



KAZAKHSTAN INTERNATIONAL SCHOOL

More than Academics

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Mission Statement

At KIS, we nurture international mindedness within our multilingual-medium school community by providing an inquiry-based curriculum focused on the development of the whole child as a caring, open-minded, lifelong learner.

MYP Assessment Policy and Procedures

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Statement of Philosophy

The primary aim of assessment at KIS is to support and promote students learning. Rigorous assessment is essential in providing students with ongoing evaluations and feedback on their academic achievements within the subject areas to monitor and measure student progress. Prearranged, clear criteria are provided to students so that they know what expectations are placed upon them, thus motivating students in their learning in order to meet subject objectives. These tools also allow teachers to tailor their approaches to teaching to meet the needs of individual students. Assessment tools are in place so that students make the transition between the Primary Years Programme to the Middle Years Programme and to build upon their knowledge and understanding.

Assessments are continuous and the assessment tasks, strategies and tools are designed within the school by the teachers. Pre-assessment activities are designed to assess the knowledge and understandings that each student has to start a unit. Likewise, we recognize both summative and formative assessments as being integral to the teaching and learning process.

Assessment is used as both a learning experience for the students as well as to gauge an understanding of their level of competence in their skills associated with learning, and their understanding of significant key concepts, related concepts, attitudes to learning, learner profile attributes and global contexts. Through challenging and open ended assessments tasks we aspire to create an environment that values self inquiry and individual motivation to learn.

Purpose of assessment

Assessment within the Middle Years Programme at KIS is a tool for teachers to establish a picture of students' understanding and monitor effectiveness of programme taught. Additionally, it enables teachers to analyze and address areas of concern, areas for student development and implement strategies which address highlighted individual student learning needs. Assessment also supports student learning through receiving feedback in relation to set criteria or expectations. With this feedback students can build strategies for further improvement and instill a sense of motivation. Finally, assessment enables parents and support professionals to gain insight into student progress and give necessary feedback.

Assessment includes a number of internal assessment tools to constantly monitor the individual student's academic achievement. 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. 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.

The MYP assessment process is called a criterion-related model. It is vital that both students and parents understand the methods of assessment and play an active role in the process.

- This model is very helpful because students know before even attempting the work what needs to be done to reach each level.
- The model also helps teachers to clarify and express their expectations about assignments in a way that students can understand.
- The strength of this model is that students are assessed for what they can do, rather than being ranked against each other.
- Students receive feedback on their performance based on the criteria level descriptors.

KIS has developed a systematic approach to assessment where student's records of achievement are constantly up-dated using both formative and summative assessment data, which is reported regularly to families.

Types of Assessment

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.

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. Formative assessment gives the teachers a chance to provide constructive feedback for the students. As it is assessment for learning it does not directly relate to the student's grades, but is used to make final judgements of student capabilities if any uncertainty occurs in summative assessment.

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. Within the assessment in the Middle Years Program, this means that summative assessment should measure the student's ability to inquire, communicate, reflect, and investigate.

Examples of these can include (but are not limited to):

- Tests/exams
- Essays
- Laboratory plans and investigation/research
- Data analysis tasks
- Oral, written and visual presentations/tasks
- Individual and group projects
- Performances of understanding

Assessment criteria and determining achievement levels

In the MYP, achievement levels are determined by relating students' work in summative tasks to the use of internationally benchmarked IB objectives, following a best-fit model in which teachers work together to establish common standards and guided by teachers professional judgement.

Guidelines for Assessment Practice

1. All assessment at the Middle Years level is criterion-related. The final report card / transcript levels of the MYP are out of 7, and a General Achievement Rubric facilitates correspondence between the MYP and the DP. Grade boundaries are applied to determine the final level out of 7; for example, a student needs to achieve at least 28 out of 32 across the 4 criteria in any Language B phase in order to receive a grade of 7.
2. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at KIS.
3. All internal assessment should be designed to be formative in nature for the student and summative where appropriate.
4. Each assessment activity must allow students access to the full range of achievement descriptors in one or more of the four criteria in any subject area. This may be achieved by assessing students against all strands within a descriptor, or by formulating assessment tasks that evaluate a limited number of strands.
5. For the MYP, students and parents must be provided with their own copy of MYP criteria for each subject. Students must be forewarned which criteria will be used by the teacher to evaluate any work turned in for assessment. Teachers should help students understand what is required of them to fulfill the criteria for a particular piece of assessed work. Teachers will clarify to the students how the criteria apply to the task. Assessment rubrics should be developed and applied to all summative assessment tasks. These rubrics should link the subject criteria's level of achievement descriptors with task-specific clarifications. A well-constructed rubric should:
 - Support learning by providing clear guidance;
 - Provide transparency to the process for students, their families and teachers;
 - Provide clear, measurable evidence of learning;
 - Link generic descriptors and their command terms to task-specific clarifications.

6. Feedback to students should be prompt and supportive.
7. Teachers must keep a clear and accurate record of all assessment activities. For the MYP, evidence of formative assessment in preparation for summative assessment should also relate to subject criteria. Both formative and summative assessment will occur within a single grading period.
8. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a 'best fit' description of the student's work.

