



臺北市立桃源國民中學

評量政策

Taipei Municipal Tao-Yuan Junior High School

EVALUATION POLICY

目錄 contents

IB 使命宣言.....	2
IB 學習者目標	2
桃源國中使命宣言.....	4
桃源國中學習者目標.....	4
桃源國中評量政策精神	5
桃源國中總體評量理念	6
桃源國中評量政策原則	6
桃源國中評量實踐	7
MYP 評量原則	7
評量政策在教師、學生和家長中的適用證據	9

附件

臺北市桃源國民中學 IB 學科成績對照表

IB使命宣言

國際文憑組織的目標是培養勤學好問、知識淵博、富有愛心的年輕人，他們通過對多元文化的理解和尊重，為開創更美好、更和平的世界貢獻力量。

為了實現這個目標，國際文憑組織與眾多的學校、政府以及其它國際組織進行合作，開發出一系列具有挑戰性的國際教育專案和嚴格的評量制度。

這些項目鼓勵世界各地的學生成長為既積極進取又富有同情心的終身學習者，他們理解儘管人與人之間存在著差異，但他人的意見也可能是正確的。

IB學習者目標

積極探究

培養自己的好奇心，逐步掌握開展探究和研究的技能。知道如何獨自或與他人一起開展學習。對學習充滿熱情，並終身保持對學習的熱愛。

知識淵博

發展並利用對概念的理解，跨越一系列學科探索知識。對各種具有當地和全球重要性的問題和思想觀點進行探討。

勤於思考

運用批判性和創造性思考技能，對複雜的問題進行分析並採取負責任的行動。積極主動地做出理由充分、合乎倫理的決定。

善於交流

使用一種以上的語言，以多種方式充滿信心和富有創意地進行自我表達。有效地開展協作，注意傾聽他人以及其他群體的觀點。

IB學習者目標

堅持原則

處事正直、誠實，有強烈的公平和正義感，尊重世界各地人民的尊嚴和權力。對自己的行動及其後果承擔責任。

胸襟開闊

以批判的態度欣賞我們自己的文化和個人的歷史，以及他人的價值觀和傳統。尋求和評價一系列廣泛的觀點，並願意通過體驗來豐富自己。

懂得關愛

表現出同理心、同情心和尊重。努力開展服務，通過行動使他人的生活和周圍的世界發生積極的變化。

勇於嘗試

深謀遠慮和堅決果斷地應對變化不定的事物；獨立地或通過合作探索新的思想觀點和新穎的策略。面對挑戰和變化，表現得足智多謀和靈活機敏。

全面發展

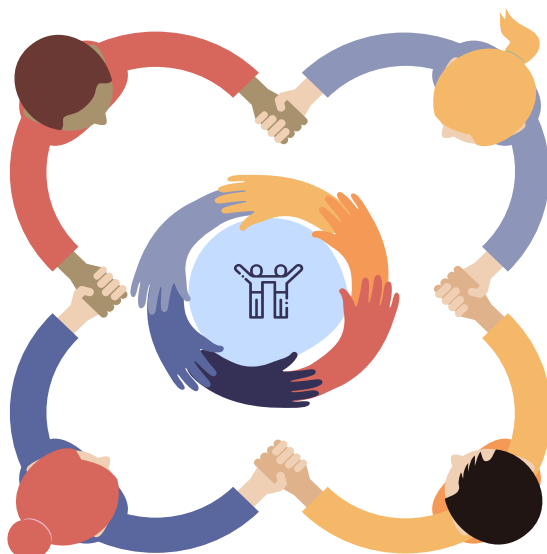
理解在生活中做到智力、身體和情感均衡發展的重要性，這樣才能使自己 and 他人幸福康樂。認識到自己與他人以及我們所處世界的相互依存關係。

及時反思

對世界和自己的思想觀點和經驗做出深刻縝密的思考。為了支持學習和個人發展，努力瞭解自己的長處和弱點。

桃源國中使命宣言

臺北市立桃源國民中學旨在培養具有學習力、創造力、實踐力、關懷力及溝通力的學習者。我們致力於透過分享交流、終身學習、創客才藝及美感生活，培育可以讓社區、臺灣和世界更為美好的桃源享學家、玩美創藝人。



