Assessment Philosophy

Assessments are primarily used to focus instruction and enhance learning. Assessment is used to evaluate, record and report on student progress. Assessment is ongoing and balanced. It is a shared responsibility between teachers, students and parents that allow students to reflect on their progress and plan for improvement. Furthermore, differentiation occurs at the assessment level to support language learners and those with exceptional needs. Please see the Language Policy and Inclusion Policy for further details.

We guide our students through the essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastery of skills, the development of all IB learner profile attributes and the decision to take responsible action. We do this to inspire our students to participate responsibly, successfully and with integrity in the local and global community.

Purpose of Assessment

Assessment for Students:

- Shares their learning and understanding with others
- Demonstrates a range of knowledge, conceptual understanding and skills
- Uses a variety of learning styles, multiple intelligences and abilities to express their understanding
- States in advance the criteria for producing a quality product or performance
- Allows for participation in reflection, self- and peer-assessment
- Provides exposure to real-life learning experiences that can lead to further inquiries
- Expresses different points of view and interpretations
- Analyzes their learning and what needs to be improved.

Assessment for Teachers, Coordinators and Administrators:

- Gathers data that informs every stage of the teaching and learning process
- Allows for differentiated planning in response to student and teacher inquiries
- Develops criteria for producing a quality product or performance
- Provides evidence that can be effectively reported and understood by the whole school community
- Collaboratively reviews and reflects on student performance and progress
- Considers a variety of learning styles, multiple intelligences and abilities including different cultural contexts.

Assessment for Parents and Guardians:

- Provides evidence of student learning and development
- Develops an understanding of the student's progress

- Provides parents with regular opportunities to dialogue with teachers regarding their child's progress
- Provides opportunities to support and celebrate student learning.

Exceptional Needs

Students with exceptional needs may require differentiation for internal and external assessments. Please see the Inclusion Policy for further details.

Types of Assessment

Diagnostic assessment occurs at the beginning of a new unit to uncover prior knowledge, experiences and individual needs of learners. The gathered data informs teacher planning and guides student learning.

Formative assessment aims to promote learning by giving regular and frequent feedback, as well as gathering ongoing data (through observations, anecdotal records, checklists etc.) about student learning. This helps teachers to plan for future teaching, identify where program adjustment is needed and continue to provide learning opportunities, which aim to extend students' knowledge, understandings and skills. Formative assessment also enables learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

Summative assessment aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

EAL Internal Assessment

Prospective and current EAL students are assessed using a standardized test based on their English abilities in the areas of speaking, listening, reading and writing. EAL scores and anecdotal remarks are recorded on report cards when applicable. Please see the Language Policy for further details.

Designing Assessments

In Primary and Middle Years Programs, IB unit plan templates are used to build each unit. A backwards design is used in unit planning by identifying the learner outcomes and understandings to be assessed first, and then developing learning experiences that directly support those outcomes.

Although the DP and High School courses do not follow a unit planner template, a similar backwards design approach with careful consideration of assessment at the beginning of each unit of work is considered good practice and an expectation in all subjects.

Vertical Articulation
The prime objective of assessment in PYP is to provide feedback on the learning process. Approaches to learning (ATLs) descriptors are identified based on age-appropriate development to support teachers, students, and parents in understanding expectations for each grade level. Knowledge expectations have been mapped based on benchmarks which are aligned with the scope and sequence phases.

MYP subject group objectives increase in complexity within the program and are assessed against the assessment criteria published in the subject guides.
- Grade 6 will use MYP 1 assessment criteria
- Grade 8 will use MYP 3 assessment criteria
- Grade 10 will use MYP 5 assessment criteria

Grade 10 assessments are used to inform diploma program course selection. Requirements of the final DP exam are discussed in department meetings to inform grade 11 and 12 assessment design. Teachers use MYP grade 10 data to design differentiated assignments to cater to the needs of both high and low achieving students as well as those with a exceptional learning requirements.

Horizontal Articulation
The PYP program of inquiry ensures balance of the five essential elements across a grade level's units of inquiry and stand-alone units.

Common MYP summative assessment tasks are used within each subject and grade level. They are designed to demonstrate skills at each achievement level and facilitate students' ability to reach their full potential. Assessments are scheduled to ensure balance in students' workload. Each assessment criterion is assessed a minimum of twice per year in each subject. A minimum of one interdisciplinary unit (IDU) is conducted between a minimum of two subjects within each grade. These IDU's are assessed against the IDU assessment criteria.

Assessments are designed to maintain consistency across the DP subjects within the department during collaboration meetings. Co-teachers of a subject collaborate to design assessments to ensure consistency of expectations among their classes. Common criteria, grade boundaries, descriptors and marking schemes are used to assess the assignment. Teachers use the process of internal standardization to ensure consistency in grading the assignments.

Criteria and Task Specific Clarifiers

MYP student work is assessed according to published subject specific criteria. Teachers collaborate to construct clarifiers for each assessment task. The assessment criteria and rubrics are given and explained to students before the assessment task begins. Collaborative marking occurs to ensure standardization, when applicable.

