



Assessment Philosophy and Procedures

EDUCATING CHAMPIONS OF A JUST AND SUSTAINABLE WORLD

Learning to build community. Copenhagen International School will develop the potential of each learner by offering educational excellence in a stimulating environment of cultural diversity and mutual respect.



Shared Understanding of High Quality Learning: Learning is joyful, inquiry driven, and impactful. Authentic learning experiences provoke curiosity, build community, inspire creativity and challenge thinking. Our learners are empowered, open-minded, resilient and ethical. Learning leads to meaningful action, promotes sustainability and confronts injustice.

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Reviewed by: CIS Pedagogical Leadership Team

The IB mission

As an IB world school, Copenhagen International School supports the IB mission:

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 organisation works with schools, governments and international organisations 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.

<https://www.ibo.org/about-the-ib/mission/>



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



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Table of contents

The IB mission

Table of contents

1. Purpose	1
2. Philosophy	2
2.1 Impact of Evidencing Learning	2
2.2 Characteristics of effective assessments	3
3. Assessment and the IB Continuum	4
3.1 How is Assessment Used in Learning?	4
3.2 The Importance and Value of Feedback	6
3.3 Inclusion in Assessments	6
3.4 Academic Integrity in Assessments	7
3.5 Language Use in Assessments	7
4. Creating assessment capable students in the PYP	9
4.1 Monitoring Learning in the PYP	9
4.2 Documenting Learning in the PYP	9
4.3 Measuring Learning in the PYP	9
4.4 Reporting on Learning in the PYP	10
4.5 Transition Between the PYP AND MYP	10
5. Creating assessment capable students in the MYP and DP	11
5.1 Monitoring Learning in the MYP and DP	11
5.2 Documenting Learning in the MYP and DP	12
5.3 Measuring Learning in the MYP and DP	13
5.4 Reporting on Learning	14
6. Evidencing learning at specific stages of our learners' IB journey	16
6.1 Our Early Learners	16
6.2 PYP Grade 5 Exhibition	16
6.3 MYP Personal Project	16
6.4 DP Extended Essay	17
7. The Diploma Programme Assessment Information	18
7.1 Key features of Diploma Programme assessment include the following:	18
7.2 Assessment and DP Grade Descriptors	18
7.3 Formative assessment in the Diploma Programme - the role of the teacher	19
7.4 Summative (Formal) Assessment in the Diploma Programme	20
7.5 Internal and External Assessment in the Diploma Programme	20
7.6 Assessment Criteria	21
7.7 Moderation	21
7.8 Grades and Reporting	21
7.9 Recording Diploma Programme Assessment	25

Bibliography	26
Appendices	287

1. Purpose

This Assessment Philosophy and Procedures document supports Copenhagen International School's (CIS) Vision and Mission statement; CIS values and definition of learning; CIS Board Policy, and also the mission of the International Baccalaureate (IB).

CIS has a Board Policy that governs the overall operations of the school, and Assessment Procedures outlines our expectations and frameworks associated with Assessment at CIS. Board Policies are written and approved by the School Board. The section of the Board Policy 1.10 relevant to the Assessment Procedures is included below:

Board Policy 1.10 Assessment

Regular assessment of student performance is intended to improve and inform student learning. The school shall implement assessment practices consistent with the philosophy and best practice of the curricular systems in use. The Director shall establish regulations for student assessment including the collection and evaluation of data concerning student learning, and the recording, communicating and reporting of the data to students, parents, the Board, and the school community.

The purpose of this Assessment Philosophy and Procedure handbook is to articulate CIS's beliefs about the place of assessment in the education we offer, and the responsibilities which arise from these beliefs. These procedures are designed to underpin our instructional practice and should be followed by students, faculty, staff, Board members and families in our community

The assessment procedures support our commitment to making expectations and processes for assessment clear, transparent, and understood by all.

2. Philosophy

At CIS we believe learning is joyful, inquiry driven, and impactful. Authentic learning experiences provoke curiosity, build community, inspire creativity and challenge thinking. Our learners are empowered, open-minded, resilient and ethical. Learning leads to meaningful action, promotes sustainability and confronts injustice.

We develop student agency through a learner-centred process of providing specific, ongoing feedforward. This is based on the ongoing evidence of learning gathered through analysing, reflecting and acting on feedback from self, teachers, peers and data. Students are supported to become assessment capable so that they know where they are in their progression of learning, can identify their next steps, and recognise what they need to do to grow. Equipped with tools to be instructionally agile, teachers regularly document learning, use formative assessments to inform instruction, provide direction for students and foster student motivation for learning. Teachers design assessments that provide an equitable experience for all learners, make learning visible, and relate to the efficacy of a student's mastery of the identified learning outcomes.

In meeting the broader objectives of the IB programmes, and thus being fit for purpose (valid), evidence of who the students are becoming as internationally minded learners is also gathered through attention on the development of the learner profile attributes, self reflection, ways they engage with and understand their world and their approaches to learning.

2.1 Impact of Evidencing Learning

Students become effective, self-regulated and self-directed 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. Through developing assessment capabilities learners are better equipped to become lifelong learners.

Teachers become more effective when they continually learn about what their learners know, understand and can do. Teachers reflect on their practice, turning data into action, they adjust their teaching, and offer timely, specific and well-considered feedback to better support purposeful and relevant learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards and the progress they are making. They extend their child's understanding and development of skills when they act as partners with the school and student to 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.

Other institutions, including subsequent schools, universities and employers, use assessment results to make reasonable judgements about selection and educational appropriacy.

2.2 Characteristics of effective assessments

According to Evangeline Harris Stefanakis (2002), “The word assess comes from the Latin *assidere*, which means to sit beside. Literally then, to assess means to sit beside the learner.” As we assess our students, we better understand them as learners in order to improve future learning. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Assessment should be integrated into all stages of the learning process as it provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Highly effective assessment shares some key characteristics shown below: (Adapted from Clarke 2012, and IB Principles into Practice)

- **Authentic:**
 - Supports making connections to the real world to promote student engagement.
 - Provides evidence of student understanding through authentic engagement, connections and performance
- **Clear and specific:**
 - This includes desired learning goals, success criteria and the most accurate demonstration of the process of learning
- **Reflective:**
 - It involves self-assessment and reflection on the part of the learner
- **Varied:**
 - It gathers information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed in order to build a well- rounded picture of student learning
- **Developmental:**
 - Are appropriate to the age group and reflect the development of the learner within the subject/area
 - An emphasis on criterion-related (as opposed to norm-referenced) assessment to measure learners’ progress in relation to identified levels of attainment, rather than their performance in relation to the work of other learners
- **Collaborative:**
 - It engages both teachers and learners in the assessment development and evaluation process
- **Interactive:**
 - Encompasses ongoing and iterative dialogues about learning that are integral to the learning process

- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- **Feedback to feedforward:**
 - Provides timely, direct, specific and contextualised feedback to students, parents and teachers on current learning to inform what is needed to support future learning (Hattie, Timperley 2007).
 - Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts. (This is specifically the case in the Diploma Programme)

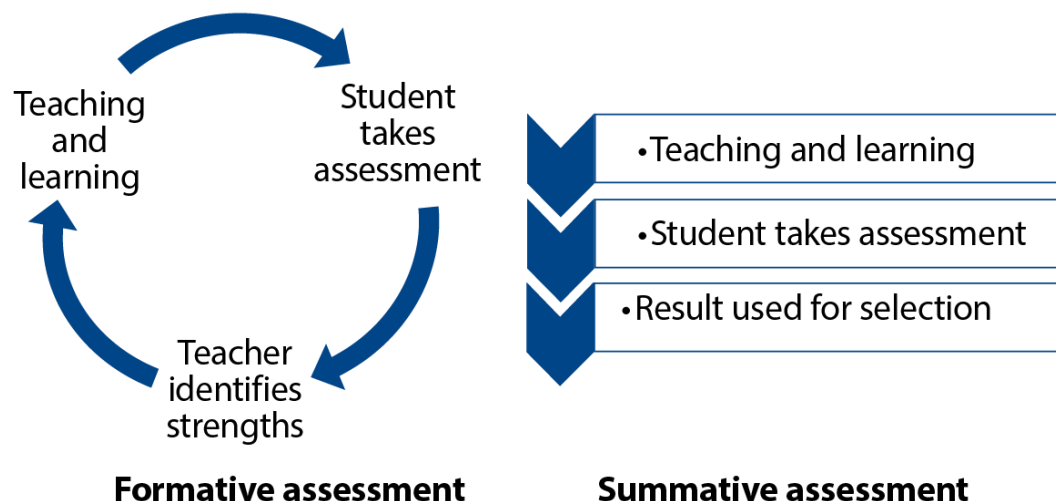
3. Assessment and the IB Continuum

3.1 How is Assessment Used in Learning?

Assessment can be used in a number of different ways.

