



Jewels International School of Kinshasa IB PYP – Assessment policy

Rationale

At JISK we value individual learners' ability to grow and achieve success in every aspect of their lives. We believe that evidencing learning and providing consistent feedback enables learners to achieve the highest possible targets. Assessment is an integral part of the JISK learning community to reflect and review the goals and objectives of the community. We aim to foster a culture of assessment capable community by creating a positive personal attitude and responsibility, coupled with a school wide strategy that incorporates policy with good assessment practices.

IB Learner Profiles

1. Knowledgeable

2. Balanced

3. Risk-taker

4. Caring

5. Principled

6. Inquirer

7. Reflective

8. Thinker

9. Open-minded

10. Communicator

Engaged Definition of Assessment

Assessment informs learning and provides opportunity to evaluate teaching practice and the quality of the program. It acts as a tool to evaluate and refine the curriculum, and also to provide feedback on the process of learning to motivate teachers and learners to believe, achieve and excel. It's a celebration of learning success, with opportunities to acquire knowledge, enhance critical thinking, and develop understanding. It evaluates the process of learning and to inform the school community of the success of the programme.

- Learners - become dedicated learners when they can influence the assessment, work with feedback, understand and reflect on their progress, and set goals for future learning.
- Teachers - apply more successful techniques as they develop their understanding of what learners know and can do. Teachers differentiate their methods based on observations and offer detailed feedback to support learning.
- Parents and Legal Guardians - help their child grow as a successful learner when they are well informed and understand the role of assessment. They provide evidence of learning and development, and support their child's progress.
- The school Leadership Team - make informed decisions about targeting resources and support, providing evidence that can be effectively reported and understood by the whole school community. Collaboratively review and reflect on learner performance and progress. Use data to evaluate the depth and appropriateness of the programme and effectiveness of learning and teaching.

Developing an assessment capable learning community is the most effective way to improve learning for all children (*For further information please see Appendix 1: Developing assessment capability to support learning*)

Principles of Assessment

At JISK Assessment should

- Be authentic
- Be challenging
- Be rigorous
- Be bilingual
- Prepare students for change
- Prepare students for future studies
- Prepare students for future careers
- Promote lifelong learning
- Promote digital literacy
- Promote self and peer assessment and reflection
- Be differentiated based on data
- Promote assessment for learning for staff and students

Purpose of Assessment

- Inform our planning
- Promote reflection
- Communicate progress
- Inform next learning steps
- To assess the IB essential elements
- Knowledge
- Approaches to learning
- Concepts

Demonstration of the attributes of the learner profile with responsible sustainable action.

Rights and Responsibility

All the information regarding assessment data of a sensitive nature for the learner should be kept confidential by all the members of the community.

Senior Management Team (SMT)

- The senior school management team ,School Director and HOS have overall responsibility for taking the decision for Assessment and Reporting in the school as per the guidelines of IB philosophy
- They have all the rights to modify policies related to it.

Pedagogical Leadership Team (PLT):

- Has the responsibility to ensure that the school communities are well informed about JISK assessment policies
- Has the responsibility to implement the assessment policy and provide the resources required
- Has the responsibility to provide the necessary training to the teachers and orient other stakeholders
- Has the responsibility to suggest and take decision about the correct system or platform to record/ evaluate and report the assessment data
- Has the responsibility to analyse the assessment data and review the policies and other academic practices.
- Has the right to change the policy based on the IB practices
- Has the right to provide intervention when necessary

Teachers

- The teacher has the responsibility to provide timely and relevant feedback on assessments so that this can be used as feedforward for the learner.
- The teacher has the responsibility to provide differentiated assessments to meet the needs of the learners.
- The teacher has the responsibility to provide a clear purpose for assessment, what is being assessed and to provide a criterion for assessment.
- The teacher has the responsibility to work with the learner to guide their goals and create an action plan for each child.
- The teacher has the responsibility to analyse data to plan for future learning engagements.

