



Canadian International School Bangladesh Assessment Policy



Mission Statement

Through the promotion of academic excellence, CISB strives to develop individuals for our society who, through understanding, tolerance, and respect, will help to create a safe place where children become lifelong learners, where excellence is tempered with compassion, and where success is moderated by spiritual understanding.

Name of the Document:	Assessment Policy
People Responsible for Assessment Policy:	
1.	Janice Smales (Principal)
2.	Dewan Mehtauddin (DPC)
Communication Channel and Availability:	1. Official Web Page 2. Teachers' Handbook
Target Audience:	Any Internal and External Stakeholders of the school including but not limited to Students, Parents, Teachers
Policy Effective Date:	September, 2023
Last Review Date:	July 16, 2023
Next Review Date:	July 10 ,2024
Policy Review Criteria:	Annually
Policy Review Team:	Principal, DPC, All IBDP teachers, a parent and student

CISB Assessment Policy and Procedures

Canadian International School Bangladesh seeks to have each student discover and develop his/her capabilities and achieve personal excellence. Formative and summative assessments as well as teacher observations provide measures of a student's growth that can serve to guide new learning strategies as well as evaluate progress in the preparation for future education. The Principal, in consultation with the faculty, shall establish an assessment program, to administer to students periodically in accordance to the curriculum they are undertaking.

To understand excellence, students should be aware of what constitutes high achievement through teachers sharing rubrics and assessment criteria.

Purpose of Assessment

Assessment Should:

- Provide feedback and support to students
- Develop further understanding of skills, knowledge, and concepts in each subject
- Provide opportunities for students to apply what they know in unfamiliar contexts to demonstrate deep understanding
- Provide feedback for teachers to monitor the effectiveness of their course

Principles of Assessment

- Assessment should reflect student achievement after learning and will not always reflect effort or understanding after the assessment
- Assessment is continuous throughout the year to guide students in their learning
- Students should be encouraged to be responsible for their own learning through self-reflection and peer assessment

School Expectations on Assessment:

The School Should:

- Produce examination/test timetables with enough notice for students and teachers (refer to Internal Assessment Deadlines in appendix section)
- Keep records of student attainment and progress, credit check and end of semester report card (see appendix section)
- Publish program subject guides, assessment criteria and exam schedule through the school website

Teachers Should:

- Share assessment criteria and rubrics for each subject in advance to ensure that students become familiar with the expectations of program curriculum. Rubrics are posted on teachers' Google classroom
- Provide students with samples of graded work, which may have been produced by CISB students or taken from the official "Teachers support material"
- Use a mark scheme or rubric which shows the student what constitutes a successful piece of work
- Return work in a timely fashion with constructive feedback and publish grades in PowerSchool
- Collaborate with colleagues to ensure that a balance of assessment tasks through curriculum mapping
- Post deadlines for assignments on Google drive (access only for students and parents) as well as enforce the use of student agenda books to record these
- Use a variety of assessment; example oral/interview, presentation, tests
- Communicate with parents regularly and immediately in case of concern, i.e. students with grades of D or below

Students Should:

- Be responsible for making note of ALL homework tasks and deadlines
- Use the mark schemes or rubrics provided by teachers to achieve their best work
- Submit work by the due date
- Engage in peer review and adjust work accordingly
- Correct mistakes when work is returned to them
- Honor academic integrity always and understand the consequences if they do not (please refer to the CISB Academic Integrity Policy)

Parents Should:

- Support student adherence to set deadlines for work
- Help motivate their child(ren)
- Help create an environment that is to the benefit of their child
- Be aware of how much support with your child's assignments/assessments are provided by tutors

All the above expectations exist to ensure that all students reach their full potential.

Reporting to Parents

CISB uses PowerSchool, a password protected web-based student information system, to track academic progress. One of the benefits of this program is that it allows the parent or guardian to easily track the student's academic progress.

Parents of students can always access their child's grades on PowerSchool and are encouraged to do so at regular intervals. Progress reports may be sent home at any given point during the year at the discretion of the teacher.

Reporting on Student Progress

CISB officially reports on students' progress through two parent teacher conferences held November and April, and in January and June through written report cards. If necessary, more regular meetings are held between the teacher and parents. Report card comments have been standardized for all subject areas and aligned with appropriate assessment criteria.

Types of Assessments CISB Uses

Formative Assessment:

- Allows teachers to monitor students' progress towards meeting program standards
- Gives feedback to students as they are learning
- Allows students and teachers to identify students' strengths and weaknesses
- Shows students how they can improve.
- Examples: entry/exit slips, interview assessments, Kahoot survey

Summative Assessment

- Judges the level of student understanding at the end of learning
- Will require students to apply their learning to a new context
- Examples: end of unit tests, mid-term/final exams, end of year project/portfolio

Nova Scotia High School:

The students undertaking the Nova Scotia curriculum, all upper school students Grades 10 – 12 must take two formal written examination sessions each year as well as two midterm examinations. Semester exam takes place in January and the final exam takes place in June.

