

Kuwait Bilingual School No.2
An IB World School



مدرسة الكويت ثنائية اللغة رقم

ASSESSMENT POLICY

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Kuwait Bilingual School2 Assessment Policy

Introduction

Kuwait Bilingual School2 is a registered IB school. Pre-K to Grade 5 is registered with the PYP program. The school is also registered with MYP program for grade 6 to 10. Grades 11-12 follows an adapted American High School Diploma recognised by the State of Kuwait.

This policy should be read in conjunction with:

- KBS Language Policy
- KBS Inclusion Policy
- KBS Academic Integrity Policy
- KBS Admissions Policy

Assessment practices at KBS2 are based on the following beliefs about learning that reflect the school values and IB philosophy.

Assessments are Learner Centered:

- Assessment is a reflection of the holistic learning environment that is inquiry based, connected across the curriculum and grounded in real life experiences.
- Assessment is developmentally appropriate.
- Assessment is used to help ascertain what learners know, understand and can do.
- Assessment practices recognize that learning is a lifelong process.
- Assessment enables ongoing collaborative reflection between the students, teachers and parents, enabling each to become a partner in the learning process.
- Assessment practices encourage emotional, creative and intellectual risk-taking.

Assessments reflect Kuwait-Global Coherence:

- Our assessment practices use Kuwait as a platform for learning to develop authentic and relevant contexts for assessment.
- Assessment practices use a global context to develop authentic and relevant tasks that deepen intercultural understanding and respect, and the individual students' sense of identity.
- Assessment practices take into account the bilingual nature and cultural backgrounds of our learners to enable them to communicate their understanding effectively.
- Assessment practices are designed to promote individual excellence by recognizing each person's unique potential.
- Assessment practices cater for and respect the cultural and bilingual nature of the school community.

Assessments emphasizes that we are a caring school:

- Assessment practices reflect that we are empathetic, compassionate and nurturing.

LINK – please read KBS *Inclusion policy*.

KBS2 Mission Statement

Kuwait Bilingual School2 is a Pre-K to 12 English/Arabic educational institution founded to serve the Al-Jahra community.

Our mission is to develop intellectually mature and responsible learners who contribute positively to the community by empowering them to meet the demands of a rapidly changing and morally complex world.

By providing challenging educational experiences based on the world recognized IB curriculum frameworks, learners will acquire the skills, knowledge and attitudes needed to develop their full potential.

School Motto: “Children of today, leaders of tomorrow.”

KBS2 Principles

At Kuwait Bilingual School2 (KBS2) we believe we are all equal, regardless of age, gender, race, religion, ethnicity or position. We believe that every individual matters. As members of the KBS2 community we are guided by, and believe that:

- Children are our community's most valuable asset.
- Everyone has the right to a safe, positive, and nurturing learning environment.
- Education is the shared responsibility of the student, family, school, the governing authority, community, and government.
- Interaction with individuals of diverse backgrounds and character teaches tolerance and appreciation for all.
- Effective education fosters ethical and moral values thus developing the whole person; spiritually, intellectually, emotionally, socially and physically.
- Learning how to learn provides the necessary framework for academic success throughout the students' academic and professional lives.
- Risk-taking and a willingness to change are necessary for continuous growth.
- Instruction should be engaging, inquiry-based, and differentiated.
- Assessment should be rigorous and support learning.
- Life-long learning is essential for success in a changing society.
- A commitment to local and global issues is important for the growth and development of our community.
- Promoting students' self-esteem fosters leadership attributes.

Philosophy of Assessment

Kuwait Bilingual School2 (KBS2) aims to meet the IB standards of assessment, encompassing the PYP, MYP, and DP frameworks. Assessment at KBS2 supports and promotes authentic, trans-disciplinary, and relevant student learning. Clear criteria are developed to achieve this. Assessment tools are in place so that students make the transition from the PYP to the MYP and subsequently to the DP, building upon their understanding and knowledge of the central idea, concepts, student learner profiles, attributes, attitudes, and trans-disciplinary skills. In grades 11-

12, KBS2 offers both the IB Diploma Programme (DP) and the American diploma. The focus is on students' understanding of acquired knowledge and skills and how they can apply it in their lives and the wider community. Thorough assessment and feedback promote student learning and provide an anchor for ongoing studies, leading to Further/Tertiary Education.

