

2022-2023 CIC assessment policy



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mission

To provide excellence in a PN-12 English-speaking environment, and fully prepare each student to prosper in a borderless and innovation-based world.

vision

To become Venezuela's most aspirational PN-12 learning environment.

expected school-wide learning results

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.

Effective Communicators Who:

- Read, write, speak, view, and present, and listen effectively and correctly in English.
- Reflect and critically evaluate oral, written, and visual information.
- Understand, follow, and give directions.
- Communicate clearly and appropriately for various outcomes, cultures, and points of view.
- Collaborate and communicate with honesty and integrity.

Life-long Reflective Learners Who:

- Think about their own thinking.
- Recognize and develop strengths and talents.
- Assess and improve weaknesses and limitations.
- Take an active role in their own learning process.
- Work independently and self directed.

**Socially Responsible
Global Citizens Who:**

- Demonstrate knowledge and awareness of social problems and their implications in both, their own and global communities.
- Participate actively and contribute responsibly in projects that improve the community.
- Respect cultural diversity via collaboration and self and community advocacy.
- Identify and address environmental concerns that affect communities around the world are globally responsible citizens through self-awareness, empathy, and understanding.

**Critical Thinkers and
Problem Solvers Who:**

- Demonstrate intellectual curiosity and independent as well as collaborative learning.
- Demonstrate the ability to use reasoning skills combined with ethical and/or moral values to solve complex problems.
- Utilize technology appropriately to gain information and solve problems.
- Apply knowledge and skills to new situations.
- Make sense of problems and persevere in solving them.

CIC assessment policy PN-12

assessment principles

ESLRs are a set of expectations that articulates what each student should know, understand and be able to do upon leaving CIC.

At CIC we believe that:

- Assessment should improve student learning and teaching.
- There should be clear alignment amongst learning standards, what is assessed, and what is reported.
- Assessment tools should provide 'best' evidence of achievement of the selected learning standards and equal opportunities for all students regardless of gender, culture and special needs.
- Students retain more of their learning for longer when regularly assessed 'in-context' and should be actively involved in decisions about their work.
- Attributes in the IB Learner Profile as well as the skills in Approaches to Learning can and should be assessed qualitatively.
- Criterion referenced assessment should be used to guide students and teachers when conducting, evaluating and grading work.
- Data from assessment is an essential tool for improving both the curriculum and teaching practice.

purpose of assessment

Assessment is always used in support of learning. All teachers have the opportunity to use feedback from assessment to discover how effectively the students have learned from their teaching. By frequently checking understanding; teachers can modify their planning

to accommodate difficulties that the students may be experiencing. This means differentiating work, so that some students are challenged to extend their learning and some are given extra support to achieve the basic learning requirements. Regular assessment enables the teacher to recognize problems and deal with them quickly, so that progress can be maintained.

Formative assessment usually takes place while a unit of work is ongoing rather than at the end. The important issue arising from formative assessment is how teachers feedback information to their students so that they know what to do to improve. It is not enough to say: 'do better'; students need to know what 'better' looks like rather than trying to guess what is required.

assessment for diagnostic or formative purposes:

If formative assessment is used to discover what students learned and at times to identify a learning difficulty then diagnostic assessment is used to inquire further into the nature and cause of the difficulty. The intention is to suggest strategies to overcome the difficulty. The evaluation is usually undertaken by the teacher, possibly in consultation with other professionals within the school. Diagnostic assessment is closely related with formative assessment.

Formative and diagnostic assessment are:

Ongoing: Meaning, the teacher is carrying out assessment everyday, noting progress and development, acting upon this knowledge in supporting the pupils and altering planning where necessary.

Integrated within the teaching and learning context: The teacher knows what outcomes are expected of the planning and asks questions that give direction to students' thinking and provide information about levels of understanding.

Context and skills based: The assessment is within the topic context that the students

are working in, and the questions being asked make sense within the unit of work and can be assessed for their effectiveness. Assessment provides a broader picture of the students' understanding of a wide range of interrelated skills within the topic context.

