



JISK MIDDLE SCHOOL

ASSESSMENT POLICY -2023-2024

JISK Mission Statement

JISK guarantees each student the right to superior education, in a friendly, safe, culturally rich, and stimulating environment; we strive to create a climate where each student and parent feels welcomed, respected, and trusted, and an important part of JISK. Each student will be provided with quality instruction and challenging learning experiences to foster lifelong learning and responsible citizenship.

JISK Assessment Philosophy

Jewels International School of Kinshasa (JISK) uses assessments as a tool for improving education by facilitating constant communication between educators, students, and their parents. Data analysis serves as an instructive aid by identifying students' knowledge, comprehension, and skill levels. It is important to keep both the student and their parents/guardians up to date on the results of the continuing, diverse assessment that is taking place.

JISK MIDDLE SCHOOL Criteria and Establishing Achievement Levels

"The criteria for each subject group represent the use of knowledge, understanding, and skills that must be taught." "They encompass the factual, conceptual, procedural, and metacognitive dimensions of knowledge." (JISK MIDDLE SCHOOL from Principles into Practice 2014)

Types of Assessments: Learning is continuously reviewed through any of the following methods: observation, written assignments, research papers, labs, oral presentations, quizzes and tests, peer and self-assessment, project-based learning, and portfolios.

Pre-assessment: Determine the students' prior knowledge to define appropriate learning goals and modify the level of difficulty.

Formative Assessment: is ongoing and practical, used regularly to improve lessons.

- It gives educators the flexibility to make modifications as needed.
- It encourages the students to explore 'Approaches to Learning' (ATL) skills.
- Self-regulated learners monitor and take responsibility for achieving goals.
- Direct a student in the direction of the final summative assessment.
- With a defined gap between where they are and where they want to go in terms of their knowledge, students may focus their efforts more productively.

Formative Assessment Tools:

- ❖ Exit slips
- ❖ Daily work checks
- ❖ spot quizzes (at random)
- ❖ observation.
- ❖ Assignment and activity work samples
- ❖ Student self-reflection
- ❖ Peer assessment

Summative Assessment: This happens towards the conclusion of a unit of study.

Summative assessments for a particular unit may appear in the form of either open-ended- debates, written or oral presentations, or performance tasks.

- It serves to measure the knowledge and abilities they have gained.
- It provides the opportunity to see how confidently students have met the criteria for each objective.
- It allows students to apply what they've learned to a real-life problem they're actually facing.

Summative Assessment Tools:

- ❖ Proficiency levels

- ❖ Evidence of progress and achievement is highlighted on the JISK MIDDLE SCHOOL rubrics
- ❖ Verbal comments as feedback
- ❖ Corrections made in class
- ❖ help educators out by giving them a wide range of information
- ❖ Conferences- Parent/Teacher and Student-led

Summarized JISK MIDDLE SCHOOL Assessment Criteria for All Subject Groups

Subjects LEVELS	Language and Literature	Mathematics	Sciences	Individuals and Societies	Language Acquisition	Design	Physical and Health Education	Arts
A (0-8)	Analysing	Knowing and Understanding	Knowing and Understanding	Knowing and Understanding	Comprehending spoken & Visual Text	Inquiring and Analysing	Knowing and Understanding	Knowing and Understanding
B (0-8)	Organizing	Investigating patterns	Inquiring and Designing	Investigating	Comprehending Written & Visual Text	Developing ideas	Planning for Performance	Developing Skills
C (0-8)	Producing text	Communication in mathematics	Process and evaluative	Communication	Communicating in response to spoken, written, and visual text	Creating the Solution	Applying and Performing	Thinking creatively
D (0-8)	Using Language	Applying mathematics in real-world contexts	Reflects on the impacts of sciences	Thinking critically	Using language	Evaluating	Reflection and Improving Performance	Responding

Achievement Levels and Level Descriptors: Students will be graded using the JISK MIDDLE SCHOOL grading system and criteria for a given subject.

- Each subject group's criteria (A, B, C, D) is further subdivided into eight distinct accomplishment levels, represented by the numbers 0-8.
- Multiple "strands" (smaller parts) represent each of the criteria. In order to arrive at an overall criterion level, each component of each criterion must be assessed at least 2 times yearly.
- There are level descriptors for each accomplishment level that outline the steps a learner must take to reach that level.

