

# CIS Beijing

## Assessment Policy

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# CIS Beijing Guiding Statements

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## **SCHOOL MISSION**

Developing Learners into Passionate Leaders

## **SCHOOL VISION**

Compassionate

Inquisitive

Successful

Balanced

## **SCHOOL VALUES**

Community

Integrity

Resilience

Respect

Trust

## **SCHOOL MOTTO**

Together is Better!

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## **SECTION ONE: CISB Assessment Philosophy**

**Assessments at CISB 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 CISB **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 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.
- 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 whole school community.
- Collaboratively reviews and reflects on student performance and progress.
- Considers a variety of contexts, abilities, and the learner's academic profile, including language, 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 CISB **Academic Integrity Policy** for further details*).

### 1.3 Assessment for Parents/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.

### 1.4 Assessment at the point of admission

- Upon application to CISB prospective students are assessed using a screener and an interview with an Admissions Officer and a member of the administration as required. (*Please see the **Admissions Policy** for further details*).
- Applications are reviewed and approved by the appropriate administrator(s).
- At the point of admission, if students are identified via screening 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 students are assessed using a WIDA Screener 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 CISB Language Policy (Admissions assessment) for further details.
- Please see the CISB Inclusion Policy (Addressing Exceptional Learners) for further details.

## SECTION TWO: Personalized Learning Plans (PLPs)

At CIS Beijing, we actively facilitate the understanding that every child is unique. Every child has their own unique identity and understanding of the world. We build on each child's unique background and experiences through school to allow them to develop and grow into the best version of themselves as effective communicators, independent critical thinkers, and responsible global citizens. CIS Beijing therefore personalises each child's unique learning journey, from arrival at the school through to their graduation.

### 2.1 Assessment for Learning (AfL)

The core that runs throughout High-Quality Learning and Teaching at CIS Beijing is a school-wide focus on *Assessment for Learning*. Teachers provide ongoing personalized feedback targeted for each student to support learning growth and raise achievement. CIS Beijing has adopted a school-wide mechanism, *Personalized Learning Plans* (PLPs) to support this.

Decades of educational research into learning has consistently demonstrated that **Assessment for Learning** (AfL) is a highly effective approach in improving learning. John Hattie's research shows that effective, ongoing feedback is one of the most impactful factors on student achievement, (*Visible Learning*, 2011).

Assessment for Learning (AfL) strategies have been shown by Black and Wiliam's research; formative assessment significantly boosts student achievement compared to summative assessment (tests and exams). As a result, CISB expects teachers to provide students with ongoing, specific, and timely feedback that helps them improve their learning strategies.

John Hattie's meta-analysis validates that AfL strategies enhance metacognitive skills, self-perception, and motivation.

### 2.1.1 Effective feedback in Assessment for Learning (AfL)

It is essential for the teacher to provide targeted feedback for AfL to be effective. John Hattie's research shows that feedback is one of the most impactful factors on student achievement, with an average effect size of 0.79 – twice the average effect of all other schooling effects (*Visible Learning*, 2011).

**To have a positive effect, feedback must be task-focused, timely, specific, clear and unbiased.** Feedback as praise is motivational and is important to many learners. However, the most effective teacher feedback employs useable information about *how* students are doing and *how* they can improve to reach their goal.

CISB has created an online tool to fully utilize the benefits of the *Assessment for Learning* (AfL) approach. **Personalized Learning Plans** (PLPs) are developed and made available to both students and parents through the Toddle platform. PLPs are created for each student across the school and are updated on an ongoing basis through the year.

## 2.2 Aims of the PLP

The aim of the PLP is to actively involve students in their own learning growth and to allow parents a better understanding and insight into their child's learning journey.

## 2.3 How the PLPs work

The PLPs are ongoing formative assessment. Teachers set clear advice on exactly how and where the student can improve and move into the next grade band, wherever possible, related to the assessment criteria. The teachers and students also set goals based on this feedback.