The MYP assessment criteria across subject groups can be summarized as follows:

| | A | B | C | D |
|---------------------------|--------------------------------------|---------------------------------------|---------------------------|---|
| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Comprehending spoken and visual text | Comprehending written and visual text | Communicating | Using language |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Knowing and understanding | Developing skills | Thinking Creatively | Responding |

| | | | | |
|-------------------------------|---------------------------|--------------------------|-------------------------|--------------------------------------|
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing Ideas | Creating the solution | Evaluating |
| Interdisciplinary | Disciplinary grounding | Synthesizing | Communicating | Reflecting |

Individual criteria are divided into various achievement levels that appear in bands (1-2, 3-4, 5-6 and 7-8). Each specific band for a given criterion contains a level descriptor, which uses a series of qualitative value statements to describe work within that level. Level descriptors for each one of the bands describe a range of student performance in regards to the strands of each objective; a level of 0 is available for work that is not sufficiently described by the 1-2 band descriptor. Subject specific criteria, along with their specific band descriptors, are shared with students and can always be accessed via Managebac.

At the end of each term, teachers make judgments on their students' achievement levels for each subject-group criterion, based on achievement evidence from the range of summative tasks and learning experiences that have taken place.

Final levels for each subject are determined by the MYP 1-7 scale which provides general descriptors that represent a student's' achievement level. To arrive at this final level, teachers add together the student's final achievement levels in all criteria for a specific subject and use the grade boundary table that follows to determine a final grade:

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1-5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6-9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |

| | | |
|---|-------|--|
| 3 | 10-14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15-18 | Produces good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | Produces generally high quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real world situations and, with support, some unfamiliar real world situations. |
| 6 | 24-27 | Produces high quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence. |
| 7 | 28-32 | Produces high quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real world situations. |

Note: students need to have been assessed at least twice in every criterion in order to determine final levels. Special considerations for students who do not meet this minimum of having been assessed at least twice for any criterion will be made in an individual basis by the MYP Coordinator.

Communicating Assessment Information

Communicating assessment information is essential for students, parents and teachers alike. In MYP teachers follow the following set of procedures to ensure students and parents have access to all necessary assessment information:

- Essential information on specific summative tasks, task cover sheets and task descriptions will be uploaded (or linked to) on Managebac. This information should be posted with a two weeks notice of the given task's submission date as a minimum.
- Within two academic weeks of an assessment, the gradebook on Managebac should be updated to include either written feedback regarding the student's performance or a comment specifying how the feedback was (will be) provided to the student.
- Task Specific Clarifications (according to IB formats) should be provided when a task is issued to students (this will be done both verbally and in written form).

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.

- October Fall report
- January Semester 1 progress report followed by parent-teacher conferences
- April 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 behavioural 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.

Procedures for Different Situations

Absences

If student is not present for an exam, oral presentation or any other structured summative assessment taking place on a specific day/time, and no explanation is provided:

- The student must make contact with the subject teacher on his/her first day back at school (either personally or via email) to arrange submitting the task as soon as is possible. Non-contact from part of the student or missing a scheduled time to present the missed assessment will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.

Upon missing a scheduled summative task, due to scheduled medical or approved absence of leave:

- The student must contact the subject teacher and complete the summative task as soon as he/she is back after his/her sickness/absence from school. Missing this date will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.

Note: if a non-attendance period of two weeks after a given assessment is reached, students work will be considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on the given task and will be graded accordingly. Extenuating circumstances will be considered in a per-case basis and these can result in student work not receiving a grade level.

Ongoing assessments

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 in a specific day/time) by the given deadline:

- The teacher will notify student and parents/guardians on the day of the deadline for the assessment task via email, and a 24 hour deadline for submission will be set for the student.
- If the 24 hour deadline is not met by the student, this will result in his/her work considered not to be described by any of the descriptors below the starting level of 0 for any criteria assessed on that specific task and will be graded accordingly.
- Special circumstances and arrangements regarding the no submission of an assessment task will be discussed and decided on by the program coordinator.

Inappropriate behaviour during a summative assessment

If a student behaves inappropriately during a summative assessment:

- The student will be requested to hand in the assessment, which will be marked as-is.

Summative tasks involving group work

When introducing group work-based summative tasks to students, teachers should inform the procedures for groups missing a group member at the time of assessment.

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.

Teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined; achievement levels in group tasks should be individually determined and not group determined.

Alternative assessment opportunities

Assessment tasks are carefully designed by teachers 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, with each subject specific criterion being assessed at least twice.

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. Alternative assessment opportunities in the form of extra-credit activities or remedial tasks will not be given to students who perform poorly on a summative assessment task.

Special Considerations

Special considerations and arrangements regarding assessment tasks, time provided, allowed resources and others can be contemplated through the school's inclusion policy and language policy.

Supporting Assessment – KIS expectations

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;
- 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.

KIS expectations of the teacher

The student can expect the teacher to:

- Clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria/rubrics;
- Provide adequate time for students to complete any given each assessment task;

- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students in good time.

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:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student have access to a computer;
- A student have Internet access and/or access to books/a library.*

*Internet and library access is available on campus, both during and immediately after school hours.