- Teachers provide task-specific explanations for the various achievement levels and level descriptors on the assessed rubrics, as the JISK MIDDLE SCHOOL-stated assessment criteria are holistic.
- Students will have a clear insight into the criteria for assessment with the task-specific explanations provided to them.
- Grades are based on the students' performance on each criterion (Each criterion counts equally).
- The teacher's best judgment will be used to evaluate each of the four criteria at the end of grading time. JISK MIDDLE SCHOOL assessment follows the criteria-related concept, therefore the "best-fit" method does not require students to master all components of a criterion before gaining credit for that level of accomplishment or continuing on to the next.
- Four criteria grades are summed for a 32-point total. JISK assigns a semester/final grade on a scale of 1-7 based on the JISK MIDDLE SCHOOL grade boundary criteria for each year.
- The International Baccalaureate Organization (IBO) requires a minimum passing grade of 3. The table provides a grade on a scale from 1 to 7 based on the sum of the accomplishment levels, along with corresponding descriptions.

JISK MIDDLE SCHOOL General Grade Descriptors and School Grade Conversion

Corresponding School Grades	JISK MIDDLE SCHOOL Grade	Summarized Assessed Criteria levels	Descriptors
0-69	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.
70-74	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.
75-79	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.
80-84	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 situation.

85-89	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, often with independence.
90-95	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.
96-100	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.

Adapted from IB JISK MIDDLE SCHOOL: From principles into practice; 2014 (Updated August 2022)

Calculating an JISK MIDDLE SCHOOL Grade in Science: An Example

Criterion	Maximum level to attain	A Student's level
A. Knowing and Understanding	8	6
B. Inquiring and Designing	8	5
C. Process and evaluative	8	5
D. Reflects on the impacts of sciences	8	4
TOTAL:	32	20

Boundaries	1- 5	6 - 9	10 -14	15 - 18	19 - 23	24 - 27	26 - 32
Final Grade Level	1	2	3	4	5	6	7

⇒ Consequently, the student should receive a JISK MIDDLE SCHOOL science grade of 5 out of 7.

Assessment policy on Late or Missed Work:

Individuals who are absent are responsible for contacting their teachers or classmates as soon as possible to find out what coursework they missed and how to make up their assignments.

Teachers may either:

- a) disregard the assessment using the formative assessment results done so far **or**
- b) make up the assignment in an alternative way.

We strongly discourage students from taking vacations during the academic year. Students are responsible for making up any missing assignments if their parents take them out of school. It is not the responsibility of teachers to arrange for make-up sessions, retake tests and exams, or assign additional tasks.

Communication to parents:

All parties involved in a student's education—parents, educators, and the students themselves—are equal partners, and the student's progress is updated in the following ways:

- Quarterly Progress Report (last week of October)
- Provincial Progress Report (mid-December) and Parent/Teacher Conferences
- Student-led Conference (last week of March)
- Final Progress Report Card (mid-June) and Parent/Teacher Conferences
- Parent Portal (Managebac)
- Teacher and/or Counsellor e-mails, phone calls, and meetings.

If a student has not achieved the learning objectives throughout the course of a term, the teacher will notify the parents. It is the parent's responsibility to make sure the school has their updated contact details.

Policy Review Communication:

The JISK Assessment Policy is an ongoing initiative. This policy will be revisited and updated yearly in collaboration with relevant departments, students, and the parent community to make any appropriate amendments.

This will be shared with parents and students at the start of each school year, as well as posted on the school websites.

REFERENCES:

PowerSchool. (2022). 9 Benefits of Using Formative Assessment to Increase Student Growth.

PowerSchool.

<https://www.powerschool.com/blog/9-benefits-of-using-formative-assessment-to-increase-student-growth/>

https://franklin2017.s3.amazonaws.com/6/34/MYP-assessment-policy_1550692179.pdf

<https://www.vsb.bc.ca/schools/elsie-roy/Teaching-and-Learning/Assessment-and-Reporting/Documents/A%20GUIDE%20to%20MYP%20ASSESSMENT.pdf>

