



KABOJJA INTERNATIONAL SCHOOL (KIS)

Assessment Policy





International Baccalaureate (IB) Mission Statement

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 organization works with schools, governments and international organizations 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.

Kabojja International School (KIS) Mission Statement.

To provide affordable, quality, which will make a difference to all our stakeholders with high regard to Discipline, Integrity, and professionalism in a conducive environment.

1.0 KIS Assessment Policy.

Kabojja International School is an established international School offering the International Baccalaureate (IB) Programme. The school uses criterion referenced assessment to make judgments about students' learning following the requirements of the relevant International Baccalaureate (IB).

1.1 What is assessment?

Assessment involves evaluation of student learning, progress, assessment readiness and attainment. It is a fundamental and integral part of the process of learning. It involves many processes by which learners and teachers can gather information about what learners know, their understanding of concepts, knowledge of facts, mastery of skills, development of attitudes, and what action they undertake. Its objectives are to provide information about student progress, to plan next steps in teaching and learning, and to help students to self-monitor learning. Assessment of students' process can be as important as assessment of the final product. When learners and teachers are actively involved in these processes; assessment can help learners deepen their understandings and can also afford teachers the chance to reflect on, and hence improve, their teaching.

The Assessment Policy at KIS is based on the following principles.

1.2 Principles of Assessment at KIS.

- a) Assessment entails reflection on what is taught.
- b) Clear instruments of Assessment are used. These instruments are clearly communicated to parents and students before they join the school.
- c) Assessment must be valid, reliable, fair and transparent.
- d) Students are active participants in their assessments.
- e) Inclusivity and equitability is observed for all learners.



- f) Assessment that respects academic honesty.
- g) Assessment that is subject to consistent procedures and policies.
- h) Assessment that respects assessment policies of the relevant examination bodies of the school.

1.3 What is assessment for?

Three main forms of assessments are administered: formative assessment, summative assessment, and diagnostic assessment.

Assessments are done for several reasons.

- a) To monitor students learning to be able to identify strengths and weaknesses that can guide subsequent teacher planning and provide feedback to students on their current capabilities.
- b) To evaluate student learning at the end of a unit of work, or at a particular juncture of, or the end of, the course, so that performance can be compared against some agreed standard or benchmark.
- c) To establish level of competence at the start of the work.

1.4 Monitoring of Assessment.

- a) The subject Teachers and coordinators are responsible for ensuring that they are familiar with the most up-to-date information relating to IB assessment in their subject area(s), Interdisciplinary Units (IDUs) and the Personal Project (PP). This is particularly important during the curriculum review cycle and with the issuing of new subject guides.
- b) Teachers whose children are students within the the school may not invigilate eAssessments, and may not participate in their children's assessment for components of the DP which lead to the award of final grades. They may not invigilate exams sat by their children or mark work submitted by their children for external assessment.
- c) It is the responsibility of the Head of IB, IB Coordinator, Examinations officer- and DP Coordinator to ensure that external examinations are carried out in line with the IB Assessment Procedures.

1.5 Assessment Practices.

In order to ensure effective assessment throughout the school year, the following practices are used.

- a) Formative assessment for learning which includes assessment conducted during the learning process (in lessons, through feedback on a draft etc) to support and improve learning by identifying the next steps in learning or by consolidating knowledge, concepts or skills.
- b) Summative assessment of learning which measures performance and clearly identifies a standard of attainment, usually carried out at the end of a unit of work to assess the students' grasp of the knowledge, concepts, skills, and attitudes. Formal reports usually record summative assessment achievements.



- c) Assessment focuses on developing students' understanding of the characteristics of excellent work, and the strengths and weaknesses of their own work in relation to this standard. Student reflection is a fundamental aspect of successful learning. Students should understand how and when they will be assessed and are provided with task-specific assessment criteria prior to any assessment. They should be actively involved in their own assessment, through the creation of assessments, rubric-design, self-assessment and structured reflection.
- d) We are committed to understanding each learner as an individual, recognising that learners have diverse learning styles and possess a range of abilities. We therefore strive, over the course of a school year, to make use of a wide variety of assessment tools and strategies to best reflect each student's capabilities.

1.6 Assessment Tasks

Teachers create assessment tasks that are aligned to their subject's objectives. These tasks aim to gather information about the students' learning and may be completed in class and at home. They may include but are not limited to projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, roleplays, tests, and examinations. During the unit of study, tasks should cover the all the assessment requirements as outlines in the subject objectives. Students are introduced to IB criteria in all subjects and are made familiar with how these apply to different types of work.

1.7 Record Keeping

We are committed to keeping accurate records of assessment data. This information is regularly communicated to parents and guardians in a variety of formats, including formal written reports, student presentations and conferences.

