收集可以解释学生理解的证据;
Gather evidence that can be effectively reported and understood;
- 回顾和反思学生的表现及进步;
Review and reflect upon student performance and progress;
- 考虑多样的先前学习类型。
Consider a variety of preferred learning styles.

3、作为学习组成部分的评估 (Clark 2012; Earl 2012)

作为形成过程的一个部分, 其目标是支持学生学会如何成为一个自我调节的终身学习者。它贯穿于整个学习的过程中。它是迭加和互动式的。通过发展和运用各种元认知策略, 学生在学习过程中是积极的主体。他们计划各项学习目标, 考察各项目标, 进行反思以修改和调整学习。

3. Evaluation as part of learning (Clark 2012; Earl 2012)





As part of the formation process, its goal is to support students in learning how to become self-regulated lifelong learners. It runs through the entire learning process. It is additive and interactive. Through the development and application of various metacognitive strategies, students are active subjects in their own learning. They plan various learning goals, examine various goals, and reflect on them to modify and adjust learning.

四、评估工具与策略

在任何一项评估中，为了呈现学生各个方面和维度的发展情况，需要应用多元的评估工具和策略（详情可参考《国际文凭课程小学项目》p48-49）。考虑到低年级学习者有限的书写水平，建议尽可能在教师引导的活动和儿童自由活动时，用观察的评估方式来评估儿童对于概念和主题的理解；同时，通过教师一对一的或者是小组形式的对话来进行访谈评估。

4. Evaluation tools and strategies

In any assessment, in order to show the development of students in all aspects and dimensions, it is necessary to apply multiple assessment tools and strategies (for details, please refer to "International Baccalaureate Curriculum Primary Project" p48-49). Taking into account the limited writing skills of lower-grade learners, it is recommended to use observational assessment methods to assess children's understanding of concepts and topics in teacher-led activities and children's free activities as much as possible; at the same time, through teachers' one-on-one or Conduct interview assessments in a group dialogue.

(一) 通过评估考察学习

考察学习旨在依据个人学习目标和成功之标准来检查学习的进展情况。每天都会通过各种评估策略来考察学习：观察、提问、反思、与同学和老师讨论学习、以及深思熟虑的意见反馈，为下一步的学习提供信息前馈。用于考察的各种工具包括开放式作业、书面或口头评估以及学习档案。（《学习与教学》P105-106）

1. Study through evaluation

The purpose of inspection study is to check the progress of study based on personal study goals and success criteria. Every day, various assessment strategies are used to investigate learning: observation, questioning, reflection, discussing learning with classmates and teachers, and thoughtful feedback to provide information feed-forward for the next step of learning. The various tools used for the investigation include open assignments, written or oral assessments, and learning files. ("Learning and Teaching" P105-106)

(二) 记录学习

师生们可以采用多种形式记录学习目标、各种问题、进行的反思和开展学习的证据。

1、学习日志或笔记：可以采用这些形式记录学习过程的信息反馈和反思。





2、学习故事：学生叙述他们如何学习掌握和应用知识、概念性理解或技能的记录。

3、成长档案

成长档案是学生作品的集合，通过选取一系列的有代表性的学生作品，来呈现某个学生的具体表现。它使学生能够与老师、父母和同伴进行反思，以确定他们的优势和成长，以及需要改进的地方，然后设定个人目标，并制定相应的教与学计划。

2. Record learning

Teachers and students can record learning goals, various questions, reflections and evidence of learning in various forms.

1. Learning log or notes: These forms can be used to record information feedback and reflection on the learning process.

2. Learning stories: Students narrate how they learn to master and apply knowledge, conceptual understanding or records of skills.

3. Growth files:

The growth file is a collection of students' works. By selecting a series of representative student works, the specific performance of a certain student is presented. It enables students to reflect with teachers, parents and peers to determine their strengths and growth, as well as areas for improvement, and then set personal goals and formulate corresponding teaching and learning plans.

学生档案是一个文件夹，其中包含学生的学习作品以及学生对作品的评估。它还可能包含一个或多个半成品，用来说明作品的创建过程。

The student portfolio is a folder that contains the student's work and the student's evaluation of the work. It may also contain one or more semi-finished products to illustrate the creation process of the work.

