Assessment, Marking, and Feedback Policy

Updated July 2025

Centurion International School, Bangkok

Assessment, Marking, and Feedback Policy - 2025-2026

Purpose

CISB is committed to ensuring that all assessment, marking and feedback practices align with our Project-Based and Exploratory Learning philosophy; are valid, reliable, fair and transparent; support student agency and growth; meet or exceed international accreditation criteria.

Underlying Principles

The CISB Assessment, Marking, and Feedback Policy is guided by the following underlying principles:

1. **Learner-Centeredness**
    a. Assessment drives learning, not merely measures it
    b. When possible, students can co-construct success criteria and rubrics

2. **Authenticity & Depth**
    a. Tasks replicate real-world challenges
    b. Evidence gathered across contexts: projects, performances, portfolios

3. **Equity & Access**
    a. Differentiation and scaffolding ensure success for diverse learners
    b. Transparent criteria mitigate bias

4. **Formative & Summative Balance**
    a. Ongoing formative checks guide next steps
    b. Strategic summative tasks evaluate mastery

5. **Feedback as a Growth Tool**
    a. Timely, actionable and dialogic
    b. Encourages reflection, goal-setting and self-assessment

Assessment Types & Purposes

1. **Formative (Assessment FOR Learning):** Formative assessments guide instruction and are meant to inform students of progress. Examples of formative assessments may include exit tickets, drafts with teacher comments, peer critiques, low-stakes quizzes, etc. At CISB, we encourage teachers to be innovative in their practice and this should be reflected in the ways in which they formatively assess student learning as well.

2. **Summative (Assessment OF Learning):** Summative assessments evaluate mastery at the conclusion of a unit or project. Examples of summative assessments may include final project presentations, exhibitions, written reports, portfolios, final examinations, etc.

3. **Benchmark & Standardized Checks:** These types of assessments compare cohort performance against international norms. In other words, these assessments help to evaluate how CISB students are performing academically in comparison to students around the world–and to their peers–when it comes to the expected benchmarks at their year levels. Examples of benchmark or standardized assessments used may include MAP, PISA-style tasks, PT test, and other suitable assessments.

Alignment with Project-Based & Exploratory Learning

1. **Project Design**
    a. Each project has clear driving question(s), standards alignment with the Cambridge International Curriculum, and clear success criteria that are provided to students at the beginning of each unit
    b. When applicable, some rubrics may be co-developed by teachers and students

2. **Embedded Assessments**
    a. Milestone checkpoints: research summaries, prototype evaluations, peer reviews
    b. Self and peer-assessment cycles before teacher marking

3. **Exploratory Journals & Portfolios**
    a. Students document inquiry process, reflections and evidence
    b. Portfolios serve as summative artifacts

Assessment Design & Implementation

1. **Standards & Learning Outcomes**
    a. Map every assessment to specific content, skill or competency standards
    b. Use backward design: Desired results → Evidence of learning → Learning experiences

2. **Rubric Development**
    a. Criteria reflect knowledge, skills (critical thinking, collaboration, communication), attitudes/dispositions (reflection, creativity)
    b. Levels of performance: Beginning, Developing, Proficient, Mastery, Advanced

3. **Task Authenticity & Differentiation**
    a. Provide choice of format or topic to match learner interests
    b. Scaffold complex tasks with graphic organizers, exemplars, etc.

4. **Assessment Literacy for Students**
    a. Regular "unpacking" of rubrics and exemplars
    b. Student-led conferences: explaining personal growth against criteria

Marking & Grading Procedures

1. **Marking Protocols**
    a. Teacher marks with reference to published rubrics
    b. Separate grade from feedback—focus on non-graded feedback for formative tasks
    c. Teachers should mark student notebooks/workbooks at least *once every two weeks* to ensure that families have an opportunity to understand student progress throughout the school year
    d. Teachers should provide clear, direct and concise feedback when students are performing below 70% on anything that is being marked each week *(i.e. Explain the area of growth– what is the student doing wrong and what might be a technique or tool to get the student on the right track?)*