1.8 Marking Student Work

Timely feedback that promotes learning and improvement is essential if students are to use assessment to make progress.

Each teacher has a responsibility to ensure that:

- a) Student work is seen, and individual feedback given to fulfill the aims above. This will generally mean assessing the work at least once a fortnight for each student
- b) Work is returned as soon as practical after submission.
- c) Students are given constructive individual feedback, focused primarily on student learning, and understanding (and not solely on presentation of work)
- d) For formal assessments, assessment criteria are shared and clarified with learners before work is started. Where possible, task-specific rubrics are provided to students
- e) Students are verbally rewarded for good work and/or good effort.

- f) Action is taken to address poor work/poor effort, ranging from extra support, and being made to repeat homework, to escalation via mentors and contacting parents

1.8. 1 PYP Marking

PYP – marking and feedback needs to be timely and descriptive. Students should know where they are achieving well, and what specific measures they can take to improve. When planning, teachers consider the goals and success criteria for the provocations, tasks, and activities planned then, engage students in the process of establishing the success criteria, written in child-friendly terms and display these to the students.

1.8.2 MYP Marking

Routine work is marked and returned within one week, and longer projects marked and returned within two weeks. Students are given constructive individual feedback.

1.8.3. DP Marking

Work is marked and returned within two weeks. Students are given constructive individual feedback.

1.9. Assessment in the Primary Years Programme (PYP)

Assessment in the Primary Years Programme (PYP) introduces students to the experience of assessing their learning. It is essential that the right mindset and approach to assessment is established here, to ensure that assessment is a positive experience for students and provides support for their academic growth.

Assessment in the Primary Years Programme (PYP) is conducted in line with PYP guidelines and subject guide. Students are supported in identifying their own learning goals, and methods of showing their achievement of these goals. Students participate in selecting evidence that demonstrates their mastery of the intended learning goals.

Teachers use a variety of assessment strategies to ensure all types of learners have opportunities to represent their learning in various ways. Assessment should be ongoing, and should include examples of baseline, formative and summative tasks. It is essential to use assessment tools appropriate to the teaching situation, and to maintain records of the data collected with these tools. This record of student learning is a necessary reference for writing report cards and for meeting with parents.

Writing Samples

Writing Samples are collected three times a year. These writing samples are completed at the start of the year (by beginning of September), middle of the year (by end of January), and at the end of the year (before end of May). Each writing sample is assessed and placed in the student's literacy portfolio.

The three writing samples need to include at least one piece that is fiction writing and at least one piece that is non-fiction writing.

*Information from the January and May reading and writing samples can be useful data to help verify achievement levels when preparing report cards.



- Writing samples.
 1. September – Picture Prompt
 2. January – Expository Writing
 3. End of year writing task, used for portfolio or Student Led Conference
- Reading Records. 2x per year and ongoing in-class records, referenced to Oxford Readers and Raz Kids levels
- Math samples. 3x per year

Samples are maintained in student portfolios. Each student's Literacy Portfolio is passed on to the next year level.

Reading Assessments and Running Records in English

Running Records is an important diagnostic assessment tool used to observe and document student reading behaviours at a specific moment in time.

Running Records are completed by the classroom teacher at the start of every year by the end of the first month of school and again two months before the end of the school year. These running record assessments are placed in the students' literacy portfolios.

EXIBITION:

“The Exhibition” is an extended unit of inquiry presented at the end of the final year of the PYP (6th grade), it can be one of the six units of inquiry during the final year or may stand outside the programme of inquiry with a more flexible timeframe to support student inquiries and school contexts. Students engage in a collaborative form of learning and inquiry; they are provided with opportunities to investigate and suggest solutions for real life situations. The Exhibition allows students to show what they have learned through the PYP and apply all the major qualities of the IB learner profile, a self-directed experience to empower students and allow them to own their learning.

2.1 Assessment in the Middle Years Programme

In the Middle Years Programme (MYP) students are assessed using externally-set IB criteria for the first time.

MYP criteria are applied as following:

- Year 7 – MYP 1
- Years 8 - MYP 2
- YEAR 9 -MYP3
- YEAR 10 -MYP4
- YEAR 11 -MYP 5
- Students are entered for the MYP eAssessments in May of Year 11/MYP5.

Assessment in the MYP is carried out using IB assessment criteria and the associated marks and grades for the relevant subject. Assessment is criterion-related and takes place in the context of MYP Units of study. At KIS, units last between six weeks and one semester to complete and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be measured against all MYP criteria, representing their summative performance for that period. MYP students understand and use the IB



criteria in all subjects, IDUs and the PP. MYP students are assessed in line with IB requirements, ensuring that all strands of each criteria are assessed at least twice each Semester. The school has systems in place for the moderation and standardisation of students' work.