桃源國中學習者目標

創思實踐：能透過積極的知識探究和勇於嘗試的精神，實踐創造與思考。

科技互動：能運用科學方法與科技工具探究學習，並與人進行有效交流。

關懷參與：在互動中積極關懷他人，開展服務、行動，並堅定把握原則。

美感覺察：能包容不同文化價值，借鏡反思，由美感體驗達成身心平衡。



桃源國中評量政策精神

評量是學習歷程裡重要的一部分，能提供學生在學習歷程中做出有效的檢視，同時也是教師修正教學內涵與課程操作方式的參考依據。評量不只重視學習結果，更重視學習歷程。評量過程或評量本身就是學習的一部分。透過適當的設計，進行評量任務的過程，讓課室中的學習，從知識的學習轉向能力的培養。學生是這個過程的中心，並積極參與。真實的評量使學生能夠積極參與他們的學習，並允許教師考慮他們的個別程度為學生提供相對應的學習機會。評量基本框架內容如下：

- 一. 讓學生清楚自己的優勢與弱勢項目。從優勢項目中獲得自信；對於弱勢項目能思考並及時調整學習方式。
- 二. 區分出教學分層，以滿足個別需求。
- 三. 評量學生所習得知識與能力的程度。
- 四. 向學生提供學習過程的紀錄，及時檢視、反思學習歷程。
- 五. 根據各項標準，對學生的評量結果進行統計。
- 六. 為教師的教學規劃提供明確目標。
- 七. 引導學生找到方法，最後能夠完成評量。
- 八. 將學習內容以適合的系統讓家長瞭解學生的學習狀況。

桃源國中總體評量理念

- 一. 評量旨在衡量和提高學生的學習水準。
- 二. 反思是評量中不可或缺的一部分。
- 三. 評量任務必須盡可能真實。
- 四. 反饋是評量過程的核心。
- 五. 學生和教師可以使用反饋來修訂和提高績效。
- 六. 評量為教師、學習者、家長、行政處室、學校社區提供了方向。
- 七. 評量應考慮文化、語言、種族、學習、身體和性別差異。
- 八. 評量標準在評量之前與學生在適當情況下共用或制定。

桃源國中評量政策原則

- 一. 評量應提供有效和可靠的多元方式衡量學生所學知識。
- 二. 以學生知識程度和理解能力為主，反應學生的成長、發展和學習。
- 三. 為未來的規劃和指導提供方向。
- 四. 評量課程的適當性，應與實際學習內容有所連結。
- 五. 使學生能夠積極參與自己的學習，評量結果應能將學習理解隨著時間呈現出來。
- 六. 評量除了關注學習成果外，也同時關注學習過程，且應有持續性。
- 七. 開發一種共同的語言來討論和評量，制定共用的年級水準和全校期望值並制定標準。
- 八. 預先告知學生相關評量規準、通知學術目標設置。
- 九. 確定學生有待進一步發展的強項與領域。
- 十. 向學生和家長提供結構化和相關的反饋。
- 十一. 向學校管理層提供資訊，為預算、資源、課程開發、評量和專業發展提供資訊。

桃源國中評量實踐

評量資訊用於確定學習目標和規劃課程。桃源國中找出在日常生活、學習脈絡或學術探究中可能遭遇的問題情

境，努力開發真實的評量任務，讓學生了解所學與其生活或職涯發展的關係，以正向引導學生的學習動機，可

讓學生體會到學習是有用的，進而提升學習的興趣。該過程的所有參與者都有機會通過自我評量、同儕評量和

教師評量進行協作評量。教師評量標準化，使學校保持一致。這些做法對基於學校的期望和發展學習有了共同的理解：

- 一. 評量前：所有教師在開始新的學習體驗之前，將評量學生的先備知識和經驗。
- 二. 形成性評量：在教學過程中將採用持續和定期評量，向教師和學生介紹學習的發展情況。了解學生學習的困難、進行補救教學或是調整上課的內容與方式。
- 三. 總結性評量：一種是在教學結束後評估學生學習成果，針對學習提供一個階段性的、整體的綜合判斷。
- 四. 內部評量標準化：這個過程涉及多個教師對相同的樣本做出自主判斷，建立一個共識的成就水準。這種做法旨在為全校專業人員制定標準。
- 五. 評量將以以下形式進行：同儕評量、自我評量和教師評量。反饋應在適當時間內提供，且不得超過兩週。
- 六. 教師應保存學生評量結果。

