



Assessment, Evaluation, & Reporting Guidelines 2016-2017

Latest Revisions: March 20, 2017

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Introduction:

The purpose of this document is to create clarity around our assessment, evaluating, and reporting policies and procedures.

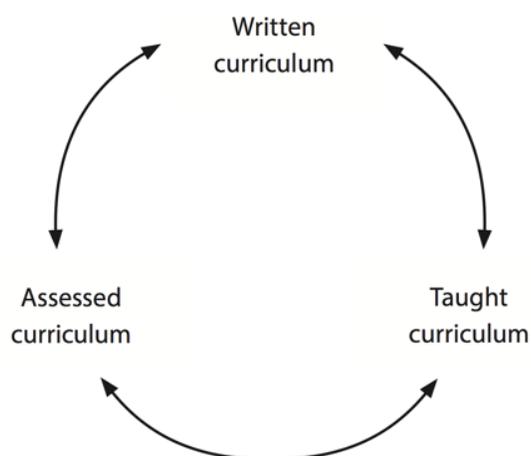
SCIS Mission Statement:

To develop inquiring, knowledgeable and caring learners who contribute positively to their communities.

ASSESSMENT

Purpose of Assessment:

The purpose of assessment is to inform, support and encourage effective learning and teaching.



(Source: MYP From Principles into Practice)

Definition of Assessment:

Assessment is a term used to cover all the various methods by which student progress and achievement can be evaluated. A distinction can be made between:

Summative assessment which is the **culmination of the teaching and learning process** aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback.

(Source: Making the PYP Happen)

Principles of Assessment:

Assessment is an intrinsic part of learning, is inherently a process of professional judgment and influences student motivation and learning.

To be effective, assessment must:

- put the learner at the center of the learning process
- measure what is truly valued
- be reliable, fair, and rooted in a culture of learning
- include a balanced range of formative and summative strategies and tools, including peer- and self-assessment
- be developmentally appropriate and differentiated according to student needs
- rely on frequent, timely, actionable feedback that students can use to self-adjust and improve performance
- generate data that can be analyzed to inform teaching and learning
- be carried out according to explicit criteria established at the beginning of each unit using common rubrics that reflect common planning and development of tasks
- be reported to students and parents in a clear and meaningful way in line with the requirements of each IB programme and the school's philosophy and mission

Common Practices:

i) Collecting Evidence

- Assessments are aligned to curriculum standards and IB learning objectives [1]
- A range of strategies and tools are used to assess student learning [3]
- Assessments are regularly differentiated [3]
- Assessment tasks are common across grade levels and are created and moderated in collaboration with grade level/subject team members [1]
- Assessment is continuous and essential agreements about pre-assessment, feedback, and summative assessments are developed in each of the three IB programmes. [3]
- Learners' well-being and workloads are considered in the setting of assessments and assessment timelines and sharing information about assessment is in place in each of the three IB programmes [2]

ii) Feedback to Learners

- Feedback is at the center of discussions about improving performance [7, 8]
- Clear guidelines for responding to student work are in place in each of the three IB programmes [4]

iii) Evaluating Evidence

- Learners are full participants in the evaluation process and are fully aware of what is expected of them [8]
- Exemplars, rubrics and criteria are in routine use and given to students ahead of teaching [1, 8]
- Evaluation is always criterion-related and is based on a model of progression and consistency with consideration for the most recent and fullest performance. Awarding of achievement information is not arrived at through averaging. [1]
- Learners should have multiple opportunities to show evidence of their learning without penalty. Essential agreements about evaluation of evidence is developed in each of the three IB programmes

iv) Recording Evidence

- There is a full, systematic, shared process for recording evidence of learning in each of the three IB programmes [5]
- In reporting, there is a clear distinction between work that is strong evidence of learning and work that is practice or formative [3]
- Essential agreements about the qualitative monitoring of student involvement in service is developed in each of the three IB Programmes. [5]

v) Communicating Evidence

- All forms of reporting are based on specific evidence of agreed upon standards
- Learning results are consistently used to modify teaching [7]
- All reports are action oriented, and suggest next steps for learners and teachers [6, 7, 8]
- Essential agreements about reporting on culminating tasks (PYP Exhibition, MYP Personal and Community Projects, DP Extended essay) are developed in each of the three IB programmes [9]

Note

- Numbers in parentheses correspond to IBO Programme Standards and Practices C4: Assessment. These can be found in Appendix I.

