



ASSESSMENT and EVALUATION OF STUDENTS

1. CIS shall provide measures to assist in determining individual student achievement and performance. Measures used to assess and evaluate student achievement and performance shall be based on the expectations defined in the Alberta curriculum.
2. Teachers will gather information in a variety of ways to measure student growth in relation to the Alberta Program of studies.
3. Teachers will consult with the Principal to determine the weighting of terms/quarters in the final mark determination. (Terms/Quarters and semester marks will reflect student growth measured against the Program of Studies on the understanding that students new to CIS and new to the English language may show slower progress in the first or second quarter.)
4. In addition to the reporting periods established by the school, teachers shall regularly provide students and parents with regular feedback related to student achievement to guide student learning.
5. The Principal shall ensure supervision, security, and administration of provincial examinations in accordance with Alberta Education's standards and requirements.
6. CIS will communicate their procedures for assessing and evaluating students with parents.
7. CIS shall make known to students and parents the process for making appeal for information contained in the written progress report.
8. The appeal shall be made to the Principal who will render a decision and make known the findings to the person making the appeal.
9. There will be reporting periods in November, January (high school), April, and June each year.
10. A written progress report shall be provided for each reporting period. Information about student effort and behavior will be reported but shall not be included as part of the evaluation of the student's performance on curriculum.

Assessment at the Elementary Level is reported as an Indicator of Achievement



Excelling- Demonstrates exceptional performance and understanding of learning outcomes and/or exceeds expectations.

Meeting- Demonstrates consistent performance and understanding of learning outcomes and/or expectations. This is an “at grade level” expectation.

Approaching- Demonstrates inconsistent performance and understanding of learning outcomes and/or expectations.

Not Yet- Demonstrates minimal performance and understanding of learning outcomes and/or expectations.

IEP- Student is working on an Individual Education Plan

Percentage Marks at the Secondary Level (Measuring and Communicating Student Growth in Relation to the Curriculum)

1. Course marks are given as a percentage;
2. Teachers gather information in a variety of methods to assess student achievement and growth as measured in relation to outcomes from the Alberta Program of Studies, including:
 - a. Individual work
 - b. Group work
 - c. Tests and quizzes
3. Teachers use various methods to determine student growth in relation to the Alberta curriculum:
 - a. Teacher observation;
 - b. Oral and written tests;
 - c. Performance assessment;
 - d. Teacher-developed quizzes or tests; and,
 - e. Externally developed standardized tests.



The Alberta Program of Studies promotes the use of higher order thinking skills enabling students to become analytical, critical thinkers. Demonstration of the learning skills of responsibility, organization, independent work initiative, collaboration and self-regulation will also help to ensure success.

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