PYP Recording and Reporting

Reporting to parents, students and teachers occurs through:

- Parent Information Sessions & Evenings
- Meet the Teacher and Literacy/Numeracy Nights
- The Digital Portfolio (SeeSaw)
- Student Led Conferences / 3 Way Conferences
- Parent Teacher Interviews
- Learning Showcases
- The Exhibition (Grade 5)
- Written reports

Parent Information Sessions & Evenings

Parents gain assessment, curriculum and general information about the school from classroom and specialist subject teachers via these important sessions that are scheduled throughout the year.

Learning Showcases

At the end of identified units of inquiry parents are invited to attend the Learning Showcase. During the learning showcase they are able to view and discuss with their children their work throughout the course of the unit.

The Digital Portfolio (SeeSaw)

The Portfolio is an important part of the school's reporting program. It provides a record of student progress and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has their own Portfolio, which is shared throughout the year with their parents via the SeeSaw application.

Student-led Conferences
Student-led Conferences are formal reporting sessions to parents, led by students themselves. The teacher's role in this process is to guide and prepare the students to select work identifying points of strength and areas for future growth. The emphasis is on the discussion between a child and his parents. Student-led Conferences provide an authentic context for students to demonstrate attributes of the IB Learner Profile.

Parent Teacher Conferences
Parent Teacher Conferences are formal reporting sessions held in the first quarter of each year.

The Exhibition
Students in the final year of the PYP carry out an extended, collaborative inquiry in which they plan, prepare and then present their learning within a student-initiated inquiry. This is the PYP Exhibition and at CISB the process begins at the beginning of the Academic Year and then takes place towards the end of the Academic Year. In so doing, students have the opportunity to apply all that they have learned through the PYP to a culminating experience, and also provides a self-directed learning experience that is:
- in-depth, collaborative inquiry
- in-depth, individual inquiry and reflection
- to provide students with an opportunity to demonstrate independence and responsibility for their learning
- to provide students with an opportunity to explore multiple perspectives of their inquiry
- for students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- to provide an authentic process of assessing student understanding
- to demonstrate how students can choose to take action as a result of their learning
- to unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- to celebrate students' readiness for the transition to Middle School

Written Reports
Students will receive four reports throughout the school year. The first and third reports being progress reports and the second and fourth being report cards.

In the progress reports, students are assigned academic grades based upon their progress towards meeting academic learning objectives and benchmarks. They are also graded upon their abilities within the Approaches to Learning as well as behavior. For some subject areas they are assigned an overall effort mark. Anecdotal comments are

provided for all subject disciplines. Student goals and a reflection related to the Learner Profile are included.

Grading

Performance Indications/Academic Achievement:

> **4-Superior Performance:** Work demonstrates a high level of achievement of curriculum expectations, strong understanding of required knowledge and skills. Is able to apply these to new situations.
>
> **3-Appropriate Development:** Work demonstrates an acceptable level of achievement of curriculum expectations, acceptable to good understanding of required knowledge and skills. Is able to apply these to some new situations.
>
> **2-Developing:** Student is working towards meeting grade level expectations and is beginning to use the skills, concepts and knowledge. Considerable teacher support is still required at this stage.
>
> **1-Experiencing Difficulties:** Achievement of curriculum expectations tends to be limited or below what is typically demonstrated by students at this age/grade level, additional instructional support and improvement needed to meet required knowledge and skills.
>
> **N/A:** Not Applicable as the unit of study is not being assessed at this time.

Effort Indications

> **Outstanding:** Is highly motivated and shows a commendable level of effort to complete set tasks
>
> **Good:** Is often motivated and works with a pleasing level of effort to complete tasks on time
>
> **Inconsistent:** At times lacks motivation and may not work at a suitable rate to complete set tasks.

Approaches to Learning and Behavior

> **4-Superior Performance**
> **3-Appropriate Development**
> **2-Developing**
> **1-Experiencing Difficulties**
> **N/A:** Not Applicable

Units of Inquiry

Units of inquiry are assessed as a process of learning and focus on the conceptual understanding of learners. A formal grade is not assigned as learning and development is viewed as ongoing; feedback is provided in the form of anecdotal observations and comments on the learner's experience.

MYP Recording and Reporting

MYP assessment is ongoing and recorded in ManageBac. Assessment data is reported on a regular basis and is available at all times to teachers, students, and parents. Conferences involving teachers, parents and students are held regularly.

Students will receive four reports throughout the school year. The first, second and third reports will identify student progress against the subject specific criteria and the fourth report card will report final achievements in each of the MYP subject groups assessment criteria.

In the final report card, students are assigned a numerical grade per subject based on their achievement in the four assessment criteria. All subject teachers will also provide anecdotal comments of student behavior and progress within their subject.

A mark for the MYP Personal Project will be included on the report card for all Grade 10 students.

Grading

All students are assessed against the Assessment Criteria described in each MYP Subject Guide. Each subject has four criteria with an achievement level ranging from 0-8. The descriptor that best fits the student's performance corresponds to the achievement level that is reported. The Best Fit is determined with two or more assessments in each criteria.