- Assessment **OF** Learning - It is often used as a summative to provide evidence of acquisition of knowledge, skills and the development of conceptual understandings, to determine what has been learned based on specific standards.
- Assessments **FOR** learning - regularly considers prior knowledge to identify next steps for growth. Learning is then adapted as needed so learners can make connections between their previous and current perceptions.
- Assessment **AS** learning - which occurs when learners are their own assessors to understand where they are in their learning and what they need to do to improve. By encouraging learners to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Assessment can be used for a variety of different purposes. The intended purpose for a given assessment will have a major impact on how it is designed. Traditionally, there have been two broad reasons for doing assessment: formative and summative. - IBO, 2019, p.24



Assessment Principles and Practices—Quality Assessments in a Digital Age,"IBO, 2019, p.26

3.1.1 Formative

Assessment that is used throughout the learning process is formative and can be used by students and teachers to measure progress towards learning outcomes and make appropriate adjustments in teaching.

For formative assessment, the aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their

capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly helpful here. - IBO, 2019, p.25

3.1.2 Summative

In contrast, summative assessment focuses on measuring what the candidate can do, typically to demonstrate the completion of a training programme and/or readiness to progress to the next stage of education. While formative assessment is interested in why a student does something, summative assessment wants to know whether they did the correct thing. While this may seem less useful than the why question, consider the different purpose of summative assessment, which is to make a judgement about the candidate, not to inform future teaching. - IBO, 2019, p.25

3.2 The Importance and Value of Feedback

Feedback has been identified as one of the most effective teaching practices (Hattie, Timperley 2007) and should, therefore, form the core of assessment. Effective feedback should consider the following:

			
Feedback or feed forward?	What is the focus?	Must be...	Who is it for/from?
• How am I doing? • Where am I going?	• knowledge or skills • the learning process • self-regulation skills	• Timely • Task specific • Goal referenced • Tangible and transparent • Constructive • Actionable • User-friendly • Ongoing and consistent	• Teacher • Self • Peer • Parents

3.3 Inclusion in Assessments

CIS believes in ensuring that we meet individuals' needs in general. Students with 'learning needs' are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and who require inclusive access arrangements to demonstrate their level of achievement. Therefore, where standard assessment conditions could put neurodiverse candidates at a disadvantage by preventing them from demonstrating their level of attainment, inclusive access arrangements may be authorised internally and by the IB. This approach applies to students with learning difficulties, alongside learners affected by temporary, long-term or permanent disability or illness.

Students receiving Tier 2 or Tier 3 support and have a modified curriculum will have a modified assessment requirement based on their individual needs and plan.

Teachers allow students to demonstrate their understanding via multiple modes and formats. As often as possible, teachers provide them with choices of assessment tasks, and where appropriate, in the co-creation of the assessment tasks. Learners benefit from scaffolds or structures that allow them to express where they are in meeting the identified learning goals. These are embedded into assessment tasks and accessible to all students who might benefit from them.

Some of the inclusive access arrangements related to assessment that may be authorised by the IB are based on the following principles:

1. The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate's level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
2. Inclusive access arrangements are intended to reduce the adverse effects of a candidate's learning needs when demonstrating their level of attainment. The inclusive access arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
3. The inclusive access arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or Courses results.

Specifics about how we support neurodivergent learning needs including during assessment may be found in our Inclusion Philosophy and Procedures. Learner needs are taken into consideration when designating spaces for assessments to take place.

3.4 Academic Integrity in Assessments

Copenhagen International School places great value on the ethical qualities of personal integrity and academic honesty. We encourage all members of the community to uphold the standards of academic integrity as outlined in our Academic Integrity Philosophy and Procedures.

3.5 Language Use in Assessments

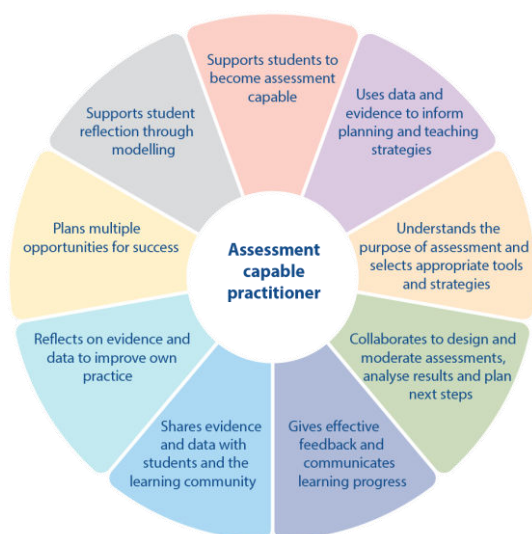
When assessing learning, we believe it is important to focus on the particular learning outcome being addressed and focus on those skills. As such, there may be times when learners are able to utilise one or more languages in the creation of evidence of learning. Specific details might be found in our Language Philosophy Procedures.

Our Common Practices

3.5.1 Creating Assessment Capable Learners

Assessment-capable learners know their goals, where they are in their learning, and what they need to do next to progress. At CIS we believe that it is essential to create assessment capable learners in order to empower them to guide their own learning. Knowledge and understanding manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that learners are encouraged to be flexible, are supported to develop a growth mindset and see their development as an ongoing and flexible process.

3.5.2 Developing Assessment Capable Faculty



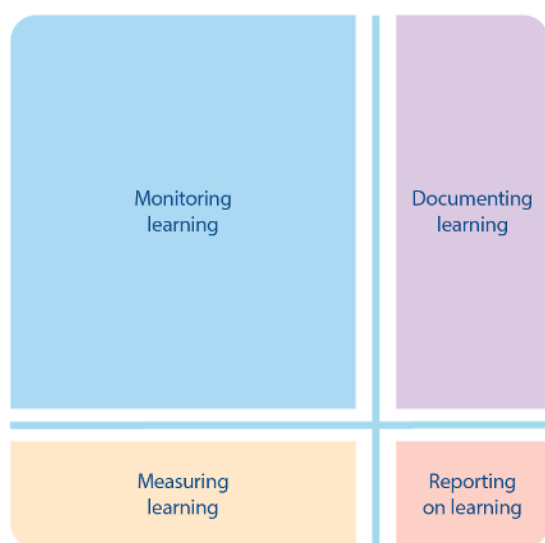
Instructionally agile faculty, or assessment capable practitioners as described by the IB, are adept at transitioning between instruction, formative assessment and feedback in order to identify individual learner progress and needs and adjust instruction accordingly. By fluidly transitioning between instruction, assessment and feedback, learner proficiency and engagement is enhanced and they take on ownership of their own learning.

At CIS we develop these assessment skills in our faculty through regular professional development on the purpose of assessment, how to best use data to inform practice and provide effective feedback, In our collaborative planning process, teachers collaborate to design scaffolds and supports and an approach to assessment including multiple opportunities to demonstrate their success.

The four dimensions of assessment

Assessment, which has four dimensions: monitoring, documenting, measuring and reporting on learning provides evidence to inform learning and teaching. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. - IB, 2018, p.76.

At CIS, we believe that the four dimensions of learning are all important; however, we recognise that we should dedicate the most amount of time on monitoring learning then documenting and measuring it, with reporting on learning taking the least time, as represented in the IB diagram shown here.



