ASSESSMENT POLICY

STILL I RISE

INTERNATIONAL SCHOOL

Nairobi

We raise passionate, caring and brave leaders
to shape a peaceful tomorrow
through the best quality education.

At Still I Rise International School Nairobi
we change the world
one child at a time.

••• Still I Rise International School Nairobi, Mission Statement

> ❝ The growth and development of people is the highest calling of leadership.

Harvey S. Firestone

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OUR PHILOSOPHY OF ASSESSMENT

Assessing students is not only about appraising their performance. It is about educating children about honesty, self-awareness and self-motivation.

Assessment powers intellectual growth on both a personal and school level. It hones the students' capacities and engenders in them the traits of the International Baccalaureate Learner Profile and the School's values. It gives inspiration to their personal inclinations and the tools to articulate and fulfill life-long projects.

Assessment is an act of intentional reflection about processes and products. Its aims and goals are:

1. To promote reflection about learning processes and personal approaches to learning, skills and knowledge.
2. To teach self-awareness, self-motivation and self-reflection to provide the basis for setting realistic and purposeful life goals.
3. To educate students to accept and recognise strengths and weaknesses and to intentionally act to achieve the best possible outcomes with the resources available.

Evaluating students is one of the most delicate tasks for any educational institution and teacher. There is a great variety of elements that must be considered in an evaluation and educators must be sensitive to the specific needs and personality traits of each student, whilst recognising the need for standardization and record-keeping.

As a School Community and as the Pedagogical Leadership team, we strive to conduct students' evaluations in a constructive and personal development-oriented way, always trying to prevent the student from feeling judged, incapable, ashamed or excluded.

Through assessment, students not only grow, but learn how they grow. An empowering assessment gives them the opportunity to set their own goals, track their own progress and reflect on struggles and successes. In this way, students feel responsible for their own learning journey.

With this philosophy in mind, we have developed our Assessment Policy.

AIMS OF THE MYP ASSESSMENT

According to the MYP "From Principles into Practice" (79) assessment in the MYP is defined as follows:

"Assessment is integral to all teaching and learning. MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies."

Furthermore, assessment in the MYP aims to:

- *support and encourage student learning by providing feedback on the learning process*
- *inform, enhance and improve the teaching process*
- *provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments*
- *promote positive student attitudes towards learning*
- *promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts*
- *promote the development of critical- and creative-thinking skills*
- *reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts*
- *support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.*
- *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 of 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 candidate's work.*

OBJECTIVES OF ASSESSMENT

The aim of assessment is to gather relevant information about student performance and progress, help students to identify how they can improve their learning, to support continually improved practices in teaching and to build toward an effective schooling experience for all parties. Families, caregivers, administrators and stakeholders also benefit from the process and the data which emerges from assessment. The records of the assessment are done through their unit plans which are on the Toddle platform that we use to record our unit plans,

assessments and recording of their progress.

STUDENTS

The holistic nature of our IB programme assessment develops the whole student. Students are supported and encouraged by assessment. They receive feedback about their learning process and develop an awareness about what content and learning styles they enjoy. This complements a deepening understanding of subject content, brought vividly into life through inquiries set in a variety of real world contexts covering a broad range of cultures and linguistic backgrounds. Combined with the confidence students gain with increased critical thinking and creative skills, all these experiences promote a positive attitude toward learning itself.

TEACHERS

Assessments inform, enhance and improve the teaching process. They provide an opportunity for students to exhibit their capacity to transfer skills across disciplines, such as in the personal project and interdisciplinary unit assessments.

According to the IB guide *MYP: From Principles Into Practice*, teachers must ensure that assessments are:

- Integral to the learning process
- Aligned with subject-group objectives
- Forged from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- Appropriate to the age group and reflective of the development of the students within the subject
- Constructed to provide evidence of student understanding through authentic performance

CAREGIVERS

Caregivers are assured that their child is in a learning environment of the high standards of the IBO. Through clear communication regarding formative and summative assessment, as well as the community project and our public events, students are connected to the curriculum which we cover, the methodology of our student-centered model and the performance of their child. This continual feedback helps to ensure that all relevant parties are working toward the common goal of the child's wellbeing and development.

This is in line with the kenyan Parental Empowerment and Engagement (PE &E) policy that requires the Kenya Institute of Curriculum Development (KICD) to provide guidance on strategies that learning institutions can adopt to empower and engage parents so that they can effectively and consistently contribute to the
learning outcomes of their children at all levels of Basic Education.