Yearly
November 202_ Nova Scotia Progress Report/Parent Teacher Meeting
January 202_ Nova Scotia End Semester 1 Progress Report
April 202_ Nova Scotia Progress Report/ Parent Teacher Meeting
June 202_ Nova Scotia Final Report

IBDP Grades 11 and 12

IB assessment is **criterion-related rather than norm-referenced**. This means that a rubric, with a scale of 1-7 (7 being highest), is used to appraise student work in relation to identified levels of attainment. For some components, assessment is measured through “mark schemes” aligned to the relevant IB subject's formal Aims and Objectives or Assessment Criteria for Internal Assessments.

IB Homework Time Allocation (Grade 11/12) The IB program expects a level of study equivalent to college work. IB students should expect to do anywhere from 3 to 4 hours of homework each day, 5 to 6 days each week. Extra homework time (beyond usual expectation) is advised for there are several assignments that require completion. Research towards the completion of Internal assessments for every subject or review of material already covered in class is expected.

Students enrolled in the IB Diploma Program will adhere to the following scheduled Internal and External assessments.

Internal Assessment Timelines- IBDP Year 1 And Year 2

Evaluation often models the formal assessment officially set by IBO for the span of Two years which are pre-set for the entire IB Diploma Program. IBDP official Internal and External Assessment is undertaken by all Diploma Program teachers according to the IBDP Handbook of Procedures.

Some assessments in IBDP are external, such as the official IB exams which are held in May and are graded externally by IB examiners. Other assessments are **internal**, graded by the subject teachers and sent to IB examiners for moderation.

All IB teachers are responsible for respecting IB deadlines and for setting internal timelines for students that take into consideration the following:

- Respecting students’ workload and avoiding over-stressing the candidates
- Providing timely feedback to candidates on written work
- Allowing teachers time to check for authenticity before submitting candidates’ work to the examiners
- Giving teachers time for internal moderation
-

CISB Examination Sessions

IB seniors take their **IB mock exams** during the semester exam in January prior to their official IB exams which occur during the month of May.

Year 1	Year 2
November 202_ IBDP student performance update	November 202_ Language A: IA/IBDP Mock Practice and student performance update
January 202_ IBDP Progress Report	January 202_ French: IA/ IBDP Progress Report (Pre-Mock exam)
March 202_ IBDP student performance update	March 202_ IBDP Mock Exam
June 202_ IBDP Progress Report	April/May 202_ IBDP Finals

IBDP Academic Grading Scale And Grade Boundaries

7	Demonstrates: excellent understanding and application of skills, knowledge, and concepts; responses that show relevant evidence of applying skills, communicates knowledge and concepts effectively using appropriate terminology and conventions; insights and analysis consistently demonstrates originality.
6	Demonstrates: very good understanding and application of skills, knowledge, and concepts; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; communicates almost always effectively using appropriate terminology and conventions; insights and analysis frequently demonstrates originality.
5	Demonstrates: good understanding and application of skills, knowledge, and concepts; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression; work, overall, generally shows understanding, insight, and analysis with independence and originality; communicates with a good degree of effectiveness.
4	Demonstrates: adequate knowledge and understanding of the main relevant skills and concepts; responses that are generally valid in analysis and/or synthesis; some evidence of reasonable understanding and insight; communicates with an adequate degree of effectiveness.
3	Demonstrates: some knowledge and understanding of the main relevant skills; responses that are only sometimes valid and/or appropriately detailed; some evidence of a structure within which the thoughts and feelings of the work(s) are explored; communicates with some degree of effectiveness using partial knowledge.
2	Demonstrates: superficial knowledge and understanding of the main relevant skills; responses that are of generally limited validity; limited awareness of insight or analysis and shows clear evidence of difficulties and the possible need of extra support; communicates with limited degree of effectiveness using rudimentary terminology.
1	Demonstrates: very rudimentary knowledge and understanding of the main relevant skills; responses that are of very limited validity; no awareness of insight or analysis and shows difficulties in some areas, even with some support; does not communicate effectively.

Withdrawal for IB Course(s)

Students enrolled in the IB Diploma program can withdraw from the program and be awarded Nova Scotia credit for equivalent courses where the student meets the outcomes of corresponding Nova Scotia courses to the satisfaction of his/her teacher. In addition, schools may assign appropriate adjusted grades internally to enable IB schools to make valid comparisons between students enrolled in IBDP and those enrolled in Nova Scotia courses for scholarships etc. using the following conversion scale:

Conversion Scale IB Grade Conversion	
7	99-100
6	92-98
5	84-91
4	77-83
3	70-76
2	50-69
1	Failing

Students will not receive credit for both a IBDP course and an equivalent Nova Scotia course.

Predicted Grades

The Predicted Grade (PG) is the teacher's prediction of the grade the candidate is to realistically achieve in the subject, based on all the evidence of the candidate's work and the teacher's knowledge of the IB standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies significantly from the predicted grade. At CISB the predicted grade of the student will be based on the IA, End I,II Semester exams and a PG test taken in October.

