



## CIS PYP Assessment Policy



# Collegiate International School Policies



## Our Vision

Providing world class education

## Our Mission

To empower students with a rigorous, holistic and international education for success in an ever-changing world

## Our Philosophy

- to be recognized by the success of our students in achieving their personal goals
- to make student development the center of all school decisions
- to aspire to the highest internationally recognized performance standards
- to build and celebrate a culture based on internationalism
- to enable the staff to become life-long learners through the development of their professional practice

## Our Core Values

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

## The CIS Motto

Community | Innovation | Success

## The CIS Mascot

The Wildcat



## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.



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## 1. PHILOSOPHY OF ASSESSMENT

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- Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.
- The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability.

## 2. PURPOSE OF ASSESSMENT

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- The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.
- Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.
- Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engages them in making decisions about what they need to do to achieve these goals.
- Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- Parents and legal guardians become more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.
- Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs.
- *(The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200))*

## 3. PRINCIPLES OF ASSESSMENT

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- Highly effective assessment shares some key characteristics
  - **Authentic:** It supports making connections to the real world to promote student engagement.
  - **Clear and specific:** This includes desired learning goals; success criteria and the process students use to learn.
  - **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
  - **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
  - **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
  - **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
  - **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.



## 4. ROLES IN ASSESSMENT

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- CIS strives to have a culture of integrate assessment by communicating the purpose of assessment with the whole community and continuously reinforce the value of assessment through monitoring, documenting, measuring and reporting on learning.
  - **Senior Leadership:** Ensure the community has opportunities for professional development and lifelong learning connected to assessment. Schedule review periods involving Middle Leaders and larger community periodically to ensure compliance with all organizations  
*(The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200))*
  - **PYP Coordinator:** Plays main role in educating, developing and monitoring assessment practices in the PYP to ensure they are aligned with the CIS Academic Policy and the Standards and Practices of the IB
  - **Middle Leaders:** Quality assure assessments developed to ensure they are aligned with the values of the PYP, the adjusted learning of all students and authentically assess student knowledge, understanding and skills
  - **Teachers:** Use a variety of assessment types and assessment tools that best fit the learning that has happened. Get student involvement when appropriate and support students by making assessment criteria and expectations known to students at the start of the process of learning.
  - **Learning Support:** Work with classroom teachers to ensure all Students of Determination are being assessed on their personal learning targets based on the Individual Education Plan (IEP)
  - **Students:** Students are exposed to multiple opportunities to reflect on their learning and identify next steps in learning. This includes self-assessment, peer assessment, goal setting and progress tracking
  - **Parents/Caregivers:** Must be aware of when, how and what students are being assessed on at the start of Units of Inquiry to better understand progress of student learning and support at home

## 5. AREAS TO ASSESSMENT

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- CIS works to assess a three-dimensional approach. Once this content is identified, teachers plan multiple opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning  
*(The school demonstrates that assessment practices are formed around conceptual learning.(0404-02-0200))*
  - **Inquiry:** Teachers monitor and document student's ability to work through the inquiry process and make connections in learning
  - **Knowledge:** Through the inquiry process teachers are monitoring and measuring student's ability to gain, apply and construct new knowledge
  - **Conceptual Understanding:** Teachers monitor, document and measure conceptual understanding through recalling, explaining, applying and transferring key and related concepts of study. This often means proving conceptual thinking using knowledge gained during a Unit of Inquiry
  - **Skills:** Teachers monitor, document and measure students mastery of both Approaches to Learning and Subject Standards/Outcomes through authentic assessment where students apply skills in different ways