## 2.4 PLP Conferences

The PLPs are used as the basis of the PLP Conferences (previously called the parent Student Conferences). In these meetings, the student, teacher and parent meet to discuss the

feedback in the PLPs, and the focus again is on where and how to improve. These conversations are designed to ensure that both the feedback and the actions required are fully understood by all parties.

## **SECTION THREE: 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.

### **3.1 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 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 7 & 8 will use MYP 3 assessment criteria
- Grade 9 & 10 will use MYP 5 assessment criteria

Grade 10 assessments are used to inform the selection of subjects for both the IB Diploma Programme and the Canadian High School Diploma programme. Refer to the MS/HS Promotion Policy for specific subject requirements.



Requirements of the final DP exam are discussed in department meetings to inform grade 11 and 12 assessment design. Requirements of the Canadian High School Diploma programme are also discussed in MS/HS 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 exceptional learning requirements.

## **3.2 Horizontal Articulation**

### **PYP (Grades K-5)**

The PYP program of inquiry ensures balance of the five essential elements, across a grade level's units of inquiry and stand-alone units. An ongoing curriculum review process provides opportunities for Coordinators and teachers to take part in revision of the POI as appropriate that allows for continuous and evaluation and revision.

### **MYP (Grades 6-10)**

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 the criteria 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 (Grades 11-12)**

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. CISB DP students complete external summative assessments as well as a variety of regular internal formative and summative assessments for reporting purposes and to check student progress.

## **Canadian High School Diploma (Grades 10-12)**

The Canadian High School program uses the New Brunswick curriculum standards to ensure horizontal alignment. Teachers plan units and assessments to ensure that core competencies, knowledge outcomes, and transferable skills are consistently developed across subject areas. Course load and assessment timelines are monitored to promote balance and manageable workload for students. Learning Support services, credit recovery options, and differentiated instructional strategies are used to ensure all students have pathways to success in meeting graduation requirements and post-secondary aspirations.

## **SECTION FOUR: Types Of Assessment**

### **4.1 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.

For students from Kindergarten to Grade 5, teachers use the PM Benchmark Assessment to monitor and support reading development as part of ongoing instructional practice. In addition to regular classroom observations and formative assessments, there are three main checkpoints throughout the year to administer the assessment, review student progress, and evaluate the effectiveness of reading instruction and intervention strategies.

#### **4.1.1 Formative assessment**

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. Formative assessment is used to inform teaching and is not used to create a grade for reporting purposes.

### **4.1.2 Summative assessment**

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

## **4.2 External Assessments**

### **4.2.1 NWEA Measures of Academic Progress (MAP) assessments**

The MAP assessment is a computer-adaptive, standardized tool used to measure student achievement and growth over time. MAP adjusts the difficulty of questions based on student responses, providing an individualized and accurate picture of learning. At CISB, MAP testing is administered in Reading and Mathematics for students in Grades 1 and 2, Reading, Mathematics, Science, and Language Usage for students in Grades 3 to 10, and Reading and Mathematics for students in Grade 11. The assessment evaluates key academic skills including reading comprehension, language usage, mathematical reasoning, problem-solving, and scientific understanding.

MAP results provide valuable data that teachers use alongside classroom assessments to inform instruction and support student learning. At the individual level, MAP data helps identify strengths, areas for development, and appropriate next steps for learning. At the class and grade levels, teachers analyze trends to guide differentiation, adjust curriculum planning, and target additional support or enrichment where needed. By tracking progress over multiple testing periods, MAP supports informed decision-making and promotes sustained academic growth across grade levels.

## 4.2.2 New Brunswick Provincial examinations

New Brunswick Provincial Assessments are conducted at the Canadian International School of Beijing (CISB) in accordance with the requirements of the New Brunswick Department of Education during each academic year. Assessment focus areas are determined annually by the province, with selected subject areas assessed for students in Grades 4 to 8. The data obtained from these assessments provides information on individual student achievement and supports the identification of achievement trends over time.

