

**Date: September 1, 2010, Draft edits April 23, 2014, June 8<sup>h</sup> 2017; Revised March 2019; Revised September 2020**

**Cross reference:**

CCS Teacher Job Description, Parent and Student Handbook, CCS Mission and Core Values, Graduation Standards

**PURPOSE:**

*This CCS policy is to clarify the expectations for student assessment and reporting, and to ensure that consistent standards are identified and communicated to the staff, students and parents. This policy is inline with the CCS Teaching and Learning policy and CCS definition of High Quality Learning.*

**POLICY STATEMENT**

*Assessment and reporting occurs for each student's progress in acquiring the learner skills, knowledge, understandings, attitudes and behaviours as identified in the School Mission, Core Values, Approaches to Learning, established school curriculum, and individual education plans where applicable.*

**Assessment Guidelines**

1. **Assessment must be:**

- a. Appropriate and compatible with the context and purpose of the learning objectives.
- b. Based on the curriculum standards and criteria which are communicated clearly and transparently to students.
- c. Formative: An ongoing process to inform next steps in student learning, inspire student confidence, and foster a desire to continue learning.
- d. Used to facilitate learning through identifying students' prior-knowledge, skills, and interests
- e. Respectful of student differences by supporting differentiation, inquiry, and choice
- f. Focused on students developing agency as engaged, reflective, resilient, and balanced learners.
- g. Comprehensive enough to allow students adequate opportunities to demonstrate learning.
- h. Balanced in the assessment methods used:
  - i. Observations, rubrics, rating scales, portfolios, presentations, discussions, performances, seminars/projects, essays, exams, reflective journal entries, debates and or panel discussion, experiments, quizzes, students teaching students, peer assessment, target setting, marking work.
- i. Support engagement through intentional feedback and reflection.
  - i. There are multiple and varied formative opportunities for students to receive and act upon feedback before summative assessments are administered.
  - ii. Reflection is embedded in the learning cycle.
  - iii. Students have the opportunity to re-assess when appropriate.
  - iv. Assessment of formative tasks is reported with sufficient frequency so that other users of assessment data can support each student's learning.

1. **Defining Assessment**

- a. Assessment is an integral part of the learning process. Assessment includes the work students complete, feedback students use to improve learning, and data teachers use to inform instruction.
- b. Assessment is the process of collecting and interpreting data on student learning progress in relation to:
  - i. The curriculum standards: a statement of what the student is expected to know, understand, and the skills they will develop
    - c. Approaches to Learning articulate specific skills and mindsets students develop in relation to Social, Communication, Self-Management, Thinking, and Research.
  - i. Assessment standards: the level of performance on a test or task that a student must achieve to demonstrate that they have met the standard, as defined by developmentally appropriate criteria
  - ii. CCS Core Values: Learning, Engagement, Respect, and Balance

2. **Purpose of Assessment and Data analysis:**

- a. The purpose of assessment is to improve student learning.
- b. Assessment informs students, parents, and teachers of the progress the student is making and next steps needed in relation to the identified skills, knowledge, understanding, and

values

- c. Assessment information is to be used to guide or make educational decisions including: instruction, differentiation, placement, diagnostic, program and policy development.
- d. Data will be collected and analysed on an ongoing basis to inform teaching and learning.
  - i. Including after each term, baseline assessments, external/internal examinations/assessments and standardised tests/assessments.
  - ii. Relevant assessment data and results will be shared with parents and the CCS community as appropriate.

### 3. Functions of Assessment

- a. Diagnostic: to assess prior knowledge, identify what a student needs to learn, and support effective differentiation.
- b. Formative: Formative assessment is assessment *for* learning designed to find out how well the student is doing as work progresses.
  - i. Formative assessment provides practice and an opportunity for feedback to students. Formative assessment may or may not receive a grade.
  - ii. Formative assessment may include: observation of students at work; discussion with students about their work, both individually and in groups; reflection and analysis of personal work by students; marking of written tasks and assignments by teachers; scaffolded tasks leading to summative assessment; etc.
- c. Summative: Assessment *of* learning in order to evaluate how well the student did at the end of the unit/task.
  - i. Summative assessment will generally take the form of projects, tasks and/or a test completed towards the end of a unit, or as part of an extended task that meets coursework requirements of individual subjects.
  - ii. Summative assessments may include exams, performances, projects, presentations, investigations, essays, reports, physical products, etc. Students are encouraged to find creative ways to demonstrate their learning where appropriate.
  - iii. Summative Assessment Criteria is aligned to outcomes identified in the written curriculum.

