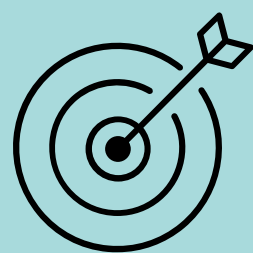


5 FAQ FOR CCC'S ASSESSMENT POLICY

01



What are the objectives of assessment?

To provide students with feedback on their learning, to provoke reflection, learning and action in order for students to improve their learning outcomes.



02

What is the relationship between assessment, teaching and learning?

Assessment is an integral part of teaching and learning at CCC. We believe that assessment informs our teaching, as well as providing levels of achievement. Clear expectations of assessment and reflection are shown through the CCC Planning for Learning Wheel (P4LW).

03



When does assessment take place?

As demonstrated in the P4LW, assessment is a continuous process that allows teachers, parents and students to identify areas of strength and areas that need improvement, as well as the effectiveness of the curriculum. It is a daily activity, is ongoing and takes various forms. Assessment can include: Tuning In (pre assessment), diagnostic, formative, peer / self and summative (including external to CCC).



04

How is assessment recorded and reported?

Teachers maintain their own records of formative and summative assessment. Students are aware of their ongoing progress via feedback verbally through conferencing or in written form. Whether it is A-E or 1-7 (MYP & DP specific) grading, these are communicated by the respective reporting schedule for the sub school. Parents /carers have the opportunity to meet with teachers through schedule parent / teacher evenings, student led conferences or upon request.



05

What other policies should be read in conjunction with the Assessment Policy?

Inclusion Policy, Academic Integrity Policy and Language Policy. CCC Minor and Major Behaviours Document. CCC Secondary Reporting Guidelines. MYP From Principles into Practice.