



TITLE: ASSESSMENT, EVALUATION, AND REPORTING OF STUDENT ACHIEVEMENT POLICY – INTERNATIONAL BACCALAUREATE PROGRAM

“Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and professional development” (Learner Profile, IB, 2013)

Assessment: Principles and Practice

As an IB world school, the Canadian International School Kunshan recognizes that teaching, learning, and assessment of that learning are essential to the success of our students. The students are at the center of the process and are actively involved in, and take responsibility for, their own assessment. Learning outcomes, which include knowledge and understanding of course content, cognitive, personal, and academic skills, should be assessed in ways that are explicitly stated for each course/assignment. These learning outcomes, and their corresponding assessments, should be the pivot around which the whole course is developed.

CISK believes that assessment

- Is used as, of and for learning;
- Celebrates what our students know, can do, and are able to apply;
- Monitors the progress of students learning and achievement;
- Produces coherent feedback for students, parents and external institutions; and
- Informs teaching practices and curriculum and assessment review.

CISK recognizes that students

- Have different learning styles;
- Have different cultural experience, expectations and needs;
- Perform differently according to the context of learning;
- Need to be informed of their strengths and areas for improvement
- Should receive personal, timely, and constructive feedback

Throughout every course and instructional process assessment should

- Align with the IB and school aims and philosophies;
- Account for a variety of learning styles;

- Be differentiated to account for the diverse backgrounds and experiences of learners;
- Provide a wide range of assessment types and opportunities that engage and excite students;
- Be criteria-related using published learning objectives mandated by the IB and made clear to all students by teachers before any assessment begins;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Relevant, meaningful, challenging, and grounded in the real world whenever possible
- Allow students to evaluate their progress and set effective goals;
- Allow the school to evaluate the success in meeting specific learning objectives;
- Be internally standardized both at department and grade level, and between the PYP, MYP and DP programs, to ensure consistency;
- Assessment is based on a continuous cycle of observation, communication and production, along with the teachers own professional judgment

IBDP Assessment Specifics

Guidelines for IBDP Assessment Practice

1. All assessment at CISK is criterion-related. The Diploma Programme uses distinct schemes and subject-specific criteria. The final report cards and transcript levels for each course in the DP are out of 7. Grade boundaries, dictated by the IB, are applied to determine the final level out of 7.
2. Decimals, percentages, and fractions are not consistent with criterion-related assessment and are not used at CISK.
3. All internal assessment should be designed to be formative in nature and summative where appropriate.
4. Teachers should scaffold assessment tasks through the program, or adapt examination criteria, so students in the first year of study have access to the full range of assessment grades.
5. IBDP students and parents must be provided with the assessment breakdown and criteria for each course and IBDP core component
6. Assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and externally assessment. Teachers must explain what is required for students to fulfill the criteria for any particular piece of work.
7. Feedback to students should be prompt (within 10 working days of work being submitted) and supportive.
8. Teachers must keep a clear and accurate record of all assessment activities using the reporting section of Managebac.

9. When using criterion-related assessment, student answers should be placed where the majority of the descriptors correspond to the student's work. Teachers should adopt a "best-fit" model when deciding on a final assessment level.
10. If a teacher suspects a student is guilty of academic malpractice, they should not award a level of achievement and refer to the CISK Academic Integrity Policy for further guidance. If a teacher suspects a DP student may have breached the school's standards of academic integrity, they will inform the appropriate IB Coordinator. Working together, the Coordinator and teacher will use the academic integrity policy to inform their final decision regarding the supposed breach.

Supporting Assessment

The teacher can expect the student to

- Be on time to class and full prepared with all the appropriate materials for classroom work and activities;
- Respect others' right to learn and to collaborate constructively with peers;
- Submit any required work – homework, classwork, assignments, projects etc. – on time and with due diligence;
- Present work neatly and appropriately, ie. Written work in blue or black ink, rulers used for graphs, pencil used for diagrams.

The student can expect the teacher to

- Clearly identify the requirements and expectations for each piece of work, providing students with task specific rubrics and clarification of relevant assessment criteria;
- Provide adequate time for students to complete any assessment task;
- Provide access to any materials needed for the successful completion of the assessment task;
- Assess all work appropriately (corrections, comments etc.) and return it to students in good time. Students can expect a minor assessment to be returned within 5 school days and larger project based work to be returned within 10 school days.