2. **Weighting & Gradebook**
    a. Balance between formative (40%) and summative (60%) components at each year level (adjustable by department)
    b. Strategically choose formative tasks to be graded. The total number will vary by Year and Subject Area
    c. Incorporate participation, collaboration and reflection as discrete grade elements

3. **Standardisation & Moderation**
    a. Regular cross-team meetings to calibrate report card scoring

4. **Late & Re-submission Policy**
    a. Clear deadlines communicated at project launch
    b. Extensions granted for valid reasons with revised deadlines

c. Re-submission permitted for formative tasks/assignments until proficiency is demonstrated
d. Re-submission *not* permitted for summative tasks/assessments

Feedback Mechanisms

1. **Types of Feedback**
    a. Descriptive (what worked, what next)
    b. Socratic prompts to deepen thinking
    c. Feed-forward strategies: specific next steps, resources, timelines

2. **Timing & Frequency**
    a. Formative feedback as soon as appropriate; at maximum, within one week of submission
    b. Mid-project check-ins scheduled in all major units

3. **Feedback Culture**
    a. Structured class agreements/norms for respectful peer critique
    b. Student response logs: each student, when age and developmentally appropriate, records and acts on feedback

4. **Documentation**
    a. All feedback archived in digital portfolios for review in student–teacher conferences

Reporting & Communication

1. **Progress Reports & Report Cards**
    a. Narrative comments aligned to rubrics and learning outcomes on student report cards each term
    b. Progress reports (IEP/Intervention Forms) are available for students who have gone through the specific steps outlined in the Learner Support Policy

2. **Parent–Teacher–Student Conferences / Celebrations of Learning**
    a. Three conferences per year: goal-setting, mid-year check, final reflection
    b. Student-led presentations of learning portfolios during Celebration of Learning each term

Quality Assurance & Continuous Improvement

1. **Data Analysis**
    a. Year and subject-level review of assessment data: trends, gaps, interventions

2. **External Moderation & Accreditation Audits**
    a. Invite external reviewers/consultant(s) to sample student work, interview stakeholders *(currently, Next Steps Consulting for WASC International Accreditation)*
    b. Align policy with accreditation criteria on assessment validity, reliability and fairness

3. **Policy Review Cycle**
    a. Annual review by Assessment Committee (representatives from each Key Stage)
    b. Stakeholder feedback (students, parents, teachers) incorporated via annual survey results

Roles & Responsibilities

1. **School Leadership**
    a. Champion assessment policy, allocate resources for professional development and moderation
    b. Ensure alignment with accreditation requirements

2. **Teachers**
    a. Design and implement assessments per policy
    b. Engage in calibration, moderation and data-driven refinement
    c. Provide timely, high-quality feedback
    d. Ask for targeted feedback and support, when needed *(speak up)*

3. **Students**
    a. Participate in rubric-development, peer and self-assessment where developmentally appropriate
    b. Maintain learning portfolios and reflect on progress

4. **Parents & Guardians**
    a. Support student goal-setting at home
    b. Review feedback and conference materials and engage in reflection with students at home

Professional Development

There shall be ongoing workshops on:

1. Designing authentic project-based assessments
2. Building and using analytic rubrics
3. Effective formative feedback techniques
4. Data analysis for instructional improvement
5. Peer observation and coaching cycles

Appendices

Appendix 1: Assessment Examples
Appendix 2: Student Learning & Project Guide / Rubric Template
Appendix 3: Student Learning & Project Guide / Rubric Exemplar
Appendix 4: Sample Class Norms for Peer to Peer Feedback
Appendix 5: Report Card Feedback Template and Exemplar

Date of Last Review: July 2025
Next Review: July 2026

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APPENDIX

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APPENDIX 1: Assessment Examples