Developmental: Whereas a test provides a snapshot of what a student is able to do at a particular time, teacher assessment builds up a picture of growth and development regularly over a period of time. Teachers do not record and act upon everything they see a student do, but look for evidence of progress. They can thus not only find out what a student understands, but also learn about the rate of development, what consolidation may be necessary and the next steps which should be taken.

Building a picture of the whole child: All skills and concepts are seen together in a range of contexts. The teacher knows what skills the student can transfer to other contexts and what knowledge and concepts can be used in problem solving situations, this being a good measure of understanding.

assessment for summative purposes:

External tests and examinations are usually considered as summative assessments when they come at the end of a taught syllabus. Teacher assessment is also summative when it draws together what a student has achieved at the end of a period of time. It is used to provide a description of broad achievement and understanding.

A teacher may devise a test of a unit of work to summarize achievement but also to note where there are deficiencies. In using this information some aspects may be re-taught to the whole class or some students may be given additional work to consolidate understanding.

assessment for evaluative purposes:

The evaluative function of assessment relates closely to the formative. In reflecting on the effectiveness of students' learning the teacher will need to consider and evaluate the quality of the teaching, and particularly the planning. It is sometimes hard to admit that the problem lies not with the students' ability to learn but with appropriateness of the planning.

CIC believes that self-reflection on effectiveness of teaching is a powerful tool in professional growth.

recording and reporting

overview

The frequency and types of assessment will generally be determined by the teacher and when used effectively will provide meaningful evidence that enhances instructional practices and methodology, and increases overall student learning. Below are essential practices relating to recording that all CIC teachers are expected to adhere to and will allow CIC to generate consistency in assessment practices across grade levels and subjects.

IB MYP/DP criteria

- All MYP/DP criteria will be assessed at least two times during a semester.
- There should be an end of unit summative assessment for all MYP and DP units using criterion based assessment.
- Student self-reflection on the significant concepts and overall understanding should be built into the end of the unit assessment.
- Teachers use professional judgment, as opposed to averages, for all MYP/DP final grades.
- At least one ATL skill will be incorporated into each unit. All components are assessed twice a year via the holistic report cards.
- Levels or grades are not changed for behavioral or disciplinary purposes.

recording

All secondary teachers are required to input their assessment marks into their electronic gradebooks.

- The minimum amount of grade book entries is 8 per semester, per class.
- Feedback and marking for all work handed in should occur within 5 working days of being submitted by the student and should be entered into the gradebook, if appropriate.
- Teachers should use professional judgment to override a grade during a semester to ensure the grade reflects the correct level of student learning based on the evidence collected.

reporting schedule

Evidence collected through assessments is reported to students parents as follows:

Elementary School

1st Semester (August 15th - December 15th, 2022)	2nd Semester (January 9th - June 6th, 2023)
Progress Reports for ALL students: October 7th: Progress Report comments are due. October 17th, 18th, & 19th: Admin Review. October 21st: Progress Reports are issued to Parents. October 26th: Parent/Teacher Conferences.	Progress Reports: March 17th: Progress Report comments are due. March 20th, 21st & 22nd: Admin Review. March 24th: Progress Reports are issued to Parents. March 29th: Parent/Teacher Conferences.
Report Cards: December 16th: Grades & comments are due. January 9th, 10th & 11th: Admin Review January 16th: Report Cards are issued to Parents.	Report Cards: June 8th: Grades and comments are due. June 9th, 12th & 13th: Admin Review June 15th: Report Cards are issued to Parents.

Secondary School

1st Semester (August 15th - December 15th, 2022)	2nd Semester (January 9th - June 6th, 2023)
<p>Progress Reports for ALL students: October 7th: Progress Report comments are due. October 17th, 18th, & 19th: Admin Review. October 21st: Progress Reports are issued to Parents. October 26th: Parent/Teacher Conferences</p>	<p>Progress Reports: March 17th: Progress Report comments are due. March 20th, 21st & 22nd: Admin Review. March 24th: Progress Reports are issued to Parents. March 29th: Parent/Teacher Conferences.</p>
<p>Holistic Reports: November 4th: Deadline for Teachers. November 6th & 7th: Admin Review. November 11th: Holistic Reports are issued to Parents.</p>	<p>Holistic Reports: April 21st: Deadline for Teachers. April 24th & 25th: Admin Review. April 28th: Holistic Reports are issued to Parents.</p>
<p>Report Cards: December 16th: Grades & comments are due. January 9th, 10th & 11th: Admin Review January 16th: Report Cards are issued to Parents.</p>	<p>Report Cards: June 8th: Grades and comments are due. June 9th, 12th & 13th: Admin Review June 15th: Report Cards are issued to Parents.</p>