It is CISB's policy that individual teachers are free to inform students of their PG's, but the IB Office will not directly release PG's to students or parents. Where there is more than one teacher in the subject, the work submitted to the IB will be marked by both teachers and a mark will be determined. The mark for the assignment is to be based on the assessment criteria for the task. The teachers are expected to use a "best-fit" approach to marking

Appendix

- Report Card
- IA Calendar
- Credit Check



Senior High International Bacculaureate
Semester 1 - 2018-2019

CANADIAN INTERNATIONAL SCHOOL BANGLADESH

Campus: Plot# 110, Road # 27, Block # A,
Banani, Dhaka, Bangladesh

STUDENT:

STUDENT NUMBER:

Hotlines: +8801841461000

GRADE LEVEL:

HOMEROOM:

PRINCIPAL:

<p>The Learner Profile C - consistently demonstrates U - usually demonstrates S - sometimes demonstrates R - rarely demonstrates</p> <p>Classwork and Assignments</p> <ul style="list-style-type: none"> • Completes classwork • Completes homework • Strives to produce quality work <p>Interactions with Others</p> <ul style="list-style-type: none"> • Interacts positively • Resolves conflicts appropriately • Works collaboratively <p>Organizational Skills</p> <ul style="list-style-type: none"> • Comes prepared for class • Manages own materials and belongings • Uses time efficiently <p>Responsibility and Independence</p> <ul style="list-style-type: none"> • Accepts responsibility for own actions • Arrives on time for class • Follows instructions/directions/rules and routines • Respects school property and the property of others • Works independently 													

Student Attendance			
Course	Number of Absences	Course	Number of Absences

Student:
Provincial Student ID #:

Grade 11 - JANUARY 2019 Report Card: CANADIAN INTERNATIONAL SCHOOL BANGLADESH

International Baccalaureate Grading System	
7 - Excellent	3 - Marginal
6 - Very Good	2 - Poor
5 - Good	1 - Very Poor
4 - Satisfactory	IP - In Progress denotes that there are remaining course requirements to be met.
N - No grade.	WD - Withdrawn from course.

Course: Teacher:	Nov:	Feb:	Apr:	Jun:	Final:

Course: Teacher:	Nov:	Feb:	Apr:	Jun:	Final:

Course: Teacher:	Nov:	Feb:	Apr:	Jun:	Final:

Student:
Provincial Student ID #:

Grade 11 - JANUARY 2019 Report Card: CANADIAN INTERNATIONAL SCHOOL BANGLADESH

Course: Teacher:	Nov:	Feb:	Apr:	Jun:	Final:

Choudhury, Rajonna (Rajonna)
3800133096

DOB: 08/29/2005 HR: 11

Total Credits Earned: 18.0

	Level	Grade	Credit
20-21			
ENGLISH 10 PLUS	10	84	2.0
EXPLORING TECHNOLOGY 10 ACAD	10	99	1.0
CORE FRENCH 10	10	90	1.0
MATHEMATICS 10	10	97	2.0
SCIENCE 10	10	87	1.0
VISUAL ARTS 10	10	98	1.0
21-22			
CHEMISTRY 11	11	94	1.0
CHEMISTRY 12	12	95	1.0
CANADIAN HISTORY 11	11	90	1.0
ENGLISH 11	11	93	1.0
ENTREPRENEURSHIP 12	12	86	1.0
CORE FRENCH 11	11	91	1.0
MATHEMATICS 11	11	96	1.0
PRE_CALCULUS 11	11	97	1.0
PHYSICAL EDUCATION 10	10	88	1.0
PHYSICS 11	11	97	1.0

21-22 Canadian International School Bangladesh		
CHEMISTRY 12	95/Final	
ENGLISH 11	93/Final	
PRE_CALCULUS 11	97/Final	
PHYSICAL EDUCATION 10	88/Final	
PHYSICS 11	97/Final	

Graduation Requirement Checklist			
English	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Math	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	<input type="checkbox"/>	<input type="checkbox"/>	
Fine Art	<input type="checkbox"/>	PE	<input type="checkbox"/>
Cdn. Study	<input type="checkbox"/>	Global	<input type="checkbox"/>
Tech/Math/Sci	<input type="checkbox"/>		
Other	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Total potential credits _____			
No more than 7 level 10 credits _____			
5 level 12 credits _____			
Total potential credits verified			
Signed: _____			
Date: _____			

All students must complete the following information. You must complete a new form if you change any of the above courses.

- Is the above information complete & correct in every detail? Yes ___ No ___
If no, identify the problem. _____
- Have you received high school credits not listed above? Yes ___ No ___
If yes, other school(s) you attended _____ and years _____
- Are you planning to receive additional credits from another source (i.e. correspondence study)? Yes ___ No ___
If yes, source _____ and course(s) _____
- Please provide any information that may affect your ability to graduate as scheduled.

I certify this information to be correct. Signed: _____ Date: _____

Resources:

1. *IBO, Diploma Program assessment procedures*
2. *American School of Milan in our preparation of this policy.*
3. *Footnote 1: IBO, Guidelines for developing a school assessment policy in the Diploma Program, 2010*
4. *Soft landing Guide from Nova Scotia, January 2020*