### 4. Official School Reports and Leaving Records:

- a. Student achievement is recorded on the CCS approved reports:
  - i. Early Years (Preschool and Reception) reporting uses three descriptors for learning achievements based upon the Early Years CCS Curriculum. Effort: Excellent, Good, Below Expectations, Poor. Attainment: Extending (Independently applying Learning), Achieving (Minimal support needed), Approaching (Needs guided support), Emerging (Needs ongoing direct support).
  - ii. Years 1-6 attainment descriptors are based on the CCS Curriculum: Effort: Excellent, Good, Below Expectations, Poor. Attainment: Extending (Independently applying Learning), Achieving (Minimal support needed), Approaching (Needs guided support), Emerging (Needs ongoing direct support).
  - iii. Year 7-9 (Middle School) attainment descriptors are based on CCS Year-level Expectations: Excellent achievement; Good achievement; Satisfactory achievement; Working towards expectations; Below expectations.
  - iv. Year 10-11 (IGCSE) uses the IGCSE grade descriptors A\* to G (Cambridge) or 9 to 1 (EdExcel). Students attain an IGCSE certificate for each IGCSE course that they have successfully completed through Cambridge or EdExcel. Non-IGCSE courses use the Cambridge grade descriptors.
  - v. IB Diploma (Years 12 and 13) use the descriptors for each subject area of the Diploma Course (7 to 0 for DP Courses)
  - vi. Official School Reports and Leaving Records are stored for five years in hard copy and indefinitely digitally.
- b. When a student (Preschool to Year 9) leaves CCS they will receive an official letter with the school seal indicating the time they spent at CCS and a summary of or a copy of their achievements.
- c. Starting in Year 10, students will receive a transcript marked with the school seal indicating the courses the students studied, the grade they attained and the total number of credits they earned towards the CCS graduating diploma.

### Specific to IGCSE:

1. **Assessment Criteria:** Established criteria from IGCSE will be used to guide the assessment process.
  - a. Teachers are expected to utilize assessment criteria to generate learning activities, tasks, and formative assessment opportunities.
  - b. Teachers are expected to appropriately scaffold assessment criteria depending on each assessment and learning opportunity.
  - c. Assessment criteria should be explicitly communicated to students throughout the learning process
  - d. Teachers use professional judgement and collaborative planning to support and extend students' understanding of the assessment criteria as they progress through the course
2. **Access Arrangements:** The IGCSE Coordinator and Learning Support Coordinator liaise with relevant teachers, the student, and family to ensure students have appropriate access arrangements for exams. When a student is identified as possibly needing access arrangements, or any student on an IEP enters the IGCSE programme, the LS Coordinator collaborates with parents to ensure required documentation and external assessments are completed to apply for designated access arrangements. This process must be completed by the end of Year 10
3. **Moderation/Standardization:** Coursework is moderated internally within departments. The IGCSE Coordinator oversees all data collection and assessment moderation. The IGCSE Coordinator will collaborate with Curriculum Area Leaders and individual teachers to formally moderate assessments on a case-by-case basis and when the need arises.
4. **Assessment frequency guidelines:** Most units end with a significant summative assessment. Prior to summative assessments, students have regular and appropriate opportunities to receive feedback on their learning process. Feedback may be written, reflective, or verbal conferences. Teachers are expected to use ManageBac to provide regular written feedback and documentation throughout the assessment process. Written feedback should be provided in ManageBac approximately 3-5 times each term depending on the nature of the course and time allocated.

### Specific to IBDP:

1. **Assessment Criteria:** Established criteria from IBDP will be used to guide the assessment process.
  - a. Teachers are expected to utilize assessment criteria to generate learning activities, tasks, and formative assessment opportunities.
  - b. Teachers are expected to appropriately scaffold assessment criteria depending on each assessment and learning opportunity.
  - c. Assessment criteria should be explicitly communicated to students throughout the learning process
  - d. Teachers use professional judgement and collaborative planning to support and extend students' understanding of the assessment criteria as they progress through the course.
2. **Access Arrangements:** The IBDP Coordinator and Learning Support Coordinator liaise with relevant teachers, the student, and family to ensure students have appropriate access arrangements for exams. When a student is identified as possibly needing access arrangements, or any student on an IEP enters the IB programme, the LS Coordinator collaborates with parents to ensure required documentation and external assessments are completed to apply for designated access arrangements. This process must be completed by the end of Year 12.
3. **Moderation/Standardization:** IA' s and coursework are moderated internally within departments. Where this is not possible, inter-school moderation teams may be established with other Bali IB schools. The DP Coordinator oversees all data collection and assessment moderation. The DP Coordinator will collaborate with Curriculum Area Leaders and individual teachers to formally moderate assessments on a case-by-case basis and when the need arises.
4. **Assessment frequency guidelines:** Most units end with a significant summative assessment. Prior to summative assessments, students have regular and appropriate opportunities to receive feedback on their learning process. Feedback may be written, reflective, or verbal conferences. Teachers are expected to use ManageBac to provide regular written feedback and documentation throughout the assessment process. Written feedback should be provided in ManageBac approximately 3-5 times each term depending on the nature of the course.