### English Language Proficiency Assessment (ELPA)

Students in Grade 9, as well as students who are new to CISB, are required to complete the English Language Proficiency Assessment (ELPA), which is a requirement for graduation with a Canadian (New Brunswick) High School Diploma. Students in Grades 10 to 12 complete the English Language Proficiency Re-Assessment (ELPR) if they have previously achieved a passing result.

## 4.2.3 CAT4

The Cognitive Abilities Test (CAT4) is used at the Canadian International School of Beijing with Grade 8 and Grade 10 students. CAT4 assesses the key types of reasoning ability that research has shown to influence learning and academic achievement: verbal, non-verbal, quantitative, and spatial reasoning.

**CAT4 provides an independent, standardised measure of students' cognitive ability and learning potential.** At CISB, CAT4 data is used to:

- Compare external benchmark data with internal school assessments and grading,
- Support the tracking of student progression over time,
- Identify strengths and areas for development across different reasoning domains, and
- Assist Coordinators and University Counsellors in making informed decisions about student pathways and subject placement in Grades 11 and 12.

CAT4 results are used as one source of information and are considered alongside teacher judgment, academic performance, and student aspirations to support appropriate academic guidance and placement decisions.

## **SECTION FIVE: Programmes at CISB**

### **5.1 Assessment in the CISB Montessori Programme**

The Nido 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 Nido 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 is the 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 Nido 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 their unique potential, and develop abilities to adapt to their environment that promotes their development. The benefits children derive from the play include:

<p><b>PRESENTATION</b></p> <p><i>Constructing, painting, drawing, and building their ideas.</i></p>
<p><b>INTERACTIONS</b></p> <p><i>By communicating, caring, negotiating, cooperating and sharing.</i></p>
<p><b>CONSTRUCTING</b></p> <p><i>Foundations for early literacy and numeracy.</i></p>
<p><b>GROWING</b></p> <p><i>Imaginations. experimenting and making discoveries.</i></p>
<p><b>UNDERSTANDING</b></p> <p><i>Their world by exploring the local and global community and family roles.</i></p>

## 5.2 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.

### **5.2.1 PYP Recording and Reporting**

Reporting to parents, students and teachers occurs through:

- Parent Information Sessions & Evenings
- Meet the Teacher Night
- The Digital Portfolio (Toddler)
- Student Led Conferences / PLPs Conferences
- Parent Teacher Interviews
- Learning Showcases
- The Exhibition (Grade 5)
- Written Progress and Term Reports

### **5.2.2 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 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.

### **5.2.3 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. The PYP Exhibition process at CISB 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 what 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

#### **5.2.4 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 show Understanding. 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.



### **5.2.5 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.

### **5.3 Assessment in the MYP**

Assessment in the IB Middle Years Programme is criterion related and is designed to support teaching, learning, and the development of the IB learner profile. Assessment practices are grounded in the programme's aims and objectives and are intended to measure student achievement against published MYP assessment criteria, rather than in comparison to the performance of other students.

MYP assessment is ongoing, varied, and integral to learning. Students demonstrate their understanding through a range of assessment tasks, which may include, but are not limited to:

- 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)

#### **5.3.1 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 criterion. MYP internal (school-based) assessment uses a “*best fit*” approach which is determined by median and recency. 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).

### 5.3.2 Group work

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

### 5.3.3 Criteria and Task Specific Clarifiers

MYP student work is assessed using **IB-published, subject-specific assessment criteria**. Each assessment criterion (A–D) is measured on an **8-point scale (0–8)**, as defined in the relevant MYP Subject Guide. To ensure clarity, transparency, and consistency:

- Teachers collaboratively develop task-specific clarifications aligned with the IB assessment criteria and the 8-point achievement level descriptors.
- Assessment criteria, achievement level descriptors, and task expectations are shared with and explained to students prior to assessment.
- Teachers apply a best fit approach when awarding criterion achievement levels, selecting the descriptor that most accurately reflects the student’s overall performance against the criterion.
- Collaborative marking and moderation occur where applicable to support consistent interpretation and application of the achievement level descriptors.

