CISB ASSESSMENT POLICY   Policy No: CISB0009

Subject: CISB Assessment Policy
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CISB ASSESSMENT POLICY

1.0 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.

1.1 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 theirunderstanding
- 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 is not for sorting or ranking students.

1.2 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 wholeschool community
- Collaboratively reviews and reflects on student performance and progress
- Considers a variety of contexts, abilities, and the learner's academic profile, includinglanguage, culture and background
- Promotes high quality assessment and moderation processes at all levels
- Provides education and support for students to identify collusion, malpractice, plagiarism etc. as appropriate for the level of the student in line with the Academic Integrity Policy of CISB.
- Please see the Academic Integrity Policy for further details

Assessment for learning (AfL) is an approach to teaching and learning that creates feedback which is then used to improve students' performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard (Cambridge International Assessment).

1.3 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 theirchild's progress
- Provides opportunities to support and celebrate student learning.

1.4 Assessment at the point of admission

- Upon application to CISB prospective students are assessed using WIDA Screener and an interview with an Admissions Officer and administration as required.

- Please see the Admissions Policy (Admissions assessment) for further details.

- Applications are reviewed and approved by the appropriate administrator(s).

- At the point of admission, if students are identified through WIDA or the interview process with exceptional needs, meetings with the appropriate administration is scheduled to determine if CISB can provide effective support for the student to be successful.

- Support plans for internal or external assessments may be developed as required.

- Please see the Inclusion Policy for further details.

- Prospective and current EAL/BML students are assessed using a standardized test based on their English abilities in the areas of speaking, listening, reading and writing. EAL/BML scores and anecdotal remarks are recorded on report cards when applicable.

- Please see the Language Policy (Admissions assessment) for further details.

- Please see the Inclusion Policy (Addressing Exceptional Learners) for further details.

2.0 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.

For DP and NB units, a unit plan is created and 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.

2.1 Vertical Articulation

The prime objective of assessment in the 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 onbenchmarks 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 7 & 8 will use MYP 3 assessment criteria
- Grade 9 & 10 will use MYP 5 assessment criteria

Grade 10 assessments are used to inform Diploma Programme course selection. Refer tothe MSHS Promotion Policy for specific subject requirements.

Requirements of the final DP exam are discussed in department meetings to inform grade11 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 exceptional learning requirements.

2.2 Horizontal Articulation

PYP

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

A curriculum review process is in place to provide opportunities for Coordinators and teachers to take part in revision of the POI as appropriate. This is an ongoing process that allows for continuous and evaluation and revision.

MYP

Common MYP summative and formative 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 using thecriteria as appropriate. 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. IDUs are assessed against the IDU assessment criteria.

DP

Assessments are designed to maintain consistency across the DP subjects within the department during collaboration meetings. Co-teachers of a subject collaborate to designassessments 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.

CISB DP students complete external summative assessments as well as a variety ofregular internal formative and summative assessments for reporting purposes and tocheck student progress.

3.0 Types Of Assessment

3.1 Internal 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, tofoster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. Formative assessment is used to inform teaching, but should not and therefore is not usedto create a grade for reporting purposes.

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

3.2 External Assessments

New Brunswick Provincial examinations:
- Are conducted at CISB based on the requirements of the New BrunswickDepartment 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 provincialachievement.

4.1 Assessment in the CISB Montessori Programme

The Nursery Programme is the first step on an incredible journey. CISB has a long-term vision for the education of each student. The first transition is from the Nursery Programme to Primary Years Programme, which the International Baccalaureate Organization developed. This leads to the Middle Years Programme and Diploma Programme.

From 18 months to 18 years, our entire programme has been developed progressively and isthe culmination of years of research and development across international platforms. Our vision is to provide a global education experience for all students.

Play is the fundamental medium for young children's learning and is essential to our Nursery Programme. It is a natural activity for children to build connections and form relationships with the world. Play involves pleasure, enjoyment, decision-making, spontaneity, innovation and is highly proactive.

Our well-prepared Montessori environment helps children learn by themselves, discover theirunique potential, and develop abilities to adapt to their environment that promotes their development. The benefits children derive from the play include:

PRESENTATION: constructing, painting, drawing, and building their ideas.
INTERACTIONS: by communicating, caring, negotiating, cooperating and sharing.
CONSTRUCTING: foundations for early literacy and numeracy
GROWING: imaginations. experimenting and making discoveries.
UNDERSTANDING: their world by exploring the local and global community and family roles.

4.2 Assessment in the PYP

Assessment in the PYP is an ongoing process that includes the learner, the teacher, and the parents in partnership as a learning community committed to helping students develop personal goals, while meeting the needs of each child based on their learning journey.

In the Early Years, play-based learning at CISB reflects a holistic and authentic way for teachers to interact with students as they learn, explore and grow as inquirers. Authentic opportunities for students to engage in learning promotes student agency and independence. Through play, students develop skills (ATL) and the attributes of the IB Learner Profile

Assessment in the PYP aims to promote learning by providing students with frequent feedback, as well as gathering ongoing data (through observations, anecdotal records, checklists, other assessments 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.

Providing students with opportunities for thoughtful reflection on their learning enables learners to improve knowledge and understanding, to foster enthusiasm for learning, to engage in and develop their capacity for self-assessment, and to recognize the criteria for success.

