



KIS Vision - TO BE A CARING, IMPACTFUL COMMUNITY THAT EXCELS IN LEARNING AND IN LIFE.

KIS Mission - THE **KIS** COMMUNITY NURTURES A GROWTH MINDSET THROUGH A HOLISTIC EDUCATION THAT CONNECTS CULTURES

KIS Assessment Policy and Procedures

1. [Purpose of assessment](#)
2. [Types of assessment](#)
 - A. Pre-assessment
 - B. Formative assessment
 - C. Summative assessment
3. [Assessment in the Elementary and Early Years \(PYP\)](#)
 - A. Guidelines for assessment practice
 - B. Communication assessment information
 - C. Reporting achievement levels
4. [Assessment in Secondary \(MYP/DP\)](#)
 - A. [Guidelines for assessment practice](#)
 - a. Practices to support focussed assessment
 - b. Procedures for different situations
 - B. [Communicating assessment information](#)
 - a. Communicating assessment details
 - b. Communicating feedback
 - c. Recording and reporting achievement levels
 - C. [Special considerations](#)
 - D. [Supporting assessment: expectations](#)
 - a. Teacher expectations
 - b. Student expectations
 - c. Parent expectations
5. [Links to MYP and DP-specific components](#)
6. [Policy Review](#)

1. Purpose of assessment

Assessment at KIS is a tool for teachers to establish a picture of students' understanding and monitor the effectiveness of the programmes taught. Additionally, it enables teachers to understand who their students are as *Learners*. To do this, teachers analyze areas of strength, concern, and areas for student development and implement strategies which address individual learning needs. Assessment also supports student learning through receiving and reflecting on feedback in relation to set criteria or expectations. With this feedback, students can build strategies for further improvement and develop motivation for continuous growth. Assessment informs our instructional programme as well as choices teachers make in the classroom. Finally, assessment enables parents and supports professionals to gain insight into student progress so that they can support student learning.

KIS teachers are committed to improving and enhancing student learning. On-going assessment and feedback are important aspects of student learning and the information within this document provides transparency and guidance with regards to use of the ManageBac gradebook, Seesaw, assessment practices & feedback across the school.

Assessment at KIS is a learning tool for the student. Students are informed of their individual achievement and can measure this against predetermined criteria. A strong belief that we have at KIS is that assessment should assist students in identifying areas of strength and areas in need of further development. Student results are compared to set criteria and not against other individual students.

At KIS, teachers use a variety of methods and tools to ensure that assessment is meaningful, purposeful, ongoing and age appropriate for all individual students at KIS. We use the ManageBac gradebook to provide evidence of student learning and growth. This evidence is available to students, parents, other teachers and administrators.

2. Types of assessment

A. Pre-assessment

Pre-assessment is a series of activities students take before a new unit to find out what the students need more instruction on and what they may already know. Pre-assessment is a way to save teachers time within the classroom while teaching new material as they adjust learning to the individual needs in the classroom. It is a great way to find out more about the students, what they are interested in and how they learn best.

B. Formative Assessment

Formative assessment is 'assessment for learning', and is a vital learning experience for the students to develop the skills and knowledge needed in a subject. The purpose of formative assessment is for teachers to gauge the degree to which students have learned the required skills, concepts and knowledge taught. Formative assessment gives the teachers a chance to provide constructive feedback for the students and to decide whether appropriate learning has taken place. Through formative assessment, teachers should make adjustments to

accelerate or revisit key learning points and more accurately assess student potential. Formative assessments should help teachers predict outcomes of summative assessments and provide students with necessary interventions to improve attainment.