MYP 評量原則

MYP 中的真實評量任務由教師和學生酌情生成。每個主題的目標由 MYP 指南確定，並符合評量標準。評量的標準也存在於MYP 學科指南中；在適當況下得修改與澄清具體任務。這些標準描述了與目標相符的八個級別的能力。評量的判斷是通過最能描述所提交作品品質的成就水準來進行的。MYP 中的評量使用形成性評量（為教學和學習提供資訊）和總結性評量（衡量已發生的學習量）。本校預計在學生作業截止日期前至少一週發放總結性評量的具體任務細則。在適當情況下，學生應提交作品，並根據具體任務描述進行自我評量判斷。教師應在收到書面報告後兩週內反饋學生工作。在做出一系列評量後，這些標準以及形成性評量和總結性評量數據將做出最終判斷（MYP：從原則到實踐，2014，頁 80）。最終等級基於以下等級四個標準的總和：

成績等級	分界線指引	細則
1	1-5	完成的作業品質非常有限。表達中存在許多重大誤解，或對大多數概念和情境缺乏理解。很少展示出批判性思考或創造性思考。非常不靈活，很少運用知識或技能。
2	6-9	完成的作業品質有限。表達中存在誤解，或對於許多概念和情境的理解有重大缺陷。很少表現出批判性思考或創造性思考。在運用知識和技能方面通常不夠靈活，很少應用知識和技能。
3	10-14	完成的作業的品質尚可接受。能夠傳達對許多概念和情境的基本理解，偶爾有重大誤解或缺陷。開始展示出一些基本的批判性思考和創造性思考。在運用知識和技能方面往往不夠靈活，即使在熟悉的課堂情形中也需要幫助。
4	15-18	完成的作業品質較好。能夠傳達對大多數概念和情境的基本理解，雖然偶有誤解和小的缺陷。經常展示出基本的批判性思考和創造性思考。在熟悉的課堂情形中能夠比較靈活地運用知識和技能，但是在不熟悉的情形中需要幫助。
5	19-23	完成的作業通常品質高。能夠傳達對概念和情境的確切理解。展示出批判性思考和創造性思考，有時是複雜的思考。能夠在熟悉的課堂和課外真實情形中運用知識和技能，但在一些不熟悉的課外真實情形中則需要幫助。
6	24-27	完成的作業品質高，偶爾具有創意。能夠傳達對概念和情境的廣泛理解。展示出批判性思考和創造性思考，通常是複雜的思考。能夠在熟悉的和不熟悉的課堂和課外真實情形中運用知識和技能，通常是獨立地加以運用。
7	28-32	完成的作業品質高，偶爾具有創意。能夠傳達對概念和情境的廣泛理解。展示出批判性思考和創造性思考，通常是複雜的思考。能夠在熟悉的和不熟悉的課堂和課外真實情形中運用知識和技能，通常是獨立地加以運用。完成的作業品質高，通常具有創意。能夠傳達對概念和情境綜合全面、細緻入微的理解。一貫展示出複雜的批判性思考和創造性思考。在各種複雜的課堂和課外真實情形中，經常能夠獨立和熟練地轉移運用知識和技能。

評量政策在教師、學生和家長中的適用證據

一、教師：

- (一) 以評量為教學重點的課堂教學計劃。
- (二) 重視和促進評量，作為學生課堂學習過程不可或缺的一部分。
- (三) 讓學生有時間反思自己的學習，作為教學過程的一部分。
- (四) 與學生一起類比反思的習慣。
- (五) 為學生提供評量自身學習的技能和工具，並在課堂上為此提供時間和支援。
- (六) 調整他們的教學和學習環境，以滿足所有學生的學習風格。
- (七) 在完成特定任務之前，為學生提供學習期望或評量標準。
- (八) 確定單個學生滿足學習期望或評量標準的程度。
- (九) 從各種評量工具中選擇，反應學生的需求和技能。
- (十) 為學生提供定期的機會，與其他人（包括同儕、教師和家長）分享學習成果。
- (十一) 與學生和家長就成績、持續進步和未來目標進行公開的溝通。

二、學生：

- (一) 有意義地參與評量和評量自己的學習。
- (二) 意識到自己的長處和短處。
- (三) 瞭解自己的學習風格。
- (四) 積極推動制定目標，重點發展其在強項和弱項方面的表現。
- (五) 瞭解、使用和開發一系列評量工具。
- (六) 與同學、教師和家長分享自己的學習成果。
- (七) 通過自我管理為評量流程做出貢獻。
- (八) 選擇並反思其自我管理的工作。
- (九) 知道自己在學校的工作和行為的期望是什麼。
- (十) 全校通用的評量詞彙使用量能逐步增加並能加以識別。
- (十一) 在與家長和教師的發表活動中，能做好準備來描述自己的學習，引領家長和教師了解自己所參與的活動背後的目的。