学生档案内容包括：

The contents of the student portfolio include:

- 学生对每个学习单元的反思

Students' reflection on each learning unit

- 对知识发展、概念理解、学习方式和学习者培养目标的评估；

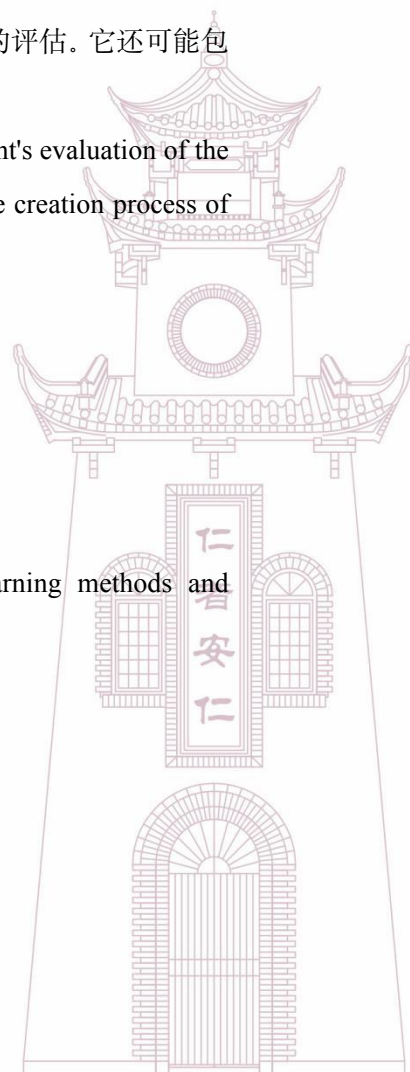
Evaluation of knowledge development, conceptual understanding, learning methods and learner training goals;

- 学生行为记录；

Student behavior records;

- 不同学科领域发展的证据；

Evidence of development in different subject areas;





学生档案可用于记录评估报告和与学生和家长会议。父母、学生、班主任和单科教师，他们都可以使用并录入学生档案。

Student files can be used to record assessment reports and meetings with students and parents.

Parents, students, class teachers, and single subject teachers can all use and enter the student file.

(三) 测评学习

3 Assessment and learning

1、探究活动评估

教师可以运用测评表、检查表、持续性的量化数据等工具来对学生某个特殊领域的进步进行及时的评估。但并不是所有学习领域都能做到或者说都需要这样去做。除此之外，评估数据不应用来给学生打分或在班级内进行排名，更不应作为评判学生学习成功或失败的标准。1.

1.Evaluation of inquiry activities

Teachers can use tools such as assessment forms, checklists, and continuous quantitative data to make timely assessments of students' progress in a particular field. But not all areas of study can do this or need to do so. In addition, evaluation data should not be used to score students or rank in the class, let alone judge the success or failure of students.

2、分析学习

量化评估数据能够更宏观并且更客观的来显现学生所取得的进步。教师需要共同协作来分析学习过程中的评估项目。教师应在一定程度上保证这些评估数据在同一年级水平和班级之间是一致和连续的。

2. Analysis and learning

Quantitative assessment data can show children's progress more macroscopically and objectively. Teachers need to work together to analyze the assessment items in the learning process. Teachers should ensure that these evaluation data are consistent and continuous between the same grade level and class to a certain extent.

3、标准化测试

成都康礼学校的课程需要满足中国国家课程的教育要求。学生从一年级开始必须参加学期标准化考试，以衡量他们的学习和表现。学校充分考虑学生的身心健康状况，根据PYP要求对考试进行调整。考试结果将用于有效地增强学生的全面学习，并帮助指导学生和教师进行下一步的教学。

3. Standardized testing

The curriculum of Chengdu Cogdel School needs to meet the educational requirements of China's national curriculum. Students must take semester standardized tests from the first grade to measure their learning and performance. The school fully considers the physical and mental health of the students, and adjusts the examination according to the PYP requirements. The results of the





test will be used to effectively enhance students' overall learning and help guide students and teachers in the next step of teaching.

(四) 报告学习

4 Progress Reports

1、书面报告

1. Written report

书面报告是要向父母报告学生学到了什么，他们可以做什么以及需要改进什么。评估报告描述了学生的成长，并指出了学生需要努力的薄弱环节。

The written report is to report to the parents what the student has learned, what they can do and what needs to be improved. The evaluation report describes the student's growth and points out the weak points where the student needs to work hard.