Goal of Assessment at KBS

Assessment at KBS2 is a tool for teachers to establish a picture of what students know, understand, and can do, as well as to monitor the effectiveness of the educational program. When creating PYP, MYP, and DP units, as well as high school lesson plans for the American diploma, teachers ensure that the assessments are integral to the learning process and are aligned with subject-task group objectives. Teachers also gather information 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. Assessments provide evidence of student understanding through authentic performance, not simply the recall of factual knowledge. This enables teachers to analyze and address areas of concern, areas of student development, and to implement strategies that address individual student learning needs. It is a transparent process inclusive of all stakeholders that allows insight into student progress in order to provide necessary, constructive feedback.

KBS's criteria-related approach is neither norm-referenced nor criterion-referenced. There is a distinction between internal summative assessment and the supporting formative process. Ongoing, formative (assessment for learning) is central to all learning and teaching at KBS.

Attention is given to the most accurate demonstration of student performance. Both MYP and DP (Summative) assessments of student understanding are at the end of a unit and a course, based on the whole unit and not individual components of the unit.

Link – please read KBS Academic Integrity Policy

Planning for Assessment:

- Assessment is integral to planning, teaching, and learning across all sections, including the DP where Internal Assessments (IAs) play a significant role.
- Learning expectations and assessment strategies, including those for DP IAs, are made clear to students and parents.
- Teachers plan assessment tasks collaboratively with the Intervention Programme (primary), ESOL (middle and high school), and DP departments to ensure alignment and coherence.
- Assessment values the learning process, as well as the product of learning that students create (the journey is as important as the final destination). In the DP, this is exemplified by the emphasis on the process of IAs, not just the final product.
- The school uses a balanced range of strategies and tools for formative and summative assessment, which are reviewed regularly. This includes the specific tools and criteria used for DP IAs.

Data Analysis in KBS:

- We are a student-centred, data-informed school. Analysis of data helps KBS

look at trends and patterns and therefore work more effectively with teachers on student learning. However, the student remains central to all that we do and it is considered vital students are not lost in data analysis.

Link – please read KBS inclusion Policy

Assessment Strategies

Teachers use a comprehensive approach to gather information about a student's learning across all IB programs, including the DP. This ensures effective assessment of the learning experience.

Diagnostic assessment: This takes place at the beginning of new learning in order to uncover prior knowledge and experiences as well as to direct further learning. Many diagnostic assessments involve the 'tuning in' activities for each unit of inquiry, including those in the DP.

Entry Level Assessments: KBS2 administers entry-level tests to new/potential students to determine their academic level in English, Arabic, and Mathematics. For the DP, specific assessments may be used to gauge readiness for the program's rigorous curriculum. KG uses the BRIGANCE along with a translated version in Arabic, while Grades 1-12 use school-devised admissions tests. Entry assessments are updated on a regular basis.

LINK – please read KBS Admissions Policy

Formative assessment: (Assessment for learning) Formative assessment is a wide variety of methods that teachers use to evaluate students' ongoing understanding, learning needs and academic progress during and throughout lesson and Unit. The goal of formative assessment is to collect detailed information that can be used to improve instruction and student learning *while it is happening*. This is incorporated into the daily learning process. Through effective formative assessment teachers gather, analyze, interpret and use a variety of evidence to deepen understanding. Regular feedback helps learners to recognize the criteria for success, engage in thoughtful reflection, become more knowledgeable, improve understanding, develop the capacity for self-assessment and fosters enthusiasm for further learning.

Examples of formative assessment at KBS include: observation, individual teacher interviews, self-assessment, peer-assessment, quizzes, selected responses, open-ended tasks, performance tasks, process journals and portfolios. Student, peer and self- assessment can be important elements of formative assessment plans.

Standardized Assessment: KBS2 conducts a range of standardized tests in order to have a comparable measure of how students' progress against other international schools. KBS2 started conducting MAP testing for students in KG2 to grade 11, these tests are conducted twice a year, and three times in KG2 usually at the beginning and at the end of a scholar year. MAP tests are testing students' Math and English skills. The data of these tests are analyzed and documented for teachers' and school's use.

Assessments at KBS2 are aligned with the AERO standards for English, Math, and Science. AERO standards provide a framework for curriculum consistency across grades K-12 and for stability of curriculum in overseas schools.

KBS2 is an IELTS testing center in Kuwait. External International Exams like IELTS are done on request, KBS2 students require it for global university entrance.

Students planning to attend the local universities are required to sit Kuwait University Entrance Exam.