At KIS, teachers have established the following agreements around formative assessment:

- Formative assessments may be designed to improve student outcomes (for students) or they may be designed to gather data to guide further instruction (for teachers).
- Teachers will provide formative feedback in various forms. If formative assessment is intended to guide instruction, it does not need to be documented. Formative assessments designed to improve student outcomes must be appropriately documented in ManageBac, Seesaw or directly on student work.
- Feedback to students should be linked to assessment criteria & objectives, mark schemes and examiner reports.
- Assessment drafts must be annotated. Teachers must then arrange one to one meetings with students to explain the annotations and provide steps for further improvement.
- On formative assessments, teachers must give feedback. Grades should not be given, but feedback should be communicated with respect to learning outcomes, assessment criteria or mark schemes.
- IB command terms – and criteria scoring with worldwide scoring samples – are explained and practised so students understand what is being asked of them.

C. Summative Assessment

Summative assessment is described as assessment *of learning*. It is used to measure a student's understanding or capability as a learner after the relevant skills or content has been covered. This means that summative assessment should measure the student's ability to inquire, communicate, reflect, and investigate. Summative assessments must all be recorded in the teacher's gradebook.

At KIS, teachers have established the following agreements around summative assessment:

- At the beginning of each unit, summative assessment types, criteria and rubrics that will be used to assess student learning will be shared with students.
- Summatives will be evaluated using task-specific clarifications (when necessary) to outline specific expectations for the students - this can include vocabulary they should aim to use in their assessment.

- All summative due dates or exam dates are posted at least two weeks in advance in MangeBac (secondary).
- Teachers offer elements of student choice where appropriate on summative tasks.
- Teachers provide exemplars to ensure that students have a model for success without compromising the integrity, authenticity or critical thinking needed to complete the assessment.
- In advance of summative assessments, teachers provide clear instructions of what to include or revise in the assessment task.

3. Assessment in the Elementary School and Early Years (PYP)

A. Guidelines for assessment practice

Regular and consistent assessment is necessary to support students in their learning and progress to achieve the required learning objectives. Students should be involved in the assessment of their work. This is done through continual oral and/or written feedback on completed work - oral and written - and during the process of producing major pieces of work.

B. Communicating assessment information

Students are presented with a variety of opportunities to show their knowledge and skills in Literacy, Numeracy and Inquiry through discrete subject learning and transdisciplinary learning. This includes the Single Subject classes such as the Arts and PE. All assessments will be done in class time. If students are absent, teachers will provide either another opportunity to complete the work or use other data to formulate an accurate assessment of the student.

C. Unit Vocabulary

At the start of each unit of study, students are provided a list of key vocabulary that will be taught, used & assessed throughout the unit.

D. Reporting achievement levels

There are three reports per year – approximately every two months. The intention is to give parents a clear picture of their child's learning throughout the year.

- November: Fall report - Progress report followed by 2 way conferences
- January: Semester 1- Progress report followed by 3 way conferences
- April: Elementary Student-led conferences where students have the opportunity to reflect with their parents on their progress and learning experiences during the year
- June: Final report sent home to parents which includes a full assessment review of all units in terms of knowledge, skills, concepts and attitudes.

Parents are invited, at any time of the year, to communicate with teachers about their child's progress. Where there is an ongoing concern about academic, social or behavioral matters, parents will be kept informed by classroom teachers.

In accordance with IB best practice, we do not give grades for regular lessons or rank students. Instead we use criteria to parents through the written reports at what level their child is achieving.

Beg - Beginning to Make Understandings	Dev - Developing Understandings
- Understands there are success criteria or performance expectations - Work products tries to meet the minimum requirements expected - Demonstrates little contribution to organisational goals - Understands there are work objectives - Demonstrates poor work habits resulting in missed deadlines/incomplete work	- Demonstrates understanding of success criteria for performance expectations and show some attempts to achieve them - Work products meets the requirements expected inconsistently - Demonstrates some contribution to organisational goals - Understands there are work objective and show some attempts to achieve them - Demonstrates good work habits attempting to meet deadlines and complete work
Con - Consolidating Understandings	Ext - Extending Understandings
- Demonstrates understanding of success criteria for performance expectations and attempts to achieve them - Work products meets the requirements expected - Demonstrates contribution to organisational goals - Understands work objectives and attempts to achieve them - Demonstrates good work habits meeting deadlines and completing work.	- Demonstrates understanding of success criteria for performance expectations and achieves them - Work products exceeds the requirements expected - Independently sets organisational goals - Understands work objectives and achieves them - Demonstrates excellent work habits