Types of Assessment:

Internal Assessments

These assessments are designed to measure how well our students are meeting grade level learning targets. They are developed and administered by teachers here at SCIS.

External Assessments

External assessments are externally moderated assessments that are administered by SCIS teachers, but developed externally. IB Diploma Exams, and Personal Project are all examples of external assessments.

Norm-Referenced Assessments (External Assessments)

These assessments are designed to compare the scores of individuals or groups of individuals with the scores achieved by a representative sample of individuals with similar characteristics, members of a so-called reference group. Norm-referenced tests are useful for comparing the performance of students in one school, district, country, state, or nation with the performance of students in other schools, districts, countries, states, or nations. MAP, PSAT, SAT, and ACT are all examples of norm-referenced external assessments.

EVALUATION

Levels of Achievement

ECE Levels of Achievement (Nursery – Pre-K)

Assessment of student progress and achievement leads to narrative comments. Evaluations are not assigned a numeric value in Nursery, Pre-school, and Pre-Kindergarten.

PYP Levels of Achievement (Grades K – G5)

Assessment of student achievement is measured against course expectations for a particular assessment period an EE, ME, AE, or LP. These levels correspond to the former 1-4 scale used.

EE	Exceeding Expectations	Consistently demonstrates proficiency regarding the knowledge, skills and/or understanding of concepts. Is able to apply and/or extend the grade level expectations to more complex subject matter.
ME	Meeting Expectations	Demonstrates the knowledge, skills and/or understanding of concepts. The grade level expectations have been achieved.
AE	Approaching Expectations	Begins to demonstrate partial knowledge, skills, and/or understanding of concepts. Is approaching the grade level expectations.
NME	Not Meeting Expectations	Is not demonstrating knowledge, skills and/or understanding of concepts. The grade level expectations have not been achieved.
IE	Insufficient Evidence	There is insufficient evidence to assess a grade at this time.

MYP Levels of Achievement (Grades 6-10)

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group.

Grade	Boundary Guidelines	Descriptor
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
NA	Not yet assessed.	Not yet assessed.

DP Levels of Achievement (Grades 11 – 12)

The following grade descriptors are a compilation of the characteristics of performance at each grade for DP courses in general, and are intended to help explain the academic achievement required to achieve a particular grade. Examiners use the individual subject group descriptors when determining grade boundaries for examination papers and coursework components, and when marking student work.

7	<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>
6	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.</p>
5	<p>The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.</p>
4	<p>The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.</p>

3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.
NA	Not yet assessed.

REPORTING

Purpose of Reports

At the early childhood, lower school, and middle school levels, student progress and achievement reports constitute the official record of achievement and as such are provided to other schools as necessary, for example in the case of a student's transfer. At the high school level these reports may be used in addition to the school transcript of credit as a means of communicating with other schools.

The purpose of these reports is to provide parents and third party institutions an official record of a student's achievement during a specified period of time at Shanghai Community International School.

Students Receiving Reports

If a child is listed as a member of a classroom, but has not attended school for a complete school day, no reports are written. If a student has been at school for 1-5 days and a family requests a report, the classroom teacher can submit 1-2 sentences that notes the number of days attended within the quarter. In the lower school and ECE, if a student has been at school for 6-15 days and the family requests a progress report, the homeroom teacher (only) shall write a brief paragraph that speaks to the child's social-emotional transition to our program and notes the number of days attended within the quarter. In the upper school, if a student has been at school for 6-15 days and the family requests a progress report, teachers will seek clarification from divisional principals on comments to provide. No grades will be given though. All students that have attended class for 16 or more school days in a quarter receive a full progress report.