Learner

- The learner has the responsibility to set goals and collaborate with the teacher to develop the action plan.
- The learner has the responsibility to submit the tasks, ensure to read the feedback provided by the teacher, and apply it for their own learning progress.
- The learner has the right to have a voice to collaborate with the teacher and select the way to submit their work.
- The learner has the right to raise concern about the overall score in the grade reports

Parents

- Have the responsibility to support goals setting for the learner and report home observations with the HRTs.
- Have the responsibility to communicate learner's challenges with the teachers.
- Have the right to ask for evidence of the child's progress at school and feedback from the teacher.
- Have the right to be informed in a timely manner to address a child's development or issues related to that.
- Have the right to access additional support services provided by the school and the responsibility to do so.
- • Have the right to open communication with their child's teachers, regarding their child's assessments.
- • Have the right to formalized feedback in the form of grade reports or through channels such as three-way conferences, learning journeys, or teacher-parent meetings.

Assessment Dimension

Assessment at JISK follows the “backwards design model by Wiggins and Mc Tighe(2003) and its objective is to

1. Identify desired results
2. Determine acceptable evidence
3. Plan learning experiences and instruction

Types of assessment:

Prior Knowledge Assessment

Prior knowledge assessment is the process of collecting multiple measures and reports to identify a learner's individual strengths, knowledge, and skills prior to instruction. It allows teachers to plan for learning, to address learning gaps with differentiated classroom instructional strategies so every child moves forward from their own starting point.

Formative Assessment

Formative assessment is integrated into the teaching and learning process allowing for individualized instruction based on learners needs.

Summative Assessment

Summative Assessment takes place at the end of the teaching and learning process and gives the learners opportunity to demonstrate and celebrate their learning.

Assessment Tools @ JISK

we use various assessment tools within PYP throughout the year as follows:

Rubric
Checklist
Anecdotal record
Continuum
Rating scale
Exemplars

Assessment is a continual process that guides teaching, learning and reflection.

(For further information please see Appendix 2)

Assessment Tracking System

Teachers are required to record grades for all learning outcomes on an assessment tracker shared with the leadership team on the drive for accountability and monitoring of student progress.

Assessment Analysis at JISK

In the classroom assessment data is collected and analysed so that targeted teaching and flexible grouping can occur. It is the combined role of the Pedagogical leadership team to ensure that all staff are adhering to assessment policy guidelines.

Location of Assessment Data

Each teacher is responsible for keeping their own records as well as uploading the data into the assessment tracking sheets no later than 2 weeks after the completion of the unit, which are stored in the team drives.

Access to Assessment Data

All teachers and administrators have access to assessment files on the school server.

Frequency of Assessment Policy Review

At JISK we are committed to reflective practice and will be reviewing our ability to meet the aims set forth in this document on a regular ongoing basis. Additionally, as a community of lifelong learners, we are committed to improvement and therefore will review our assessment policy documents every 2 years.

Appendix 1: JISK assessment matrix: developing assessment capability to support learning

In an assessment capable learning community, everyone has a clear understanding of the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made.

Assessment capable teachers - continually learn what students know and can do.

Teachers support students to become assessment capable in the following ways:

Reflective Questions to support teachers:

What awareness and understanding do we have of student learning?

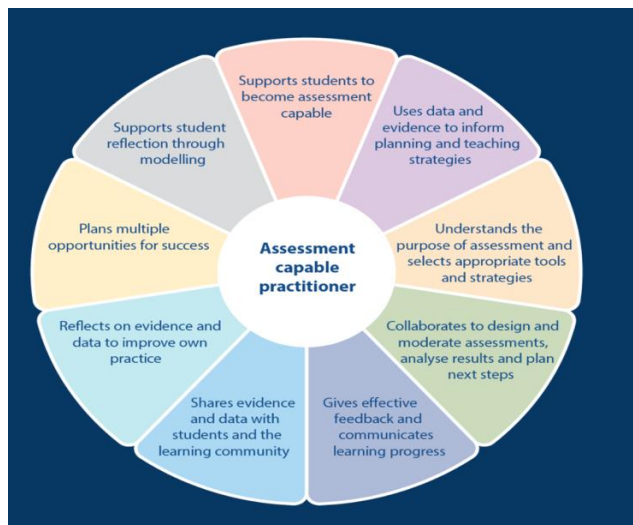
What is the evidence of what students can do, say, write, create and demonstrate?