4. Creating assessment capable students in the PYP

At regular points throughout the year beginning in the first few weeks of school, learners are supported by their teachers to set realistic, appropriate goals to help them move to the next stage in their learning. These are based on evidence of learning that is gathered and discussed with learners to help them understand where they are in their learning journey and the next steps they need to take in order to grow in their understanding. The goals might be for that next lesson in learning as identified during conferring sessions or they might be goals that stretch over a longer period of time, for example those shared and co-created during listening conferences, parent/teacher/student conferences or when discussing progress in learning. Learners are involved in the co-creation of success criteria against learning objectives, peer assessment and individual reflection at the end of lessons which support their assessment capabilities to develop. Learning goals are personalised and connect to their new learning goals. These are revisited regularly to monitor progress.

4.1 Monitoring Learning in the PYP

The process of monitoring learning involves daily interaction between teachers and learners through observation, questioning, discussion, open ended tasks, written and/or oral informal assessments and reflection in order to check the learner's progress against goals and success criteria. Holistic data is gathered beyond just academics to gain a full image of the student such as their interests, passions, family situation, linguistic profile, schooling history etc. This process begins during the admissions process, in listening conferences at the start of a school year and is built upon throughout the year. Learners are often asked to share their thinking, providing evidence to justify their ideas and understanding. Teachers build in the time and strategies to monitor for understanding through and/or at the end of their lessons to ensure metacognition and reflection on learning. Morning circles allow for regular review and monitoring of learning and well-being.

4.2 Documenting Learning in the PYP

Documenting learning is the process of collecting physical or digital evidence of the learning that is taking place. By sharing this with others, learning becomes visible, thus providing opportunities to adjust or reconnect with goals and success criteria. Students upload samples of their learning to our learning management system, Toddle, and regularly monitor and reflect on their growth using these and other samples. Their samples show evidence of learning concepts, skills, knowledge and attributes of the learner profile which provide a holistic image of themselves as learners within the PYP.

4.3 Measuring Learning in the PYP

Measuring learning captures what a student has learned at a particular moment in time. This information adds to the overall picture of progress toward their goals and can provide useful data for directing any needed changes. See appendix to understand more about the variety of standardised assessment tools used at CIS to measure learning. Assessment data is reviewed during collaborative planning meetings, within the student support team, and/or staff meetings and across the school to identify where specific extension, intervention, adjustment to teaching or professional development is needed.

4.4 Reporting on Learning in the PYP

Reporting is the process used to communicate knowledge gained from assessing student learning. The purpose of reporting is to provide relevant information about a learner's progress to students, parents, support staff and other teachers both at CIS and beyond. This process keeps everyone informed on how well the learners and the school are doing over a period of time. This provides information that describes learners' progress, achievements, and areas for growth – as well as the programme's effectiveness. This is the most visible dimension of assessment and CIS develops an open reporting process that allows it to be understood and valuable for everyone who receives the information.

We believe that assessment is an ongoing, holistic process conducted through observation, documentation, conversation, and reflection. Learners are actively engaged in this process. These multiple pieces of evidence help learners, teachers, and parents to understand overall progress and more specifically strengths and developmental needs. Parents therefore receive verbal, observational and written reports on student progress. The semester progress reports are collaboratively written by the entire team of teachers who work with the learners. They indicate who the student is as a learner and as an inquirer and how they are progressing towards grade level expectations in the subject areas for that specific time of the school year. They indicate engagement levels, levels of achievement as well as overall comments in subject areas, emotional well-being and development of the attributes of the IB learner profile and their approaches to learning. Student self reflection is included in the written reports.

The written semester reports are one aspect of how we provide information about student learning progress throughout the year which includes listening conferences, back to school meetings at the beginning of the year; parent-teacher conversations; student-led conferences mid way through the second semester; student sharing assemblies and open houses, and feedback on the learning artefacts in the student-learning portfolios/journals in our learning management system, Toddle.

4.5 Transition Between the PYP AND MYP

At the end of Grade 5, homeroom teachers, learning support teachers, counsellors, IB coordinators and principals from both sections review a range of evidence of learning connected to all students; these data points include samples of work, LAS Links scores, and where relevant ILPs and Accommodation Plans. The Grade 6 team's knowledge and understanding of the upcoming Grade 5 learners is supported by their involvement in the PYP exhibition. Transition days where the Grade 5 students buddy with Grade 6 students and experience a day in the life of a middle schooler further support their transition.

5. Creating assessment capable students in the MYP and DP

Assessment is integral to all teaching and learning. MYP/DP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide learners with opportunities to achieve at the highest level, MYP/DP teachers develop rigorous tasks that embrace a variety of assessment strategies. Learners can then use this information to understand their pathways for growth and success in the MYP and DP.

The assessment protocols specific to the Secondary School (MYP and DP) can be seen [here](#) (Appendix 5).

5.1 Monitoring Learning in the MYP and DP

In the MYP/DP, teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks (authentic performances of understanding), teachers use descriptors to identify students' achievement levels against established assessment criteria. MYP internal (school-based) assessment uses a "best-fit" approach in which teachers work together to establish common standards against which they evaluate each student's achievement holistically.

Setting goals with secondary learners begins by taking into account where they are at the outset of the learning. Using a variety of strategies and tools, the teacher gathers data that informs their planning and supports learners to set achievable goals. Goals are connected to clear objectives that help both the teacher and learner stay focused on what needs to be achieved, and the development of a clear path of progression towards success, measured against criteria which are shared with the learners in a language they can access and understand. The manageable goals co-created with learners can be content, skill and/or language specific. Regular monitoring of learning checks progress against the initial goals set. The course of learning is also monitored so that it can be modified if need be; this then supports the learner to meet the learning objectives in the way that best suits their learning. Goal setting, and monitoring learning against success criteria can be both teacher and student led, and the more the process is co-created the more assessment capable the learner becomes.

The role of the teacher in monitoring learning through formative assessment in the MYP/DP

Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Learners need to understand what the assessment expectations, standards and practices are and these are therefore all introduced early, naturally in instruction as well as class and homework activities.

Teachers are responsible for designing and providing formative assessment structures and practices that help learners to improve their understanding of what constitutes excellence and where their own work stands in relation to this.

Formative assessment is also important for the teacher, as it provides detailed feedback on the nature of the learners' strengths and limitations. The emphasis here—a key component of

learning how to learn—is on making the student a better judge of their own performance and then helping them to develop strategies to improve.

CIS uses a number of practices and instruments to support this idea of assessment ‘for learning’, including teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher (either face to face or using an IT resource). Assessment instruments primarily designed for formal assessment at the end of the course are also adapted and used formatively as part of the learning process.

Formative assessment is continuous, is a natural part of teaching, and incorporates classroom observations, classwork, homework, and any assignments set by teachers to discern learning progress.

5.2 Documenting Learning in the MYP and DP

The process of documenting learning is the process of collecting physical or digital evidence of the learning that is taking place. By sharing this with others, learning becomes visible, thus providing opportunities to adjust or reconnect with goals and success criteria.

Documenting learning captures and evidences achievement and progress, making learning visible to students. Physical and digital evidence of learning can be shared for student self-reflection, peer review, and can provide valuable opportunities for meaningful feedback. It can also be used to show and celebrate the messiness of learning, and the variety of routes taken by individual students as they make their way through their learning experiences. The identified Approaches to Teaching and assessment recognise the importance of documenting not only the products, but also the process of learning.

Teachers use a variety of methods to check for understanding in order to form a picture of where the student is on their path towards the learning objectives. Documents of learning provide formative data which can be collected by the teacher in a myriad of ways, in order to document progress, sharing with the student (and parents) the extent to which their learning demonstrates understanding and success.

Learning experiences and assessments also play a significant role in the development of the Approaches to Learning (ATL) skills, especially those skills closely related to subject-group objectives.

The school uses the Toddle platform for curriculum development, curating student learning experiences, storing assessment data, and developing and sharing summative, semester reports. Students are supported to understand the demands made on them by assessments connected to the core and subject specific aspects of the MYP and diploma programmes. Regular monitoring of progress is enhanced by regular communication between faculty and students, and when needed parents. These conversations make reference to, and are supported by multiple data types as collected by MYP & DP faculty and the coordinators.

5.3 Measuring Learning in the MYP and DP

Measurements of learning support, encourage and document progress and student success. In order for students to be 'assessment capable', they are taught to develop their ability to capture demonstrations of learning and understanding as they make their way towards the completion of a unit of study.