Mid-Semester Progress

SCIS provides students, parents, and teachers with an opportunity to reflect on a student's attitudes and actions that lead to academic success at mid-semester. Progress reports are accompanied by Parent-Student-Teacher conferences (structure varies by division). As we seek to develop students' thinking skills, communication skills, social skills, self-management skills and research skills, we will reflect with students on the actions they are taking to achieve success.

Semester Progress Reports

The semester report is tied directly to students' achievement and is produced twice each academic year (mid-December and mid-June). Levels of achievement are determined for each academic subject and these reports serve as the official documentation of student's progress. Student progress in Nursery through Grade 5 are identified through achievement indicators (Exceeding Expectations, Meeting Expectations, Approaching Expectations, Limited Progress, and Insufficient Evidence). In the upper school, levels of achievement range from a numeric grade of 1-7.

Conferences

SCIS sets aside dedicated time for conferencing twice per year, at the midway point of the first and second semester.

Depending on the division – ECE, Lower School, Middle School, or High School, these conferences may take on various forms – from student-led, to three-way, to the more traditional parent-teacher conference.

In all of these, the focus is on learning skills and the learning process and often include the student's learning goals.

Neither of these conferences are intended to serve as a venue to primarily focus on major issues of concern. In the event of such issues, teachers should provide parents with this information in a timely manner and meet with them in addition to the general formal conference. Teachers are required to keep administration informed of major issues or concerns.

Portfolios

ECE and Lower School teachers will use portfolio assessment with each of their students. Portfolios are used to document and share a collection of a student's work samples and corresponding reflections which serve to capture the essence of their learning opportunities, their learning goals, and their growth as a learner. In Early Years (Nursery, Pre-School, and Pre-Kindergarten), documentation is added by classroom and specialist teachers while students in Kindergarten to Grade 5 should proactively be adding to their own portfolio. It is expected that the portfolio pieces and reflections will align with the learning expectations and standards associated with the unit they are working on at the time of selection. Although portfolios may be a central form of communication in the student-led conference, it is not intended that the portfolio be limited to the conference or that the conference be limited to the portfolio.

Appendix A

MYP & DP Essential Agreements for Assessment

- Formative assessment will
 - happen multiple times throughout a unit
 - take on a variety of forms including informal observations, quizzes, discussions, visible thinking routines, and assignments
 - be linked to standards
 - generate actionable feedback that is communicated to students in a timely manner (by the following class)
 - be completed inside and outside the class
 - be differentiated (including modification and accommodation)
 - be used to guide teaching (adapt and modify lessons, differentiate, support and extension, accommodations) before, during and after the delivery of a unit.

- Summative assessment will
 - be the only evidence used for evaluation (arriving at levels of achievement)
 - take on a variety of forms including projects, presentations, tests, products, reports, essays, and analyses
 - be planned in order that each objective is assessed a minimum of two times in the course of an academic year
 - occur at various points in a unit if it captures or summates learning that has occurred – it should not necessarily only occur at the very end of a unit
 - be marked, recorded on Managebac and returned to students with feedback after one cycle
 - be moderated/standardized in departments and in teaching teams
 - be introduced with rubrics and where possible, exemplar work (high/medium/low) that has been standardized in teams, to help students understand what is expected of their performance on a given task

- Student Work
 - Summative assessment dates should be shared with students (and parents) on Managebac a minimum of two weeks ahead of time, and preferably as far ahead as possible
 - Summative assessment dates should be shared with teachers across classes (by department) and grade levels (responsibility of DP and MYP coordinator)
 - By tracking and calendaring summative assessments, we should endeavor to have no more than two summative assessment tasks due on the same day, and no more than four in one 8-day period. Special attention should be given to how many criteria are being assessed when considering workload
 - Sample assessments and student work can be used as exemplars.
 - Student work can be used for self- and peer-assessment to model expectations and improve performance on tasks

