



JUNIOR HIGH (GRADE 7-9) AND HIGH SCHOOL (GRADE 10-12) ASSESSMENT GUIDE

A HANDY INFORMATION SHEET ON HOW CIS ASSESSES YOUR CHILD DURING THE SCHOOL YEAR

WHY DOES CIS ASSESS STUDENTS AND HOW DOES CIS REPORT ACHIEVEMENT?

The assessment of student progress serves as a guide for learning and instruction. Knowledge about each student's current level of achievement is essential for planning learning activities to meet the student's learning needs.

Teachers at CIS are focused on supporting our students to be independent and successful learners. As part of this work, all our teachers are engaged in developing and using assessment practices that assess students based on outcomes. Outcomes describe what your child is expected to know and do according to the Alberta Education Programs of Study. Students need to know and understand the outcomes they need to achieve, what they are doing to achieve them, and what they will do once they have achieved them. This is the work teachers do together with students in the classroom. As students demonstrate their learning and achievement, teachers assess progress and, at key points during the year, formally assess student achievement on those outcomes. There is regular communication with students and parents about the learning and levels of achievement throughout the year. One of the communication tools parents are used to is a progress report (or report card), which are printed as formal reports and sent home 4 times (for High School and Junior High/Middle School) in the school year. There are also regular events throughout the year to meet teachers and discuss progress.

HOW DOES CIS COLLECT INFORMATION TO ASSESS STUDENTS?

Information is collected in a variety of ways to provide feedback that is useful to student and teacher alike. Our assessments have the following characteristics:

- It is instruction and clearly reveals to students what is expected of them.
- It is an ongoing process rather than a set of isolated events, with the methods and instruments varied and used in a variety of contexts.
- It focuses on a broad range of outcomes, reflecting multiple dimensions of competency development.
- The measures are appropriate to the student's development and cultural background.
- It is constructive. It focuses on what a student can do, clearly identifying both strengths and areas of difficulty. It encourages improvement in areas of difficulty, linking new learning to what a student already knows and can do. Assessment information is used by students and their families to be informed about, to reflect upon and to initiate activities that enhance their learning.
- It involves students in their own assessment. This gives them responsibility for their own learning and fosters lifelong learning.



INDICATORS IN GRADES 7-12: ACHIEVEMENT AND EFFORT

Student achievement and effort is reported on a five-point scale, from *Excellent* to *Needs Improvement*.

The score is arrived at through a combination of assessments such as exams, projects, and assignments. Students and parents have constant access to our Gibbon system to monitor student progress, as well as to SchoolBox to check updates.

E - Excellent

- Demonstrates interesting and creative ways to show learning.
- Enjoys the challenge of and successfully completes open-ended tasks with high-quality work.
- Test scores indicate a high level of understanding of concepts and skills.
- Assignments are complete, of high quality, well-organized and show a high level of commitment.
- All or almost all the learning outcomes are fully or consistently met and extended.

VG - Very Good

- Exhibits standard way to show learning.
- Enjoys open-ended tasks, but needs support in dealing with ambiguity.
- Test scores indicate a good grasp of concepts and skills.
- Assignments are generally complete, thorough and organized.
- Most of the learning outcomes are fully or consistently met.

G - Good

- Needs some encouragement to show learning.
- Needs support to complete open-ended tasks.
- Test scores indicate satisfactory acquisition of skills and concepts.
- Assignments are generally complete, but quality, thoroughness and organization vary.
- More than half of the learning outcomes are fully or consistently met.

S - Satisfactory

- Shows learning only with considerable encouragement.
- Needs support to begin and complete open-ended tasks.
- Test scores indicate weak acquisition of skills and concepts.
- Assignments are inconsistent in quality, thoroughness and organization.
- Only a few of the learning outcomes are fully or consistently met.

N - Needs Improvement

- Needs support in all areas, with none or almost none of the learning outcomes met.

READING LEVELS

CIS uses the comprehensive *Fountas & Pinnell Benchmark Assessment System* to determine students' independent and instructional reading levels.

This system allows teachers to:

- Observe and quantify student reading behaviors
- Engage students in comprehension
- conversations that go beyond retelling
- Make informed decisions that connect
- assessment to responsive teaching.