Formative assessments take place throughout a unit, in order to monitor, modify, and support learning, and the successful completion of future summative assessments. A variety of informal and more formal formative assessment techniques can be used by the teacher; including entry and exit slips, one-to-one conferencing, checklists, illustrations or maps of understanding, short quizzes etc.. The assessment methods chosen by the teacher are designed to enable both the teacher and the student to see the extent to which they have grasped the concepts and skills in question. Learning and progress is therefore made visible and tangible for the student. Future learning plans are developed using the data from formative assessments and tasks.

Summative assessments determine levels of achievement, whilst supporting and encouraging learning. They are authentic performances of understanding, usually taking place towards the end of a unit. They require teachers to measure learning against prescribed subject-group objectives in each year of the MYP or course guides for DP subjects. Students are provided with a range of opportunities to achieve and demonstrate their learning, as the teacher utilises a variety of assessment strategies designed to measure their relative success against the published criteria. Teachers make decisions about student achievement using their professional judgement, guided by the criteria and course guides, which is public, known in advance and shared with students in a way that is both accessible and transparent.

Measuring Learning through Summative (Formal) Assessment in the DP

Summative (Formal assessment in the Diploma Programme is defined by the IB as "all those assessment instruments that are used to contribute to the final qualification". These instruments include some multiple-choice tests for some of the Group 4 (Sciences) subjects, examination papers for most subjects, taken at the end of the two-year course, as well as a variety of other tasks (essays, research papers, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects and artistic investigations and performances) spread over different subjects and completed by students at various times under various conditions during the two-year programme.

Some of these assessment instruments are used formatively during the course, for internal assessment purposes, as well as summatively at the end. Summative assessments may take place at the end of a unit, or, in most subjects, in formal, internal examinations.

Internal examinations for Grade 11 are held in most academic subjects at the end of each semester (December and June). Mock examinations are held for Grade 12 in December, in the final two weeks of the first semester. All candidates will be given full-scale practice examinations at this time.

The final Diploma Programme examinations, which are assessed externally, are usually held during the first three weeks of May.

5.4 Reporting on Learning

5.4.1 MYP and DP Grade Descriptors, Criteria and Achievement Levels

Subject teachers publish the official IB DP grade descriptors, learning outcomes and assessment criteria for the six subject groups and two elements of the DP Core to students and to parents at the start of the two-year course. This assists students, parents and teachers in determining how work is assessed, how to report progress and above all, to provide material for feedback on both formative and summative assessments. The grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors. For each grade, qualities of a typical performance are given. However, most work will display some of the characteristics of more than one grade. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates' grades. Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components. The grade descriptors for each DP subject group can be found [here](#).

For the MYP, subject overviews are published to the school website, and for all classes in the Secondary School, parents have access to the units and real-time teaching and learning practice, through Toddle. Assessment tasks are marked according to respective IB DP and MYP criteria so that students, teachers and parents are clear about the progress of the learner. The current assessment tasks, and their weighting relative to the course as a whole can be found in Appendix 1 of this document. Parents are also supported in their understanding of the assessment criteria during Coffee Mornings held at the start of the academic years, and these are run by the respective MYP and DP Coordinators.

An emphasis is placed on assessment processes that involve the gathering and analysis of information about student performance which are then shared in order to encourage and support further growth. Teachers regularly provide timely feedback to students on their performance as they make their way through the learning. Feedback can be informal and formal, the most formal of which is shared with families at the end of each semester.

Formal reports on learning allow students and families to see where an individual's progress is in relation to the criteria for each subject, as well as the Approaches To Learning (ATLs). Report narratives are predominantly descriptors of the subject, and the content and skills taught. In the MYP, students receive two reports (one for each semester) which contains grades for the respective criteria, an overall grade in each subject, and progress along the ATL continuum. In Grades 11 and 12, reports are completed quarterly in October, January, February/March and June, and are called Quarter 1, Semester 1, Quarter 3 and Semester 2. The Semester 1 report card for Grade 12 also contains a Mock Examination grade for each examined subject. Reviews of reports can be used in goal setting conversations, as students discuss their learning with teachers and their parents/guardians in the Parent-Teacher Conferences that are held twice yearly for each grade level.

Achievement grades on student reports are given in the form of number grades, 1 – 7 (7 being the highest grade awarded), reflective of the IB grading scale, allowing students and parents to determine how well students are doing when measured against the respective MYP and DP criteria in each subject. Grades given on reports are based on achievement levels awarded for each criterion. This is awarded using the teacher's judgement of how well, at that point in time, each student has mastered each strand of the criteria. This is in line with a key feature of Middle Years and Diploma assessment - valuing the most accurate demonstration of student

performance, rather than just averaging attainment grades over a reporting period. The summative assessment instruments used to obtain the grade will vary from subject to subject: depending on the course the grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations, group work. A range of formative assessment strategies will be employed in working towards an assessment to provide students with the feedback they need to be successful in their summative assessments.

It should be noted that the descriptors above are for school purposes - these terms are not used by the IB in its Grade Descriptors document. Instead, qualitative descriptors are provided.

The Extended Essay and TOK are graded on an A – E scale, for which qualitative descriptors are provided, with an E being a failing grade.

5.4.2 Moderation in the MYP and DP

Moderation refers to the practice of subject teachers marking each other's work to ensure that marking is fair, accurate and consistent.

In the MYP, all summative assessments are moderated by subject teachers of the particular grade level.

In the DP, where there is more than one subject teacher, internal moderation of internal assessments takes place to ensure consistency of marking in accordance with the published IB marking criteria. For example, in the DP, Biology teachers crossmark Internal Assessment tasks, English Language and Literature teachers moderate the individual oral assessments, and Mathematics SL teachers mark the SL Internal Assessments. Where there is only one teacher of a subject (Music, for example), internal moderation is not possible. In this case, we may ask for support from other IBDP schools where necessary.

6. Evidencing learning at specific stages of our learners' IB journey

6.1 Our Early Learners

Students in the early years acquire key learning milestones that are fundamental for future school success. This includes their cognitive ability to reflect on their knowledge, conceptual understandings and skills. A wide range of assessment strategies informs learning and teaching of young learners.

Early years teachers observe how students monitor and adjust their own behaviour, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

When observing, teachers also document what the students say and do. By listening carefully to the dialogue between students, teachers learn about their current interests, existing knowledge, level of involvement and social skills. Teachers share these observations with students and parents. Collaborating with colleagues, they analyse group interactions, discover strengths, identify learning goals and reflect on the effectiveness of teaching practices.

Taken from PYP: From principles into practice, Assessment: Assessing Early Learners

6.2 PYP Grade 5 Exhibition

As a culmination of their learning in the PYP, our grade 5 students engage in the PYP Exhibition. This extended investigation into an area of something about which they are passionate is a rite of passage in their last year of primary. The focus is not only on the academics but also on their social, self-management, research, organisation and thinking skills. Supported by a team of teacher supervisors, mentors, experts and peers the students identify lines of inquiry, carry out primary and secondary research, conduct surveys, analyse and synthesise their notes. They share important elements of their project with the whole community including who they have become as learners through the process.

6.3 MYP Personal Project

The Personal Project is an externally verified assessment that takes place in the final year of the programme. Each MYP student develops a project independently, producing a report which is graded and moderated internally, and then validated by the IB. Producing a truly personal and authentic piece of work over an extended period of time stands as a summative review of their ability to conduct independent work, demonstrate their learning, and create their own success criteria. The more assessment capable they are before this project, the more successful they will be.

6.4 DP Extended Essay

The Extended Essay is an independent, self-directed piece of research, finishing with a 4,000-word paper. It encourages students to draw upon the knowledge and skills they've acquired throughout the program and apply them to an independent research project. This capstone experience not only prepares students for higher education but also fosters critical thinking, research, and communication abilities that are essential for lifelong learning and success.

7. The Diploma Programme Assessment Information

The Aims of Assessment in the Diploma Programme

Assessment in the Diploma Programme is guided by the IB and the guidelines and practices are outlined in the IB document *Assessment principles and practices—Quality assessments in a digital age* (2018)

The IB describes assessment of the Diploma Programme as ‘high-stakes, criterion-related performance assessment.’ It is based on the following aims:

7.1 Key features of Diploma Programme assessment include the following:

- An emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students’ work in relation to identified levels of attainment, rather than in relation to the work of other students.
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate sustained demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it. Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.

