



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

The Assessment in Key Stage 3

November 2021





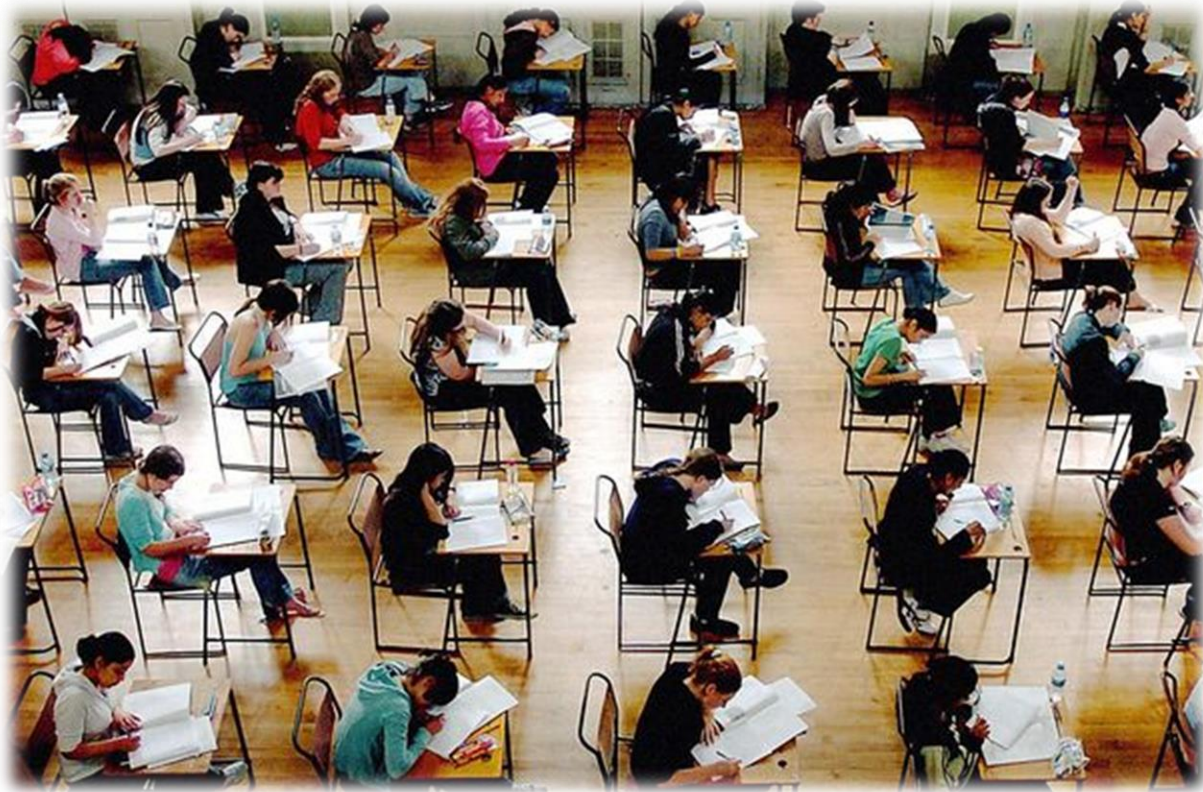
Journey

At BSB the assessment principles that underpin teaching and learning are established right from the outset. The what and how might change but the processes and purpose remain the same. Therefore, assessment routines and processes are embedded and part of a journey that starts in Primary and culminates with the IB Diploma.

What is Assessment?