## 6. DIMENSIONS OF ASSESSMENT

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- CIS uses four different dimensions of assessment to ensure learning and teaching is being informed accurately
- Each has its own purpose, but all aim to provide evidence to inform learning and teaching  
*(PYP: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111))*
  - **MONITORING LEARNING:** Check progress of students against personal goals and success criteria. Students set goals at the start of Units of Inquiry so they can monitor their own learning. Students also consistently use success criteria to track their progress during lessons.
    - **Key Strategies for Monitoring Learning:**  
*(Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100))*  
*(The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100))*
    - **Pre-Assessment/Post-Assessment:** Students will complete assessments at the start and end of Units/Modules to accurately identify and create learning goals for students. These will also assist in planning for learning for the unit
    - **Goal Setting:** Students will set goals at the start of Units of Inquiry based on pre-assessments which will be tracked and reflected on over the unit
    - **Success Criteria:** Success criteria are used to allow students to know what is expected and what next steps in learning are
    - **Visible Thinking Routines:** Visible thinking routines will be used by whole class and individual students to identify new learning over a unit
    - **DIRT Marking:** Used between teachers and students to keep a continued dialogue of learning and next steps through consistent feedback
    - **2 Stars and a Wish:** Students will use this to give feedback to peers on how they can improve their own learning
    - **Reflection:** Students are given opportunities whenever possible to look back on their own learning to internalize learning and plan for next steps
  - **DOCUMENTING LEARNING:** Both students and teachers compile evidence of student learning. This is shared with classmates and parents to make learning visible and apparent. The can include, but are not held to, **learning journals, learning stories, portfolios and visible thinking routines.**
    - **Key Strategies for Documenting Learning:**
    - **Toddle Portfolio:** Students and teachers will consistently post evidence of learning including evidence of learning, student and teacher comments
    - **Rubrics:** An established set of criteria for rating students in all areas (knowledge, understanding, skills, learner profile, etc.) 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 teachers.
    - **Checklists:** These are lists of information, data, attributes or elements that should be present in student work. Checklists can be developed by students as well as teachers.



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- Anecdotal Notes: Brief written notes based on observations of students. These records need to be systematically compiled and organized. Anecdotal notes are the most consistent **formative assessment tool** used in the Early Years.
  - Exemplars: Samples of students work that serve as concrete standards against which other samples are judged.
  - Continuums: These are visual representations of developmental stages in learning. They show a progression of achievement or identify where a student is in a process.
  
  - **Moderation**
  - It is necessary to have a shared understanding of what quality and success looks like for diverse learners before, during and after learning. Teacher moderation through professional discussions around student samples is an effective strategy.
  - CIS teachers meet across grade levels mid-unit to assess formative and summative practices. This ensures consistency in grading of final Unit or Module assessments.
  - Moderation sessions are led by the Heads of Subjects and are a time for reflection and development  
*(The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500))*
- **MEASURING LEARNING:** Measures and evidences what students have learned at a particular point of time. A variety of assessment strategies and tools are used with an emphasis to reduce the need for testing to measure learning. When testing is done a focus on the impact on student wellbeing is factored in
    - **Key Strategies for Assessment**
    - *(Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100))*
    - **Summative Assessment Task:** Use of backwards-by-design approach at the start of unit planning, students are assessed on knowledge, understanding, skills and the learner profile for the Unit of Inquiry. This assessment may be integrated into other subjects from the unit.
    - **Running Records:** Done at the end of each unit for all students, running records tracks fluency, decoding and comprehension progress in reading
    - **Guided Reading Anecdotal Notes:** Continuously done during Guided Reading sessions to formatively track students' progress with specific comprehension skills in reading
    - **Final Writing Piece:** Text type focused the final writing piece is integrated into the Unit of Inquiry and will assess knowledge, understanding and all standards taught in writing in the unit
    - **Math Mastery:** Completed at the end of each math module to assess student's knowledge, understanding and application of standards and concepts inquired into
    - **Science Investigations, Demonstrations, Experiments and Tests:** Completed at the end of each Unit of Inquiry to assess student's knowledge, understanding and ability with both Science content and skills
    - **Concept Maps:** Used throughout Units of Inquiry to allow students to make connections between concepts
    - **Exit Cards:** Used throughout learning of standards to identify progress of students and allow for future planning
  
  - **ANALYZING LEARNING:** Use of data points to evaluate student progress. These points are used to identify progress and attainment to effectively plan for future learning and teaching. A focus is on whole grade, individual classes and individual students. CIS has 4 organized assessment periods where data is collected and analyzed.





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- 2022-2023 Reporting Dates:
  - Progress 1:
  - Semester 1:
  - Progress 2:
  - Semester 2:
  
- **Progress and Attainment of Students**
  - **Attainment:** The academic standard that pupils reach in, for example, assessments and exams.
  - **Progress:** The students' achievements over a period of time
  - **Starting Points:** Use of CAT4 data, external and internal assessment to triangulate a projected level of success of students
  - **Attainment against Starting Points:** Teachers, Middle Leaders and Senior Leadership team track and monitor student's attainment compared to their starting points. Students who have met or exceeded attainment at their starting point are seen as meeting school expectations. Students who are below their starting points will have intervention plans created to support learning
  - **As CIS has high expectations for students, any student who has attained a score of 1-4 will have intervention plans created for them regardless of their starting points**
  - **Progress against Starting Points:** Teachers, Middle Leaders and Senior Leadership team track and monitor student's progress compared to their starting points. Students who have scores 1 full grade level above their starting points are seen as exceeding expectations. Students who have scores at their starting points are seen as meeting expectations. Students who have scores below their starting points are seen as approaching expectations. Students who are approaching expectations will have an IEP created for future learning.
  - **Student Trackers:** Document used to track data across Reporting Periods to allow teachers to make anecdotal notes to plan IEPs and future learning  
*(The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)*
  