7.2 Assessment and DP Grade Descriptors

The IB has provided ‘grade descriptors’ for each of the six subject groups, and two elements of the Core, to assist students, parents and teachers in determining how work is assessed, how to report progress and above all, to provide material for feedback on both formative and summative assessments.

The grade descriptors consist of characteristics of performance at each grade. The descriptors apply to groups of subjects but substantial similarity exists across sets of group grade descriptors. For each grade, qualities of a typical performance are given. However, most work will display some of the characteristics of more than one grade. The grade descriptors are also intended to help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates’ grades.

Senior examiners use these grade descriptors when determining grade boundaries for examination papers and coursework components.

The grade descriptors for each DP subject group can be found [here](#).

7.3 Formative assessment in the Diploma Programme – the role of the teacher

The IB defines formative assessment as An approach to assessment that focuses on seeking and interpreting evidence and generating feedback, where the inferences drawn from assessment outcomes relate to the kinds of actions that would best help the student to learn. It is an ongoing assessment that is embedded in curriculum and instruction. Formative assessment is also known as Assessment for Learning.

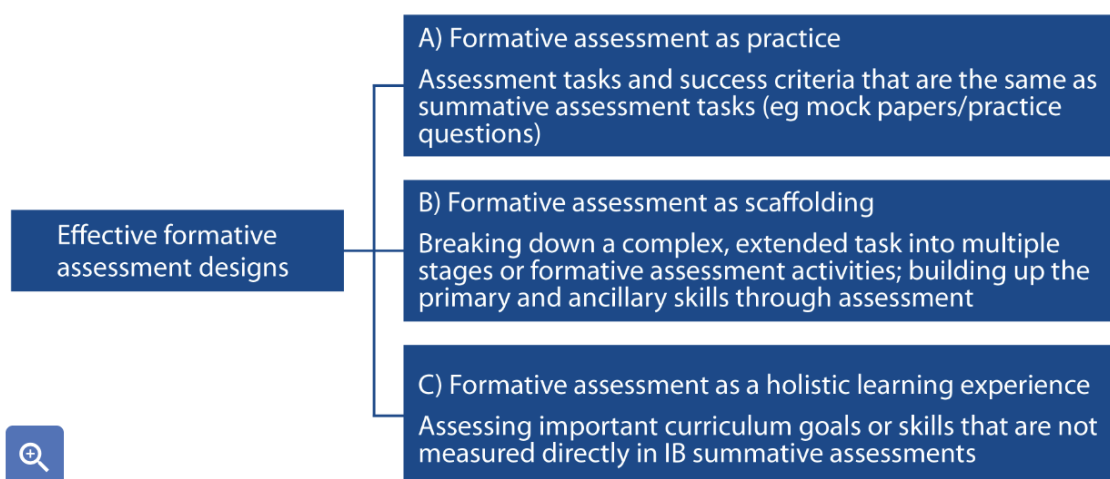


Figure 10 Three approaches to effective formative assessment design

(Taken from 'Teaching and learning informed by assessment in the Diploma Programme', pg 27),

Formative assessments in DP classrooms can be broadly categorised into the three categories noted above, and all three are used in Copenhagen International School.

Teachers are responsible for designing and providing formative assessment structures and practices that help students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment practises aim to provide students with a positive experience, as they promote and empower active learning,

reduce anxiety, and provide the feedback and support needed for effective personal and academic growth.

Formative assessment is also important for the teacher, as it provides detailed feedback on the nature of the students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the student a better judge of their own performance and then helping them to develop strategies to improve.

CIS uses a number of practices and instruments to support this idea of assessment as 'for learning', including teacher-supported self-evaluation, systematic use of detailed assessment descriptors (rubrics, matrices), and peer evaluation mediated by the teacher (either face to face or using an IT resource). Assessment instruments primarily designed for formal assessment at the end of the course are also adapted and used formatively, often in a scaffolded manner, as part of the learning process.

Formative assessment is continuous, is a natural part of teaching, and incorporates classroom observations, classwork, homework, and any assignments set by teachers to discern learning progress.

7.4 Summative (Formal) Assessment in the Diploma Programme

Summative (Formal) assessment in the Diploma Programme is defined by the IB as, broadly, assessment aimed at determining the competency or level of achievement of a student, generally at the end of a course of study or a unit of work. More specifically, summative assessment encompasses all those assessment instruments that are used to contribute to the final qualification. These instruments include some multiple-choice tests for a number of the Group 4 (Sciences) subjects, examination papers for most subjects, taken at the end of the two-year programme, as well as a variety of other tasks (essays, research papers, written assignments, oral interviews, scientific and mathematical investigations, fieldwork projects, the TOK Exhibition and artistic investigations and performances) spread over different subjects and completed by students at various times under various conditions during the two year Diploma Programme.

Some of these assessment instruments are used formatively during the course, for internal assessment purposes, as well as summatively at the end. Summative assessments may take place at the end of a unit, and, as in most subjects, in formal, internal examinations.

In addition to summative end-of-unit/end-of section tests/assignments which take place throughout Grades 11 and 12, CIS also holds the following summative assessment sessions for the DP students:

- Internal examinations for Grade 11 are held in most academic subjects at the end of each semester (December and June).
- Mock examinations are held for Grade 12 in December, in the final two weeks of the first semester. All candidates will be given full-scale practice examinations at this time.
- The final Diploma Programme examinations, which are assessed externally, are usually held during the first three weeks of May.

7.5 Internal and External Assessment in the Diploma Programme

Most formal assessment is external, mainly but not exclusively consisting of the final summative examinations (set by the IB) taken at the end of the two-year programme, which are then sent to be marked external examiner.

Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator. These pieces of work are referred to as IAs - Internal Assessments - and may, depending on the subject, count towards between 20% and 70% of the final Diploma Programme grade, which means they are important pieces of work, to which students need to give considerable attention.

In order to ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by the DP Coordinator and agreed to by all DP teaching staff. The current calendar of deadlines can be seen in Appendix 3.

Internal Assessments (IAs), External Assessment (EA), and Moderation

- Certain pieces of work completed during the course of the two year DP count towards the final IB Diploma Grade - we call these IAs
- Some work is 'internally assessed' (marked first by teachers)
- All internally assessed work is 'externally moderated' (marked again by an external examiner)
- History IA, Economics IA, Science Investigations, Visual Arts Exhibition, Oral Exams, etc are all assessed by teachers, and then a sample is sent to external examiners to be moderated – marks can be raised or lowered
- Students are not told what marks they have been given in IAs as these marks can change.
- Some pieces of work are 'externally assessed' - marked by external examiners only.
- The Extended Essay, HL Essays in Language A and TOK Essays are externally assessed. Teachers predict a grade, but do not 'mark' the final essay/assignment.

7.6 Assessment Criteria

DP teachers publish the official IB learning outcomes and assessment criteria to students and to parents at the start of the two-year course. Assessment tasks are generally marked and graded according to these criteria so that students, teachers and parents are clear about the progress of the learner.

Parents are also supported in their understanding of the assessment criteria during a Coffee Morning held at the start of Grade 11, focusing on 'All about Assessment in the DP'.

7.7 Moderation

Moderation refers to the practice of subject teachers marking each other's work to ensure that marking is fair, accurate and consistent. Where there is more than one subject teacher, internal moderation of both internal summative assessments, and the DP IAs take place to ensure consistency of marking in accordance with the published DP marking criteria. Biology teachers crossmark Internal Assessment tasks, English Language and Literature moderate each other's oral examinations, and Mathematics teachers mark each other's Internal Assessments. Where there is only one teacher of a subject (Economics, Music, for example,

internal moderation is not possible, although we have asked for support from other IB DP schools where necessary.

7.8 Grades and Reporting

7.8.1 Diploma Programme Grades (Achievement Grades)

Achievement grades on student reports are given in the form of number grades, 1 – 7 (7 being the best), reflective of the IB DP grading scale, allowing students and parents to determine how well students are doing when measured against DP criteria in each subject.