F&P TEXT LEVEL GRADIENT™

FOUNTAS & PINNELL LEVELS	GRADE-LEVEL GOALS
A	Kindergarten
B	
C	
D	
E	Grade One
F	
G	
H	
I	Grade Two
J	
K	
L	
M	Grade Three
N	
O	
P	
Q	Grade Four
R	
S	
T	
U	Grade Five
V	
W	
X	
Y	Grade Seven–Eight
Z	
Z+	High School/Adult



Reading is a highly complex process. Readers must build a system of strategic actions for processing texts A–Z+ that begins with early reading behaviors and becomes a network of strategic actions for reading increasingly difficult texts. The F&P Text Level Gradient™ should be seen as a continuum of progress for readers. The F&P Text Level Gradient™ is the most recognized and trusted tool for selecting books for small-group reading instruction. Fountas and Pinnell's goal is to support the child's development of self-initiating actions he will be able to apply to a range of texts of similar difficulty. With daily teaching, our teachers help students climb the ladder of text difficulty with success. The goal of guided reading is to bring the child to the level of complex texts appropriate for the grade, in doing so, teaching must begin with where the child is able to engage with some success, so that there is a point of contact, thereby engaging the child's development of a self-extending system for processing texts.

WHAT ABOUT OTHER PROGRAMMING INDICATORS?

Teachers, based on the needs of a student, may need to add additional information about the type of programming that affects the way your child's achievement is recorded. Your child's teacher may still reflect a level of achievement next to the outcomes on the progress report, but they may be based on adaptations or in the case of some students, the level of achievement and growth may be reflected in an Individual Support/Educational Plan (ISP/IEP). Parents should always be aware prior to the progress report if these indicators are used.

ELL (ENGLISH LANGUAGE LEARNER)	ISP / IEP
The student's language proficiency level impacts the evaluation of achievement and this student requires additional support either in class, depending on the age level.	Student is working on programming significantly different than our curriculum. The student's Individual Support/Educational Plan (ISP/IEP) will reflect more specific achievement towards goals.

SCHOOL ASSESSMENT & REPORTING COMMUNICATION PLAN

Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

Reporting Terms: Our school uses many tools and ways to make sure you are informed during the school year. Please make sure you review information communicated to you about your child.

Reporting Events: Parent-Teacher-Student Interviews, Student-Led Conferences, Curriculum Nights are just some of the events you can attend.

Ongoing Communication: It is important that you know what your child is learning about and their achievement along the way. To support this, our teachers commit to using the SchoolBox on a regular and ongoing basis, to communicate the process of student learning. Through this online platform, all stakeholders (parents, students, and teachers) will be updated on student progress.

HOW WILL I KNOW IF MY CHILD IS IMPROVING YEAR ON YEAR?

Every term/semester, you will receive progress reports. You will be able to assess if they have made good or better progress throughout year, knowing full well that our teachers are supporting students throughout the year.



ACTIONS TO SUPPORT STUDENT SUCCESS

You can support your child's learning and success by:

- Creating routines at home that help your child be prepared for learning every day
- Making sure your child attends school regularly and on time
- Staying informed and connected to the school – reading the information sent home or communicated through our platforms
- Asking questions of your child's teacher if you're unsure about where your child is at
- Attending school events and parent-student-teacher interviews/conferences
- Asking your child's question about their learning and helping them recognize the actions they are taking towards improvement and learning.

Teachers will help your child's learning and success by:

- Providing programming that is suitable for your child
- Providing multiple opportunities and ways for students to show what they know and can do
- Making a plan with students who may have missed important assessments and activities
- Communicating in student friendly language, expectations and how student work will be graded/marked
- Keeping detailed evidence of your child's achievement and challenges
- Regularly communicating with you about how your child is doing and the learning occurring in the classroom and/or course
- Using screening tools to plan for instruction and learning.

