



ASSESSMENT POLICY

1.0 PURPOSE

At CISH assessment is integral to all teaching and learning. The prime objective of assessment is to provide feedback to the students, parents and teachers on the learning process. It involves gathering and analyzing the information that identifies students' learning ability, skills & knowledge.

Assessment is a collaboratively collected procedure which involves students' information for the students, teachers, family and the school administration.

The purpose of this document is to clarify the learning community's understanding of the assessment process within our school setting. It is a constantly evolving document that reflects our school's unique assessment needs. Our assessment philosophy applies to the whole school and is to be communicated to and understood by all continuing and new teachers, students, parents, and administrators. It is directly linked to our mission statement:

The Canadian International School of Hefei provides a world class education, developing the whole child within an empathetic, multicultural community. We are committed to enabling all students to reach their own unique potential, becoming environmentally conscious, globally minded life-long learners.

CISH Assessment Philosophy

The Canadian International School of Hefei believes that assessment is a shared responsibility between teachers, students and parents that allow students to collect their work, reflect on their strengths and plan for their own improvement. Assessments are used for evaluating, recording and reporting student progress, their primary function is to focus instruction and enhance learning. 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 attitudes 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.

2.0 Purpose of Assessment

Assessment for Students

- Share their learning and understanding with others
- demonstrate a range of knowledge, conceptual understanding and skills

- Use a variety of learning styles, multiple intelligences and abilities to express their understanding
- Know and understand in advance the criteria for producing a quality product or performance
- Participate in reflection, self- and peer-assessment
- Base their learning on real-life experiences that can lead to further inquiries
- Express different points of view and interpretations
- Analyze their learning and understand what needs to be improved.

Assessment for Teachers and Administrators

- Inform every stage of the teaching and learning process
- Plan in response to student and teacher inquiries
- Develop criteria for producing a quality product or performance
- Gather evidence from which sound conclusions can be drawn
- Provide evidence that can be effectively reported and understood by the whole school community
- Collaboratively review and reflect on student performance and progress
- Take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- Use scoring that is both analytical (separate scores for different aspects of the work) and holistic (single scores).

Assessment for Parents and Guardians

- See evidence of student learning and development.
- Develop an understanding of the student's progress.
- Provide opportunities to support and celebrate student learning.

The Primary Years Programme and the Middle Years Programme divides assessment into three components:

- Assessing – how we discover what students have learned.
- Recording – how we make note of our findings about what students have learned.
- Reporting – how we pass that information on to parents, administration and other parties directly involved in students' learning.

3.0 Types of Assessment

CISH is implementing the International Baccalaureate (IB) Programs at its Primary and Middle School levels. These programs are known as PYP and MYP. IB is a framework within which schools around the world organize the teaching and learning taking place under their jurisdiction. The IB programs are student focused and inquiry based. There is much to learn about IB, however a full explanation is not within the scope of this document. Those interested are encouraged to find the IB organization's (IBO) online presence as well as attend information sessions provided by the school or contact the school directly. CISH is a private school that uses a Canadian curriculum from the province of New Brunswick. (see their website for more information about curriculum: <http://www.gnb.ca/0000/anglophone-e.asp>) within the International Baccalaureate (IB) framework.

Reference to our school's Language Policy, which will be published on our school website, is also helpful to acquire a more in depth understanding of assessment. CISH is in the process of developing a school Inclusion Policy of which will also inform our assessment practices.

Pre-assessment occurs to make instructional decisions about students' strength and needs. Typically, this form of assessment is undertaken at the beginning of a new term or unit and acts to uncover students' prior knowledge and experiences and to inform the teacher in the planning, teaching and learning cycle. It also identifies the individual needs of the learners.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. 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 programme adjustment is needed and continue to provide learning opportunities, which aim to extend students' knowledge, understanding and skills. Formative assessment also enables learners to foster enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria needed for success.

Summative assessment aims to give teachers and students a clear insight into students' understanding. It is an opportunity for students, teachers and parents to evaluate progress and for students to demonstrate what has been learned. Summative assessment takes place at the end of the teaching and learning process. It is a formal ending point to a taught unit or of a process but not necessarily the end of student learning in the areas being assessed.