FORMATIVE ASSESSMENTS (for learning): To check understanding as students learn and to guide what happens next in class. These are low-stakes, can be ungraded or lightly graded, and give both teacher and student immediate feedback on progress		
Assessment Type/What It Is	**Example**	**Use**
Exit Ticket: A very short prompt at the end of class (often 2–3 questions or reflections)	"On a sticky note, write (1) one new thing you learned today, (2) one question you still have, and (3) one way you might use this in real life."	The teacher quickly scans them to decide which topics need reteaching tomorrow.
Drafts with Teacher Comment: Early versions of essays, lab reports or projects that the teacher reviews in progress, highlighting strengths and next steps	A first-draft science report submitted mid-unit; teacher circles unclear hypotheses and writes "Can you specify your variables?"	Students revise before final submission, showing deeper understanding.
Peer Critiques: Structured student-to-student feedback using a simple rubric or "two stars and a wish"	In art class, partners view each other's sketches and identify "Two things that work really well" and "One suggestion to make it stronger."	Builds ownership of learning and helps students practice giving and receiving constructive feedback.
Low-Stakes Quizzes or Polls: 3–5 question quizzes, often ungraded or lightly graded, to check key facts or concepts– can be paper-based or digital (e.g., Kahoot, Google Forms)	A quick 5-question multiple-choice quiz on yesterday's geography lesson	The teacher adjusts the next day's plan if many students miss the same question.
One-Minute Summaries or Think-Pair-Share: Students either write a one-minute response to a question or discuss with a partner	"Turn and tell your neighbor the main cause of the French Revolution in one sentence."	Encourages every student to participate and gives the teacher a snapshot of class understanding.

SUMMATIVE ASSESSMENTS (of learning): High-stakes evaluations at the end of a unit or project that measure mastery against predefined success criteria; Assess mastery or proficiency at the end of a unit or project; assign a grade.		
Assessment Type/What It Is	**Example**	**Use**
Final Project Presentation: A formal or multimedia presentation to peers, teachers or even community judges	Year 7 students present their "Water Filtration Prototype" to a panel of science teachers.	Demonstrates both content knowledge and communication skills.
Exhibition / Fair: Public showcase of student work	A year-end Humanities Exhibition where students curate posters, models, and oral narrations about ancient civilizations.	Encourages pride in work and higher-order thinking; invites community feedback.
Written Report or Research Paper: A structured document with introduction, methodology, findings, and conclusion	A Year 5 science report on "The Impact of Pollution on Local Ecosystems," complete with data tables and references.	Tests students' research, organization, citation and analytical writing skills.
Portfolio (Summative Artifact): A curated collection of a student's best work over a unit or term	Digital portfolio including a lab write-up, two drafts of a poem, a design sketch, and a self-reflection video.	Shows growth over time and makes grading more holistic.
Final Examination: Time-bound, closed-book or open-book test covering all unit standards	A 90-minute math exam with problem-solving questions aligned to Cambridge International objectives	Provides a standardized measure of each student's end-of-unit mastery.

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APPENDIX 2: Student Learning and Project Guide Templates

Year XX, Term XX
Subject Learning and Project Guide

Title

Driving Question
Insert Question Here

Cambridge Standards Covered
Paste standards from your scope and sequence here

Project Description
Describe the project and expected outcomes here (see exemplar)

Skills and Knowledge Building (What will I learn? How will it contribute to my final project?)

- Include week by week themes/topics and "I can" statements for students and families to be aware of what is coming throughout the term/what students are expected to master (in terms of content) by the end of the term (see exemplar)

Year XX, Term X

Title

Final Project Rubric

Assessment Area	Beginning	Developing	Proficient	Mastery	Advanced

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APPENDIX 3: Student Learning and Project Guide Exemplars

Year 6, Term 1
Science Learning and Project Guide

Savanna Quest: A Science Safari Expedition

Driving Question
How can we, as Savanna Scientists, use scientific inquiry (through mapping, classification, experimentation, and system-modeling), to safely explore, understand, and protect the complex web of life and health challenges in the savanna ecosystem?