semester grades and exams

Students receive a summative final grade in each class twice a year (at the end of each semester). Semester grades for MYP students are based on a cumulative raw score of the four subject criteria and converted to a 1-7 score (based on the IBO's MYP grading scale). Semester exams or projects are administered to all MYP students and the exam scores are incorporated into the appropriate final criteria scores (usually by counting each criteria twice). Semester exams or final projects are also administered to 11th and 12th grade and count towards 15% of their final semester grade, on the IB's 1-7 scale. Starting in the second semester of 11th grade, semester exams may be cumulative (i.e. encompass more than one semester of coursework) for DP students in some subjects.

homework

CIC has a published Homework Policy found in both the ES and SS student handbooks - please refer to that policy for explicit details. Generally, teachers assign work for students to do outside of class on a regular basis. The extent and difficulty of these tasks depend on the student's grade and the nature of the material being taught. The length of time a student is given to complete the work also depends upon its depth and complexity.

In general for an average student:

- in the ES school homework should be at the discretion of the teacher and age appropriate.
- A MS student will be assigned a maximum of 20-30 minutes of homework per class; a HS student should expect 40-45 minutes of homework per class.
- An IB full diploma student should expect between 2-4 hours of homework each night.

Daily homework (example: math practice problems) should not be included in the summative assessment criteria.

missing and late work

In accordance with IB philosophy, a secondary student will not be penalized in terms of academic performance based on late work. Meaning:

- If a teacher chooses to accept student work after the due date, the teacher is not allowed to incorporate a "late penalty" into the assessment of the work.
- Teachers have a maximum of 5 working days to accept any late work from a student. If a teacher accepts the work before the 5 day grace period, the student will receive an unamended grade in the gradebook and the teacher will denote the work as "late".
- After 5 days, teachers are not allowed to accept late work and/or assess said work for grading purposes.

If a student fails to meet the deadline and the teacher chooses to not accept the late work, the student will receive a zero in the gradebook, which denotes “missing work”. The teacher must use professional judgment at the end of the semester to determine the achievement level in this criterion. Teachers are encouraged to contact parents after the second instance of missing work..

As noted previously, teachers must grade, comment on, and return any work within 5 working days of its receipt.

Please note the perpetually updated policy on homework and late work in the ES and SS Student Handbooks.

bonus work/extra credit

Bonus marks or extra credit is defined as providing individual students the opportunity to improve grades by engaging in additional assignments.

This is against CIC's understanding of best practice in regards to assessment. It should be limited to highly exceptional circumstances.

glossary of key terms

Assessment: The process of gathering information that reflects the levels of student achievement.

Authentic assessment: This is planned into the topic or unit of work and is an essential part of the learning experience.

Collecting Evidence: The methods by which data is obtained for the purpose of assessing student learning.

Evaluating: The process used to judge evidence generated through assessments.

Recording: The process used to store and collect evidence generated by assessments.

Reporting: The process and methods by which assessment results are communicated to others.

Grading: The process of transforming assessment information into a symbol that communicates the results of an evaluation.

Common Assessment: Tasks given to an entire grade levels or year groups.

External Assessment: Tools designed outside of school to collect evidence of how our students compare to those in similar schools.

On-going Assessment: Tasks used to evaluate current performance and understanding and guide future learning objectives

Performance assessment: Although still assessing understanding and application in a realistic situation, this may be planned as an isolated assessment task.

Unit Assessment: Task or tasks used to evaluate the level of student understanding of a particular topic

Rubric: A specific set of criteria that is used to evaluate a particular piece of work or performance

Criteria: The standards by which judgments and evaluations are made in assessing work. Singular: criterion

Contextual Assessment: A productive task that is based on real life situations and experiences