Differentiation is method used regularly by the teachers to offer specific support to students who require additional help in order to ensure that each student has an equal chance at success. For further understanding and examples of differentiation, please refer to our Inclusion Policy.

4.0 External Summative Assessments

CISH is a private school that uses Canadian Curriculum (Province of New Brunswick) within the International Baccalaureate (IB) framework. In order to meet the Canadian requirements, CISH students undergo New Brunswick Provincial Assessments. The grade levels where these external summative assessments are given may vary from year to year. These external assessments will have no impact on student achievement level and progression through the PYP and MYP. At present the schedule is as follows:

Grades 2, 4, 6 and 10 Reading English, Math and Scientific Literacies

- Grade 2 (Reading only) will begin these assessments in 2016-2017

- Grade 4 will begin these assessments in 2016-2017
- Grade 6 will begin these assessments in 2016-2017
- Grade 10 will begin these assessments in 2016-2017
- Data obtained from these assessments provide information about individual student achievement and provide a perspective on trends in schools, district, and provincial achievement in literacy.

Grades 9, 11/12 English Language Proficiency Assessment

- Grade 9- All students unless exempt
- Grades 11/12 - All students who were unsuccessful on the Grade 9 Assessment unless exempt.

(Success on this assessment is a NB provincial graduation requirement and needed for a Canadian Graduation Diploma. This is also an assessment that has no impact on student achievement levels.)

5.0 External Standardized Tests

Self-Assessment and Peer Assessment

Self-assessment allows students to become more independent, creative and critical learners by reflecting on their own work and practice. Peer assessment allows students to better understand and apply criteria as well as to engage in collaborative learning to apply criteria as well as to engage in collaborative learning.

Assessment of Students of English as Another Language (EAL)

Students in the EAL program are assessed based on the level standards for their EAL level in their EAL class. In their other classes, EAL students are assessed based on the grade appropriate standards of their subjects. Attention is paid to the progress that students are making regarding their language acquisition and their efforts in meeting grade level standards.

EAL students in the PYP/MYP, will receive a mark and/or anecdotal remarks that discusses their progress in terms of their EAL level on their report cards. Students are assessed using a standardized test to determine if they can advance to the next EAL level when both the EAL and homeroom teacher sees language growth. This standardized test examines their ability in all 4 main skill areas of language, which are reading, writing, listening and speaking. Once students are proficient in English, which is determined by assessments and in class work, they are exited from the EAL program. Student language progression is articulated in our school Language Policy.

6.0 Designing Assessments

In both the Primary and Middle Years Programs, IB unit plan templates are used to build each unit of work. 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 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.

Designing Criteria and Performance Indicators

- Student work is assessed according to criteria, which are, published by the IBO
- Task specific performance indicators are designed to help students understand the elements and standards of the assessment task, which are what the teachers expect.
- The assessment criteria and rubrics are given and explained to students before the assessment task.

Collaborative planning

- Collaborative planning ensures commonalities of teaching within a grade level and the subject area standards and benchmarks are addressed.
- Collaborative planning occurs within a grade level and within and across subject areas.
- Collaborative planning involves discussion of standardization: i.e. assessment creation and results, alignment of assessment tasks with standards and benchmarks, moderation of marking where appropriate and instructional activities.
- Specific guidelines for collaborative planning are issued by the IBO.