2.1.1 Assessment Tasks

The KIS assessment calendar is shared at the beginning of the Academic year with students and parents.

Teachers create assessment tasks that are aligned to their subject's objectives and are placed in context, as guided by the Global Contexts. These tasks aim to gather information about the students' learning and may be completed in class and at home. They may include projects, presentations, observations, performance, quizzes, essays, investigation, debates, compositions, roleplays, other creative tasks, and examinations. MYP students are introduced to IB command terms in all subjects and made familiar with how these are interpreted in the context of different types of assessment tasks.

2.1.2 End of Programme Assessment.

All the work of MYP students in the Arts, Design, PHE, Language Acquisition and Personal Project is internally assessed by teachers according to a criterion-based approach, and externally moderated by IB. to ensure the authenticity of student work submitted for external assessment, a software (Turnitin) is used.

Mathematics, English Language and Literature, Sciences, Individuals and Societies and Interdisciplinary are done individually by students and externally assessed by IB. Students graduating from the MYP will be eligible for a Middle Years Programme Certificate, indicating a grade from 1 – 7 for each of the eight subject groups and for the Personal Project. Students take two of the Discreet Sciences or Integrated Science, thus the maximum score possible is 70 points.

2.2. Progression into the Diploma Programme.

Progression through Middle Years Programme from one MYP year to the next and into DP is not automatic. The school will only allow students to progress from one year to the next when they are making academic progress and contributing to the life of the school on a wider basis. Decisions will be made on an individual basis after reviewing evidence from MYP assessments and student's academic and behavioural records. To be promoted to the next class in Years 7, 8 and 9, a student's final year report should ideally demonstrate:

1. A mean grade of above 4.1 (in Year 6 and 7), 4.5 (in Year 8), 4.8 (in Year 9) in all subjects taken.
2. Meeting the Academy's expectations for Service learning
3. Attendance of at least 90% in each subject of study for the whole year.

Students who fail to meet these criteria will have their promotion reviewed by the school. Parents and students concerned will be involved in this consultation process both at the end of a given semester and academic year.

Admission to the Diploma Programme in particular, will only be made to students who have a good chance of success at the programme. Such students must demonstrate:

1. Ability to attain at least an overall mean grade of 5.1 in all MYP subjects taken
2. Achievement of grade 3 and above in the Personal Project
3. That the student has met the school's expectations for Community and Service
4. A minimum of 90% attendance in each subject of study In addition to meeting the entry requirements for chosen subjects of study in DP1, a student should have:
5. A Year 10 final grade of 5 or above for each Higher Level subject chosen. For those planning to take Mathematics and Physics HL, grade 6 is required in Extended Mathematics and Physics.
6. A Year 10 final grade of 4 or above for each Standard Level subject chosen.

2.3 Assessment in the Diploma Programme

Assessment in the Diploma Programme (DP) has a direct impact on students' future opportunities and choices and therefore must follow the practices and procedures set out by the IB.

The KIS assessment calendar is shared at the beginning of the Academic year with DP students and parents. This sets out reasonable deadlines for tasks, which are agreed between subjects to ensure that students are not overloaded.

Assessment in the DP is carried out using IB assessment criteria and the associated marks and grades for the relevant subject. Student achievement in the IBDP is tracked using the IB 1-7 scale for all subject areas, and the A-E scale for Theory of Knowledge and the Extended Essay.

Assessment is criterion-related and hence all assessment is criteria referenced. It takes place in the context of DP Units of study and involve both formative and summative assessment tasks. Student attainment at the end of a unit will be measured against all criteria, representing their summative performance for that period. Grades issued in the DP focus on providing the most accurate description of students' performance, rather than averaging marks from across the semester or year.

2.3 University Predicted Grades

Predicted grades are issued by subject teachers. They are based solely on the past performance of the student, and what, in the professional judgment of the teacher, this suggests about performance in the final assessment. Students are made aware of their predicted grades in late September of DP2. Students have the right to challenge their predicted grades through writing to the DP Coordinator and following the formal process set out by the school. It is important to recognise that over-prediction can be as damaging to students' future plans as under-prediction. For this reason, it is not acceptable for a student to ask a teacher to raise a student's predicted grade to match the requirements of a particular university or course if there is not evidence to support this. Once all teachers have entered predicted grades the Senior Management moderates them by looking at the historical data, student overall predicted grade, the cohort data and individual CEM data to ensure the predicted grades are realistic. Once the moderation has taken place individual subject teachers are asked to reconsider some of the grades awarded on the basis of a student overall predicted level.