### Specific to Indonesian National Exams (UN):

1. Students registered as Indonesian citizens are required to complete national examinations (U.N.). Students in Year 7, Year 10, and Year 13 take respective exams in Term 4 and complete Mock examinations in late Term 3 or early Term 4.

2. CCS will organize and provide optional revision sessions leading up to exams.
3. Official results are shared directly with parents and students. National exams are not reported on official CCS school reports.

**Specific to Student-Led Conferences:** SLCs are held in Term 3 and are an integral part of the learning and assessment process at CCS.

1. Students in Early Years through Year 10 conduct Student-Led Conferences. Year 11 students showcase a Coursework portfolio following a similar process.
2. SLCs are a purposeful process focused on students developing CCS Core Values. Through SLCs students focus on: consolidating understanding, reflecting on learning, identifying strengths and areas for growth, developing communication skills, and enhancing their confidence as engaged and balanced learners
3. SLCs are one important opportunity for parents to actively engage with students around what they are learning and doing at school and in their child's learning process. Parents are supported in this process with prompting questions and other tools.
4. SLCs also provide the opportunity for parents to connect and collaborate with others to further support their child's learning and wellbeing.
5. Teachers provide guidance and support for students as they go through the SLC process. However, the process focuses on student choice and ownership as life-long learners.

### Assessment, Recording and Reporting Specifics: Primary School

#### Early Years and Primary

Assessment	Timeline	Used for...
<b>Reading: Fountes &amp; Pinnell</b>	2 times a year. September and January recorded on data tracker and Document in Zen portfolio. Growth measurement in June recommended. In the Early Years, at teacher discretion based on student readiness and as needed due to Early Years students moving so fast.	All Years to establish student reading levels and measure growth.
<b>Writing: Writers Workshop</b>	Pre and Post Writes for every Unit of Study. Document in Zen portfolio.  For EY, Term 3 and term 4 writing samples.	All Years to establish student writing proficiency against aligned rubrics and measure growth.
<b>Writing: Phase Moderation</b>	Post Writes for every Unit of Study.	Moderation will be in Phases to discuss student year level progress (High, Medium, Low exemplars) and progression against Teacher College exemplars.
<b>Spelling: Words Their Way</b>	2 times a year. September and January recorded on data tracker and Document in Zen portfolio. If your readers are moving fast you might do spot checks every term; teacher discretion.	All Years to establish baseline for wordsorts and word work.
<b>Math: White Rose</b>	Pre and Post standardized unit assessments for every unit. Document in Zen portfolio.	All Years to establish student Math proficiency against aligned assessments and measure growth

Reporting	Term 1	Term 2	Term 3	Term 4
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	Transition Report focused on ATLs Week 4  Full report to parents including effort/attainment.	Full report to parents including effort/attainment.	Full report to parents including effort/attainment.	Transition Report focused on ATLs delivered last month of term.  Full report to parents including effort/attainment.
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### Assessment, Recording and Reporting Specifics: Secondary School KS3 (Year 7 - 9)

	Term 1	Term 2	Term 3	Term 4
<b>Assessment</b>	Ongoing assessments against Year Level expectations according to CCS Attainment Descriptors and ATL rubrics	Ongoing assessments against CCS Attainment Descriptors	Ongoing assessments against CCS YLE  Science Cambridge Checkpoint Test period	Ongoing assessments against CCS descriptors
<b>Data Collection</b>	Internal attainment grades  Y7 and Y9 ISA Exams (English and Maths) *Under review	ATL and Attainment grades on reports	Internal attainment grades  Cambridge Checkpoint Assessments -Year 9 Math and Science	ATL and Attainment grades on reports
<b>Reporting</b>	Teachers send ManageBac assessment notifications for summative or significant assessments.  Parent-Teacher-Student conferences (end Term 1 or beginning Term 2)	Full report to parents Attainment, ATL grades (Self-Management and Social), and narrative comments  Teachers send ManageBac assessment notifications for summative or significant assessments.	Year 7 and 9 Maths and English ISA results reported to parents *For Review  Student Led Conferences  Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades (Self-Management and Social), and narrative comments  Teachers send ManageBac assessment notifications for summative or significant assessments.