7.0 Assessment Practices

These are the practices that all CISH teachers use to enable students to access learning:

Collecting evidence of student learning

- Collect evidence of student performance against targeted standards and benchmarks before beginning instruction (Pre-assessment)
- Design tasks around specific standards and benchmarks
- Provide learners with criteria for success prior to the assessment
- Design assessment tools and tasks that will provide the best evidence of the intended learning taking into account diverse learning styles and needs
- Use ongoing assessment practices throughout each unit

Evaluating evidence of student learning

- Provide additional opportunities to demonstrate learning after feedback has been given where program requirements allow
- Provide opportunities for self-assessment in all summative assessment tasks
- Work that is intended as an opportunity to practice learning may be assessed but not evaluated
- Apply common rubrics for targeted standards and benchmarks and employ an internal standardization process
- Criteria and rubrics must accompany all summative tasks

Feedback to learners

- Provide timely, descriptive and actionable feedback
- Build in time to accommodate action on feedback

Recording and reporting

- Record and report by standard/criteria
- Determine final level of achievement based on criteria using the most consistent evidence of overall learning
- See Report Card section for reporting expectations

8.0 Assessment Strategies

Observations

All children are observed often and regularly, with the teacher taking a focus varying from wide angle focusing on the whole class to close-up focusing on one child or activity, and from non-participant observing from without to participant observing from within.

Portfolios

These are collections of students' work that are designed to demonstrate successes, growth, higher order thinking, creativity and reflection. Portfolios include examples of self, peer and teacher reflections.

Open - ended tasks

These are situations in which children are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a drawing, a diagram or a solution.

Selected Responses

These are single occasion, one-dimensional exercises such as tests, quizzes and examinations.

Process-focused assessments

The students' skills are observed regularly and the observations are recorded.

Performance assessments

These are assessments of goal-directed tasks with established criteria that are authentic challenges and problems. There are numerous approaches to the challenges/problems that require the use of many skills and there is rarely only one correct response. Audio, video and narrative records are often useful for this kind of assessment.

Taken together, the assessment strategies form the basis of a comprehensive approach to assessment. Whatever strategy is used, self and peer as well as teacher (and sometimes parent) reflections are seen as an important stage in the learning process. Peer reflections include reflections completed by students at different grade levels, and teacher reflections include those completed by teachers other than the homeroom or subject teacher.

9.0 Assessment Tools

Rubrics

An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as by teachers.

Exemplars

Samples of students' work that serve as concrete standards against which other samples are judged. Generally there is one benchmark for each achievement level in a scoring rubric. Each school is encouraged to set benchmarks that are appropriate and usable within their particular school context.

Checklists

These are lists of information, data, attributes or elements that should be present.

Anecdotal Records

Anecdotal records are brief written notes based on observations of students. "Learning stories" are focused, extended observations that can be analyzed later. These records need to be systematically compiled and organized.

Continuums

These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

10. Conferences

The purpose of conferences is to share information between teachers, students and parents. A school should determine the function of conferences in order to develop their structure, and this might include goal setting. These conferences may take a formal or informal structure.

The following structures can be used:

Teacher-student

These are designed to give students feedback so they can reflect on their work and further refine and develop their skills. It is important that these individual conferences occur frequently in order to support and encourage the student's learning and teacher planning.

Teacher- Teacher

These are designed to give teachers the opportunity to discuss a student's progress, challenges, etc... and effective strategies to assist student learning and development.

Parent – Teacher Conferences

These are designed to give the parents information about the student's progress development and needs, and about the school's program. Teachers should take this opportunity to gather background information, to answer the parents' questions, to address their concerns, and to help define their role in the learning process. The

parents should take the opportunity to provide the teacher with the cultural context of the student's learning.

Student-Led Conferences

Student-led conferences involve the student and the parent. The students are responsible for leading the conference, and also take responsibility for their learning by sharing the process with their parents. It may involve students demonstrating their understanding through a variety of different learning situations. There may be several conferences taking place simultaneously.

The conference will involve the students discussing and reflecting upon samples of work that they have previously chosen to share with their parents. These samples have been previously selected with guidance and support from the teacher, and could be from the student's portfolio. The student identifies strengths and areas for improvement. It enables parents to gain a clear insight into the kind of work their child is doing and offers an opportunity for them to discuss it with their child. The conferences must be carefully prepared, and time must be set-aside for the students to practice their presentations. The format of this conference will depend on the age of the student and all of the participants must understand the format and their roles prior to the conference.

11. Report Cards

Primary Years Program

Students will receive four report cards, first and third reports being progress reports.