Effort grading

All students are awarded efforts grades based on a given rubric with indications of:

- Exceeding expectations
- Meeting expectations
- Approaching expectations
- Not Meeting expectations

Effort rubric

A student:

- Works effectively with others
- Manages time and tasks effectively
- Brings necessary equipment and supplies to class
- Overcomes distractions to maintain mental focus
- Demonstrates persistence and perseverance

MYP Subject Specific Assessment Criteria

The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge.

Subject	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

(IBO, 17)

The total of the four assessment criterion achievement levels (maximum 32) is used to determine the final grade according to the boundary guidelines below.

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communications secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and , with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creating thinking, frequently with sophistication. Uses knowledge and skills in unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

(IBO, 94)

Diploma Program Recording and Reporting
Student will receive four reports throughout the school year. The first and third report cards will report student progress and the second and fourth report card will report term achievements in each Diploma Program course. The year-end achievement marks will appear on our official transcripts.

In all four reports, students are assigned numerical grades based upon their progress towards meeting academic learning objectives and benchmarks. All subject teachers will also provide anecdotal comments of student behavior and progress within their subject. For students completing the full Diploma program, anecdotal comments will also be made regarding progress in the Theory of Knowledge class and Extended Essay component.

All grade 11 and 12 students take part in creativity, activity, service (CAS) experiences. The CAS program formally begins at the start of the DP and continues regularly, ideally on a weekly basis, for at least 18 months with a reasonable balance between creativity, activity and service (DP Assessment Procedures 2018). The CAS advisors/coordinators write CAS reports 4 times in a year.

CISB offers online DP courses through Pamoja Educations to widen a student's choice of courses. Students taking Pamoja online courses take the DP assessments in the same way as students enrolled in school-based courses and comply with all DP requirements.

School-Supported Self-Taught Language and Literature is offered as a Group 1 option. The teacher, in collaboration with the Diploma Program (DP) coordinator, ensure that the students has regular access to the Language A: literature guide and is familiar with the assessment criteria for all assessed components. Students taking Self Taught courses take the DP assessments in the same way as students enrolled in school-based courses and comply with all DP requirements.

Grading
All IB DP courses require both Internal (IA) and External Assessment (EA). Internal Assessments are assessed by CISB staff following IB issued guidelines and is moderated by the IBO. External assessments are developed by the IB and assessed externally.   The combination of these two assessments will result in an IB grade of 1 to 7, issued by the IBO in July of the graduating year. CISB will not report these grades on report cards or transcripts, with the exception of an 'Official Predicted Grades' form created in April of the graduating year for the purpose of university application.

All DP subject teachers will assign percentage grades based upon student progress towards meeting academic learning objectives and benchmarks. The IB's Internal

Assessment work may also be included in this mark. Academic credits (2 for each year of a DP course) will be issued upon the successful completion (>59%) on the final report card of the academic year.

New Brunswick High School Courses Recording and Reporting

Students will receive four reports throughout the school year. The first and third report cards will report student progress and the second and fourth report cards will report the final term achievements in each high school course. The semester achievement marks will appear on our official transcripts.

In all four reports, students are assigned numerical grades based upon their progress towards meeting academic learning objectives and benchmarks. All subject teachers will also provide anecdotal comments of student behavior and progress within their subject.

Grading

All high school subject teachers will assign percentage grades based upon student progress towards meeting academic learning objectives and benchmarks. Academic credits (1 for each term course) will be issued upon the successful completion (>59%) of the final term achievement mark.

Late Assessments

For submissions of assessments please see the Late Assessment Policy.

External Assessments

IB Summative Assessments

IB Diploma summative assessments are assessed and may be moderated externally by IB examiners or moderators against IB subject specific criteria.

IB MYP External Moderation

Personal Projects are externally moderated on an annual basis.

New Brunswick Provincial examinations:

- Are conducted at CISB based on the requirements of the New Brunswick Department of Education during an academic year
- Data obtained from this assessment provides information about individual student achievement and provides a perspective on trends in school, district, and provincial achievement

International Schools' Assessments (ISA)
- This assessment is conducted annually by the Australian Council for Educational Research (ACER) for grades 3-10 in the areas of mathematical literacy, reading, and writing (narrative/recount and persuasive/expository)
- Data obtained from this assessment provides information about individual student achievement and provides a perspective on trends in international schools, like-schools and the Asia Pacific region

Scholastic Aptitude Tests
The school offers and administers the optional SAT which is assessed externally by the College Board

Works Cited

Diploma Programme Assessment Procedures. International Baccalaureate Organization, 2018.

IB Standards and Practices: Standard C4. International Baccalaureate Organization, 2014.

Language acquisition guide. International Baccalaureate Organization, 2020

MYP: From principles into practice. International Baccalaureate Organization, 2017.

Mathematics guide. International Baccalaureate Organization, 2020.

Making the PYP Happen: A Curriculum Framework for International Primary Education. IBO,2004.

The Diploma Programme: From Principles into Practice. International Baccalaureate Organization, 2014.