PEDAGOGICAL LEADERSHIP TEAM

Assessment helps the pedagogical leadership team of our school understand how the educational plan, the curricula development and the teachers' training and intervention are effective.
The pedagogical leadership team uses the assessment events as tools to get a better insight into classwork that teachers are overseeing..
Assessment becomes an opportunity for the pedagogical leaders to inform their management choices and action plans, giving them the opportunity to revise and correct the educational approach of the school in order to facilitate the learning experience of every student.

EXPLANATION OF ASSESSMENT

IB assessment does not rank students, but evaluates each student on an individual basis. We treat each student separately from the moment they enter the school, through formative assessments to summative assessments and projects.

PRE-ASSESSMENT

Before students at Still I Rise begin their MYP four year programme, they are enrolled in a year-long preparatory year. In this year, students become accustomed to the procedures and values of the school. MYP assessment practices, such as the grading system and rubrics, are introduced incrementally throughout the year so that the students are comfortable with the transition.

FORMATIVE ASSESSMENT

Formative assessment is assessment for learning and is ongoing assessment which aims to improve teaching and learning. It does so by being interwoven with daily learning in order to help teachers and students to find out what the children already know, understand and can do in order to plan for further learning and growth. This provides information that shapes educational practices.
Formative assessment tends to consist of frequent feedback throughout the learning process. It is not seen as an endpoint and so gives students the chance to improve their understanding and to develop enthusiasm for learning.
As an integral part of every lesson, formative assessment can take many forms:
- Teacher's observation and feedback
- Peer assessment and peer feedback
- Self-assessment and self-reflection, e.g. through learning journals
- ATL assessment
- Instant support throughout class time
- Use of rubrics with students before a task begins, during the task and infused into the feedback
- Second opportunities to improve pieces of work based on comments written on work and verbal advice

SUMMATIVE ASSESSMENT

Summative assessment marks and measures the culmination of the teaching and learning process. It provides an opportunity for students to demonstrate their understanding of concepts, knowledge and skills. Based on the MYP assessment criteria, it connects back to the Statement of Inquiry of each unit. Students are informed of the expectations and marking system through communication of the criteria rubrics. Results of the summative assessment say as much about the teaching and assessment process as they do about the student's individual performance.

Examples of summative assessments include:
- Unit tests
- Semester exams
- Final lab reports
- Research papers
- Essays
- Presentations
- Projects

INTERNAL ASSESSMENT STANDARDISATION

"Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives."
MYP: From principles into practice (2014), p83
Internal standardization ensures that a student would not receive a very different judgment if they had been assessed by another teacher in the department. To do so, we are rubric-literate to give us a common methodology. We also have full departments establishing a marking consensus around particular samples, thereby calibrating their judgment. This standardization occurs every semester at Still I Rise international schools.

ASSESSING INTERDISCIPLINARY UNITS

In each year of the MYP programme, we engage students in at least one collaboratively planned interdisciplinary unit that includes more than one subject group in each year of the programme. "Students… bring together concepts, methods or forms of communication from two or more disciplines or established areas of expertise to explain a phenomenon, solve a problem, create a product or raise a new question in ways that would have been unlikely through single disciplinary means." (MYP: From Principles Into Practice, P46). This broadens their interests and develops their critical and conceptual thinking. Teachers from across departments collaboratively plan these special units, using the interdisciplinary MYP aims, objectives and achievement criteria. For assessment and standardisation guidance, we refer to *Fostering interdisciplinary teaching and learning in the MYP (July 2014).*

RECORDING

ACTIVITIES WITHIN MYP CRITERIA RUBRICS

Subject	Criterion A	Criterion B	Criterion C	Criterion D
Language & Literature	Analysing	Producing text	Producing text	Using language
Language Acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals & 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
The Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical & 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 Learning	Evaluating	Synthesizing	Reflecting	
Community Project	Investigating	Planning	Taking Action	Reflecting

Recording is done on the Toddle platform whereby for each subject each criterion (A, B, C, D) group is divided into different achievement levels graded from 0-8. Each achievement level has specific level descriptors that describe what a student needs to do to reach a specific achievement level. All summative assessments are assessed against the IB MYP published criteria rubrics for each subject group and year level.

Using these rubrics as a basis, teachers create their own success criteria with relation to different assessments. Students are always informed ahead of every unit and task what is expected from them and how they can fulfill the MYP criteria. This boosts their accountability as they learn how to take responsibility for their own learning and achievement.