### Assessment, Recording and Reporting Specifics: KS4 (Year 10)

	Term 1	Term 2	Term 3	Term 4
<b>Assessment</b>	Ongoing assessments against IGCSE assessment criteria.  <b>Yellis Assessment</b>	Ongoing assessments against IGCSE assessment criteria.  <b>End of Semester 1 assessment</b>	Ongoing assessments against IGCSE assessment criteria.	Ongoing assessments against IGCSE assessment criteria.  <b>End of year exam period.</b>

<b>Data Collection</b>	Internal attainment grades  Internal Target Grade Set from Yellis  (shared with students not reported on)	ATL and Attainment grades on reports	Internal attainment grades	ATL and Attainment grades on reports
<b>Reporting</b>	Teachers send ManageBac assessment notifications for summative or significant assessments.  Parent-Teacher-Student conferences (end Term 1 or beginning Term 2)	Full report to parents Attainment, ATL grades, and narrative comments.  Teachers send ManageBac assessment notifications for summative or significant assessments.	Student Led Conferences  Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades, and narrative comments.  Teachers send ManageBac assessment notifications for summative or significant assessments.

#### Assessment, Recording and Reporting Specifics: KS4 (Year 11)

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>
<b>Assessment</b>	Ongoing assessments against IGCSE Assessment Criteria	Ongoing assessments against IGCSE Assessment Criteria	Ongoing assessments against IGCSE Assessment Criteria Final Coursework Deadlines Mock Exams	FINAL IGCSE EXAMINATIONS
<b>Data Collection</b>	Internal attainment grades  Internal Target Grade Set from Yellis  Review prior-year IGCSE results	ATL and Attainment grades on reports	Internal attainment grades	ATL and Attainment grades on reports
<b>Reporting</b>	Teachers send ManageBac assessment notifications for summative or significant assessments.  Parent-Teacher-Student conferences (end Term 1 or beginning Term 2)	Full report to parents Attainment, ATL grades, and student-written comments  Teachers send ManageBac assessment notifications for summative or significant assessments.	Mock Exam Report  Student Led Conferences  Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades, and student-written comments.  Teachers send ManageBac assessment notifications for summative or significant assessments.  Final IGCSE results to students in August

**Assessment, Recording and Reporting Specifics: IBDP Year 12**

	Term 1	Term 2	Term 3	Term 4
<b>Assessments</b>	Ongoing assessments against IBDP Assessment Criteria			Ongoing assessments  End of Year Exams
<b>Data Collection</b>	Internal attainment grades  Review prior-year IGCSE results	ATL and Attainment grades on reports	Internal attainment grades	ATL and Attainment grades on reports
<b>Reporting</b>	Parent-Teacher-Student Conferences  Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades, and student-written comments	Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades, and student-written comments

**Assessment, Recording and Reporting Specifics: International Baccalaureate Year 13**

	Term 1	Term 2	Term 3	Term 4
<b>Assessments</b>	Ongoing assessments against IBDP Assessment Criteria	Ongoing assessments against IBDP Assessment Criteria	Ongoing assessments against IBDP Assessment Criteria  Mock Exams	FINAL IBDP EXAMS
<b>Data Collection</b>	Internal attainment grades  Review prior-year IBDP Results	ATL and Attainment grades on reports  Predicted grades for University entrance	Internal attainment grades  Mock Exam Results, Final Predicted Grades	ATL and Attainment grades on reports
<b>Reporting</b>	Parent-Teacher-Student Conferences  Teachers send ManageBac assessment notifications for summative or significant assessments.	Full report to parents Attainment, ATL grades, and student-written comments	Mock Exam Report  Predicted Grade Report as needed	IBDP Final results upon publication

**Assessment, Recording and Reporting for EAL and SEN:**

	Term 1	Term 2	Term 3	Term 4
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<b>WIDA EAL Assessment</b>				
<b>Individual Education Plan</b>				