For the progress report cards, the students are assigned academic grades based upon their progress towards meeting academic learning objectives and benchmarks. This will also include comments on your child's learning and behavior during the learning period.

The second and fourth being report cards. Students will be assigned academic grades based upon their progress meeting academic learning objectives and benchmarks. Additionally, anecdotal comments and records are provided for all subjects. They are graded upon their personal behavior and work habits with an overall effort mark.

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

Personal Behaviors and Work Habits Grading

VG: Very Good

G: Good

S: Satisfactory

N: Needs Improvement

12. Middle Years Program

Students will receive 4 reports throughout the school year. The first report card will report student progress against the IBO's 'Approaches to Learning' and the subject specific content. The ATLs are evaluated through student-led activities to gauge their overall understanding, which is then used to report on their skill levels, (Novice, Learner/Developing, Practitioner/Using, Expert/Sharing). Teachers and students comment on their intentions to improve in both areas on the first report. The second and third reports will identify student progress against the subject specific criteria and the ATLs and the fourth report card will report final achievements in each of the MYP subject groups, with a final report of the ATLs.

In the progress and final reports, students are assigned numerical grades based upon their progress towards meeting criterion objectives set out by the IBO. All subject teachers will also provide anecdotal comments of student behavior and progress within their subject.

How the final grade is achieved in the IBO grading system:

1. There is a set of objectives for each subject to match the assessment criteria.
2. Every subject has four criteria. (See Figure 1)
3. Subjects may have different numerical bands (MYP Subject-specific guides)
4. Grading is based on the level of achievements for each criterion (See Figure 2)
5. The final achievement level for all the different criteria is based on the year's summative assessments and the teacher's professional judgments. The so-called "Best-fit approach" allows the teacher to select the achievement level that best describes the student's work in all.
6. After having worked out the achievement levels for the different criteria for each subject, the achievement levels are added up. The teacher then applies the grade boundaries levels to determine the final grade for each specific subject. Grade boundaries levels are available in MYP: FPIP, IBO.2014. pg 93
7. A mark for the MYP Personal Project will be included on the report cards for all Year 5 (Grade 10) students.

MYP Summative assessment/Task Specific Clarifications:

Teachers are responsible for creating assessments tasks that are both academically rigorous and age appropriate. The IBO does not consider summative tasks that do not assess a minimum of one objective valid. (MYP: FPIP, IBO. 2014, pg 87).

Teachers maintain full choice over the number of formative and summative tasks in each unit of inquiry, but are encouraged to summatively assess a minimum of twice within each unit of inquiry. Additionally, it is strongly encouraged that teachers use task-specific clarification when preparing students for summative assessment. Task-specific clarification can be in the form of rubrics, checklists, projects sheets, etc. and should be published on the subject specific teacher's web-site, or other digital communicative platforms. (e.g. Moodle, Managebac). Teachers must be sure not to "alter the standard expected in the published criteria or introduce objectives beyond those developed in the unit". (MYP" FPIP, IBO, 2014. Pg 88.)

The MYP assessment criteria across subject groups can be summarized as follows: Figure 1 (MYP: FPIP, IBO.2014. pg. 80)

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using Language
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

				<i>contexts</i>
<i>Arts</i>	<i>Knowing and Understanding</i>	<i>Developing skills</i>	<i>Thinking Creatively</i>	<i>Responding</i>
<i>Physical and health education</i>	<i>Knowing and Understanding</i>	<i>Planning for Performance</i>	<i>Applying and Performing</i>	<i>Reflecting and Improving Performance</i>
<i>Design</i>	<i>Inquiring and Analyzing</i>	<i>Planning</i>	<i>Taking Action</i>	<i>Reflecting</i>
<i>MYP Projects</i>	<i>Investigating</i>	<i>Planning</i>	<i>Taking Action</i>	<i>Reflecting</i>
<i>Inter-disciplinary</i>	<i>Disciplinary Grounding</i>	<i>Synthesizing</i>	<i>Communicating</i>	<i>Reflecting</i>

Grading

All students are assessed against the Assessment Criteria described in each MYP Subject Guide. Each criterion is further divided into bands and each band contains a set of statements outlining their qualitative values. Each criterion strand must be evaluated twice within the academic year for each grade level and subject group. MYP criteria are equally weighted with four assessment criteria divided into various bands. The bands are then described by the level descriptors given by the subject specific criterion and/or presented in modified forms using task specific clarification.