評量政策在教師、學生和家長中的適用證據

三、家長：

- (一) 了解學校對於學生的基礎期望。
- (二) 了解學校所使用的評量詞彙。
- (三) 能參與為孩子設定目標，並與孩子一起達成目標。
- (四) 能了解孩子是評量過程的中心。
- (五) 重視孩子是否能意識到自己的長處、短處、學習風格和偏好。
- (六) 請提供教師有關孩子長期以來的學習狀況相關資訊。



附件－臺北市桃源國民中學 IB 學科成績對照表

臺北市桃源國中國民中學 IB 學科成績對照表

學科成績評量核心小組會議討論

一、各學科 IB 評量總分與等級對照表

IB 等級	各學科 IB 評量總分
7	28-32
6	24-27
5	19-23
4	15-18
3	10-14
2	6-9
1	1-5

二、IB 評量成績與百分數對照表

IB 等級	IB 評量總分	百分數	成績等第
7	32	100	優
	31	99	
	30	98	
	29	97	
	28	96	
6	27	94	甲
	26	92	
	25	90	
	24	88	
5	23	86	甲
	22	84	
	21	82	
	20	81	
	19	80	
4	18	79	乙
	17	78	
	16	76	
	15	74	
3	14	72	乙
	13	70	
	12	68	丙
	11	65	
	10	60	
2	9	58	丁
	8	56	
	7	53	
	6	50	
1	5	46	丁
	4	42	
	3	38	
	2	34	
	1	30	

Table of Contents

IB Mission Statement.....	14
IB Learner Profile.....	14
TYJH Mission Statement.....	16
TYJH Learner Profile.....	16
Spirit of evaluation policies in TYJH.....	17
Overall philosophy of evaluation in TYJH.....	18
Principles of evaluation policies in TYJH.....	19
Practice of evaluation in TYJH.....	20
Principle of the MYP evaluation.....	21
Evidence of evaluation policies that applies to teachers, students, and parents.....	23

Attachments

1、TYJH_ IB subject score comparison table

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments, and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB Learner Profile

Inquirer

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker

We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate actively, listening carefully to the perspectives of other individuals and groups.

IB Learner Profile

Principled

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-taker

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced

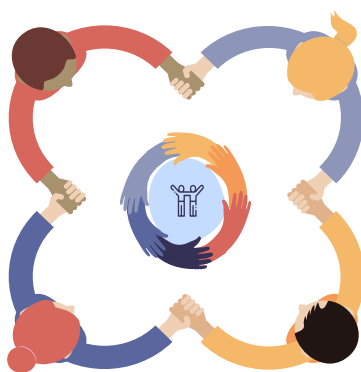
We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

TYJH Mission Statement

Taipei Municipal Taoyuan Junior High School cultivates our students' love for learning, promoting their consciousness to be a learner with a world horizon, a sincerely caring heart, and technology skills. We strive to support this environment by implementing a curriculum full of creative practice, technology interaction, caring participation, and aesthetic perception, to prepare our students to become life practitioners and liberal arts learners who make society, Taiwan, and the world a better place.



TYJH Learner Profile

Creative Practice: Students can practice creativity and thinking through the spirit of proactively seeking knowledge and willingness to try.

Technology Interaction: Students can use scientific methods and technology tools to solve problems and communicate effectively.

Caring Participation: Students can stick to principles, care for others, and continuously reflect on themselves.

Aesthetic Perception: Students can develop understanding and embrace cultural diversity, as well as achieve physical, mental, and emotional balance through aesthetic experience.



Spirit of evaluation policy in TYJH

Evaluation is an important part of the learning process, which can provide students with effective review in the development process, and also serve as a reference basis for teachers to revise the teaching connotation and curriculum operation. Evaluation is a practice that promotes teaching and involves teachers, students and parents. Assessments measure students' learning and inform stakeholders about individual areas of strength and development. They worked together to inform each other of the progress of the students. Students are at the center of the process and actively involved. True assessments enable students to participate actively in their learning and allow teachers to consider the learning opportunities they offer their students. The basic framework for the assessment is as follows:

1. To make students aware of their strengths and weaknesses. Gain selfconfidence from advantage projects; From weakness projects, students can think and adjust their learning style in a timely manner.
2. To distinguish the grading of teaching to meet individual needs.
3. The extent of the knowledge gained in the assessment and the interactive experience.