- o Student work may be re-assessed on a case-by-case basis under the following considerations:
 - Should only apply to summative work that has been submitted on time
 - Task performance on a summative assessment task is considerably below previous work and the results of formative assessment leading up to the task
 - Should occur in a timely fashion to avoid interfering with learning in the next unit while still allowing for new or re-learning
 - Should factor in the number of future opportunities for improving performance (first opportunity at a criterion vs. final opportunity)

Appendix B

MYP & DP Narrative Comment Guidelines for Semester Reports

Audience

Ultimately these reports are part of a student's permanent record and are used by schools to determine admissions decisions if and when a student transfers. Therefore, choose words thoughtfully. Write comments in third person considering the audience as the parents and a future educational institution. Students receive formative feedback every day so it is not necessary to provide it within the comments of the report.

Content of the comments

- There should be a minimum of three and a maximum of five sentences
- Focus on the most important aspects of the student's learning within your subject
- Each sentence should have one key idea
- Avoid educational jargon
- Ensure that the comments correlate to the performance (if the child is not doing well, the comments should reflect this and vice-versa)
- Do not state the topics covered during the quarter
- Each subject teacher should write the student's passport name first with the preferred name in parenthesis. Then the preferred name can be used throughout the rest of the text. For example: "Kyu-Wan (Tim)... Tim demonstrated..."

Areas to be addressed

- **Engagement and Motivation:** how the student is a learner in your class
- **Learning performance:** specific reference to assessment tasks, highlighting individual successes
- **Skills:** refer to skills that have been explicitly taught
- **Learning targets:** specific suggestions that will lead to improved performance or skill development
- **Personal information:** something that is specific to the student (e.g. social behavior)

An example:

The following comments and suggestions relate to Justin's learning performance to date and the grades shown indicate performance at the midpoint of the semester:

In Social Studies, Justin has been motivated and positive in most lessons, especially during class discussions. He understands new concepts quickly and take risks in using new vocabulary. For his last assessment, Justin created a particularly strong poster on Alternative Energy Sources. Over the quarter, he made improvements in his organizational skills, specifically with using his planner to keep up to date with his assignments. As a learning target, he must include more detailed examples when writing. Justin, you have made positive contributions in our class and I look forward to your continued growth as the year progresses.

Appendix C

MYP & DP Narrative Comment Guidelines for Mid-Semester Reports

Audience

Ultimately these reports are part of a student’s permanent record and are used by schools to determine admissions decisions if and when a student transfers. Therefore, choose your words thoughtfully. Write your comments in third person considering your audience as the parents and another school. You give students formative feedback every day so you do not need to do so within the comments on the report.

Content of the comments

- There should be two to three sentences
- The first sentence serves to explain the level of progress
- The second sentence should focus on Approaches to Learning
- Each subject teacher should write the student’s passport name first with the preferred name in parenthesis. Then the preferred name can be used throughout the rest of the text. For example: “Kyu-Wan (Tim)... Tim demonstrated....”

Examples:

Language and literature: English Language and Literature

Balqis has shown herself to be a strong communicator in English, working well in groups and participating in class discussions. She is organized, coming prepared for class and meeting deadlines.

Language acquisition: French Language Acquisition Phase 1

Balqis will benefit from using more prefixes and suffixes appropriately in her writing. She is able to work independently on tasks and shows good time management skills.

Mathematics: Mathematics

Balqis demonstrated a good understanding of mathematical concepts in tasks. To improve, she should try answering more advanced problems when working on class investigations, showing she has a deep understanding of concepts.

Arts: Dramatic Arts

Balqis has very good communication skills and is a creative thinker when preparing performances and improvisations. She needs to develop more confidence when performing.

Appendix D

PYP Essential Agreements for Assessment

Introduction:

The ECE and Lower School Teachers at Shanghai Community International School (SCIS) agree to follow the core assessment practices as outlined below. Additionally, teachers will ensure that assessment is relevant to the curriculum, as well as accurate, fair and appropriate for all students. Assessment is to be integrated into the teaching and learning cycle of the classroom and serve as a means to provide useful information to teachers, students and parents. Teachers are expected to draw from a wide range of evidence and learning experiences to assess students. Assessments are designed to be manageable for teachers and students. Likewise, assessment experiences are meant to be engaging and meaningful to each student. Subject area assessments are documented on Managebac and referred to throughout the planning process.