CISK encourages parents to offer constructive and positive support as their children complete their assessments; however, this support should not go as far as to compromise the authenticity or academic honesty of a child's work.

The school recommends that

- A student provided with a quiet space at home and adequate time to complete their school work;
- A student to have access to a computer;
- A student have access to the internet and a library

*computer and internet access is available on campus during school hours

Types of IB Assessment

There are two different types of summative IB assessment tools which are used for determination of final IB grades: internal and external assessments. Detailed IB policies and guidelines outline the conditions under which these tools must be administered.

Internal Assessments

- IB internal assessments are completed throughout the two year program
- CISK teachers are responsible for marking these assessments on site and the grade will count as part of the students' final IB grade.
- The marks for the internal assessments are submitted to the IB, along with a sample of the student work marked by the IB teacher. The moderator at the IB then evaluates how the teacher applied the IB marking rubric and may choose to adjust the marks of the assignment up or down.
- Students will receive ongoing instruction, feedback and practice throughout their courses to prepare them for internal assessments. Internal assessments allow students to demonstrate their understanding and knowledge outside of formal examinations.
- Examples of these internal assessments include, but are not limited to, the English individual oral commentary, historical investigations, laboratory reports and math explorations.

Internal Assessment Criteria

Every IB subject has detailed and specific criteria and expectations for evaluation. Every IB teacher will follow the guidelines to ensure fair and effective grading of all assessments. To determine a final mark the teacher will choose a level of achievement that best matches the work being evaluated. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. All internal assessments are marked on a scale of 1 (low) to 7 (high).

Scheduling of Internal Assessments

CISK IB teachers use the internal CISK IB calendar when planning assessments to maximize student achievement and minimize student stress. The due dates for all IB internal assessments are established with other IB teachers in order to spread out the workload of the IB Diploma Programme over the two years and avoid overlap. These due dates will be shared with students in a variety of ways including in class and on Managebac. No two internal assessments will be scheduled within three days of one another.

External Assessments

IB external assessments are assessments that are completed by students at CISK while overseen by CISK teachers, but are sent away after completion to be marked by external IB examiners.

Final examinations are the main form of external assessment but include other work such as the Extended Essay and TOK Essay.

School-Based Assessment

IB teachers also use school-based student assessment in addition to IB internal and external assessments. These school-based assessments are teacher developed and essential for student success. These assessments can include but are not limited to discussions, projects, teacher observations, tests, quizzes and debates. All school-based assessments will be based on and develop skills needed to complete the formal IB internal and external assessments. These school-based assessments will also contribute to the students' predicted grade but will not contribute in any way to the student's final IB grade, which is awarded by the IB in July of the second IB year.

Predicted Grades

In accordance with the IB expectations, IB teachers will determine Predicted Grades for their IB students. Predicted Grades are a measure of students' achievement generated by the teacher using school-based assessments, IB internal assessments, mock examinations, observation and professional judgment. These predicted grades will be in effect for university applications and remain in effect until official IB grades based on final exams and assessments are released the first week of July of year 2. The predicted grades will form the basis for the final report card, university application and any award recognition at CISK.

Once the final grades are released to the IB students in July of their second year, the results will be reflected in their CISK transcript. If the IB grade does not match the predicted grade, the CISK transcript will be adjusted up or down as the final result demands.

Examinations

The dates for the official IB examinations are set by the IB and given to students a year in advance. IB exams are conducted in strict accordance with IB regulations. Mock exams will be conducted in February and June of year one and February of year two. The goal of these mock exams is to help students feel prepared and reduce the stress surrounding their final examinations. IB final examinations make up approximately 70% of the students' final grades but this percentage varies from course to course.

Grade 11 IBDP mock examinations will include questions on material completed over the entire course of study up until each examination respectively. Questions will be modelled after official IB exam-style questions and papers will reflect what students will experience during actual formal exams. The grades awarded will count heavily towards their first and second set of grades recorded on their reports.