Through the practice of ongoing assessment, reflection and moderation of student work, teachers and students develop a partnership to gain a clear insight into students' understanding and growth.

4.2.1 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 (Toddle)
- Student Led Conferences / 3-Way Conferences
- Parent Teacher Interviews
- Learning Showcases
- The Exhibition (Grade 5)
- Written reports

4.2.2 The Digital Portfolio

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 adynamic means of three-way communication between parents, students and teachers.

Each student has their own Portfolio, which is shared throughout the year with theirparents.

4.2.3 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. Thisis 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 culminatingexperience, 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 andresponsibility for their learning
- to provide students with an opportunity to explore multiple perspectives of theirinquiry
- for students to synthesize and apply their learning of previous years, and to reflecton 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 ofthe PYP
- to celebrate students' readiness for the transition to Middle School

4.2.4   PYP Grade Level Achievement Guide for Report Cards

Beginning (B): Students are working toward building knowledge and skills. They are practicing, but not yet able to showUnderstanding. They require frequent teacher support with learning.

Developing (D): Student are starting to show understanding and application of knowledge and skills. They require some teacher support with learning and collaborating with others. They are building confidence in their learning. They are working toward self-assessment.

Proficient (P): Students can understand and demonstrate knowledge, skills, and concepts at grade level benchmark standards. They can work independently and collaboratively. They can confidently communicate their learning. They are able to accurately assess the learning of self and others.

Extending (E): Students can successfully transfer knowledge and skills to new situations. They can apply their knowledge in innovative and creative ways. They can communicate their learning confidently in a variety of ways. They can use a variety of assessment tools effectively to improve learning.

4.2.5   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.

4.3 Assessment in the MYP

MYP assessment can include:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays
- Examinations
- Questionnaires
- Investigations
- Research
- Performances
- Presentations—verbal (oral or written), graphic (through various media)

(From MYP From Principles into Practice, pp86-87)

A mark for the MYP Personal Project will be included on the report card for all Grade10 students.

4.3.1   Grading

All students are assessed against the Assessment Criteria described in each MYP SubjectGuide. 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 criterion. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate eachstudent's achievement holistically. This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion- referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

4.3.2   Group work

Where students work together, students must submit evidence of their own learning and must receive individual grades.

4.3.3　Criteria and Task Specific Clarifiers

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

4.3.4　Second Chance Assessment in Gr. 6 – 8

To promote assessment for learning and to develop learners into passionate leaders, SecondChance assessment is an important part of learning for students in Grades 6 to 8.

This occurs in two ways at CISB:
1. Students receiving a grade of 1 or 2 are required to attend mandatory office hours tocomplete the task for a second time based on teacher feedback.
2. Any student who wishes to complete the work may submit the task based on teacherfeedback.

All assessment tasks need to be submitted prior to the last day of assessment for the semester. Teachers are not obligated to comment on the second submission. The highest grade will be considered for reporting purposes.

4.3.5　MYP Process for Standardization of Assessment Scoring

This process of standardization of assessment tools and scoring is ongoing among MYP teachers. "MYP assessment relies on teachers' professional judgement to develop and applyshared understanding of "what good looks like". Those understandings are best developed through a process of standardization" (Further guidance for developing MYP assessed curriculum: 2006 p7). To ensure standardization, teachers meet to moderate markings of summative assessments, including examinations, when possible. Personal Project supervisors internally standardize student grades prior to submission to the IB for external moderation

4.3.6　MYP Subject Specific Assessment Criteria

The criteria for each subject group represent the use of knowledge, understanding andskills 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
Personal Project	Planning	Applying Skills	Reflecting	-
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-

(IBO, 2017)

The total of the four assessment criterion achievement levels (maximum 32) is used todetermine 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 orsignificant 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 somebasic 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 ofmost concepts and contexts with few misunderstandings and minorgaps. 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 secureunderstanding of concepts and contexts. Demonstrates criticaland 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, frequentlywith 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 andreal-world situations.

4.3.7 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

4.3.8 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

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(IBO, 94)

4.4 Assessment in the Diploma Programme

All IB DP courses require both Internal (IA) and External Assessment (EA). Internal Assessments are assessed by CISB staff following IB issued guidelines and are 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 cardof the academic year.

4.4.1 DP Process for Standardization of Assessment Scoring

To ensure standardization, teachers meet with departmental colleagues in to moderate markings of summative assessments, including examinations when possible.

4.4.2 External Assessments
IB Summative Assessments
IB Diploma summative assessments are assessed and may be moderated externally byIB examiners or moderators against IB subject specific criteria.

4.4.3 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

4.4.4 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

4.5 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.

4.5.1 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.

4.5.2 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

4.5.3 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

4.5.4 Late Assessments

For submissions of assessments please see the Late Assessment Submission Procedure.

4.5.5 New Brunswick Provincial examinations

- Are conducted at CISB based on the requirements of the New BrunswickDepartment 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 provincialachievement

5.0 Works Cited

- Diploma Programme Assessment Procedures. International Baccalaureate Organization, 2018.IB.

- Standards and Practices: International Baccalaureate Organization, 2020.

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6.0 Approved By

Approved by: Douglas K. Prescott
Head of School/AKD Academic Superintendent