Cambridge Standards Covered
6TWSp.01, 6TWSm.01, 6TWSm.02, 6TWSm.03, 6TWSp.02, 6TWSp.03, 6TWSp.04, 6TWSp.05, 6TWSc.01, 6TWSc.02, 6TWSc.03, 6TWSc.04, 6TWSc.05, 6TWSc.06, 6TWSc.07, 6TWSc.08, 6TWSa.01, 6TWSa.02, 6TWSa.05, 6Bs.01, 6Bs.02, 6Bs.03, 6Bp.01, 6Bp.02, 6Bp.03, 6Bp.04, 6Be.01, 6Be.02, 6Be.03

Project Description
You will work in small teams to produce a "Savanna Expedition Field Guide & Research Report."

Your guide will include:

1. An expedition map and a 3-D model of your chosen safari zone
2. A dichotomous key for classifying at least five simulated savanna organisms
3. A fair-test investigation (e.g., seed germination, soil water retention) with full write-up
4. Models or diagrams of a vertebrate's circulatory and respiratory systems
5. A hygiene and risk-management plan for expedition health
6. A drawn, annotated food web showing energy flow and potential toxin accumulation
7. Data tables, graphs, conclusions, suggested improvements, and a reflective section on how new evidence can change scientific understanding

Skills and Knowledge Building (What will I learn? How will it contribute to my final project?)

- **Weeks 1-2: Asking Scientific Questions & Setting Goals**
  - I can ask focused questions about savanna plants, animals, and environments
  - I can explain why scientists build maps and models before going into the field

- **Weeks 2-3: Mapping & Model-Making**
  - I can draw and label scaled maps with key features (waterholes, grasslands)
  - I understand the advantages and limits of scale models

- **Weeks 3-4: Planning Fair-Test Investigations**
  - I know the five types of scientific investigations
  - I can design a fair test: choose one variable to change, keep others constant, and predict results

- **Week 4: Classifying Organisms**
  - I can sort plants and animals by traits
  - I can build and use a simple dichotomous key for at least five "savanna" specimens

- **Week 5: Using Equipment Safely**
  - I can choose the right field tools (ruler, pH strip, thermometer)
  - I can use them correctly and explain safe procedures

- **Week 6: Collecting & Recording Reliable Data**
  - I can repeat measurements to check accuracy
  - I can record data neatly in tables and simple drawings
  - I can find and use reliable secondary sources (climate charts)

- **Week 7: Analyzing & Presenting Data**
  - I can compare my predictions to actual results
  - I can spot patterns and odd data points
  - I can make bar charts or line graphs

- **Week 8: Understanding Circulatory Systems**
  - I can label heart parts (arteries, veins, capillaries) in a vertebrate
  - I can explain how blood carries oxygen, nutrients, and waste

- **Week 9: Understanding Respiratory Systems**
  - I can label lungs, trachea, alveoli
  - I can describe how oxygen moves from air into the blood

- **Week 10: Human Reproduction & Field Health**
  - I know the basic human reproductive organs and puberty changes
  - I can list hygiene steps to avoid insect-borne diseases

- **Week 11: Disease & Hygiene Planning**

- I can explain how germs cause illness and our body's defense
- I can propose water and food safety measures for explorers

- **Week 12: Ecosystems & Food Webs**
  - I can read and draw food webs, identify three food chains
  - I can trace energy from the sun through the web
  - I can explain how toxins build up in predators

- **Week 13: Toxins & Reflection**
  - I can identify toxins in my food web
  - I can reflect on how new evidence changed my expedition plan and understanding
  - I can present all findings clearly in a field-guide format

Good Luck Explorers!