书面报告每学期向家长发布一次，其中包括：

The progress reports are released to parents every semester, including:

1. 本学期三个探究单元的汇总，包括老师的评论以及对知识、学习方法和概念的总体评估；

A summary of the three inquiry units in this semester, including teacher's comments and overall assessment of knowledge, learning methods and concepts;

2. 其他不同学科的汇总；

A summary of other different disciplines;

3. 班主任对本学期的总体评论。

The general comment of the class teacher on this semester.

在每个学期末，学校将提供纸质版报告书。此外，学生还将把自己的学生档案带回家，与家长分享并学习。我们鼓励家长与学生讨论其报告和学习档案，并探讨他们的优势以及进一步学习的目标。

At the end of each semester, the school will provide a paper version of the report. In addition, students will take their student files home to share and learn with their parents. We encourage parents to discuss their reports and learning files with students, and discuss their strengths and goals for further learning.

2、学习社区会议

学习社区会议每年举行四次，如果有任何紧迫问题需要立即讨论，家长和老师也可以在其他时间安排其他会议。

2. Learning community meetings

Learning community meetings are held three times a year. If there are any pressing issues that need to be discussed immediately, parents and teachers can also arrange other meetings at other times.





学习社区会议有助于:

Learning community meetings can help:

- 在学习社区建立开放和信任的关系;
Establish an open and trusting relationship in the learning community;
- 分享有关学生的信息;
Share information about students;
- 分享学生学习发展的证据;
Share evidence of students' learning development;
- 讨论学生对学习者培养目标的发展;
Discuss students' development of learner training goals;
- 解决一学期的关注点;
Solve the concerns of one semester;
- 确定下学期的学习和发展目标;
Determine the learning and development goals for the next semester;
- 定义父母在学习过程中的角色;
Define the role of parents in the learning process;
- 建立学习社区的评估能力。
Establish the evaluation ability of the learning community.

学习社区会议将通过以下方式举行:

The learning community meeting will be held in the following ways:

- 教师-家长会议将分享学生的学习成果, 学习目标或未来学习需要关注的方面。
The parent-teacher meetings will share students' learning achievements, learning goals or areas that need attention in future learning.
- 以学生为主导的会议旨在让学生反思自己的成长并掌握自己的学习方式。学生应与父母设定目标, 以确保持续取得成功。
Student-led conferences are designed to allow students to reflect on their own growth and master their own learning styles. Students should set goals with their parents to ensure continued success.
- 三方会议支持不仅能提高学生的反思能力, 同时也展现了自己学习的推理, 沟通和学习成果呈现的能力。
The triple conference support can not only improve students' reflective ability, but also demonstrate their own learning ability to reason, communicate and present learning results.
- 师生会议是持续性的, 并可以基于学生的反馈或反思等学习需要, 可以随时举行。
Teacher-student meetings are continuous and can be held at any time based on student





feedback or reflections and other learning needs.

(五) 小学项目学习成果展 PYP Exhibition

在小学项目最后一个学年中进行的学习成果展是一项结业性质的协作学习体验。在辅导教师的指导下，学生单独或和同学们一起开展调查研究，展示他们对选择探索的问题的理解以及他们在小学项目整个学习过程中所发展的，在国际文凭学习者培养目标中所描述的各种品质。

学习社区的不同成员都要对学习成果展进行反思，支持对学习成果展过程的回顾总结。

学校要收集一部分反思、建议和学生制作的实物作为样本存档，以提供学生学习的证据，并为今后作出学习成果展方面的决定提供信息。

(5) PYP Exhibition

The learning achievement exhibition in the final school year of the PYP is a collaborative learning experience of a graduate nature. Under the guidance of tutors, students alone or together with their classmates carry out investigations and studies to demonstrate their understanding of the problems they choose to explore and what they have developed throughout the learning process of the PYP, as described in the IB learner training goals Various qualities.

Different members of the learning community must reflect on the learning achievement exhibition and support the review and summary of the learning achievement exhibition process.

Schools should collect some reflections, suggestions, and real objects made by students as samples to archive to provide evidence of students' learning and provide information for future decisions on learning outcomes.

References:

1. 《基础教育课程改革纲要》"Basic Education Curriculum Reform Outline"
2. 《教育部关于积极推进中小学评价与考试制度改革的通知》"Notice of the Ministry of Education on Actively Promoting the Reform of the Evaluation and Examination System in Primary and Secondary Schools"
3. 《小学项目的实施:国际初等教育课程框架》2010 "Implementation of the Primary School Project: International Primary Education Curriculum Framework" 2010
4. 《学习与教学》"Learning and Teaching"
5. 《学习者》"Learners"