Following the IB MYP assessment guidelines, subject grades will correspond to the following scale: Figure 2 (MYP” FPIP, IBO, 2014. Pg 93)

	Descriptor
1	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	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	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	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	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.
6	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	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.

MYP External Assessment:

Personal Project

All fifth year MYP students are required to complete the personal projects. The work is completed in the fifth year and mentors are assigned to support the students at a minimum of 25 hours per academic year. According to MYP: FPIP, “the official validation of the personal projects grades is mandatory, and required a process of external moderation of teachers’ internal assessment.” MYP: FPIP, IBO.2014. pg. 95) The internal standardization process will involve a group of teachers assigned to MYP projects mentoring, who will meet to come to a common understand of the criteria and achievement levels and how they are applied. (MYP: FPIP, IBO.2014. pg. 83)

13. Diploma Program

Reporting Periods (Semesters)

There are two reporting periods (semesters) in the year. Interim achievement grades will be reported halfway through each semester, based on assessment tasks done up to that point, and a final report will be issued at the end of each semester. Each of the two reporting periods (semesters) are independent - the achievement grades at the end of each semester are based on assessment tasks during that

semester only. Grades do not “carry over” into the next semester. The semester system is used because many universities, particularly those in North America, require transcripts from Grades 9-12, with two achievement grades from each year. In all reports, students are assigned 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, CAS (Creativity, Action, Service) and Extended Essay components.

Streams for DP Students

Students at CISH can choose to be full DP students, DP certificate candidate students, or New Brunswick stream candidates. All students, regardless of stream, will attend the same classes and complete the same internal assessments and exams. Full DP students and DP certificate candidates will also be required to complete the official IB assessments as outlined in the respective subject guides.

Grading

All IBO DP courses require both Internal (IA) and External Assessment (EA). Internal Assessments are assessed by CISH staff following IBO issued guidelines and are moderated by the IBO. External assessments are developed by the IBO and assessed externally. The combination of these two assessments will result in an IBO grade of 1 to 7, issued by the IBO in July of the graduating year. CISH will not report these official IBO 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 internal grades based upon student progress towards meeting academic learning objectives and benchmarks. The IBO’s Internal Assessment work may also be included in this mark. New Brunswick, Canada academic credits (2 for each year of a DP course) will be issued upon the successful completion of each course on the final report card of the academic year. Assessment in the DP will be:

- based upon and lead towards the types of assessment that will be used for the final formal assessment of the course
- be based upon the application of official DP criteria to a piece of work, or the application of an examination mark scheme and grade boundaries

Methods of Assessment

Many assessment tasks in the DP use assessment rubrics, just as in the MYP. These rubrics contain descriptors used to assess a student’s performance in a task. The descriptors are hierarchical and are associated with a numerical grade. Examinations in the DP generally use standardized mark schemes to arrive at a numerical grade. Assessments in the DP are rigorous and demanding. Each student at the International School of Hefei is expected to submit assignment work on or before the due date (or the negotiated deadline if an extension of time has been given). The vast majority of CISH students work hard to meet assignment deadlines.

Achievement Grade Scale

Achievement grades in all subjects in Groups 1-6 are on a 1-7 scale. General descriptors for this scale are given below:

Grade	Descriptor
1	Minimal achievement in terms of the objectives.
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.

In the core areas of Theory of Knowledge (ToK) and the Extended Essay (EE), an A-E scale is used. Descriptors for this scale are given below.