Students have a responsibility for their own learning and are expected to:

- Attend school every day and on time
- Be participants in classroom and school activities
- Ask questions and demonstrate their learning by finishing assignments to the best of their ability
- Let the teacher know when they need help
- Take advantage of chances offered to revise or redo assignments or tests so they can show growth in their knowledge or skills

初中（7-9 年级）和高中（10-12 年级）评估指南

简易信息表让您了解CIS在学年期间如何对孩子进行评估

为什么 CIS 要对学生进行评估？并且CIS 是怎么评估孩子成绩？

对学生进步的评估可作为学习和教学的指南。了解每个学生当前的成绩水平对于规划学习活动以满足学生的学习需求至关重要。CIS的教师专注于支持我们的学生成为独立和成功的学习者。作为这项工作的一部分，我们所有的教师都致力于开发和基于结果导向来评估学生的实践成果。实践成果呈现了根据艾伯塔教育学习计划，您的孩子应该知道什么和做什么。学生需要知道并理解他们需要实现的结果，他们正在做什么来实现这些结果，以及一旦需要实现这些结果他们将要做什么。这是老师在课堂上和学生一起做的工作。当学生展示他们的学习和成就时，教师会评估进度，并在一年中的关键时刻正式评估学生在这些成果方面的成就。与学生和家长就全年的学习和成绩水平进行定期沟通。家长常用的沟通工具之一是进度报告或成绩单，以正式报告的形式打印并在学年发送给家长，高中共2次和初中共3次。全年还定期举办活动，与老师会面并讨论进展情况。

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CIS 如何收集信息来评估学生？

信息以多种方式收集，以提供对学生和教师都有用的反馈。我们的评估具有以下特点：

- 具有清晰的指引，向学生表露对他们的期望。
- 具有长期持续的过程，而不是分开一个个活动，且使用方法和工具各不相同，并在不同场景中使用。
- 侧重于广泛的结果，反映了能力发展的多个维度。
- 方法适用于学生的发展以及适应学生的文化背景。
- 具有建设性。它侧重于学生可以做什么，清楚地确定优势和困难领域。它鼓励在困难领域进行改进，将新学习与学生已经知道和可以做的事情联系起来。学生及其家人使用评估信息来了解、反思和发起活动以提高他们的学习。
- 它让学生参与到他们自己的评估中。这让他们对自己的学习负责并促进终身学习。

7-12 年级成绩与表现指标

学生成绩与表现按五分制，从优秀到需要改进。

评估是通过各种基准的组合得出的。学生和家长可以不断访问我们的 Gibbon 系统来监控学生的努力。

E - Excellent（极其优秀）

- 展示有趣和创造性的方式来展示学习。
- 享受挑战并以高质量的工作成功完成开放式任务。
- 考试成绩表明对概念和技能的高度理解。
- 作业是完整的、高质量的、组织良好的并表现出高度的承诺。
- 所有或几乎所有的学习成果都得到充分或一致的满足和扩展。

VG - Very Good（优秀）

- 展示学习的标准方式。
- 喜欢开放式任务，但在处理歧义时需要支持。
- 考试成绩表明对概念和技能的良好掌握。
- 作业通常是完整、彻底和有组织的。
- 大部分学习成果都完全或始终如一地达到。



G - Good (良好)

- 需要一些鼓励来展示学习。
- 需要支持才能完成开放式任务。
- 考试成绩表明技能和概念的获得令人满意。
- 作业通常是完整的，但质量、彻底性和组织性各不相同。
- 超过一半的学习成果完全或始终如一地达到。

S - Satisfactory (达标)

- 只有在相当大的鼓励下才表现出学习。
- 需要支持才能开始和完成开放式任务。
- 考试成绩表明技能和概念的获得能力较差。
- 分配在质量、彻底性和组织方面不一致。
- 只有少数学习成果完全或始终如一地达到。

N - Needs Improvement (需提高)