4. To provide students with a record of the learning process and to examine and reflect on the learning process in a timely manner.
5. According to the standards, the results of the evaluation are counted.
6. To provide focus and optimization on teachers' teaching plans.
7. To provide reference for narrowing the achievement gap between students.
8. To inform parents of the learning situation of students through a suitable system.

Overall philosophy of evaluation in TYJH

1. The assessment is designed to measure and improve the learning level of students.
2. Reflection is an integral part of the assessment.
3. The evaluation task must be as realistic as possible.
4. Feedback is at the heart of the evaluation process.
5. Students and teachers can use feedback to revise and improve performance.
6. The assessment provides direction for teachers, learners, parents, administrative offices and school communities.
7. The assessment should take into account cultural, linguistic, racial, learning, physical and gender differences.
8. The evaluation criteria are shared or developed with the students in appropriate circumstances prior to the evaluation.

Principles of evaluation policies in TYJH

1. Evaluation should provide an effective and reliable multiple way to measure students' knowledge.
2. It focuses on students' knowledge and understanding ability, and reflects students' growth, development and learning.
3. Provide direction for future planning and guidance.
4. Evaluate the appropriateness of the curriculum and should be connected with the actual learning content.
5. Enable students to actively participate in their own learning, and the evaluation results should be able to show learner' s understanding as time goes on.
6. In addition to focusing on learning outcomes, assessment also focuses on the learning process, and should be sustainable.
7. Develop a common language for discussion and evaluation, and establish standards for shared grade levels and school' s expected value.
8. Establish common academic understanding in various fields.
9. Inform students of relevant standards and academic goal setting in advance.
10. Identify students' strengths and areas for further development.
11. Provide structured and relevant feedback to students and parents.
12. Provide information to school management for budget, resources, curriculum development, evaluation and professional development.

Practice of evaluation in TYJH

The assessment information is used to determine learning objectives and plan curriculum. Tao-Yuan Junior High School strives to develop real assessment tasks, that is, summary, specificity, standard related, diversification, use a series of measurement tools, and have practical application as much as possible. All participants in the process have the opportunity to conduct collaborative assessments through self-assessment, peer assessment, and teacher assessment. Standardization of teacher evaluation to keep schools consistent. These practices have a common understanding of school-based expectations and developmental learning:

1. Before assessment: All teachers will assess students' prior knowledge and experience before starting a new learning experience.
2. Formative assessment: Continuous and regular assessment will be adopted in the teaching process to introduce the development of learning to teachers and students. Formative assessment is directly related to teaching. Teachers should keep records of their formative assessments.
3. Summative assessment: The summative assessment occurs at the end of the teaching process and is planned in advance. The assessment aims to enable students to demonstrate their understanding of concepts, knowledge and skills in a real environment.
4. Standardization of internal assessment: This process involves multiple teachers making independent judgments on the same sample and establishing a consensus achievement level. This practice aims to set standards for professionals throughout the school.
5. The assessment will be conducted in the following forms: Peer assessment, self-assessment and teacher assessment. Feedback should be provided within an appropriate time and should not exceed two weeks.
6. The evaluation tool shall be saved and stored in the handover folder (e.g. Managebac system).

Principle of the MYP evaluation

The real assessment tasks in MYP are generated at the discretion of teachers and students. The objectives of each topic are determined by the MYP guidelines and meet the evaluation criteria. The evaluation criteria also exist in the MYP discipline guide; Where appropriate, specific tasks may be modified and clarified. These criteria describe eight levels of competence that are consistent with the objectives. The evaluation is judged by the achievement level that best describes the quality of the submitted works. The assessment in MYP uses formative assessment (providing information for teaching and learning) and summative assessment (measuring the amount of learning that has occurred). The school is expected to issue the specific task details of the summary assessment at least one week before the deadline for students' homework. Where appropriate, students should submit their work and make self-assessments and judgments according to the specific task description. Teachers should give feedback on students' work within two weeks after receiving the written report. After making a series of assessments, these standards and the data of formative and summative assessments will make the final judgment (see MYP page 80: from principle to practice, 2014). The final grade is based on the sum of the following four criteria:

Grade	Dividing Guideline	Details
1	1–5	The quality of the work completed is very limited. There are many major misunderstandings in expression or a lack of understanding of most concepts and situations. Critical or creative thinking is rarely demonstrated. Very inflexible and rarely uses knowledge or skills.
2	6–9	The quality of the work done is limited. There are misunderstandings in the expression, or there are major defects in the understanding of many concepts and situations. Rarely show critical or creative thinking. In the use of knowledge and