- **Calculating Student Attainment Scores**
  - Teacher continuously input formative and summative attainment data into iSams
  - These data are converted into an overall score for all subjects
    - 75% of the overall score is made up by Formative Assessments to ensure day to day learning is key to student success
    - 25% of overall score is made up by Summative Assessments



## 7. ASSESSMENT CONVERSION CHARTS

○ KHDA CONVERSION CHART:

Letter Grade	Percent Grade	4.0 Scale
A+	97-100	4.0
A	93-96	4.0
A-	90-92	3.7
B+	87-89	3.3
B	83-86	3.0
B-	80-82	2.7
C+	77-79	2.3
C	73-76	2.0
C-	70-72	1.7
D+	67-69	1.3
D	65-66	1.0
D-	Below 65	0.5
E/F	Below 60	0.0
AP/ IB courses		An addition of 0.25 to the standard weighting

○ CIS OVERALL CONVERSION CHART:

Assessment & Scale	Well Below Expectations		Below Expectations		Meeting Expectations	Above Expectations	Well Above Expectations		
	1	2	3	4	5	6	7	8	9
CAT4 Stanine ST	1	2	3	4	5	6	7	8	9
CAT4 SAS	<74	74-81	82-88	89-96	97-103	104-111	112-118	119-126	>126
MAP Percentile %ile	1 - 4	5 - 10	11 - 20	21 - 40	41 - 60	61 - 70	71 - 80	81 - 90	91 - 100
US Internal Assessment	Below 60 F		61-64 D-	65-66 D	67-76 D+, C-, C	77-82 C+, B-	83-89 B, B+	90-96 A-, A	97-100 A+
International Baccalaureate	1	2	3		4	5	6		7

## 8. EXTERNAL ASSESSMENTS

- To help align student learning and success with international benchmarks and also to meet the requirements of the KHDA, CIS students participate in external assessments throughout the school year.
- External assessments are not used as a grade for students internally, but instead the data from external assessments is used to identify types of learners, track individual and cohort progress and attainment of students and to support curriculum modification
- *(The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required. (0404-03-0300))*
- *The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)*
  - **CAT4 Assessment:** Assess students verbal, non-verbal, quantitative and spatial abilities. This begins in Grade 2 and is completed every two years.
  - CIS uses CAT4 assessments to identify types or learners, set target scores of students and support intervention plans



- **PASS:** Identifies students' attitudes towards learning. This is done each year in Grade 3-5.
- CIS uses PASS assessments to identify students who may be at risk in learning, develop wellbeing support plans and learning intervention plans
- **NWEA MAP Assessments:** Assess students in Reading, Language, Math and Science.
  - **Reading:** KG1-Grade 5
  - **Math:** KG1-Grade 5
  - **Language:** Grade 2-Grade 5
  - **Science:** Grade 3-Grade 5
- CIS uses MAP Assessments to differentiate learning for students, modify curriculum for classrooms and support learning intervention plans

## 9. STUDENTS OF DETERMINATION

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- CIS has an inclusive philosophy that is rooted in the belief that all students can learn and have the right to a high-quality education.
  - **Creating and Tracking IEPs:** Recognized Students of Determination (SoD) will have learning goals created based on internal and external assessment at the start of the school year. These will be created in collaboration with the learning support team, classroom teachers, the student and parents/caregivers. These goals will have clear success criteria which will include success criteria to accurately assess mastery of skills and stretch targets
  - **Types of Assessment:** Assessments will be created based on the learning goals of each students IEP. These assessments will take into consideration all moderations identified in the IEP. These assessments can be, but are not limited to, more hands-on application of skills with the support of manipulatives. When authentic, SoD will be assessed on the same learning as other students in the classroom
  - **Use of Assessment:** Assessment of IEP learning goals may be different than that of other students in the classroom. Assessments will be used to plan new learning and teaching for SoD.
  - **Measuring Learning:** Students attainment and progress will be measured against their learning goals in the IEP.
  - **Reporting on Learning:** SoD will receive modified reports when deemed needed by the learning support team
  - **External Assessments:** SoD students will be given all moderations identified in their IEP. Some Wave 3 students may be exempted from External assessments when they meet the criteria outlined by the assessing body