Below are examples of the types of activities which may be used to assess student progress in relation to the different criteria.

Criterion A:
Multiple choice questions, Research, Projects, Presentations, Group projects, Practice exam questions, Debates, Podcasts/videos, Mind Maps, Essays, Audio – Listening, Oral feedback.

Criterion B:
Experiments, Practical investigations, Lab reports, Comprehension, Extended texts

Criterion C:
Graphing, Data analysis, Practice exam questions, Lab reports, Presentations, Debates , Dialogue, Role Play, Practical Demonstrations, Creating a variety of texts

Criterion D:
Research projects, Essays, Reflections, Flash cards, Exam questions, Model answers, Diary, Process journals, Blog.

ASSESSMENT STRATEGIES

Still I Rise uses a range of assessment strategies in order to provide a balanced view of each of our students. Based on our 'student-centered' approach, the assessments are made with the variety of student needs and capabilities in mind. The following strategies are non-exhaustive examples:

Observation

Teachers observe classes as a whole, observe behavior and performance during group activities and observe students on an individual level. This observation is frequent and intentional. It provides insight into students' strengths and weaknesses, learning styles, interests, and attitudes. Some of the things we may observe are:
• Interaction between students
• Skills – including communication, critical and lateral thinking.
• Response to instructions
• Student application of what has been learnt
• Teamwork

Performance Assessment

During a performance task, students create, produce, perform, or present works on issues which pertain to real world activities and concerns. The performance task may be used to assess a learned skill or proficiency. For instance, the student may be asked to explain historical events, create a science report, solve mathematical problems, compose a song, express themselves in a foreign language, or conduct research on an assigned topic. The teacher applies the rubric to the facets of the student's performance in order to provide feedback and give a grade. In this way, performance assessments serve both formative and summative functions because they both build student understanding and also make that understanding visible for assessment.
Performance tasks are amongst the most authentic, active and engaging ways of assessing our students. Like much in their lives and future careers, there are usually multiple ways of justifiably approaching the task.

Process Assessments

Our students not only evaluate their experience and performance after creating a final product, but continually reflect upon their learning throughout their activities. By keeping learning logs, journals, inventories, project video blogs and portfolios, students deepen their self-awareness, sharpen their work's focus and direction and provide their teachers with these visible insights into their thinking. There are established criteria for how students approach the reflective process.

Open-ended tasks
Students are presented with a stimulus and charged with communicating an original and thoughtful response. Evidence of learning in these tasks could be a diagram, an alternative mathematical approach, a fictional story, a piece of art, a business idea, a theater script... There is no specific right or wrong answer, only criteria of the thinking behind their approach. This encourages learners to creatively explore the topic and offer their own ideas.

Selected Responses
Teachers set students general or specific questions with defined correct responses, for instance through quizzes or exams. This indicates understanding and possible misunderstanding, which makes it useful as formative assessment. Selected response tasks provide a snapshot of student subject-specific knowledge and so complement more trans-disciplinary and dynamic tasks such as those identified above.

ASSESSMENT TOOLS

In order to conduct the assessment strategies, an array of tools are used by Still I Rise, as follows:

Rubrics
The established set of criteria for rating students in all areas. Still I Rise utilizes the grade descriptors as laid out in the subject guides for MYP. Our teachers are trained to apply the rubrics to every formative and summative assessment in order to ensure fair and transparent grading and an honest picture of the learning our students are achieving. Rubrics are incorporated into classes so that students understand the expectations before they complete a piece of work and can interpret the feedback they are given.

Checklists
Checklists are periodically given to students as a convenient way to understand expectations and also self-assess and peer-assess formative tasks. Checklists are lists of information, attributes or elements that should be present in each student's work.

Anecdotal Records
Students keep brief notes and reflections on activities as part of process assessments. Each student has responsibility in maintaining and storing their anecdotal records and are available to teachers when requested.

Results from internal and external class activities and tests
We keep digitally backed-up records of student scores on the MYP 1-7 scale, as well as breakdowns of the individual performance per activity when appropriate. This allows us to identify students' specific knowledge and understanding, track progress and achievement, and facilitate further learning. It also serves as an underpinning instrument when developing our curriculum.

Portfolios
Both digital and physical in form, portfolios are the accumulated collections of each student's work which demonstrates their performance across their subjects.

