

KIS Schoolwide Assessment Policy

KIS School-Wide Policy Statement:

At KIS we believe that thorough assessment supports students in developing their full potential and instilling a lifelong love of learning in an ever changing diverse and global community. Assessment is an integral part of the curriculum cycle and an essential part of the planning, learning and teaching process. The assessment policy reflects the practices and requirements of KIS International School, local authorities and the International Baccalaureate (IB) programmes and other accrediting agencies. Assessment is viewed as a continuous process that is both formative and summative in nature and incorporates a wide variety of appropriate tools and strategies. Assessment data is analyzed to provide valuable information to support and communicate each student's learning and progress as well as to assess programme development, curriculum effectiveness and in the differentiation of teaching and learning practices.

Articulation across the Programmes

Within the IB programmes there are differences in assessment requirements and practices taking into consideration the ages and stages of development of students. Assessment for each programme at KIS is clearly defined and transparent. As such, the school has used the IB Standards and Practices as a school wide policy guideline to ensure smooth transitions between programmes and assessment procedures.

These guidelines are further addressed and collaboratively developed relating to each programme in the attached addendums.

The following standards apply schoolwide across the IB continuum:

1.Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth.
- The school implements and reviews an assessment policy that makes the school's philosophy clear and is aligned with the IB philosophy concerning learning and assessment.

2.The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

- The school describes in its assessment policy the rights and responsibilities of all members of the school community and clearly states what constitutes good assessment practice.
- The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment.
- The school describes in its assessment policy the value of assessment for continuous learning and growth.

3.Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

- The school demonstrates that the curriculum is influenced by an understanding of students' prior knowledge, identities, backgrounds, needs and contexts.
- Teachers consider learner variability when planning students' personal learning goals.
- Teachers integrate prior knowledge into the curriculum to aid and extend learning for all students.

4.Students demonstrate and reflect on their continued development of the IB learner profile attributes.

- Students understand the Learner Profile, and can reflect on it effectively.
- Teachers provide students with opportunities in the curriculum to reflect on the growth and demonstration of their learner profile attributes.
- Students take ownership of their learning by setting challenging goals and pursuing personal inquiries.
- Students take opportunities to develop personal learning goals.
- Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

5.Learning, teaching, and assessment effectively inform and influence one another.

- Students and teachers use feedback to improve learning, teaching and assessment.
- Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation.
- The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment.
- The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives.
- Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes.
- The school demonstrates that assessment practices are formed around conceptual learning.
- The school ensures that from the time of enrolment students and legal guardians are aware of and have access to documentation describing the relevant programme regulations and requirements regarding assessment.

KIS Assessment Policy Addendum 1

Assessment Guidelines for the Primary Years Programme :

1.Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- *KIS philosophy incorporating QLBs Mission and CVs*
- *Sharing Policies and Practices with the Community (1)*
- *Collaborative policy review (1)*

2.The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

- *Definition of best assessment practice (2)*
- *Responsibility of community members (2)*
- *Assessment for continuous growth (2)*
- *Culminating Assessments (2)*
- *International, national and local requirements (2)*

3.Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

- *Prior knowledge*
- *Learning intentions and success criteria*
- *Student feedback and goal setting*
- *Specific strategies and tools for assessment*
- *Differentiating assessment*

4.Students demonstrate and reflect on their continued development of the IB learner profile attributes.

- *Reflection*
- *Self and Peer assessment (agentinc)*
- *Student involvement in co constructing assessment*
- *Student Sharing assessment (portfolios/seesaw)*

5.Learning, teaching, and assessment effectively inform and influence one another.

- *Assessment records*
- *Reporting procedures*
- *Data and Analysis*
- *External Assessments*
- *Reporting/conferencing*

KIS Assessment Policy Addendum 2

Assessment Guidelines for the Middle Years Programme :

1.Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- *KIS philosophy incorporating QLBs Mission and CVs*
- *Sharing Policies and Practices with the Community (1)*
- *Collaborative policy review (1)*

2.The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

- *Definition of best assessment practice (2)*
- *Responsibility of community members (2)*
- *Assessment for continuous growth (2)*
- *Culminating Assessments (2)*
- *International, national and local requirements (2)*

3.Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

- *Prior knowledge*
- *Learning intentions and success criteria*
- *Student feedback and goal setting*
- *Specific strategies and tools for assessment*
- *Differentiating assessment*

4.Students demonstrate and reflect on their continued development of the IB learner profile attributes.

- *Reflection*
- *Self and Peer assessment (agentinc)*
- *Student involvement in co constructing assessment*
- *Student Sharing assessment (portfolios/seesaw)*

5.Learning, teaching, and assessment effectively inform and influence one another.

- *Assessment records*
- *Reporting procedures*
- *Data and Analysis*
- *External Assessments*
- *Reporting/conferencing*

KIS Assessment Policy Addendum 3

Assessment Guidelines for the Diploma Programme :

1.Schools develop, implement, communicate and review effective policies that help to create a school culture in which IB philosophy can thrive.

- *KIS philosophy incorporating QLBs Mission and CVs*
- *Sharing Policies and Practices with the Community (1)*
- *Collaborative policy review (1)*

2.The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements.

- *Definition of best assessment practice (2)*
- *Responsibility of community members (2)*
- *Assessment for continuous growth (2)*
- *Culminating Assessments (2)*
- *International, national and local requirements (2)*

3.Teachers remove barriers to learning to enable every student to develop, pursue and achieve challenging personal learning goals.

- *Prior knowledge*
- *Learning intentions and success criteria*
- *Student feedback and goal setting*
- *Specific strategies and tools for assessment*
- *Differentiating assessment*

4.Students demonstrate and reflect on their continued development of the IB learner profile attributes.

- *Reflection*
- *Self and Peer assessment (agentinc)*
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- *Reporting procedures*
- *Data and Analysis*
- *External Assessments*
- *Reporting/conferencing*

Adopted: June 2019