## 10. COMMUNICATING ASSESSMENT WITH PARENTS

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- Communication of student learning with parents is a key aspect to ensure the entire community understands what learning is happening in school.
- All communication is systematic and consistent across the Elementary Program

### STUDENT PORTFOLIOS:

- Use of the Toddler Student Portfolio allows parents to see examples of student learning on a daily basis
- Math, English Language Arts and UAE Studies: Evidence posted each week
- Arabic and Islamic: Evidence posted every other week
- UOI: Evidence is posted every other week
- Specialists: Evidence is posted 1-2 times per Unit of Inquiry



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## EMAILS AND NEWSLETTERS:

- Unit Newsletters: At the start of each unit a newsletter is sent to families to ensure they know what learning is happening over the unit
- These include, but are not limited to
  - Unit Theme
  - Unit Title
  - Central Idea
  - Lines of Inquiry, Teacher Questions, Key Concepts
  - Learner Profile
  - Core Subject Concepts and Skills
  - Field Trips
  - School Events
  - Summative Assessment Tasks
- Friday Email: Every Friday teachers send an email to all families telling them what students will be learning in the upcoming week in all core subjects
- Personal Emails: Any student who has progress or attainment scores of concern will have an email from teachers sent to parents/caregivers to inform and communicate strategies for intervention
- Meetings: Parents/caregivers are welcome to ask for meetings to discuss student learning. Students who have progress or attainment scores of concern will have a meeting with teachers to inform and communicate strategies for intervention

## WORKSHOPS AND CONFERENCES:

- Workshops are held with the entire learning community at strategic times during the school year to ensure parents and students are aware of the requirements regarding assessment at CIS. This includes ensuring all assessment and protocol regarding assessment can easily be accessed on the school website and is communicated with families at the start of each school year.
- Assessment Policy is included in information email sent from HR to perspective families during the enrollment period  
*(The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment. (0404-02-0300))*
- **Back to School Night:** Held at the start of the school year to ensure parents meet their teachers and begin to get an understanding of how students will be assessed over the school year
- **MAP Data Workshop:** Information session held for parents to help families understand students External MAP report and how this is used by their school to support and guide future learning and teaching
- **Goal Setting Conference:** Held at the start of the year, this is an opportunity for students, parents and teachers to meet early in the school year to discuss students' strengths and areas to grow.
- **Students Report Workshop:** Information session held before the Progress 1 report goes to parents to ensure families are aware of how to read the report and how measurements on the reports have been calculated
- **Parent-Teacher Conferences:** Meetings held after each report to go over areas of strength and next steps
- **Student-Led Conferences:** Celebration at the end of the year for students to share their learning with their families

## SCHOOL REPORTS

- A report card is sent to parents at each reporting cycle. These are followed up by conferences to discuss reports further
- **Progress 1 and 2 Report:** These reports include
  - Learner Profile General Comment



- Achievement Score for all subjects
- Next Step comments for UOI/Science, English Language Arts, Math, Arabic and Islamic
- Approaches to Learning Grades
- Semester 1 and 2 Reports: These reports include
  - Learner Profile General Comment
  - Achievement Score for all subjects
  - Next Step comments for all subjects
  - Approaches to Learning Grades

### Parent Concerns:

- To ensure support for families with all assessment practices, times of appeals or challenges regarding measurement of student learning can be brought to the Senior Leadership Team at any time. This will result in a meeting involving SLT, teachers involved and the family which will go over assessment evidence and explain the reasons for the mentioned appeal. These meetings will be developmental, with the goal to ensure all stakeholders reach a positive agreement regarding student current attainment and progress and also identify next steps in learning.

*(The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400))*

## 8. REVIEW OF ASSESSMENT POLICY AND PRACTICES

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- Review of the Academic Honesty Policy and practice happens strategically throughout the school year  
*(The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment. (0301-05-0100))*
  - **Orientation:** During orientation all teachers participate in a workshop connected to the Assessment policy
  - **End of Year Review:** At the end of each academic year the SLT and Middle Leaders review the Assessment policy to ensure it is effective, clear and up to date. This happens across the PYP, MYP and DP to ensure vertical alignment of policies and practices
  - **Governance:** Head of school share the Assessment policy with governance anytime changes have been made
- **This policy was reviewed in June 2023**
- **The policy will be reviewed again in June 2024**