Grade	Descriptor
A	Work of an excellent standard
B	Work of a good standard
C	Work of a satisfactory standard
D	Work of a mediocre standard
E	Work of an elementary standard

IB DP Assessment Components

Each IB DP subject has a variety of assessment components that are marked using an IB rubric or mark scheme. Grade boundaries are then applied to arrive at an overall grade on the 1-7 scale for that component (A-E for ToK and EE).

IB DP Grade Boundaries

Grade boundaries for all subjects are published annually by the IB in subject reports. In some subjects, the grade boundaries remain consistent over time, while in other subjects the grade boundaries change year to year. CISH uses representative grade boundaries to accurately judge student achievement during a semester. These grade boundaries may change from year to year.

IB DP Overall Achievement Grades

To arrive at an overall achievement grade for a subject, the numerical marks for each component that has been assessed are combined together using appropriate weightings to give a total value. Overall grade boundaries are applied to give an overall achievement grade on the 1-7 scale (A-E for ToK and EE). Not all components are assessed in all subjects in all semesters of the course.

IB DP Predicted Grades

Teachers will be asked for predicted grades for each subject, to support Higher Education applications and to send to the IBO just before students sit for final exams. Predicted grades are the professional judgement of the teacher, at that moment in time, of how the student will perform in the final formal assessment. While they are informed by achievement grades in reports and by trial exam grades, they may or may not be the same as achievement grades in reports or trial exam grades. Predicted grades are not formally reported to parents, although they will be shared verbally with students as appropriate. The integrity of the process requires that students and parents are not allowed to influence teachers to give higher predicted grades.

Grade Conversion Scale for DP

While an IB grade scale of 1-7 to assess and report on student progress at CISH, there are certain cases (requirements of specific universities or transfers to another high school) which will require a percentage conversion scale to determine the range in which each IB grade lies. The following scale will be used by CISH as a guide for these incidences:

Grade	Percentage scale conversion
7	97-100%
6	93-96%
5	84-92%
4	72-83%
3	61-71%
2	50-60%
1	< 50%

14. High School Courses

Students will receive 4 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 term 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.

15. Supplemental Exams

A supplementary exam is a comprehensive exam given to a student who has failed to achieve a passing grade in a High School semester-end or year-end course. The intent of the exam is to give the student another opportunity to demonstrate that they know the required outcomes of that course.

16. Academic Honesty and Assessment

The Assessment policy above applies to authentic academic work produced by the student in manners that adhere to the CISH Academic Honesty policy. All incidences of misconduct will be investigated and dealt with according to that policy. All students, parents, and staff are to be familiar with the Academic Honesty policy and to review it at regular intervals.

17. Inclusion Policy and Assessment

Various accommodations and alternative assessment arrangements can be made here at CISH when deemed necessary. Documentation and previous samples of academic work may be necessary for such accommodations to be granted. Reference to the Inclusion Policy along with the IB document "Candidates with special assessment needs" (IBO, 2017) should be used when considering such accommodations.

18. Language Policy and Assessment

Instructional languages at CISH include English, Mandarin, and Korean. Work for these courses will be prepared in these languages as instructed by the teacher. Other than language classes, CISH subject teachers will be sure they are designing assessments for student success and minimizing the impact of language level wherever possible.

19. Admissions Policy and Assessment

During the admissions process, students and parents are to be made aware of the assessment policy. Any questions or issues relating to assessment can be discussed with the relevant programme administrator and coordinator. Open communication regarding special assessment requirements can begin at any time during the admissions process.

20. Policy Review Process

This policy will be reviewed bi-annually (before second and fourth reporting periods) by the pedagogical leadership team of the school and any proposed changes which might reflect new research, source documents or ways to improve the policy's effectiveness will be shared with the school community for their input (teachers, parents, students if appropriate and director/board) before any changes are made.

21. RELATED DOCUMENTS/REFERENCES

IBO (2007) *Making the PYP happen*, Geneva.

IBO (2009) *The Diploma Programme: From Principles into Practice*, United Kingdom

IBO (2014) *MYP: From Principles into Practice*, United Kingdom

IB Standards and Practices: Standard C4

IBO (2017) *Candidates with special assessment needs*, United Kingdom