We use toddle as the digital form. It should be a clear and visible indication of their efforts, reflection, creativity and growth. The school assists the student in careful storage and maintenance of these portfolios which students keep across their MYP years at the school. The portfolio is the property of the student and goes with them upon leaving or graduation from the program.

The following table shows how assessment strategies and tools interrelate.

		Assessment Tools				
		Rubrics	Checklists	Anecdotal Records	Activity Results	Portfolios
Assessment Strategies	Observations	☑	☑	☑		
	Performance Assessments	☑		☑	☑	☑
	Process Assessments	☑	☑	☑	☑	☑
	Open-ended Tasks	☑		☑		☑
	Selected Responses	☑	☑		☑	

REPORTING

There are myriad ways for the community of families and caregivers to stay up-to-date about the children's learning, including the following:

Portfolio
Portfolios in both their physical and digital forms, from Toddle Portal are available for a caregiver to see whenever they request.

This is a collection of the students' work done for the specific learning areas within the term and putting it together is a collective effort of both the student and the teacher. With teacher guidance, the students choose the work they would like to keep in the portfolio as a representation of what they have learned.

At Still I Rise, the physical portfolios are kept securely at the school campus and are accessed at will by the students, in line with our emphasis on transparency. Students are charged with the responsibility of maintaining their own portfolios in good order, though the school may take digital copies of key physical documents as a precautionary measure.

Community Conferences
The Community Conferences are at the heart of our communication with families about the students' progress. There are two types of Community Conference: A and B, each taking place twice a year at the following points in the calendar:

<u>Early April</u> ***Community Conference A***
<u>Late June</u> ***Community Conference B***
<u>Late September</u> ***Community Conference A***
<u>Mid December</u> ***Community Conference B***

These conferences, taking place over one or two days, are a celebration of our community ethos and an opportunity for families to stay updated on what their children are doing, learning and achieving at school. Families and the students themselves attend the school campus for the conferences. The difference between A and B is that A is a collective occasion, with the focus on the school-wide community, while B offers the opportunity for more individualized focus about each student.

Community Conference A
These collective-centric conferences have the following features:
- The School Leader gives a presentation about the school's progress and general assessment outcomes.
- Interactive workshops are held with students and caregivers, giving them an insight into the activities and themes of the forthcoming units in which the children will be taking part.
- Where appropriate, students' work will be showcased for caregivers to explore while at the school. For instance, there may be artwork on the walls, a brief musical performance from the students, a display of photographs and videos of science, mathematics or speech contests etc.
- End of Unit Report Cards from the preceding term are issued to each student's caregivers. Teachers are available to respond to caregivers' queries.

Community Conference B
These individual-centric conferences have the following features:
- Each family receives individualized feedback from the homeroom teacher and each subject teacher about the changes, challenges and progress of their child in the previous term. This is an opportunity to ask questions, address concerns and build bonds with the teachers. Unit Report Cards (and End of Year Report Cards in the December Conference) are issued to the families and explained.
- The teachers in these private conversations also give personalized advice to the students and caregivers about how to most positively and effectively continue along their learning journey.
- Crucially, in line with our ethos of transparency and being student-centric, the student is not only present in these meetings, but participative. They have already discussed with their teachers in the week leading up to the conference how they are doing so we operate on a policy of there being 'no surprises' for the student once they and their family attend the conference, thus reducing the potential stress. Indeed, they take the lead in showing their family any visible products of their work over the term, such as essays, reflective journals, posters, artwork, projects and portfolio activity. While doing so, they demonstrate their analytical and reflective skills by explaining what they are proud of about their work and what they feel they could further improve.

End of Unit Report Card
Hand delivered to the caregivers during Community Conferences, these Report Cards are brief, accessible reports generated by the subject teachers at the end of every unit they have led. The report cards are generated from the students progress recorded ion the Toddle platform. The Cards display the grade and any breakdown of the student's performance across the skills, knowledge and concepts within that unit. These report cards give our families - many of whom struggle to access the internet - a tangible assessment report.

End of Year Report Card
In our December conference - the last of the year - alongside the End of Unit Report Cards, we also issue families with the End of Year Report Card for each subject. The report cards are generated from the students progress recorded ion the Toddle platform for the whole academic year. This Card states the cumulative overall grade for the year in that discipline. The grade will consider the MYP subject criteria A-D and is key for SIR as we strive to align with the local curriculum in Kenya where it is a requirement by the government to issue report cards by the end of every academic year to the students.