Year 6, Term 1

Savanna Quest: A Science Safari Expedition
Final Project Rubric

Assessment Area	Beginning	Developing	Proficient	Mastery	Advanced
Expedition Map & 3-D Model	Map is incomplete or inaccurate; model is missing major features.	Map includes some features at incorrect scale; model shows few landmarks.	Map is accurate and labeled; model represents main terrain features.	Map is detailed with clear scale and legend; model is accurate with realistic detail.	Map and model are highly detailed, creative, and demonstrate deep understanding of terrain and scale.
Dichotomous Key & Classification	Key is incomplete or illogical; classifications are confusing	Key has errors or skips steps; some classifications lack justification.	Key correctly sorts five organisms; classifications are justified by traits.	Key is clear, error-free, and well organized; justifications are precise.	Key is highly intuitive, with additional organisms or advanced traits; shows original insight.
Scientific Investigation & Data Reporting	Investigation design is unclear; data tables or graphs are missing or messy.	Design shows basic understanding of variables; data tables are present but graphs are unclear.	Experiment has clear IV/DV/controls; data tables and graphs are accurate and legible.	Design is thorough with risk-management; data presentation is clear, with basic analysis.	Investigation is carefully controlled, shows creativity; data analysis includes advanced commentary and improvement suggestions.
Biological Systems Models & Hygiene Plan	Diagrams of systems are missing parts; hygiene plan is superficial.	Diagrams label most structures; hygiene plan lists basic steps.	Circulatory and respiratory systems are accurately drawn and labeled; plan addresses key disease-prevention measures.	Systems diagrams include functions and comparisons; plan is detailed with risk-management strategies.	Diagrams are exceptionally clear with cross-species comparisons; hygiene plan is comprehensive, showing innovation and deeper health insights.

Food Web, Toxin Flow, & Reflection	Food web is incomplete; toxin accumulation and reflection are missing.	Web shows some chains; toxin flow is noted but unclear; reflection is brief.	Web correctly shows energy flow and at least one toxin path; reflection covers how evidence changed thinking.	Web is accurate with multiple chains and toxin pathways; reflection includes clear examples of changing understanding and suggested improvements	Web is complex and richly annotated; reflection is insightful, connecting expedition findings to real-world science and future questions.

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APPENDIX 4: Sample Class Norms for Peer to Peer Feedback

Here's a set of clear, age-appropriate norms you can introduce and post in a classroom to guide students as they give one another feedback:

1. Treat Each Other with Kindness
    a. Use friendly voices and faces.
    b. Never make fun of someone's ideas or mistakes.

2. Focus on the Work, Not the Person
    a. Talk about the drawing, story, math solution, etc., rather than "You" (Example: "I notice your picture has bright colors" instead of "You're so good at art.")

3. Be Specific
    a. Point to exactly what you mean: "I like how you used a strong opening sentence here."
    b. Avoid general comments like "Nice job" without saying why.

4. Start and End with Something Positive
    a. Compliment one thing that's going well first. Then share a suggestion or question. Finally, add another positive note before you finish.

5. Use "I" Statements and Questions
    a. "I wonder if…" or "I noticed…" rather than "You should…"
    b. Ask questions: "How did you come up with this idea?" or "What do you think about adding more detail here?"

6. Offer Helpful Suggestions, Not Commands
    a. Phrase ideas as options: "You might try…" or "Could you also…?"

b. Let peers decide which suggestions to use.

7. Listen Actively
    a. Look at the speaker, stay quiet, and think about what they're saying.
    b. When it's your turn, you can say, "Thanks for sharing," before you respond.

8. Keep It Short and to the Point
    a. One compliment, one suggestion, one question is plenty. If you have more, save it for another round.

9. Thank Your Partner.
    a. A simple "Thank you for your feedback" shows respect and closes the conversation.

10. Practice Makes Perfect
    a. Role-play giving feedback using these norms before doing it on real work. Refer back to the norms whenever you feel unsure.

Sample Feedback Frame (Wow | Wish | Wonder)

1. **Wow:** "Wow, I love how bright your colors are!"
2. **Wish:** "I wish there were more details about the setting."
3. **Wonder:** "I wonder what your character might say next?"

Display these norms on an "anchor chart" or poster. Review them with the class regularly, model verbal feedback, and celebrate progress as students become more confident and caring peer reviewers.