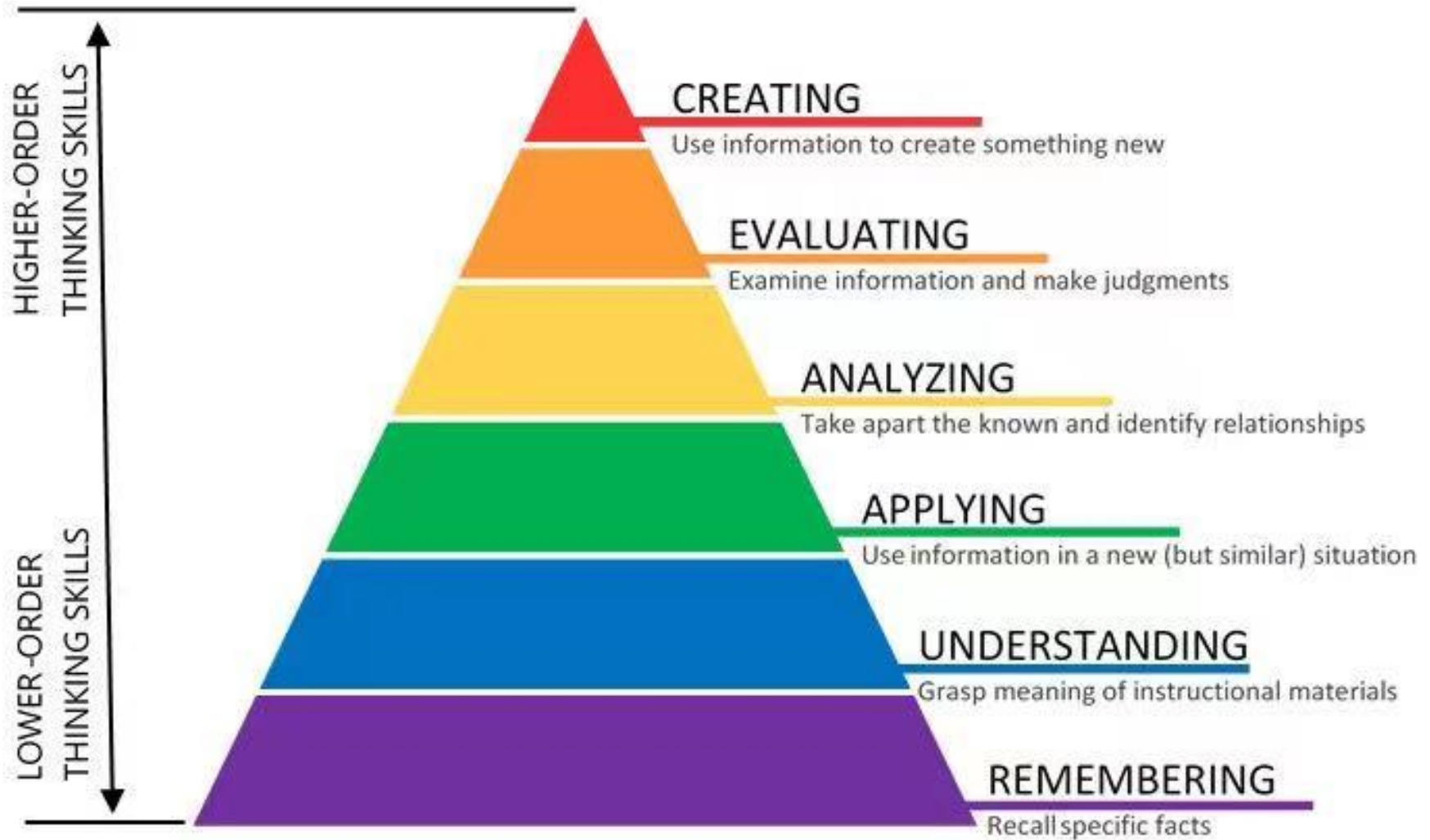


What is Assessment?



Measuring Learning. Narrow. Its easy to administer.

BLOOM'S TAXONOMY – COGNITIVE DOMAIN (2001)



What is Assessment?