### 5.3.4 Second Chance Assessment in Gr. 6 – 8

To promote assessment for learning and to support student growth, *Second Chance Assessment* is an integral component of assessment practice in **Grades 6–8**. This process operates as follows:

- i) Students receiving an achievement level of 1 or 2 are required to attend mandatory Student Support Sessions to revise and resubmit the task based on teacher feedback.

- ii) Any student may request to revise and resubmit an assessment task using teacher feedback.
- iii) Teacher set a deadline for revised submissions. All assessment must be completed before the final day of assessment for the semester.
- iv) Teachers are not obligated to provide additional written feedback on revised submissions.
- v) The higher achievement level is used for reporting purposes.

### 5.3.5 MYP Process for Standardization of Assessment Scoring

Standardization of assessment tools and scoring is an ongoing, collaborative process among MYP teachers. To ensure consistency and fairness:

- MYP teachers participate in departmental moderation of summative assessments, including examinations where possible.
- Teachers collaborate to develop a shared understanding of achievement descriptors and standards.
- Personal Project supervisors internally standardize achievement levels prior to submission for IB external moderation.

### 5.3.6 MYP Subject Specific Assessment Criteria

In the Middle Years Programme, **Toddle** is used to record, track, and report student learning and achievement. Specifically, Toddle is used to:

- Record formative and summative assessment evidence aligned to **MYP assessment criteria**.
- Upload summative assessment scores within **10 working days** of an assessment being submitted or completed.
- Track student progress over time against subject-specific objectives and achievement descriptors.
- Communicate assessment feedback and learning progress with students and parents.
- G6-8 should have no more than 3 summative assessments in one week, and not more than 1 assessment per day.

- G9-10 should have no more than 4 summative assessments in one week, and not more than 1 assessment per day.

Subject	A	B	C	D
<b>Lang. &amp; Lit.</b>	Analyzing	Organizing	Producing text	Using language
<b>Lang. acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>Personal Project</b>	Planning	Applying Skills	Reflecting	-
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	-

(IBO, 2017)

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

<b>Grade Level</b>	<b>Boundary Guideline</b>	<b>Descriptor</b>
<b>1</b>	<b>1-5</b>	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.
<b>2</b>	<b>6-9</b>	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.
<b>3</b>	<b>10-14</b>	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.
<b>4</b>	<b>15-18</b>	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.
<b>5</b>	<b>19-23</b>	Produces generally high-quality work. Communicates 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.
<b>6</b>	<b>24-27</b>	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.
<b>7</b>	<b>28-32</b>	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.

### 5.3.7 MYP Reporting and Progress Reports

Progress reports are issued **twice per academic year**, in **November and April**, and provide:

- An update on student learning and performance to date,
- Identified next steps to support continued growth,
- Information on progress toward meeting MYP assessment criteria.

### 5.3.8 PLP Conferences

**PLP Conferences** are held **three times per year**, following the Semester 1 report card and each progress report. These conferences involve students, parents, and teachers and:

- Review achievement and areas for growth,
- Promote student reflection and ownership of learning,
- Support collaborative goal setting aligned with MYP assessment criteria and Approaches to Learning (ATL) skills.

### 5.3.9 Semester Reports and Best Fit Grading

Semester reports for MYP students include:

- Achievement levels for each assessment criterion
- Final subject grades (1–7) determined using a **best fit approach**
- Commentary on achievement and next steps for growth aligned to assessment criteria and ATL skills
- Attendance records
- Effort grades

Best fit grading places particular emphasis on:

- Patterns of achievement across summative assessments,
- Consistency and quality of performance over time,
- Recency of evidence demonstrating current levels of understanding.\

### 5.3.10 Effort Grades

All students receive effort grades based on a common rubric indicating:

- Exceeding expectations

- Meeting expectations
- Approaching expectations
- Not meeting expectations

Effort grades reflect the extent to which a student:

- Works effectively with others,
- Manages time and tasks effectively,
- Brings required equipment and materials to class,
- Maintains focus and minimizes distractions,
- Demonstrates persistence and perseverance.