Exhibitions
Exhibitions are dynamic opportunities throughout the academic year to strengthen the school's tight-knit sense of community and often to face out to the wider community of families and the Kenyan public. They are the products of inquiry, collaboration and often interdisciplinary activity. They motivate and inspire student creativity and make learning visible. Some exhibitions are in themselves an assessed event - for instance they may involve performances which garner grades - and all are highlights of the IB journey, with an opportunity for reflection.
All exhibitions are student-centered. Some are a form of internal reporting to the rest of the school community and others are also an opportunity to invite families and members of the local community.

Still I Rise uses the following exhibitions to showcase students' achievements and interdisciplinary activity to fellow students and the internal school community:

- Class assemblies
- Art exhibition (the products of which are also available to be enjoyed during family-teacher-student conferences)
- Mathematics Contest (photos of which are also available to be enjoyed during family-teacher-student conferences)
- Science Contest (photos and videos of which are also available to be enjoyed during family-teacher-student conferences)
- Spelling Bee Contest
- Public Speaking Contest (photos and videos of which are also available to be enjoyed during family-teacher-student conferences)
- Poetry Recital Contest (photos and videos of which are also available to be enjoyed during family-teacher-student conferences)

Still I Rise uses the following exhibitions to showcase students' achievements and interdisciplinary activity to the wider community, including families:

- Sports day (showcasing Health and Physical Education progress)
- School play (showcasing Arts progress)
- Fashion show (showcasing Design progress)

Online Data Management Systems
SIR uses its own school software system developed for the teachers to plan their units and take attendance as well as post students work and keep record of the personal and community projects.

The software is also made available to the parents for them to access and see the learning progress of their children.

The reality of many of our families' situations is that they can lack the infrastructure and internet connection required to regularly check our software system, which is why we offer the comprehensive offline reporting setup of our conferences and exhibitions.

Caregiver School Leader 1-1 Meeting
Our thorough reporting setup ensures that parents are kept up to date and active participants alongside their children in the whole process.

If, however, there are ever cases of parents wanting ad hoc access to assessment reports or if they wish to raise concerns about their child's progress, they have the right to ask the School Leader for a meeting. This opportunity is secured with prior booking.
This is important for Still I Rise as we propagate transparency and partnership between the teachers, parents and the school in developing a learner with the IB learners profile. It is in line with MYP's encouragement of collaboration amongst all stakeholders.

REFLECTION

Reflection on the nature and delivery of assessment at our school is a continual process. Teachers complete their Planners with contemplation on the implementation of their units. Both individually and collaboratively, teachers consider what was successful about their forms of assessment and what could be improved. Questions they may ask themselves include:

- Was the assessment authentic?
- What difficulties did we encounter while completing the unit or the summative assessment task(s)?
- Were the resources used at every stage of the assessment process optimal for their purpose and application?
- Were students visibly engaged with the forms of assessment? Did they give critical feedback or offer their own ideas?
- How could the latest current affairs and local activity be incorporated into instruction and assessment?
- Was assessment fully aligned with the learning goals?
- How well did the summative assessment tasks serve to distinguish levels of

achievement?
- Were tasks sufficiently complex to allow students to reach the highest levels?
- What did we learn from standardizing the assessment?

POLICY ALIGNMENT

Still I Rise assessment philosophy and policy align with IB school values and other policies as outlined below. In all of these policies and procedures, the student is central.

IB LEARNER PROFILE

The IB Learner Profile outlines a number of values, including that students should grow to be caring, open-minded, reflective and principled. Chief among Still I Rise's values is kindness, which we value at all stages of the school journey, including assessment.

STILL I RISE MISSION STATEMENT

Our mission statement states that "We raise passionate, caring and brave leaders to shape a peaceful tomorrow through the best quality education." This mirrors IB's mission to "develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world".

MYP ACADEMIC HONESTY POLICY

Still I Rise has developed an academic honesty policy that is consistent with IB expectations. In it, we detail how we instill academic integrity at every stage of the student's involvement in the school.

SEN INCLUSION

Another of the requirements of the implementation of the IB programme is the submission of a Special Educational Needs (SEN) Policy. As per our SEN policy, students may require reasonable adjustments of assessment in accordance with their Support Plan. This constitutes an attempt to alleviate significant disadvantages faced by students with learning support requirements. For instance, a student may be presented with an assessment in a different way, or they could be given an alternative method of response.

POLICY REVIEW

This policy will be revised at the beginning of each school year. A review process including student and parent representatives will be taken at least every three years.

RESOURCES

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