4. Assessment in the Secondary School (MYP/DP)

A. Guidelines for Assessment Practice

a. Practices to support focussed assessment

i. Learning targets:

- are communicated to students at the start of every unit.
- are communicated to students at the beginning and end of every lesson.
- are explicitly connected to learning activities.
- are explicitly connected to all assessment tasks.
- are best developed to include IB command terms.

ii. Unit Vocabulary

At the start of each unit of study, students are provided a list of key vocabulary that will be taught, used & assessed throughout the unit.

b. Procedures for different situations

i. Absences

If student is not present for an exam, oral presentation or any other structured assessment taking place on a specific day/time:

- The student must make contact with the subject teacher on his/her first day back at school (either personally or via email) to arrange the completion of the task as soon as possible.
- In the case of longer-term projects affected by absence, the student and teacher will agree a plan for submission of the assessment task within a reasonable time frame.

Note: if a nonattendance period of two weeks after a given assessment is reached, students may not be able to complete the summative and receive grades accordingly. This will be decided on a case by case basis, with guidance from the relevant coordinator. Extenuating circumstances will be taken into account.

ii. Ongoing assessments

Larger assessments should be appropriately "chunked" with regular check-ins and deadlines assigned on Managebac.

If a student fails to turn in an ongoing assessment (i.e. essay, long term project, written report, video or any other summative assessment which is not developed on a specific day/time) by the given deadline:

- The teacher will notify the student and parents/guardians on the day of the deadline for the assessment task via email, and a new deadline for submission will be set for the student.
- Where necessary, support sessions or supervised study will be arranged for the student outside of regular class time.
- Special circumstances and arrangements regarding no submission of an assessment task will be discussed and decided on by the program coordinator.

iii. Summative tasks involving group work

Group summative tasks should be appropriate to the skills required for meeting the subject demands and should not be used exclusively.

Teachers must clearly identify the roles and expectations of each group member and should carefully document the progress and input of individuals and the group as a whole. Intermittent deadlines and group surveys should be utilised in this process. Achievement levels in group tasks should be individually determined as opposed to giving a homogenous grade for the whole group.

In the case of a group missing one of its members, the remaining members of the group can be asked to present/perform as per the discretion of the teacher. If a group presents/performs without a specific group member, the teacher will treat this as an absence from a summative task, and the missing student must present/perform on his/her return to school.

iv. Alternative assessment opportunities

Assessment tasks are carefully designed in order to serve both as a learning experience as well as to gauge an understanding of their level of competence in their skills associated with learning. A range of assessment opportunities are designed throughout the school year; ideally, this involves student agency.

Students who perform poorly on the subject criteria addressed by a specific assessment task will either have had prior opportunities to perform on these criteria, or will have the same future opportunities of performing against these criteria as their classmates. In some cases, students may be permitted to resit assessments to earn a higher grade. This will happen at the discretion of the subject teacher and the relevant coordinator.

Final Grades are a result of a “most recent, most consistent” analysis of summative assessments throughout the year. Students who did poorly on an assessment at the beginning of the year should not have that grade averaged into their final mark. Rather, opportunities for mastery learning against the criteria should be presented over time and the final grade should be determined based on what a student can do at the end of the year. To accomplish this, teachers should understand year-end expectations and be assessed against them throughout the year. This should result in students showing strong progress as they become more familiar with the expectations.