- 需要所有领域的支持，没有或几乎没有达到任何学习成果。

阅读水平

CIS 使用全面的Fountas 和 Pinnell阅读分级体系

来确定学生的独立阅读和指导性阅读水平。该系统允许教师：

- 观察和量化学生的阅读行为
- 让学生参与理解
- 超越复述的对话
- 做出明智的决定
- 对响应式教学的评估。

阅读是一个非常复杂的过程。读者必须

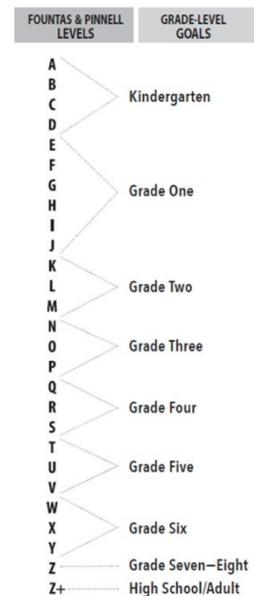
建立一套自己的阅读体系体系用于以

早期阅读习惯培养，认知文本 A过渡到Z+。

把阅读习惯变成一个系统网络并逐渐

阅读越来越难的文本。引导性阅读分级体系被视为读者连续进步评价标准。引导性阅读分级体系是最小组阅读教学选择书籍的公认和值得信赖的工具。Fountas 和 Pinnell 的目标是支持孩子的自主行动的发展，他将能够将其应用于一系列类似难度的文本。通过日常教学，我们的老师帮助学生成功攀登文本难度的阶梯。引导阅读的目标是将孩子带到适合该年级的复杂文本水平，在这样做时，教学必须从孩子能够取得一些成功的地方开始，以便有一个接触点，从而让孩子发展一个自我扩展的系统来处理文本。

F&P TEXT LEVEL GRADIENT™





有其他课程项目指标吗？

根据学生的需要，教师可能需要添加一类项目信息，此类项目关乎孩子成绩记录在册。

您孩子的老师可能仍会在孩子进度报告旁边反映其成绩水平，但可能基于调整，或者就某些学生而言，成绩和成长水平可能会反映在个人支持/个人教育计划中 (ISP/IEP)。

如果呈现出这些指标，家长应在得到报告前了解。

ELL（英语语言学习支持）	个人支持计划 / 变更
学生的语言能力水平会影响成绩评估，并且该学生需要在课堂上获得额外支持，具体取决于年龄水平。	学生正在学习到课程项目与我们课程体系大不相同。学生的个人支持/个人教育计划（ISP 或 IEP）将反映更具体的目标成就。

学校评估和报告沟通计划

我们学校使用许多工具和方法来确保您在学年期间了解情况。请确保查看了学校给您传达有关孩子的信息。

通知工具：我们学校使用许多工具和方法来确保您在学年期间了解情况。请确保查看了学校给您传达有关孩子的信息。

活动通知：您可以参加学校活动如：家长-教师-学生访谈、学生主导的会议、课程之夜。

持续沟通：了解您的孩子正在学习什么以及他们在此过程中取得了什么成就是很重要的。为了支持这一点，我们的教师将会定期和持续使用 SchoolBox，以更新学生的学习过程。通过这个在线平台，所有相关者（家长、学生和教师）都将了解学生的进步情况。

我如何知道我的孩子是否在逐年提高？

每个学期，您都会收到进度报告。您将能够评估他们在全年中是否取得了良好或更好的进步，并充分了解我们的老师全年都在支持学生。

支持学生成功的行动

您可以通过以下方式支持您孩子的学习和成功：

- 在家中创建常规日程，帮助您的孩子为每天的学习做好准备
- 确保您的孩子按时按时上学
- 随时了解并与学校保持联系——阅读或通过我们的平台传达给家长的信息
- 如果您不确定您的孩子在哪里，请询问您孩子的老师
- 参加学校活动和家长-学生-老师访谈/会议
- 向您的孩子询问有关他们学习的问题，并帮助他们认识到他们正在为改进和学习而采取的行动。

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老师将通过以下方式帮助您孩子的学习和成功：

- 提供适合您孩子的节目
- 为学生提供多种机会和方式来展示他们的知识和能力
- 与可能错过重要评估和活动的学生一起制定计划
- 以学生友好的语言、期望以及学生作业的评分/评分方式进行交流
- 保留您孩子的成就和挑战的详细证据
- 定期与您沟通您的孩子在课堂和/或课程中的表现以及学习情况
- 使用筛选工具来计划教学和学习。

学生对自己的学习负有责任，并应：

- 每天准时上学
- 参与课堂和学校活动.提出问题
- 通过尽最大努力完成作业来展示他们的学习.让老师知道他们需要帮助时
- 利用提供的机会来修改或重做作业或测试，这样他们就可以展示他们的知识或技能的增长