How do we support students in understanding what constitutes quality?

What other context can we provide to practice their skills?

What actions need to be taken to develop the learning further?

How will we know we have sufficiently supported students' learning?



Assessment capable students - Are actively engaged in the assessment Students are assessment capable when they:

- Are informed by assessment
- Reflect on their learning, identify how to make improvements
- Have positive well-being, where self-assessment promotes a positive sense of agency
- Focus on individual progress rather than performance in relation to others
- Partner with teachers to design their learning goals

Reflective Questions to support students:

What do I need to know?

What knowledge and skills do I need to develop in order to answer my questions? What steps do I need to take to reach my goals?

Appendix 2: JISK assessment matrix

Assessment Type	Subject Area	Description	Grades	Frequency and dates
Common summative assessments	All	Various formats including: projects, presentations, observations, performances	All	Depending on the subject area/unit; most commonly every 3-6 weeks
Formative assessments	All	Various formats including: quizzes, checklists, observations, conferences, drafts	All	Ongoing
Running records	Learner profile	Various formats including: rubrics, anecdotal records, performances	All	Ongoing/daily

Appendix 3: JISK Assessment Scale

Rubric	Descriptor	Code	Description
Level 5	Outstanding	5	The learner demonstrates understanding beyond what is expected for their grade level. This is characterized by the ability to apply their learning to new and more complex situations.
Level 4	Extending	4	The learner demonstrates a competent understanding. This is characterized by their ability to effectively apply their understanding and perform with confidence.
Level 3	Consistently Competent	3	The learner demonstrates a growing understanding. This is characterized by the ability to apply their understanding in a way that is appropriate to the grade level.
Level 2	Developing	2	The learner demonstrates limited understanding. This is characterized by inconsistencies in their application of understanding. They require frequent monitoring and assistance.
Level 1	Emergent	1	The learner demonstrates little to no understanding. This is characterized by serious misconceptions. The student relies heavily on direct instruction.
Level NA	Not applicable	NA	This criteria was not a focus during this reporting period.

Appendix 4: Reporting to Parents

Practices	JISK PYP
By Appointment	Parents are welcome to contact classroom teachers or specialist teachers at any point throughout the year to discuss their child's progress
Conferences	Learning Journey -Student-led – students lead the conference to reflect on and share their learning. 3 way Conferences- Parent-student-teacher
Reports	Written (end of Term one and Term two)
Paper Portfolios	Portfolios are an accumulation of a student's work that highlights the essential elements of the PYP in their learning It is used as a focal point during Student-led conferences
Electronic Portfolio	Email and Internal Spreadsheet is used to document student work and share with parents
Exhibition	This is an event to provide our P5 students to exhibit their learning towards the end of the year.

PYP Portfolio Guidelines

The Purpose of PYP Portfolios

Schools have a responsibility to show evidence of student learning. Portfolios are one method of collecting and sorting information that can be used to document and assess student progress and achievement.

A student's portfolio is a celebration of their understanding, skill development, and attitudes demonstrated. The portfolio should show evidence of reflection that led to student initiated action and becoming responsible citizens. By looking at the portfolio you should see a variety of process and product entries. Portfolios should show the development of a growth mindset through goal setting, tracking and ultimately their accomplishments. (Making the PYP happen, 2009, p50).

Portfolios, Student Growth and Assessment

JISK uses a range of strategies and tools to assess students' learning. The student portfolio in particular provides opportunities for students to participate in, and reflect on, the assessment of their work. Student participation in the assessment of their work is crucial to the development of self-reflection and the taking on of personal responsibility for one's own learning.

The school analyses assessment data to inform teaching and learning. Assessment at the school is integral with planning, teaching and learning. Assessment addresses all the essential elements of the programme. The portfolio is one means by which the school provides evidence of student learning over time across the curriculum.

The nature of the portfolio is as both a process portfolio and a reporting portfolio. It is designed to show work in various stages (from drafting to final) showing evidence of growth from one stage to another. It is also designed as a reporting tool for teachers.