Grades given on reports are the teacher's estimate of how well, at that point in time, each student has mastered the essentials of the subject. This is in line with a key feature of Diploma assessment - valuing the most accurate, sustained demonstration of student performance, rather than just averaging attainment grades over a reporting period.

The assessment instruments used to obtain the grade will vary from subject to subject: depending on the course the grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations and group work.

7.8.2 The DP Grading Scale (Achievement Grades)

7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

It should be noted that the descriptors above are for school purposes - these terms are not used by the IB in its Grade Descriptors document. Instead, qualitative descriptors are provided.

The Extended Essay and TOK are graded on an A – E scale, with an E being a failing grade.

	Theory of knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

7.8.3 The Diploma Programme and ATLs

ATL ratings are included in all reports issued to DP students. ATL skills encompass critical attributes like research, communication, time management, and self-management, which are essential for success in school, but also in higher education and professional life. By incorporating ATL ratings, CIS wishes to provide a more holistic evaluation of a student's abilities, while also promoting the importance of personal growth and character development. This not only aligns with the holistic approach of the Diploma Programme but also encourages students to think beyond grades and to understand the skills required to be successful learners.

Further information about how CIS understands and rates the ATLs in the Diploma Programme can be seen [here](#).

7.8.4 Arriving at a final Diploma Programme Grade at the end of the two year programme

Students receive their final Diploma Programme mark following the summative examinations taken in May of Grade 12.

Students are assessed in each subject on a scale of 1 to 7, with 7 being the highest score achievable. Apart from the Group 6 (Arts) subjects, approximately 75-80% of the final DP grade in each subject is attributed to performance in external examinations, which are held at the end of the two-year programme.

The remaining percentage of the final grade is awarded based on performance in Internal Assessments (IAs). IAs consist of various tasks and projects specific to each subject, completed throughout Grades 11 and 12, allowing students to demonstrate their research, analytical, and critical thinking skills. This dual assessment system ensures a balanced evaluation, taking into account both the students' academic knowledge and their ability to apply that knowledge in practical contexts.

In the Diploma Programme, the maximum total possible score a student can achieve is 45 points. A student can earn up to 7 points from each of the six subjects they study. Additionally, they can earn a maximum of 3 points from their combined scores in Theory of Knowledge (TOK) course and the Extended Essay (EE).

There are a range of passing criteria necessary to be awarded the Diploma - students must achieve at least 24 points, with 12 in their HLs and 9 in their SLs. There must be no '1' awarded in any subject, no more than 2 x 2s, no more than 3 x 3s or below, and all CAS requirements must be met. (See Appendix 2 for the full list of passing conditions)

7.8.5 Predicted and Projected Grades in the Diploma Programme

CIS has chosen to use the term 'Projected Grades' when collecting grades for the purpose of informing university admissions decisions. Projected grades are collected twice - once at the end of Grade 11, and again at the end of Quarter 1 in Grade 12. The first set (of grades) are referred to as 'provisional projected grades' and the second set are 'final projected grades'. Both sets of projected grades are recorded on the reports which are sent to parents and students, at the end of Grade 11, and following Quarter 1 in Grade 12.

In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades prior to the final exams. CIS

refers to these as 'Predicted Grades'. Students (and parents) are not informed of their predicted grades unless there are specific circumstances to bear in mind, such as the cancellation of exams.

CIS's Projected Grade Process can be seen [here](#).

7.8.6 Report Cards and Parent Conferences

Reports are completed quarterly for Grades 11 and 12 in October, January, March and June, and are called Quarter 1, Semester 1, Quarter 3 and Semester 2 reports. Grade 12 students do not receive a Quarter 3 report.

Reports contain a 1 - 7 grade for each of the six subjects, an A- E grade for TOK (semesterly), ATL ratings for all subjects, and a student written CAS progress comment each semester. The Semester 1 report card for Grade 12 also contains a Mock Examination grade for each examined subject.

Parent Conferences are held twice yearly for each grade level.

Currently, reporting in the DP is carried out as follows:

	Grade 11	Grade 12
Quarter 1 (October)	Subjects: ATL Levels and Achievement Grades TOK: ATL levels	Subjects: ATL Levels and Achievement Grades TOK: ATL levels
November	Parent Conferences	Parent Conferences
Semester 1 (January)	ATL levels and Achievement Grades for all subjects and TOK Written CAS comment (student written)	ATL levels, Achievement Grades for all subjects and TOK. Mock Exam Grade Written CAS comment (student written)
Semester 2: January		Parent Conferences
Quarter 3 (March)	ATL levels and Achievement Grades for all subjects and TOK	
April	Parent Conferences	
Semester 2 (June)	ATL levels, and Achievement Grades for all subjects and TOK Written CAS comment - student written Written EE comment	ATL levels, and Achievement Grades for all subjects, apart from TOK

7.8.7 Grade Conversion and Danish Universities

The IB Diploma is recognized as an entrance qualification for admission to all the higher education institutions in Denmark, provided that certain subjects/levels have been adhered to. The current requirements can be found at the Ministry of Higher Education's website - [here](#). It is important to note that these requirements, and the conversion scale may change each year. Students and parents should ensure they check this conversion scale, and individual university requirements with care, regularly.

7.8.8 Grade Conversion and GPA for North American Universities

For the purpose of applying to American and Canadian Universities, Copenhagen International School has devised a conversion scale relating IBDP grades to unweighted GPA scores, as shown in the tables below.

Please note that the conversion is not definitive and universities often make use of their own GPA conversion tables when assessing student achievement.

IB Standard Level Grades 11 + 12	
Achievement Grade	GPA
7	4.25
6	4
5	3.75
4	3
3	2.25
2	1.25
1	0
NG	0

High School Grades	GPA
7	4
6	3.75
5	3.5
4	2.75
3	2
2	1
1	0

IB Higher Level Grades 11 + 12	
Achievement Grade	GPA
7	4.5
6	4.25
5	4
4	3.25
3	2.5
2	1.5
1	0
NG	0

Grade 11 and 12: IBDP

Standard Level	GPA Standard Level (SL)	GPA Higher Level (HL)	US Equivalent
7	4.25	4.5	A+
6	4	4.25	A
5	3.75	4	B
4	3	3.25	C
3	2.25	2.5	D
2	1.25	1.5	F
1	0	0	F

7.9 Recording Diploma Programme Assessment

All DP teachers maintain records of grades achieved by students in all summative, and many formative assessments. Parents and students have access to this information via Toddle.

Student grades are recorded on the relevant Quarter and Semester reports which are released to parents and students, and which are then held in electronic archives by the school in compliance with GDPR requirements

Total points for each student in Grades 11 and 12 following each relevant Quarter and Semester report are calculated by the DP Coordinator as a means of tracking student progress and supporting students who may be facing academic or personal challenges. Records of total grades and, where necessary, the actions taken are maintained by the DP Coordinator across the two years of the Diploma Programme.

Records of projected and predicted grades (for university admission) are maintained by the College Counsellors and (for the IB) by the DP Coordinator. A brief analysis of predicted versus actual total grades is also maintained by the DP Coordinator.

The final DP score achieved by each student is noted on the Diploma Results Document issued by the IB. This, alongside the IB Diploma (or Certificate) is scanned and placed in individual student files as a record of achievement. Subject and component grades for each student alongside school statistics, etc, going back a number of years, are recorded on IBIS (the IB's information system) and can be accessed by the DP Coordinator.

Overall Diploma Programme results (pass rate, average points, best score...) are provided each year by the IB and a record of these assessment outcomes is maintained by the DP Coordinator and updated annually on the school website and relevant internal documentation.

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Appendices

CIS Board of Governors Policies associated with Assessment

The School assesses students in order to gather information about student competencies and to promote future learning. Assessment practices in the Primary Years Programme, Middle Years Programme and Diploma Programme are in accordance with the School's guidelines for academic achievement and the principles and recommendations of the International Baccalaureate (IB).

Appendix 1: Bringing the Procedural documents to life

The IB coordinators and division principals ensure that new staff are appropriately trained and that all teachers are adhering to the policy and protocols. The programme coordinators ensure that the full policy and protocol document is appropriately communicated and shared.

New faculty training

The policy and protocols are reviewed with new teachers in the first semester of their first year. These trainings are managed by the three IB coordinators, as appropriate.