Pre-Assessments will:

- Occur at the onset of each new unit or topic being studied.
- Be used to guide curricular instruction and serve as a base for measurement of learning processes. Pre-assessment data may come from a variety of sources, including summative data from a previous unit.

Formative Assessments will

- Occur regularly as part of the teaching and learning process.
- Take on a variety of forms including, but not limited to observations, performance assessments, process-focused assessments, selected responses, and open-ended tasks.
- Be directly related to the stated learning goals, relevant curricular standards, the PYP elements and attributes of the Learner Profile.
- Demonstrate a balance of knowledge, skills, and higher order thinking.
- Guide instructional practices by supporting the planning of instructional strategies that consider the needs, knowledge, abilities and experiences of students. This may include adapting and modifying lessons, differentiating instruction and assessments, providing additional support or extension experiences, and making accommodations for students as necessary.
- Be used as a means to provide students with timely feedback to inform and improve the learning process.
- Be evaluated when appropriate through the use of rubrics, exemplars, checklists, anecdotal records, continuums and other tools.
- Allow for regular self-reflection and peer reflection.

Summative Assessments will

- Serve as one of many assessments used to determine each students' level of understanding.
- Include a variety of formats such as: projects, presentations, reports, models, etc.
- Be based upon selected standards, as well as the central idea, concepts, skills and attitudes for each unit.
- Be communicated to students at the beginning of each unit (if possible) and accompanied by rubrics and / or exemplar work, to ensure student understanding of assessment expectations.
- Include clear and specific teacher feedback to support student progress.
- Provide opportunities for self- and peer-assessment and reflection on learning.

Additional Assessment Formats include:

- A growth-orientated portfolio displaying evidence of learning over time.
- Student self-reflections.
- Peer reflections.
- Student-Led Conferences.
- Mid-Semester and Semester Reports.
- The PYP Exhibition.

Appendix E

N-5 PYP Narrative Comment Guidelines for Semester Reports

Audience

Semester reports serve as an additional component of a student's permanent record. The audience includes a student's parents/guardians as well as prospective school admissions departments. SCIS follows the guidelines below for creating quality semester report card narratives.

Content of the comments:

- Each subject teacher should write the student's passport name first with the preferred name in parenthesis. Then the preferred name can be used throughout the rest of the text. For example: "Kyu-Wan (Tim)... Tim demonstrated..."

Unit of Inquiry Comments:

- Written with parent-friendly language by the homeroom teacher
- Written in third person form
- Three to five sentences in length:
 - Includes the student's understanding of the big ideas and conceptual understandings.
 - Includes the student's ability to exhibit the transdisciplinary skills.

The Subject Specific comments are:

- Written with parent-friendly language by the homeroom teacher
- Written in third person form
- Two to three sentences in length:
 - The first sentence addresses learning performance as it relates to the expected attainment of the standards at the particular time of the school-year. It specifically references assessment tasks, and highlight successes.
 - The second sentence addresses learning goals and next steps. It provides specific suggestions that lead to improved performance or skill development.

Homeroom Teacher Comment:

- Written with parent-friendly language by the homeroom teacher
- Written in third person form
- Three to five sentences in length:
 - Must address a learner profile attribute or attitude and explain how the child demonstrates this throughout the learning process.
 - Must address the child's social emotional development.
 - Can include personal information on the student surrounding something specific or unique to them as a learner.

Appendix F

N-5 PYP Narrative Comment Guidelines for Mid-Semester Reports

Audience

Mid-Semester reports serve as an additional component of a student’s permanent record. The audience includes a student’s parents/guardians as well as prospective school admissions departments. SCIS follows the guidelines below for creating quality mid-semester report card narratives.