### **5.3.11 The MYP Personal Project**

The MYP Personal Project is the culminating experience of the Middle Years Programme and is completed by all Grade 10 students. It is a student-centred, independent inquiry that allows students to demonstrate the consolidation of learning developed throughout the MYP, with a particular focus on Approaches to Learning (ATL) skills.

The Personal Project is assessed using IB-published criteria, each measured on an 8-point scale (0–8), and achievement levels are determined using a best fit approach. Assessment decisions are internally standardized and externally moderated by the IB.

The Personal Project score is reported on student report cards and included on high school transcripts as part of the student’s official academic record.

## **5.4 Assessment in the IB Diploma Programme**

Assessment in the IB Diploma Programme is criterion-related and is designed to support teaching, learning, and the development of the IB learner profile. Assessment practices are grounded in the programme’s aims and objectives and are intended to measure student achievement against published assessment criteria, rather than in comparison to the performance of other students.

Final IB Diploma grades (1–7) are awarded by the IB based on the combined performance across internal and external assessment components and are issued in July of the graduating year.

Throughout the programme, teachers use ongoing assessment evidence—including IB-style tasks and, where appropriate, components of Internal Assessment—to determine semester achievement grades reported by the school. These school-reported grades reflect student progress toward meeting IB assessment criteria but are distinct from official IB grades, which are awarded solely by the IB.

### **5.4.1 Standardization and Moderation of Assessment**

To ensure consistency and fairness in assessment practices:

- DP teachers participate in departmental moderation of summative assessments, including examinations where possible.
- IB summative assessments may be externally moderated or assessed by IB examiners against subject-specific criteria.

### **5.4.2 Recording Student Achievement**

In the IB Diploma Programme, Toddle is used to record, track, and report student learning and achievement. Specifically, Toddle is used to:

- Record formative and summative assessment evidence aligned to IB DP criteria.
- Upload summative assessment scores within 10 working days of an assessment being submitted or completed.
- Track student progress over time against subject-specific learning objectives and grade descriptors.
- Communicate assessment feedback and learning progress with students and parents.

### **5.4.3 Progress Reports**

Progress reports are issued twice per academic year, in November and April, and provide:

- An update on student learning and performance to date.
- Identified next steps to support continued growth.
- For Grade 12 students, progress reports also include achievement grades to support monitoring of readiness for final assessments.



#### 5.4.4 Personalised Learning Plan (PLP) Conferences

PLP Conferences are held three times per year, following the Semester 1 report card and each progress report. These conferences involve students, parents, and teachers and:

- Review achievements and areas for growth,
- Promote student reflection and ownership of learning,
- Support collaborative goal setting.

#### 5.4.5 Semester Reports and Best Fit Grading

Semester reports for IB Diploma Programme students include:

- A summary of course content, concepts, and skills addressed during the semester.
- Semester grades determined using a best fit approach.

Best fit grading places particular emphasis on:

- The median level of achievement across summative assessments,
- Recency of performance, and
- End-of-semester exams, which carry strong priority as the most accurate reflection of current attainment against IB standards, particularly in Grade 12 Semester 1.

Semester reports also include:

- Commentary on achievement and next steps for growth aligned to assessment criteria and work habits,
- Attendance records.

#### Effort Grades

All students receive effort grades based on a common rubric indicating:

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

Effort grades reflect the extent to which a student:

- Works effectively with others,

- Manages time and tasks effectively,
- Brings required equipment and materials to class,
- Maintains focus and minimizes distractions,
- Demonstrates persistence and perseverance.

### **5.4.6 Predicted Grades**

Predicted grades are a professional, holistic judgment made by teachers of the level of achievement a student is most likely to attain in the final IB Diploma Programme assessments. They are based on a range of evidence collected over time that demonstrates student achievement in relation to IB assessment criteria, while also considering recent performance trends and evidence of academic growth. Predicted grades are not simple averages and are not based on a single assessment.