Communication

Full copies of the policies and protocols are linked to the Staff Handbook, the Parent and Student Handbook, and are shared on the Veracross. Communication for developing an understanding of the policy is also supported by workshops for parents.

Reviewing and Evaluating the School procedural documents

At least one member of the CIS Senior Leadership Team, as instructed by the Director, oversees the development or review of each procedural document. Members of the school staff and community may be asked to contribute to the development or review at the discretion of the Director. The process for development and review of pschool procedural documents is outlined in the [CIS procedural documents guide](#)

The director of communications ensures that the full policy and protocol document is appropriately communicated and shared. The IB coordinators and division principals ensure that all teachers are adhering to the policy and protocols.

The Admissions, Assessment, Inclusive Access, Language and Academic Integrity IB Procedural documents are reviewed on a three-year cycle and should be read in alignment.

Dates	Review Team	Purpose	Approval by:
2008	IBCs, faculty/admin representatives	Creation of the assessment policy	Director
2013/14	IBCs	IBCs to align with MYP Next Chapter	Director
2018/19	IB Coordinators, faculty representatives, input from students, parents, admin, board	Align with assessment practices in middle and high schools	Director
2023	CIS Pedagogical Leadership Team	Align with PYP Enhancements and changes in assessment practices	Director

Appendix 2: Award of the IB Diploma

13.2 The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a. CAS requirements have been met.
- b. The candidate's total points are 24 or more.
- c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
- d. There is no grade E awarded for theory of knowledge and/or the extended essay.
- e. There is no grade 1 awarded in a subject/level.
- f. There are no more than two grade 2s awarded (HL or SL).
- g. There are no more than three grade 3s or below awarded (HL or SL).
- h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Appendix 3: Internal Calendar of Deadlines for the IB Diploma Programme

The deadline calendar for 2023/2024 can be accessed [here](#).

Appendix 4 - IB Principles of Assessment

0201-01-0232	The school complies with the IB regulations and procedures related to the conduct of all forms of DP assessment.
0201-04-0300	The school captures and uses data that informs the quality of the implementation of the programme(s).
0202-01-0100	The school provides adequate resources and facilities in accordance with programme documentation.
0202-01-0531	The school complies with IB assessment requirements with regards to the security and administration of examination materials, and the provision and delivery of access arrangements.
0202-02-0100	The school implements and reviews systems and processes to identify the needs of students.
0202-04-0100	The school implements and reviews systems and processes to provide advice and guidance to students on programme choices, careers and/or additional education opportunities as they move further in their learning.
0203-01-0100	The school ensures that all teachers have access to current and relevant IB content.
0203-02	The school ensures that leadership and teachers participate in appropriate and timely professional learning to inform their practice.
0203-03	The school provides time and other resources for teachers to collaborate effectively in the implementation of IB programme(s).
0301-05-0100	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.
0301-05-0200	The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.
0301-05-0300	The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.
0301-05-0400	The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.
0301-05-0500	The school describes in its assessment policy the value of assessment for continuous learning and growth.

0301-06-0100	The school implements processes with consideration of the relationship between its IB mandated policies.
0301-06-0200	The school documents its IB-mandated policies and communicates them to the school community.
0301-06-0300	The school considers physical and virtual spaces in all of its IB-mandated policies.
0301-06-0400	The school articulates a planned integration of human, natural, built or virtual resources in all of its IB-mandated policies.
0301-06-0500	The school considers the IB learner profile in all of its IB-mandated policies.
0301-06-0600	The school considers international-mindedness in all of its IB-mandated policies.
0301-06-0700	The pedagogical leadership team uses the school's IB-mandated policies in decision-making and curriculum development.
0401-01-0400	The school provides collaborative planning time for teachers to incorporate IB philosophy into the curriculum.
0401-01-0600	The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts.
0401-02	Teachers collaborate to design, plan and deliver the school's IB programme(s).
0402-01-0200	The school implements and reviews processes that actively engage students in their own learning.
0402-02	Students demonstrate and reflect on their continued development of the IB learner profile attributes.
0402-06	Students take ownership of their learning by setting challenging goals and pursuing personal inquiries
0403-01-0400	Teachers encourage student choice in appropriate places in the curriculum.
0403-04-0200	Students collaborate with teachers and peers to plan, demonstrate, and assess their own learning.
0403-05-0100	Teachers consider learner variability when planning students' personal learning goals.
0403-05-0300	Teachers use IB-mandated policies to support students.
0404-01-0100	Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.

0404-01-0200	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.
0404-02-0100	Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.
0404-02-0200	The school demonstrates that assessment practices are formed around conceptual learning.
0404-02-0300	The school ensures that from the time of enrollment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment.
0404-03-0100	The school administers assessment in accordance with IB rules, regulations, and/or relevant programme documentation.
0404-03-0200	The school regularly reviews and ensures compliance with all access arrangements.
0404-03-0300	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.
0404-03-0400	The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges.
0404-03-0500	The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable.
0404-04-0100	The school provides students with opportunities to consolidate their learning through a variety of assessments.

Appendix 5 – Secondary School Assessment Protocols

The Secondary school Assessment Protocols, covering both MYP and DP can be seen [here](#)

Appendix 6 - Assessments at CIS

ASSESSMENT	WHO	WHEN	DESCRIPTION	HOW WE ASSESS	USES
Diploma Programme Exams (DP)	G12	May	A set of papers or exams in each DP course	Externally assessed by IB examiners against a set of criteria for each course	-Students can earn certificates for each course or the full IB Diploma -Part of student applications to universities -Used internally to assess the strength of our programme
Fountas & Pinnell Running Record (F&P)	KG-G5	Beginning and Mid year and as needed	A formative reading assessment system that allows teachers to assess student reading levels	One on one assessment, teachers listen and record reading cues/miscues, fluency and ask comprehension questions. Scores based on answers and rubrics from F&P	- student reading level (independent and instructional) -Shows student progress from level to level -Enhances instruction in 1:1 and small group reading instruction
IB Internal Assessments (IAs) and External Assessments (EAs)	G11 - 12	Throughout the year based on discipline	A variety of papers, projects and presentations that students submit to the IB as part of their coursework	Students are assessed against IB DP criteria in each subject area. For IAs, Teachers assess internally and the final grades as assigned externally by IB readers. For EAs, the IB assesses the course component for all students.	-Required by the IB to receive IB Course Certificates and/or full IB Diploma
Internal Exams	G9-11	December & May/June	A variety of papers / tests to all students in English, Mathematics, I&S, Languages and Science	Students are assessed against MYP or DP criteria	-Gives students practise exams before Mocks in G12 -Used as one additional assessment for report cards (Exams do not carry more weight than any other course assessment.)

Mock Exams	G12	December	Practice exams in the IB style held over two weeks	-IB criteria in each subject -Internally assessed by teachers	-Practice in the style of IB and following exam protocols
Preliminary Scholastic Aptitude Test (PSAT)**	G10-11 - by choice	November and May	A multiple choice test in mathematics, reading and writing	Serves as a prediction of success on the SAT	-U.S. students get feedback on how to prepare for the SAT. For U.S. students who score well, can also provide scholarship money Note: We encourage all students to try, but this is voluntary, recommended for students interested in US universities. Because of the small numbers involved, we do not track the overall data.
Scholastic Aptitude Tests (SAT)**	G11-12 - by choice	November and May	-General English and Maths multiple choice tests -Students may also opt to take SATs in a range of subjects	-Students receive a raw score based on external criteria	Used as part of admissions process for North American universities Note: Students may re-sit exams if they don't like their initial results
Unit of Inquiry Post Assessment	PK-G10	September - June	End of unit assessment	Scored against teacher/student developed rubrics as part of the UoI	-Determine student understanding of a concept, lines of inquiry, central idea. May also include AtL's
(LAS and the Oxford Test)**	KG-G10	Admissions, upon entry to school and in May to students in EAL programme	A battery of tests in reading, writing, speaking and listening in English	Externally created rubrics that place students on a continuum or phase of learning as second-language English speakers / users	-Identifies what students can do at each phase and what they need to do to move to the next phase -Used for placement into, within and upon exit from EAL