Content of the comments:

- Each subject teacher should write the student’s passport name first with the preferred name in parenthesis. Then the preferred name can be used throughout the rest of the text. For example: “Kyu-Wan (Tim)... Tim demonstrated...”

Unit of Inquiry Comments: None

The Subject Specific comments are:

- Written with parent-friendly language by the homeroom teacher
- Written in third person form
- Two to three sentences in length:
 - The first sentence addresses learning performance as it relates to the expected attainment of the standards at the particular time of the school-year. It specifically references assessment tasks, and highlight successes.
 - The second sentence addresses learning goals and next steps. It provides specific suggestions that lead to improved performance or skill development.

Subject Specific Example Comment:

Jeyka is a strong critical reader and is making great strides in her persuasive writing ability, which has been the focus of our English Language Arts and Unit of Inquiry on Heroes. Jeyka will continue to expand her learning by continuing to take interest and explore diverse perspectives.

Homeroom Teacher Comment:

- Written with parent-friendly language by the homeroom teacher
- Written in third person form
- Three to five sentences in length:
 - Must address a learner profile attribute or attitude and explain how the child demonstrates this throughout the learning process.
 - Must address the child’s social emotional development.
 - Can include personal information on the student surrounding something specific or unique to them as a learner.

Appendix G

Progress Indicators for Mid-Semester Reports

Progress Indicators for ECE & LS

P	Progressing	Progressing towards class expectations.
LP	Limited Progress	Limited progress towards class expectations
IE	Insufficient Evidence	There is insufficient evidence to assess at this time.

Progress Indicators for Mid-Semester Report (MYP and DP)

Progressing towards class expectations.
Limited progress towards class expectations.
There is insufficient evidence to assess at this time.

Appendix H

SCIS Assessment Calendar 2016-2017

Category	1 st Mid-Semester	1 st Semester	2 nd Mid-Semester	2 nd Semester
Assessments				
ACT, SAT & PSAT (Grade 10)	SAT - 1 Oct ACT - 10 Sep	SAT - 5 Nov PSAT - 19 Oct	N/A	SAT - 6 May ACT - 10 June
NWEA MAP (Grades 2-9)	5 Sept - 30 Sept	N/A	10 Jan – 17 Feb	N/A
AP and IB Exams	N/A	N/A	N/A	IB - May (various dates)
Final Exams (as applicable)	N/A	Dec	N/A	Jun
Progress Reports				
End of Quarter	14 Oct	16 Dec	17 Mar	16 Jun
Progress Reports	14 Oct	16 Dec	17 Mar	16 Jun
Conferences	18 - 19 Oct (PTSC/PTC)	N/A	14 - 15 Mar (SLC)	N/A
Assessment Descriptions				
PSAT, SAT and ACT	Logistics and registration arranged by campus administration. Students in other grades who wish to test may do so with permission from their campus college advisor and must cover the cost of the administration costs.			
NWEA MAP	Logistics arranged by campus administration and Technology Coordinators. This test is used for school-wide data collection and is required for all grade 2 to 9 students.			
Personal Projects	Logistics arranged by campus administration. This will occur in May of each school year and is used to track individual growth for all grade 10 students.			
AP & IB DP	Logistics and registration arranged by campus AP & IB DP Coordinators.			
Final Exams	As appropriate, with logistics arranged by campus administration.			
PSTC/PTC	Parent - Student - Teacher & Parent-Teacher Conference logistics are arranged by campus administration. DOS will determine school day structure prior to December 1 of the previous school year.			
SLC	Student Led Conference logistics arranged by campus administration. HOS will determine day structure prior to Sept 10, 2016.			
Other	Each campus will arrange for 6+1 Traits writing assessments, Words Their Way Spelling Inventory, and Fountas & Pinnell Reading Assessments. Dates and frequency TBD by campus administrators and provided to HOS by Sept 16, 2016.			

09/06/16 – DOS

Appendix I

IBO Programme Standards and Practices for All Programmes

C4: Assessment

Assessment at the school reflects IB assessment philosophy.

1. Assessment at the school aligns with the requirements of the programme(s).
2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.