Grade	Dividing Guideline	Details
		skills is usually not flexible enough, rarely apply knowledge and skills.
3	10–14	The quality of the completed work is acceptable. Able to convey basic understanding of many concepts and situations, with occasional major misunderstandings or defects. Start showing some basic critical thinking and creative thinking. They are often inflexible in the use of knowledge and skills and need help even in familiar classroom situations.
4	15-18	The finished work is of good quality. Able to convey the basic understanding of most concepts and situations, although there are occasional misunderstandings and minor defects. Often demonstrate basic critical and creative thinking. Be able to use knowledge and skills flexibly in familiar classroom situations, but need help in unfamiliar situations.
5	19–23	The work done is usually of high quality. Be able to convey a precise understanding of concepts and situations. Demonstrate critical and creative thinking, sometimes complex thinking. Be able to use knowledge and skills in familiar classroom and extracurricular real situations, but need help in some unfamiliar extracurricular real situations.
6	24–27	High quality homework completed, occasionally creative. Able to convey a broad understanding of concepts and situations. Demonstrate critical and creative thinking, usually complex thinking. Be able to apply knowledge and skills in familiar and unfamiliar classroom and extracurricular real situations, usually independently.
7	28–32	The work done is of high quality and usually creative. Be able to convey a comprehensive and

Grade	Dividing Guideline	Details
		detailed understanding of concepts and situations. Consistently demonstrates complex critical and creative thinking. In a variety of complex classroom and extracurricular real situations, they are often able to transfer and use knowledge and skills independently and skillfully.

Evidence of evaluation policies that applies to teachers, students and parents

1. Teacher:

- (1) Classroom teaching plan with evaluation as the teaching focus.
- (2) Attaching importance to and promoting evaluation is an indispensable part of students' classroom learning process.
- (3) Give students time to reflect on their learning as part of the teaching process.
- (4) The habit of analogical reflection with students.
- (5) Provide students with skills and tools to evaluate their learning, and provide time and support in class.
- (6) Adjust their teaching and learning environment to meet the learning styles of all students.
- (7) Provide students with learning expectations or evaluation criteria before completing specific tasks.
- (8) Determine the extent to which individual students meet learning expectations or evaluation criteria.
- (9) Choose from a variety of assessment tools to reflect students' needs and skills.
- (10) Provide students with regular opportunities to share learning outcomes with others, including peers, teachers and parents.
- (11) Communicate clearly and openly with students and parents on achievements, continuous progress and future goals.

2. Student:

- (1) Participate meaningfully in evaluating and evaluating your own learning.
- (2) Be aware of your strengths and weaknesses.
- (3) Understand your learning style.
- (4) Actively promote the formulation of goals and focus on the development of their performance in terms of strengths and weaknesses.
- (5) Understand, use and develop a series of evaluation tools.
- (6) Share their learning results with classmates, teachers, and parents.
- (7) Contribute to the evaluation process through self-management.
- (8) Choose and reflect on their self-management work.
- (9) Know what they expect from their work and behavior in school.
- (10) Identify and increasingly use school-wide assessment vocabulary.
- (11) Prepare and lead their meetings with parents and teachers, describe their own learning, and explain the purpose behind the activities they participate in.

3. Parents:

- (1) Understand school-based expectations.
- (2) Understand the evaluation vocabulary used by the school.
- (3) Participate in setting goals for your child and set goals with your child.
- (4) Recognize that their child is at the center of the assessment process.
- (5) Value children who are aware of their strengths, weaknesses, learning styles, and preferences.
- (6) Please provide the teacher with information about the child's continuous learning.

TYJH_ IB subject score comparison table

Discussion at the core group meeting of subject achievement assessment

1. Comparison table of total IB scores and grades for each subject

IB level	The total score of IB assessment in each subject
7	28-32
6	24-27
5	19-23
4	15-18
3	10-14
2	6-9
1	1-5

2. IB assessment score and percentage comparison table

IB 等級	IB 評量總分	百分數	成績等第
7	32	100	優
	31	99	
	30	98	
	29	97	
	28	96	
6	27	94	甲
	26	92	
	25	90	
	24	88	
5	23	86	甲
	22	84	
	21	82	
	20	81	
	19	80	
4	18	79	乙
	17	78	
	16	76	
	15	74	
3	14	72	乙
	13	70	
	12	68	丙
	11	65	
	10	60	
2	9	58	丁
	8	56	
	7	53	
	6	50	
1	5	46	丁
	4	42	
	3	38	
	2	34	
	1	30	