Grade 12 IBDP mock examinations in February of year 2 will include questions on material completed over the entire course of study. Questions will be modelled after official IB exam-style questions and papers will reflect what students will experience during actual formal exams. The grades awarded, combined with marks from formal internal assessments, will count for the entirety of the student's final predicted grade submitted to the IB.

Please note: Teachers should give students clear guidelines regarding material to be included in any summative examination and provide plenty of practice and model assessments to prepare them throughout the program.

CISK IBDP Examination Protocol

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a transparent re-sealable container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - a. General stationary (pens, pencils, colour pencils, ruler, eraser). If a pencil case is used, it must be transparent.
 - b. Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
4. The exam invigilator will decide where each student sits during the examination.
5. Students must remain seated until permission is given to leave the examination room.
6. The instructions of the examination invigilator must be obeyed. The invigilator has the right to expel from the examination room any student whose behaviour is interfering with the proper conduct of examinations.

Late arrival

7. Student will be allowed into the examination room late at the discretion of the IBDP Coordinator and examination invigilator.
8. No additional time will be allowed for students arriving late for the examination.

Temporary Absence

9. During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.
10. All temporary absences will be monitored by a teacher.

Malpractice

11. During an examination, and at other time specified by the invigilator, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
12. If a student finds they have accidentally taken unauthorized material (papers, books, notes of any kind) into the examination, this material must be given to the invigilator immediately. Failure to do so may result in no grade being awarded for the examination.

Early Departures

13. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave prior to the end of the exam.
14. If a student leaves the exam before the scheduled finishing time, the student will not be allowed to return.

End of the Examination

15. No examination materials – examination papers, answer papers, rough work – may be taken out of the examination room.
16. Students must leave the examination room in a quiet and orderly manner.

Reporting IBDP Student Achievement

In each subject, the award of a summative semester grade requires the translation of a variety of criteria referenced grades awarded throughout each semester into a single 1-7 grade. Each subject has specific criteria measured on numeric scales. Each teacher must have a thorough understanding of these criteria and they must be identified in their curriculum documentation and syllabi.

The final grades awarded to IBDP students are based on mock internal and external assessments, course work, and the teacher’s professional judgment. Student achievement is measured against moderated grade boundaries, based on boundaries published by the IB using the 1-7 scale.

IB Grading Scale

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance

An IBDP student may receive a level 0 if the work has *either* not been handed in, *or* the material is entirely irrelevant/incorrect.

A grade of 4 in the Diploma Programme is commonly seen as the minimum requirement to secure a passing grade in external examinations. The parents of students who may be at risk of scoring less than a 4 at the end of a semester should be engaged in a dialogue with the teacher and/or IBDP Coordinator aimed at implementing measures to improve learning. Parents should be forewarned of their child receiving a grade lower than 4, with sufficient time subsequently available to give the student the opportunity to change their approach to learning and improve their performance. If the student has a learning issue, the school may develop and

individualized learning plan to help support the student. In this case, the coordinator will work closely with the family and the IB to ensure the student can be as successful as possible. Additional documentation from the family and school may be required.

Prior to the release of semester grades the IBDP Coordinator must be informed of any grade of 3 or below. The teacher awarding the grade of 3 or below should also supply the coordinator with all relevant correspondence with the student and parents, and all information about measures taken to address the student’s difficulties.

For students who are not meeting minimum requirements regarding their performance, the school will work closely with the family to develop a plan to support the student in getting back on track. The school reserves the right to move a student to certificate stream at any point based on performance, work ethic, or any other circumstances.

Transcripts for University Application or Transfer

Official transcripts are required to be submitted to universities via a variety of channels for consideration of admission and scholarships. CISK IBDP students receive one official transcript. This transcript will display the 1-7 interim and formal predicted grades based on school-based assessments, IB internal assessments, mock examinations, observation and professional judgment. These transcripts will be available to all IBDP students after the release of their first formal report card in January of year 1. Transcripts will be updated after each additional set of examinations, with the final copy being released on July 10 after the release of formal IB results. The coordinator will work with students and schools to ensure final IB grades are sent to all relevant parties.