Predicted grades are issued at different points for different purposes. October predicted grades support early or conditional university applications and reflect a student's progress at that stage of the course. March predicted grades are submitted to the IB and are used as part of the IB's assessment and results processes. Predicted grades may also be produced at other times at the request of universities. All predicted grades are reviewed by MS/HS Leadership to ensure fairness, consistency, and alignment with IB expectations. Predicted grades are not shared directly with students or parents; however, families are informed as to whether predicted grades are aligned with university entrance requirements.

### **5.4.7 Achievement Scores and Predicted Grades**

Achievement scores reflect a student's actual semester performance using a best fit approach, while predicted grades estimate likely final IB outcomes; although different in purpose, predicted grades remain firmly grounded in evidence of student achievement.

### **5.4.8 Transcripts**

Transcripts are provided as needed and summarize a student's cumulative performance across Grades 9–12, including:

- Subject-specific grades

- An explanation of the school's grading system and a conversion chart comparing IB Diploma and Canadian High School grades.

## 5.5 Assessment in the Canadian High School Programme

- Assessments are developed internally by course teachers and the department and use a variety of formats, including tests, quizzes, exams, projects, presentations, classwork, and homework.
- Student achievement is reported using percentage grades. Course final grades are calculated with 70% of the mark derived from course work and formative and summative assessments completed throughout the semester, and 30% from the end-of-semester assessment (final exam or final project)

### 5.5.1 Standardization and Moderation of Assessment

- Department teachers will participate in regular departmental moderation processes for summative assessments, including end-of-semester examinations and major projects where scheduling permits.
- Moderation activities will include:
  - collaborative item review and revision,
  - common marking guides/rubrics,
  - sampling and cross-marking student work, and
  - calibration meetings to ensure consistent application of grade descriptors and standards across classes.
- G11 & 12 should have no more than 4 summative assessments in one week, and not more than 1 assessment per day unless allowed by the program coordinator.

### 5.5.2 Recording Student Achievement (Canadian High School Programme)

Toddle is used to record, track, and report student learning and achievement in the Canadian High School Programme. Specifically, the platform will be used to:

- Record formative and summative assessment evidence aligned to course learning objectives and CHS expectations.

- Upload summative assessment scores within 10 working days of an assessment being submitted or completed.
- Track student progress over time against subject-specific learning objectives and grade descriptors.
- Communicate assessment feedback, next steps, and learning progress with students and parents.

### 5.5.3 Progress Reports

Progress reports are issued twice per academic year (November and April) and provide:

- An update on student learning and performance to date.
- Identified next steps and recommended supports to promote continued growth.
- For Grade 12 students, progress reports also include achievement grades to support monitoring of readiness for final assessments and post-secondary planning.

### 5.5.4 Personalised Learning Plan (PLP) Conferences

PLP Conferences occur three times per year: following the Semester 1 report card and after each progress report. Conferences include students, parents, and teachers and:

- Review achievements and areas for growth.
- Promote student reflection and ownership of learning.
- Support collaborative goal setting and identification of targeted supports or enrichment.

### 5.5.5 Semester Reports

Semester reports include:

- A summary of course content, key concepts, and skills addressed during the semester.
- Semester grades calculated according to assessment categories and the published weighting (coursework 70%, final assessment 30%).
  - Commentary on achievement and clearly articulated next steps for growth that align to assessment criteria and work habits.
  - Attendance records for the semester.
- Effort Grades

- All students receive effort grades based on a common rubric with these categories:
  - Exceeding expectations
  - Meeting expectations
  - Approaching expectations
  - Not meeting expectations
  
- Effort grades reflect the extent to which a student:
  - Works effectively with others,
  - Manages time and tasks effectively,
  - Brings required equipment and materials to class,
  - Maintains focus and minimizes distractions,
  - Demonstrates persistence and perseverance.

### 5.5.6 Transcripts

Transcripts are provided on request and summarize a student's cumulative performance across Grades 9–12, including:

- Subject-specific grades for completed courses.
- An explanation of the school's grading system and, where relevant, a conversion chart comparing CHS grades with other frameworks (e.g., IB or external credentialing).