Summative assessment (Assessment of learning): Summative assessment refers to the assessment of students where the focus is on the outcome of a program. Summative

assessments are cumulative evaluations to measure a student's learning, skill acquisition, and academic achievement at the conclusion of a defined instructional period, typically at the end of a project, unit, course, semester, program, or school year.

Summative assessments:			
PYP	MYP	Grade 11 and 12	DP
<p>PYP considers assessment summative when students are able to use what they have learnt and apply it in new ways. Summative assessment aims to give all stakeholders clear, evidence-based insight into students' understanding of the central idea which is linked to a trans-disciplinary theme. Summative assessments are conducted at the end of a unit of inquiry or at regular intervals while the unit is being taught in order to assess how student understanding evolves over time.</p>	<p>MYP summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria. MYP subject-group-specific assessment criteria are four.</p> <p>Summative assessment forms the primary basis for establishing report card levels of achievement.</p>	<p>In Grades 11-12 summative assessments are used to determine whether and to what degree students have learned the material they have been taught. It is an evaluative process that determines learning progress and achievement. KBS2 records summative assessment results as scores or grades that are factored into a students' academic record. These results are published in the students' report card.</p>	<p>DP summative assessments, including Internal Assessments (IAs) and mock exams, are integral to the program. They provide evidence of students' understanding and skills in relation to the DP subject-specific criteria. IAs, in particular, allow students to demonstrate their knowledge and skills in an in-depth manner, and they form a significant portion of the final DP grade. Mock exams serve as practice examinations for DP students, allowing them to experience the format and rigor of the final exams, and they play a crucial role in preparing students for the official IB examinations.</p>
Examples of assessments:			
<p>Examples of PYP summative assessments can be: reports, plays, presentations, explanations, exhibitions, tests, quizzes, assignments and projects.</p>	<p>Examples of MYP summative assessments can be: Compositions (physical, artistic), Creation of solutions or products in response to the problem, Essays, Questionnaires, Investigations, Research, Performances, Presentations and End</p>	<p>Examples of summative assessments in Grade 11 and 12 can be: End of unit or chapter tests, assignments, a final project, and end of semester/final exams.</p>	<p>Examples of DP summative assessments include: Internal Assessments (IAs), Extended Essays, Theory of Knowledge (TOK) essays, and end-of-course exams.</p>

	of Semester/Final Exams.		
Resources:			
<i>For more detailed information on assessment in the PYP please consult</i> <ul style="list-style-type: none"> • <i>PYP Learning and Teaching</i> • <i>Divisional Handbooks</i> • <i>My IB: Online Curriculum Centre (teacher's only)</i> • www.ibo.org 	<i>For more detailed information on assessment in the MYP please consult:</i> <ul style="list-style-type: none"> • <i>Principles into Practice Guide</i> • <i>MYP Subject Guides</i> • <i>Middle School Handbook</i> • <i>High School Handbook</i> 	<i>For more detailed information on assessment in grades 11 and 12, read:</i> <ul style="list-style-type: none"> • <i>High School Handbook</i> • <i>High School Course Handbook</i> 	<i>or more detailed information on assessment in the DP, please consult:</i> <i>DP Course Guides</i> <ul style="list-style-type: none"> • <i>DP Handbook</i>
	<ul style="list-style-type: none"> • <i>High School Course Handbook</i> • <i>My IB: Online Curriculum Centre (for teachers only)</i> • www.ibo.org 		

Kuwait Ministry Assessment Requirements for Arabic Subjects

KBS2 adheres to the requirements of the Private Education Department of the Ministry of Education in Kuwait that mandates schools to test 4 times a year. These assessments are exclusively to test student's level in Arabic subjects. Prescribed criteria are given and teachers create the tests, which must be approved by officials from the Ministry. This applies to grades 5-12. In grades 1-4 summative assessments are used after every unit or Arabic lesson, in the form of quizzes. KBS2 students write an end of semester Arabic exam in grades 5-12.

Accommodations/Alternative assessments

KBS2 provides informal support, in different ways, for students during assessments to communicate their knowledge without altering or lowering the expected standard. These accommodations offer a way for students with learning difficulties to demonstrate what they have learned. The goal at KBS2 is to find a balance that gives students equal access to assessments.

The aim at KBS2 is to use the following accommodations:

Presentation accommodations: Allows students with print disabilities to access test directions or content in ways that do not require them to visually decode standard print. Visual, tactile or auditory formats can be used to help them access test directions.