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APPENDIX 5: Report Card Comment Exemplars

Students will receive report card comments for the following subjects:

- Advisory/PSHE
- English
- Math
- Science
- Social Studies
- ICT
- P.E./Health
- Art

Report Card Comment Instructions for Core Subject (NOT ADVISORY/PSHE):

(4 Step Core Subject Comments – Every step must be followed, otherwise report cards will be returned to the teacher for revision)

1) General comment about big themes/topics covered in the unit during the term (general standards from the curriculum) – **This is the only section that may be copied and pasted from one student's report card comment sheet to another.**

2) Academic standard-based comment about student's strengths or areas for growth (2 standards). Comment must be unique and individual to the student and should not be copied and pasted.

3) Academic standards-based comment for where student needs to focus, grow, or improve (2 standards). Please avoid the term "weakness." * For **English**, please focus on one reading and one writing standard each. Must be unique and individual to the student and should not be copied and pasted.

4) Comment based on previous term's data: Attainment, Progress/Growth & Potential (see exemplar).

Report Card Comment Instructions for Advisory/PSHE:

(3 Step Advisory Comments – Every step must be followed, otherwise report cards will be returned to the teacher for revision)

1) General comment about big topics covered (general standards from the PSHE curriculum) – **This is the only section that may be copied and pasted from one student's report card comment sheet to another.**

2) Comment about student's strengths and areas for growth in the 2 skills we score: **Contribution** (are they on time and participating in a meaningful way) & **Product** (are they

understanding the content, contributing meaningfully to discussions and producing quality work each week).

3) Comment based behavioural skills and overall attitude.

Student: Random Child **Year:** 6 **Term:** 1

Subject	Teacher	Comment(s)
Advisory/PSHE	Ms. Advisory	This term, Random has studied growth mindset & setting SMART goals, healthy friendships and staying safe from peer pressure, as well as Drug Education. Random regularly arrives late and thus misses more than half of the discussions during advisory class. Very little effort has gone into contribution and while what little is said is of value and shows thought, it regularly needs to be elicited by the teacher. Weekly products show understanding of the content, though require more effort to meet acceptable standard. Random has improved in critical thinking, though needs to more consistently meet deadlines and homework as listed in the diary. I know you can improve in Term 2 Random!
English	Mr. English	This term, Random has studied short stories and a novel study and has shown academic growth in both. Random has excelled at citing textual evidence to support his/her written responses, as well as making excellent vocabulary choices and sentence types to add precision and detail to his/her writing. To improve next term, Random will need to focus on strengthening his/her revising/editing skills, as well as revisit how a theme is developed over the course of a text. Random has achieved a 4, exceeding international expectations, has shown significant growth across both units in T1, and has met her set targets 100% of the time. Exceptional work!
Math	Miss Math	This term, Random has studied numbers and the number system, as well as mental calculation. Random has excelled at recognizing the equivalence between fraction and decimal forms, as well as multiplying and divided 3-digit numbers by single-digit numbers. To improve next term, Random will need to focus on multiplying 2-digit numbers with one decimal place, and practice mental strategies for quickly finding factors of 2-digit numbers. Random has achieved a 3, which meets international expectations, has shown good growth across both units in T1, though has only met her set targets 50% of the time. I will work with her to better utilise her rubrics and work toward her targets in T2.
Science	Mr. Science	This term, Random has studied humans and animals, material changes, and scientific enquiry. Random has improved at obtaining and presenting reliable evidence through

		observations, and using tables to present results. To improve, Random would benefit from consciously using subject-specific terminology and revising the difference between reversible and irreversible changes. She will really need to revise these topics for the next term of study. Random has achieved a 2 (developing), below international expectations, has shown good growth in our 2nd unit, but has not met set targets. I will work with her to better utilise her rubrics and work toward her new targets in T2.
Social Studies	Mrs. Social	See examples above
P.E./Health	Coach Healthy	See examples above
ICT	Mrs. Computer	See examples above
Art	Mr. Artistic	See examples above

Once all comments have been inserted, the main color should return to **BLACK** on the main report card comments sheet that goes home to families.