## 5.5.7 CISB Canadian HS Diploma Grading Scale and Grade Boundary Descriptions

<b>A+</b> <b>97% -100</b>	Exceptional mastery of course outcomes. Work demonstrates consistently outstanding accuracy, depth of understanding, sophisticated application of skills, originality, and insightful reasoning. Student work goes beyond course expectations.
<b>A</b> <b>93%–96%</b>	Excellent mastery of course outcomes. Work is consistently accurate, thorough, and shows strong understanding and application of concepts with clear, well-supported reasoning.
<b>A-</b> <b>90%–92%</b>	Strong mastery of course outcomes. Work demonstrates high quality understanding and application with minor errors or omissions; reasoning and presentation are clear.
<b>B+</b> <b>87%–89%</b>	Above-average attainment. Student shows solid understanding and competent application of most course expectations; occasional errors or gaps do not detract from overall performance.
<b>B</b> <b>83%–86%</b>	Competent attainment. Work meets expectations with reasonable accuracy and understanding; some inconsistencies in application or reasoning may be evident.
<b>B-</b> <b>80%–82%</b>	Satisfactory attainment. Demonstrates acceptable understanding of core concepts with some gaps in accuracy, depth, or consistency.
<b>C+</b> <b>77%–79%</b>	Approaching expectations. Partial attainment of outcomes; student demonstrates some understanding and application but requires further development and support in several areas.
<b>C</b> <b>73%–76%</b>	Developing attainment. Basic understanding of key concepts with significant gaps; work shows uneven accuracy and limited depth of reasoning.
<b>C-</b> <b>70%–72%</b>	Minimum acceptable attainment. Meets the lowest acceptable standards for the course; demonstrates limited but sufficient understanding to receive credit, with clear need for improvement.
<b>D+</b> <b>67%–69%</b>	Below acceptable attainment. Limited evidence of understanding and application; student does not consistently meet course expectations and requires targeted intervention.
<b>D</b> <b>63%–66%</b>	Poor attainment. Insufficient understanding of many course outcomes; substantial gaps in knowledge and skills; significant support required.
<b>D-</b> <b>60%–62%</b>	Marginal attainment. Performance is just above failing; demonstrates minimal mastery of required outcomes; intensive remediation needed.
<b>F</b> <b>0%–59%</b>	Failing. Does not meet course expectations; insufficient evidence of learning to demonstrate mastery. Credit is not awarded.

## 5.6 MS/HS Late Submission Procedure

The aim of this procedure is to encourage students to develop self-management skills, which support success in both academic study and future employment. The development of these skills is a key element of an IB education and is embedded within the Approaches to Learning (ATL) framework.

All students are expected to submit assessments on or before the published deadline. In *all* cases where work is not submitted on time, the following procedures apply.

### 5.6.1 Formative Assessments

**Step 1:** Teachers record late formative assessments on Toddle and assign Study Hall as appropriate.

**Step 2:** If a pattern of late submissions is identified, the Grade Level Lead (GLL) is notified and a decision is made regarding parent communication or a meeting.

### 5.6.2 Summative Assessments

#### Step 1: Extension Requests

Students who wish to request an extension for a summative assessment must do so in person at least one school day prior to the submission deadline. Approval of extensions is granted at the teacher's discretion, based on the student's prior submission history and demonstrated self-management skills.

*Teachers may be more likely to support an extension when:*

- The student has consistently met deadlines in the past.
- Late submission is an isolated occurrence, rather than part of an ongoing pattern.
- The student has communicated proactively and responsibly in advance of the deadline.
- The reason provided is considered reasonable and verifiable.

*Teachers may be unlikely to support an extension when:*

- The student has a history of repeated late or missed submissions.
- Previous extensions or second chances have already been granted.
- The request is made on or after the submission deadline.
- The request reflects poor planning rather than unforeseen circumstances.

If a student is absent on the day of a summative assessment, the teacher will assign a new deadline in Toddle and notify parents.