Response accommodations: Allows student to record responses to test questions in alternate ways or to solve or organize a response using some type of material or device.

Timing/Scheduling Accommodations: changes the allowable length of testing time and may also change the way the time is organized.

Setting Accommodations: Changes the location in which an assessment is given or the condition of the assessment setting.

Classifying Accommodations: Refers to a change in test materials or procedures. This decision rests with school administration.

For DP students, accommodations are also aligned with the guidelines provided by the International Baccalaureate Organization to ensure that students are given the necessary support while maintaining the integrity of the assessment.

Moderation for Consistency (Moderating Teacher Judgments)

KBS2 implemented this strategy as part of the Assessment program in the 2015-2016 school year. This applied to Grades 1-12. The purpose of moderation is to ensure that teachers are making consistent judgments about standards. Teachers collaborate to come to a shared understanding about the expectations for a particular standard so that when a student response is awarded, it has the same characteristics regardless of who marks/grades it. Moderation is improved when validity and reliability are improved.

Validity- Makes sure the task assesses what you intend to assess.

Reliability- Means that different assessors, acting independently, using the same task descriptors, come to the same judgment.

Examples of moderation processes include: teachers developing criteria/standard descriptors, cross-marking, individual teachers grade all responses to a particular part of a task and have moderation meetings to confirm consistency.

Assessment Tools

Teachers take into consideration which tools are most applicable and relevant to the specific strategies. This helps to ensure that an effective assessment of the learning experience takes place. At KBS2 a variety of tools are utilized.

Rubrics: An established set of criteria for rating students in all areas. Rubrics can be developed by students as well as teachers.

Checklists: Lists of information, data, attributes, or elements that should be present in a particular response to a task. A mark scheme, often used in DP assessments, is a type of checklist.

Anecdotal records: Brief written notes based on observations. Records on the whole class, smaller groups or on individual students can help the teacher to identify areas of understanding or misunderstanding.

Exemplars: Samples of students' work that serve as concrete standards against which other samples are judged.

Continuums: Visual representations of developmental stages of learning. It shows a progression of achievement and can identify where a student has reached in relation to that learning process. It also identifies the next stage of learning that can lead to the mastery of skills.

Documentation

The documentation of the evidence of student learning is a relevant assessment strategy school wide. Teachers use a range of methods to document student learning as a means of assessing student understanding. This includes, but is not limited to, *videos, audio, photographs* and *graphic representations*. Teachers also use *written records of student conversations, comments, explanations, hypotheses* as well as *annotated pieces of student work* that may form part of a student's portfolio.

Portfolios- Portfolios are used to document and store student information across all programs. They are also used to document student progress and achievement. Portfolios are a record of students' involvement in the learning process and are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies, and reflection. They contain samples of students' work, chosen from different learning areas. Each piece indicates the objective of the work, the instruction given, an assessment, and how the PYP/MYP/DP Learner Profile elements have been demonstrated. Students, including those in the DP, are involved in developing their portfolios. They have free access to them in the classroom and are able to select pieces of work to be included.

E-portfolios: Teachers can also use e-portfolios, which are especially prevalent in the DP for certain subjects. The same criteria apply to both traditional and electronic portfolios.

EXAMPLE: Pre-KG to Grade 5 Effective Marking and Feedback Policy and Procedures

This policy sets out how the use of effective marking, feedback and response is consistently utilized across our school to benefit primary aged students.

Effective feedback given to students through marking and reviewing work will provide constructive steps for every student to ensure progress. It will focus on success and improvement needs against learning intentions and success criteria; enabling students to become reflective learners and helping them to close the gap between current and desired performance.

The aim of this policy is to ensure clear understanding of the purposes, procedures and processes of effective marking and feedback to students regarding their work in order to maximize progress and support students in becoming affective learners.

Effective marking and feedback is integral to good teaching and learning processes. By empowering students to be actively involved in understanding how they are making progress, it helps to embed learning swiftly and enables accelerated learning.

Reporting of Assessment

Reporting is done to share information between teachers, parents, and students. It ensures regular and relevant communication to pupils, teachers, parents, and partners. It reflects the values of the KBS2 community. Reporting is comprehensive, fair, honest, credible, and understandable to all parties. It is linked to both formative and summative methods of assessment. The recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher. This includes the DP's specific assessment criteria. Reporting allows teachers to incorporate 'shared knowledge' into future teaching and assessment practice and it forms a basis for report cards.