2.4 End of Year Assessment

Diploma Programme assessment can be internal or external.

2.4.1 Internal Assessments

In all subjects some of the assessment is carried out internally by teachers, who mark individual pieces of work produced as part of a course of study. Examples include oral exercises, projects, student portfolios, class presentations, practical laboratory work, mathematical investigations, and artistic performances. Where there is more than one class, internal moderation of marks will take place prior to a sample being submitted to IB, who may confirm the marks, or moderate them upwards or downwards to bring them into line with worldwide standards.

2.4.2 External assessments

In all subjects (except Visual Art, Theatre Arts and TOK) most marks are awarded in formal examinations taken in May of the DP2 year.

However, some assessment tasks are conducted and overseen by teachers over the course of the two years without the restrictions of examination conditions and are then marked externally by examiners. Examples include the Written Tasks, Language Written Tasks, Theory of Knowledge Essays and Extended Essays.

Students graduating from the Diploma Programme will be eligible for an International Baccalaureate Diploma, indicating a grade from 1 – 7 for each of six subjects and also 0 – 3 points for the Diploma Core (thus the maximum score possible is 45 points). Reporting to Parents Full school reports are issued in December (Year 9, 10 & DP2), January (Year 6 to 8 & DP1) and June.

2.5. Submission of work / meeting deadlines

It is, in the first instance, the responsibility of the student to ensure that all work is completed and submitted on time. In case of any delay, it is the responsibility of the student to notify the teacher of the same with a parent's confirmation. Timely submission of work ensures fairness to all students when assessing their learning.

2.6 Procedure after the deadline for major work/assessments.

This applies late submission of major works or assessments (formative, summative, internal assessments, Personal Project, Extended Essay, TOK, CAS, Service as Action, written assignments) or repeat cases of late submission by an individual student.

2.7 Communicating with parents about assessment

1. Parents are helped to understand the philosophy and practices of assessment and how these apply to their child's learning through a series of parent workshops.
2. Parents have access to the Assessment Policy through the school website.
3. KIS supports a 'no surprise' commitment. There are protocols in place for informing students and parents when there is evidence of a potential problem.

2.8. Formal Reporting to Parents

KIS is committed to communicating meaningful information about student progress to students, parents and other stakeholders twice a year on a formal report and at a Parent teacher conference meeting.

Parents are encouraged to communicate at any point during the year by appointment with any member of staff to discuss their child's progress.

Junior School

- Term 1 report to parents - followed by a 3 way conference where goals are set.
- Term 2 Student led conference
- End of year report to parents

PYP Exhibition is open for parents to attend.

2.9. Reporting Grades

Student performance is not ranked. Individual student progress is reported to parents at the end of each Semester. At the end of a unit/assessment period, students will have undertaken a range of formative and summative assessment tasks over the course of a unit / assessment period. Grades issued focus on providing the “best fit grade” which provides most accurate description of students’ performance, rather than averaging marks from across the semester or year. The award of a particular grade at the end of the Semester is a matter of professional judgement, and the teacher will consider many factors, especially where the student performance has been erratic.

For subjects taught in a trimester rotation (year 6 to 8 Expressive Arts and year 8 Science), reporting will be done at the end of the trimester. This will fit with the school semester reporting since trimester 1 reports will appear in Semester 1 report while trimester 2 & 3 reports will appear in Semester 2 reports.

DP Art and MYP PP Exhibitions are held for parents to attend.

The student MYP Portfolio of achievement google site created by each student is shared with parents.

3.0 Homework Policy

Homework is a vital part of the learning process, and a useful tool for consolidation, to encourage independent learning, instill good study habits, encourage reflection and to practice skills. We seek to maximize the quality rather than the quantity of homework.

3.1 Inclusive Assessment Arrangements

The school has a named member of staff responsible for inclusive assessment arrangements for students with additional needs. This member of staff is responsible for organising the administration of the relevant psychological and/or medical assessments upon entry to KIS /programme, and at the times specified by the IB. The member of staff, programme coordinator and subject teachers are responsible for documenting evidence of arrangements and adaptations made to classroom teaching and learning to send as supporting evidence for such an application. All arrangements allowed by the IB (such as extra time, alteration of examination materials, use of a laptop, use of a scribe) are given to students in all class tests and mock examinations.

3.2 KEY DOCUMENTS

- I. Assessment Principles and Practices – Quality Assessments in a Digital Age (IB, 2019)
- II. IB Primary Years Programme Principles into Practice
- III. IB Middle Years Programme Principles into Practice

IV. IB Diploma Principles into Practice