The portfolio can be used and discussed during the three-way conference between the parent, teacher and student and during Student-led Conference (Learning Journey) to showcase student journey. The parents and students fill in the reflection sheet after the conference and will go into the portfolio.

JISK Portfolio Requirements

In K3-G5 portfolios will be divided into 6 sections 1/ theme and in K1 and K2 4 sections 1/ theme. The portfolio will be kept at school in the student's classroom in an orderly fashion and be updated regularly. At the end of the year, students will select 4-6 pieces of work from the portfolio to be accumulated in the portfolio, and the rest of the contents will be transferred to an alternative folder and sent home for students to keep. The portfolio binder will be given to the teacher of that student for the following year. Children will receive their portfolios at K1 level and this will document the child's learning journey through their Kindergarten years. New portfolios will be given at the beginning of Grade 1 to document the student's learning journey through their Primary school years.

In K1-2 each section must include a teacher labelled: JISK Transdisciplinary Theme cover page that states:

- Theme name and description
- Central idea
- Lines of inquiry
- Key concepts and related concepts focused on during that UOI
- Learner profile and attitudes focused on during that UOI Language
- A sample showing 'writing'
- A sample showing knowledge of letters
- A sample showing language and literacy skills
- Mathematics
- A sample of unit of inquiry activities
- A sample that show evidence of mathematical development Units of Inquiry
- Samples of unit of inquiry activities that include:
 - a. Photographs demonstrating essential elements
 - b. The summative assessment
 - c. Various pieces of work

For K3- G5 Each section must include:

JISK Transdisciplinary Theme cover page that states:

- Theme name and description
- Central idea
- Lines of inquiry
- Key concepts and related concepts focused on during that UOI
- Learner profile and attitudes focused on during that UOI
- UOI Student reflection (that shows student's understanding of the central idea, evidence of how they demonstrated the essential elements)

Work samples that reflect all subjects (English, French Math, Science, Social Studies, Art, Music, PSPE (Personal Social Physical Education), Library) per Unit of Inquiry.

Teacher Feedback on Entries

Portfolio entries should be marked and next steps detailed for the learner. Portfolio entries may be self, peer or teacher assessed. The assessment tool should also be present (rubric, rating scale, anecdotal notes, checklist, etc)

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Philosophy links to IB Standards and Practices

Approaches to assessment 1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

Approaches to assessment 1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

Approaches to assessment 1.2: 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.(0404-01-0200)

Approaches to assessment 2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

Approaches to assessment 2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

PYP 1: Teachers document and analyse student learning over time to design learning experiences based on data. (0404-02-0111)

Approaches to assessment 3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

Approaches to assessment 3.1: The school administrates assessment in accordance with IB rules,regulations, and/or relevant programme documentation. (0404-03-0100)

Approaches to assessment 3.2: The school regularly reviews and ensures compliance with all access arrangements. (0404-03-0200)

Approaches to assessment 3.3: The school ensures that external reporting and/or predictions are as accurate as possible, and are appropriately designed for the contexts in which they are required.(0404-03-0300)

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Approaches to assessment 3.5: The school monitors and evaluates the delivery of assessments to ensure that they are as seamless as reasonable. (0404-03-0500)

Approaches to assessment 4: Students take opportunities to consolidate their learning through assessment. (0404-04)

Approaches to assessment 4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Coherent curriculum 3.3: The school reviews IB requirements for learning, teaching and assessment, and communicates them to the school community. (0401-03-0300)

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05) Culture 5.1: 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. (0301-05-0100)

Culture 5.2: The school identifies in its assessment policy all necessary local and IB requirements, and outlines how the school is adhering to these requirements. (0301-05-0200)

Culture 5.3: 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. (0301-05-0300)

Culture 5.4: The school ensures relevant support materials, resources and processes are implemented for fair and valid assessment. (0301-05-0400)

Culture 5.5: The school describes in its assessment policy the value of assessment for continuous learning and growth. (0301-05-0500)

References:

- 2020 IB Programme Standards & Practices
- 2018 IB Principle to Practice