### **5.6.3 Grade 12 Diploma Programme Coursework**

**Step 1:** For Grade 12 DP Internal Assessments (IAs), the Extended Essay (EE), and all other coursework submitted to the IB, extension requests must be approved by both the subject teacher and the DP Coordinator before an extension is granted.

#### *Extension Granted*

- Teachers record the extension in Toddle under the behaviour section, selecting:
  - *Assessment extension* as the behaviour type
  - *Study Hall* as the follow-up action
- A new deadline is documented in the notes.
- Entries are marked visible to parents and notification via email is enabled.

#### *Extension Denied or Not Requested*

- Teachers record the incident in Toddle under the behaviour section, selecting:
  - *Non-submission / incomplete* as the behaviour type
  - *Detention* as the follow-up action
- Teachers document either the second deadline or the reason the extension was not granted.
- Entries are marked visible to parents and notification via email is enabled.
- The teacher separately notifies the student and the Grade Level Lead and the Head of Department.

### **Step 2: Missed Second Deadline**

If the student misses the second deadline, the teacher assigns a **completion session**, during which the student works on and submits the assessment at the end of the session.



- The session is recorded in Toddle, marked visible to parents, with email notification enabled.
- The Grade Level Lead, Head of Department, and relevant Coordinator are notified by the teacher.

### **Step 3: Non-Completion of the Completion Session**

If the student:

- Fails to attend the completion session, or
- Has nothing to submit at the end of the session,

the student is referred to the **relevant Coordinator and the Vice Principal** for further follow-up.

## **5.7 Academic integrity**

CISB fosters a culture of academic integrity where students are expected to act in a **principled** manner, producing and submitting authentic work while acknowledging the contributions of others. To ensure this policy is robust, it must move beyond education to include **clear procedures for prevention, detection, and sanctions**. Academic misconduct—including **plagiarism, collusion, duplication of work, and unauthorized use of technology**—is strictly prohibited as it provides an unfair academic advantage.

To uphold the credibility of grades, the school utilizes professional software like **Toddle** and **Turnitin** to monitor submissions and ensure authenticity. While the school provides ongoing support and modelling of ethical practices, students are ultimately accountable for their actions. A robust policy should include a **progressive discipline system**, where initial incidents may involve reflection and parent contact, while repeated or severe infractions—such as cheating on high-stakes DP or New Brunswick examinations—can lead to a **loss of score, academic probation, or a risk to the student's diploma eligibility**.

## Standard Consequences for Academic Misconduct

A robust policy typically includes a clear escalation path to ensure fairness and consistency:

Offense Level	Potential Consequences	Required Follow-up
<b>First Offense</b>	A zero or "No Evidence" (NE) is awarded for the assignment; parents are contacted.	Student meets with the teacher and/or Grade Level Lead to discuss strategies to avoid future misconduct.
<b>Second Offense</b>	A zero for the assignment and placement on <b>Academic Probation</b> .	A formal conference is held with the student, parents, and relevant Program Coordinator (MYP/DP).
<b>Examination Misconduct</b>	Failure of the specific assessment or loss of the entire IB/NB subject score.	Immediate referral to the MS/HS Leadership and relevant external examining bodies.

*Please refer to the CISB Academic Integrity policy for details*

## Inclusion and Assessment Access

CISB is committed to providing an inclusive assessment environment that recognizes the unique identity and background of every learner. To ensure equitable opportunities for success, the school personalizes each student's learning journey and provides differentiation at the assessment level to support English as an Additional Language (EAL) learners and students with exceptional needs. This commitment is formalized through **Assessment Access Arrangements**, which are developed based on screening data or professional evaluations to remove barriers that are not being measured by the assessment criteria. These arrangements—which may include extended time, modified formats, or specialized environments—must align with both International Baccalaureate and New Brunswick requirements to maintain the integrity of the results. By proactively identifying strengths and areas for development through tools like MAP and CAT4, the school ensures that all students, including those with exceptional learning requirements, have tailored pathways to demonstrate their full potential.

## SECTION SIX: Sources Consulted

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