Assessment Profile

- Beginning
- Developing
- Meeting
- Exceeding



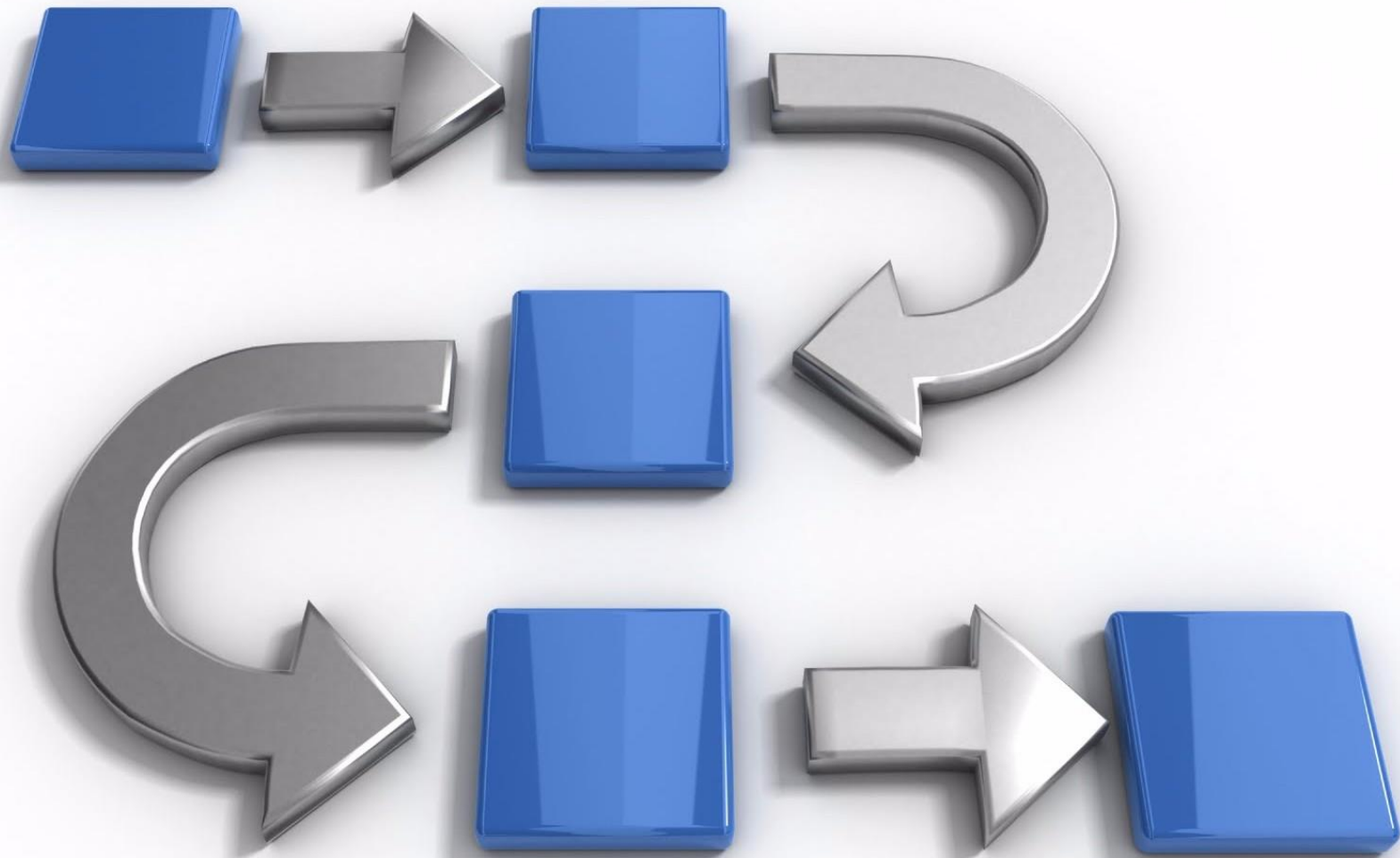
Curriculum Statements

Year 8 Science Curriculum Statements

Biology	Chemistry	Physics
<ul style="list-style-type: none"> • Explain what makes a food a healthy option • Explain how each nutrient contributes to a healthy, balanced diet • Interpret nutritional information to make health comparisons between foods 	<ul style="list-style-type: none"> • Describe in detail what happens to particles in a chemical reaction • Compare and contrast physical and chemical reactions • Explain the differences in physical and chemical changes 	<ul style="list-style-type: none"> • Compare the properties of waves and their features • Explain how reflection of a wave occurs • Explain one effect of superposition of waves • Use observations of waves to draw conclusions about longitudinal and transverse waves
B D M E	B D M E	B D M E
<ul style="list-style-type: none"> • Explain why testing food for starch, lipids, sugar, and protein is important • Explain the meaning of positive or negative results in terms of the food tests • Use appropriate techniques to carry out a full range of food tests safely, interpreting the findings, and relating them to everyday situations 	<ul style="list-style-type: none"> • Construct formula equations for some combustion reactions • Explain the benefits and disadvantages of some oxidation reactions • Explain why it is important to know how much of a fuel is burnt when determining the amount of heat released 	<ul style="list-style-type: none"> • Explain what is meant by supersonic travel • Describe sound as the transfer of energy through vibrations and explain why sound cannot travel through a vacuum • Compare the time taken for sound and light to travel the same distance • Explain whether sound waves from the Sun can reach the Earth
B D M E	B D M E	B D M E
<ul style="list-style-type: none"> • Explain how each part of the digestive system works in sequence, including adaptations of the small intestine for its function • Explain why food needs to be digested • Give a detailed explanation of digestion in sequence using information gathered by research 	<ul style="list-style-type: none"> • Write formula equations for decomposition reactions • Compare decomposition reactions with combustion reactions • Use experimental observations to predict products of decomposition for other substances 	<ul style="list-style-type: none"> • Compare and contrast waves of different loudness using a diagram • Compare and contrast waves of different frequency using a diagram • Explain how animals hear the same sounds differently • Present a reasoned prediction using data of how sounds will be differently heard by different animals
B D M E	B D M E	B D M E

Beginning Developing Meeting Exceeding

Reporting Methodology



Best Fit Approach

- Levels of performance are described using multiple indicators and a range of evidence.
 - In many cases the indicators occur together.
 - Not all indicators are required to always be present. This means that a student can demonstrate performances that fit into different levels at different times.
 - The mark awarded will be one that most fairly reflects the balance of achievement against the BDME profile.
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Verification and Moderation

CAT4

Individual student report for teachers

In case of enquiries please contact GL Assessment by emailing info@gl-assessment.co.uk.

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The Flight Path of Student Progress

KS3 

E
Exceeding

M
Meeting

D
Developing

B
Beginning

IGCSE 

9

8

7

6

5

4

3

2

1

A*

A

B

C

D

E

F

G

IBDP 

7

6

5

4

3

2

1

Reports

- Current Profile
- Behaviour for learning
- Tutor comment



Behaviour for Learning

- Classwork
- Homework
- Behaviour
- Organisation



Outstanding, Good, Satisfactory, Concern



Questions