**Optional assessment based on student needs.

Additional Assessments (Non-Exam based)

ASSESSMENT	WHO	WHEN	DESCRIPTION	HOW WE ASSESS	USES
Listening conferences	PK3 - G5	August day before school begins	An opportunity for parents to share about their child prior to the beginning of school	Parents share important information about their child with the homeroom teachers	Initiates partnerships in learning between home/school
3-way conferences	PK3 - G5	March/April	A goal setting conference with student, teacher and parent present.	-Goals are academic and personal (LP and AtL); reviewed in January and May	-Determine progress, edit goal, create a new one
Exhibition	G5	May	Students work collaboratively to conduct an in-depth inquiry into real life issues or problems.	Students are marked against a rubric	-A requirement of the PYP
Extended Essay	G12	January, Gr 12	A 4000-word original research paper developed over approximately 12 months	Students are marked against IB DP criteria. Papers are cross-scored by CIS teachers for accuracy. Final grade is assigned externally by IB readers	-A requirement for the IB Diploma -Used to teach university level research skills
Collaborative Science Project	G11	June	Combines students in groups across all Science subjects in the creation of an original research project / presentation	Students are assessed against DP criteria in Science	-A requirement for the IB Diploma -Used to encourage students to understand the collaborative nature of Science.
Open Houses	PK3 - G5	2x/year - dates vary by grade level and subject	Parents are invited to come to classes to celebrate, along with their children, the learning that is taking place. Some celebrations may include listening to children read their published work,	Students gain a better understanding of their own learning through the process of both preparation for and whilst sharing their learning. Provocation, Process, Product	Helps students better understand themselves as learners.

			observing children while they explain a science experiment and the procedures they followed, or listening to children work through maths problems using manipulatives.		
Parent Conferences / Parent Teacher Conferences (PTC)	PK3 - G12	Secondary November and March Primary October and March	Scheduled meeting times between parents / students and individual teachers to discuss progress and to set goals	Feedback from teachers is based on academic assessments and student behaviour	Allows parents and students to work together to support student learning
Personal Project	G10	March	An originally created project or event accompanied by a 15 page research and reflection paper	-Internally assessed by project supervisors in teams against IB criteria -Externally moderated by the IB	-Teaches research and independent learning skills -Used as one criteria for entrance into the DP
Projected and Predicted Grades	G12	Oct-Dec and March	Grades submitted by CIS teachers to universities (Oct-Dec) and to the IB (May) to predict students' final scores in their IB courses	-IB criteria in each course -Oct-Dec grades based on all assessed work -March grades based on IAs and Mock Exams only. Includes grades on EE and TOK	-Give students feedback on their performance in the DP -Provided to universities as part of their requirements for application -Used by teachers to determine the accuracy of their grading practices -Used by the IB to look at overall programme effectiveness (Analysis of May predicted grades is part of the annual analysis of our DP)
Progress Reports	EC3-G10	2x/year - S1 - December (for primary) January (for secondary)	Secondary teachers provide feedback to students with holistic scores on a 1-7 scale and also report on students' approaches to learning.	-Secondary students are marked internally by teachers against criteria in subject areas. They also receive feedback on their approaches to learning level of performance	-Providing feedback to students and parents about progress -Identifying students at risk and those achieving well

		secondary) and S2- June	Primary teachers provide feedback as beginning, developing, secure, proficient or extending	-Secondary students are also marked on internally-developed Attitude and Application (A&A) criteria	
Progress reports	G11-12	4x per year. Q1 - Oct, S1 - Jan, Q3 - Feb/March and S2- June	Scale of 1-7 for each subject against IB criteria EE and TOK are graded on an A-E scale with E being a fail. ATL and CAS comments included. Subject reports are accompanied by a grade for achievement and a grade for effort as well as an ATL level.	Q1 includes TOK and ATL levels S1 includes CAS comments and a Mock Exam grade(for G12 only) Q3 for G12 is via an online grade book when there are concerns. There is no formal report card S2 includes an EE and CAS comment for G11	Reports provide an overview of how students are progressing towards their predicted grades
Student-Led Conference (SLC)	PK3 - G5	May	Conference on student learning which is led by the student.	Students gain a better understanding of their own learning through the process of both preparation for and whilst sharing their learning.	Helps students better understand themselves as learners.

Appendix 7: The Major Assignment Policy, and Late Assignment Procedures for the DP

Major Assignment Deadline (MAD) Policy

As an additional means of ensuring that students are given sufficient time to complete formative and/or summative assessment tasks, and that these are spread in a reasonable manner across the schedule, Copenhagen International School has devised a Major Assignment Deadline Policy which is outlined below:

- A major assignment is a product that requires a student to spend time over and above what is required for regular preparation for a normal period. Moreover, a major assignment contributes directly to the student's grade in the subject. Major Assignments usually include summative assessments (tests, essays...) and draft and final IAs.
- ALL Major Assignments including official DP IAs must be entered on Toddle no later than 9 days before the deadline. All instructions relevant to the assignments must be given to students at the same time. In a few cases, IB regulations stipulate different conditions. They will apply.
- No students must be asked to submit more than two MAs on any one day.
- If an assignment is not announced in full agreement with the points above, students are not required to submit it, and any results from such assignments may not influence the students' grade in the subject.

Late Assignments Procedures: DP Specific

The late assignment procedures have been developed to achieve two main aims:

1. To encourage students to develop time management skills, including the ability to meet deadlines, in order to help them to be successful at school and in future study and employment.
2. To ensure that the learning process is fair and balanced for both students and teachers; that deadlines are spaced, that timely feedback can be given and new work begins as planned.

Students who are absent from school are, where appropriate, responsible for finding out about, and completing any work they have missed. All information should be available on Toddle. Teachers will allow a reasonable amount of time for the completion of missed work.

At CIS students are expected to submit all work on or before the due date. In the event that a student does not submit work by the deadline, procedures have been developed to support the student in completing the required task.

These procedures will take into consideration the following factors:

1. previous occurrences
2. learning needs
3. illness or other personal circumstances

Throughout the process it is assumed that teachers, students and advisors remain in dialogue.

DP Only	
Internal Assessments	▪ Students and teachers should adhere to the deadline calendar as published by the IB DP Coordinator each school year. Individual teachers must ensure that the deadlines applying to their classes appear on the Major Assignments calendar. ▪ If deadlines for Internal Assessments are not kept, the teacher needs to send an email to the DP coordinator, who will devise a plan of action in cooperation with the teacher. Such a plan may include extended deadlines, absolute deadlines, parental involvement and where appropriate, assistance from Counselling and Learning Support Departments. ▪ If a draft of the Internal Assessment is available, but no final version has been completed, the draft version will be sent to the IB as the final version. ▪ In situations involving Internal or External Deadlines for the IB Diploma, every effort must be made to extract work from students. We do not operate a zero tolerance approach. If the student, despite support and extended deadlines, fails to hand in either a draft or final version, they will fail the IB Diploma. ▪ Change of deadlines dates on the calendar must be approved by the DP coordinator. (Teachers must not give individual extensions, but should follow the procedures outlined above.)

Absences on due date, test or in class task date

If a student is absent on the day work is due, the student must submit the assessment item accompanied by a note on Veracross or an email from parents on the day the student returns to school.

Students who have missed a test or in-class assessment due to absence are expected to take said test or in-class assessment as soon as possible after they return to school at a time / date set by the teacher.

Teachers should email students who have an unexcused absence, copying in their parents (and respective MYP or DP Coordinator if needed), with reference to the missed assessment, lack of explanation for their absence in Veracross, and the expected date to retake.

In specific circumstances, students who fail to sit more than two timed assessments / tests in one subject in a semester on the assigned day, may find that they are not given the opportunity to retake a third (or more) missed tests, but will instead receive a zero grade.

Students who have been in school prior to or after a test may not request that they take the test on a day different to that of their classmates.

Please note that DP candidate work sent to the IB for external marking cannot be submitted late. This includes all Internal Assessment tasks for individual subjects, and the Extended Essay. These deadlines are carefully balanced and typically given out at the beginning of Grade 11 by the DP Coordinator. Any student or parent who feels that these cannot be met must contact the DP Coordinator well in advance of the submission deadline.