B. Communicating Assessment Information

Communicating assessment information is essential for students, parents and teachers alike. In secondary, teachers follow the following set of procedures to ensure assessments are public, criterion-based and known in advance.

a. Communicating assessment details

- At minimum, ManageBac Gradebooks must be updated at least once every 3 weeks for each course with acceptable data points that provide information about student progress.
- Essential information on specific summative tasks, task cover sheets and task descriptions should be uploaded (or linked to) on Managebac. This information should be posted with two weeks notice of the given task's submission date..

b. Communicating feedback

- When feedback to provided to students, it must be presented to students as quickly as possible and at the latest, within an 8-day cycle.
- Feedback should be linked to assessment criteria & objectives, mark schemes and examiner reports.
- Teachers will provide feedback in various forms, which must be documented in ManageBac.
- Internal and external assessment drafts must be annotated. Teachers must then arrange one to one meetings with students to explain the annotations and provide steps for further improvement.
- On formative assessments, teachers should give feedback only, with no grade attached.

c. Recording and reporting achievement levels

There are four reports per year – approximately every two months. The intention is to give parents a clear picture of their child's learning throughout the year.

Month/ Report name	Details
October/ Term 1 Report	This report includes: -Comments, ATL evaluation and some criterion grades for all subjects -Homeroom teacher comments -Summary of attendance data
February/ Semester 1 Report	This report includes: -ATL evaluation, all criterion grades and overall 1-7 grades for all subjects -Homeroom teacher comments

	-Summary of attendance data
April/ Term 3 Report	This report includes: -Comments, ATL evaluation, all criterion grades and overall 1-7 grades for all subjects -Homeroom teacher comments -Summary of attendance data
June/ Semester 2 Report	This report includes: -ATL evaluation, all criterion grades and overall 1-7 grades for all subjects -Homeroom teacher comments -Summary of attendance data

Parents are invited, at any time of the year, to communicate with teachers about their child’s progress. Where there is an ongoing concern about academic, social or behavioural matters, parents will be kept informed by classroom teachers. There will be two 3-way conferences during the year to encourage this communication.

In accordance with best practice, we do not give grades for regular lessons or rank students.

C. Special Considerations

Special considerations and accommodations regarding assessment tasks, such as time provided and allowed resources, can be contemplated using the [school’s inclusion policy](#) and [language policy](#), in collaboration with our Learning Support Coordinator.

D. Supporting Assessment – KIS expectations

a. KIS expectations of the teacher

The expectations of the teacher, found throughout this policy, are also linked here in our [Assessment Essential Agreements](#).

b. KIS expectations of the student

The teacher can expect the student to:

- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others’ right to learn and to collaborate constructively with peers;
- Follow the [academic integrity policy](#);
- Submit any required work—homework, class work, assignments and projects, etc.—on time and with due diligence;

- Present work neatly and appropriately, i.e. general written work should be completed in blue or black ink, and diagrams should be in pencil and/or colored pencils.

c. KIS expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that:

- Students are provided with a quiet space at home and adequate time to complete their school work;
- Students have access to a computer;
- Students have Internet access and/or access to books/a library;*
- Parents communicate with the school when the child is absent;
- Parents align holidays with the school calendar so assessments are not missed.

*Internet and library access is available on campus, before and during school hours.

5. Links to MYP and DP-specific components

Further details about MYP and DP assessment requirements and procedures can be found in the documents linked below.

[MYP Component of the Assessment Policy](#)

[DP Component of the Assessment Policy](#)

6. Policy review

Our IB Assessment Policy is designed to be a living document that evolves with our school community's needs and reflects best practices in assessment. To ensure its relevance and effectiveness, the policy will undergo regular reviews and updates. The review process will be transparent, inclusive, and collaborative, involving key stakeholders such as teachers, administrators, students, parents, and external evaluators as appropriate.

The review cycle will be conducted annually. During the review period, feedback and suggestions for improvement will be actively solicited from all stakeholders through surveys, focus groups, and consultation sessions.

The IB Program Coordinators will lead the review process, synthesizing feedback and identifying areas for enhancement or clarification. Proposed revisions will be shared with the school community for further input and discussion.

Following thorough deliberation and consensus-building, the updated version of the IB Assessment Policy will be presented to the school leadership team for approval. Once

approved, the revised policy will be disseminated to all stakeholders and integrated into the school's ongoing professional development initiatives to ensure understanding and implementation.