Report Schedule

Formal progress and semester reports will be provided 7 times over the course of the IBDP at CISK. A summary of the content and timeline for these reports can be seen in the following table.

	Report	Timeline	Content	Grade Makeup
Year 1	Progress Report 1	November	An introduction to student’s progress in the IBDP. -student progress -student effort -ATL skill development	-course work
	Formal Report 1	February	A summary of achievement for the first semester of the IBDP -grade -student effort -ATL skill development -TOK/EE/CAS progress	-course work -February mock examinations -mock internal assessments
	Formal Report 2	June	A summary of achievement for the first year of the IBDP	-mock/final internal assessments

			- grade -student effort -ATL skill development -TOK/EE/CAS progress	-June mock examinations
Year 2	Progress Report 1	November	Anticipated final grades for use for university applications -grade -student effort -ATL skill development -TOK/EE/CAS progress	-mock/final internal assessments -previous grade
	Formal Report 1	February	Anticipated final predicted grades for use for university applications -predicted grade -student effort -ATL skill development -TOK/EE/CAS progress	-mock/final internal assessments -February mock examinations
	Formal Report 2	April	-Final IBDP predicted grades and completion of TOK/EE/CAS for submission to the IB -predicted grade -ATL skills development -TOK/EE/CAS grades/completion	-final internal assessments -February mock examinations -TOK exhibition/essay -EE grade -CAS completion
	Formal IB Transcript/CISK Transcript	July	-Final report released from IB on July 5 with final grade, CAS completion, TOK and EE -CISK final transcript with updated final grades, formally stamped.	-IB examinations and assessments

Submission of Student Work

All summative assessment and mock/formal internal assessments must be posted on Managebac at least 1 week before the deadline. The Managebac notification should include the following features:

- Indication of task concept and conceptual understanding;
- Form of the task (e.g. Essay, report, presentation, oral, etc.);
- The criteria being assessed/mark scheme;
- The tasks due date;
- Any other supporting documentation necessary for the task.

Time, Procedures, and Penalties

All work is expected to be submitted on the due date at the time specified on the assignment sheet or on Managebac.

Work must be submitted to the relevant teacher or online when requested.

It is the responsibility of the student to ensure that the work has been received by their teacher.

There will be consequences for late submission of work. In most cases this will be determined by the professional judgment of the classroom teachers and may take into consideration the following factors:

- The student's current stage in the program;
- Previous occurrences;
- The student's academic history (e.g. specific learning needs);
- Other personal issues.

Parents will be notified in writing when assessment is not submitted on the due date.

In serious instances/re-occurrences. The DP Coordinator and homeroom teacher will meet with the students and parents.

For final IBDP internal assessment deadlines set formally in the CISK IBDP internal assessment calendar, no exceptions will be made for late work. Depending on the task, this could result in failure of a course or the diploma as a whole. It is expected that teachers and coordinators keep parents well informed if a student is at risk of missing one of these deadlines.

If the student is absent on the day work is due, they must submit their work online on the due date, or the following school day for assessments that require a hard copy. Illness or emergency that affects formal internal deadlines will be dealt with on a case-by-case basis and will need to be supported by medical documentation.

If a student is absent on the day an assessment is due to be completed in class, they must see their teacher on their first day back, before attending any classes, to organize a time to catch-up on the missed task. Illness or emergency that affects formal in-class internal deadlines will be dealt with on a case-by-case basis and will need to be supported by medical documentation. When scheduling a time to complete a missed task, the teacher will take into account the student's circumstances (e.g. recovery from a sickness) during their preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made and documentation may need to be provided by the student.

A student may apply for an extension through their subject teacher prior to the due date. Students must have a valid reason for application, and if approved, a new date will be set for submission. Documentation may be required to back up this decision.

Academic Honesty

If a teacher suspects malpractice, they will refer to the school's Academic Honesty Policy for guidance and consult with leadership for support if required. It is expected that teachers will

allow for submission through Managebac whenever possible so assessments can be processed by Turnitin to check for plagiarism.

Homework

Teachers will refer to the school's Homework policy for specific expectations regarding homework in the IBDP at CISK.

Policy last updated: August 2022

Next review: August 2023