Students' academic progress is reported regularly, through the school's reporting system. Staff report to parents or guardians through progress reports four times a year for PYP, MYP, and DP. Teachers continually update the students' record of achievement profiles when formative and summative assessments are completed for units of work.

Assessment information is regularly analyzed by teachers, against published criteria, and every student is individually analyzed. Feedback is continually provided to parents as they have access to their children's assessment profile through their password-protected online accounts on the school's online system, which is currently being updated. KBS2 reports students' progress in three ways:

1. Written Reports

These provide parents with a comprehensive guide to their child's development. It gives information about each student's personal development as well as progress against the standard expectations for their grade level.

PYP: Class teachers collate assessment data from formative and summative assessment. It is reported on a comment system referring to the level of the student; independent, developing, beginning in PYP.

MYP: From grade 6-10, teachers regularly report student progress towards the MYP prescribed subject-group assessment criteria. MYP has 4 assessment criteria in each subject group. All criteria have a maximum of eight achievement levels (0-8). All MYP subject groups have four assessment criteria divided into four bands (1-2, 3-4...), each of which represents two achievement levels. MYP criteria are equally weighted. In Quarter 1 and 3, we have interim (progress) reports, while in Quarter 2 and 4, we have final reports where the student will know his/her achievement level out of 7 in every MYP Subject-group. KBS utilizes a bespoke table (with grade boundary guidelines) as a means of converting the criterion levels into grades based on the scale of 1-7. Students in grade 9 and 10 are also assessed against the four MYP assessment criteria and will have a final mark out of 7. However, they have a conversion scale from an MYP mark into a percentage and GPA to support some Kuwait Ministry of Education and University requirements.

DP: For the Diploma Programme, teachers report on student progress towards the DP's specific assessment criteria, including Internal Assessments (IAs) and other core components like the Extended Essay and Theory of Knowledge. The DP uses a grade scale of 1-7, with 7 being the highest. These grades are based on both internal assessments and final IB exams. In addition to the 1-7 scale, DP students also receive feedback on their performance in terms of the DP's specific assessment descriptors.

Grade 11-12: In grade 11-12, the grades given are converted to credits for the GPA record of each student. During MYP implementation, KBS developed a conversion scale to equate MYP descriptors to percentage to meet graduation standards.

2. Parent- Teacher Conferences

These are designed to give parents information about the students' progress, development and needs, and about the schools' program. Teachers address concerns and help to define their role in the learning process. Parent conferences are held three times a year throughout the different phases. In addition, parents and teachers are encouraged to arrange meetings any time there is a need.

3. The PYP Exhibition and The MYP Personal Project, and The DP Core Components:

The PYP Exhibition: In Grade 5, the final year of the PYP at KBS2, students participate in the PYP exhibition. The exhibition is a culminating, trans-disciplinary, self-directed experience that requires each student to demonstrate their understanding of the five essential elements of the program: Knowledge, Concepts, Skills, Attitudes and Action. The exhibition provides an authentic summative assessment for the PYP.

This culminating experience provides an opportunity for students to exhibit the attributes of the IB learner profile that have been developing through their engagement with the PYP journey. Students engage in a collaborative, trans-disciplinary inquiry process where they identify, investigate and offer solutions to real-life issues. They share this journey with the whole school community. Their exhibition is recorded through, *individual student learning journals*, teachers' *anecdotal records* of their work and performance. Assessment of the exhibition takes place through the whole school. It is ongoing throughout the whole phase of the exhibition.

The MYP Personal Project: In Grade 10, students must complete a personal project, with the majority of their work undertaken in the final MYP year. They are expected to work approximately 25 hours on their personal project. The Personal Project is an individual project. Students are registered in MYP year 5 for external moderation of the project.

The personal project encourages students to practice and strengthen their approaches to learning (ATL) skills, to consolidate prior and subject-specific learning and to develop an area of personal interest. It provides an excellent opportunity for students to produce a truly personal and creative product and to demonstrate a consolidation of their learning in the MYP. The project offers many opportunities for differentiation of learning and expression according to students' individual needs. The personal nature of the project is important; the project should revolve around a challenge that motivates and interests the individual student.

Personal projects are developed and presented in either English or Arabic (in one of the MYP moderating languages).

Students who successfully complete MYP year 5 and the personal project including the school's requirements for service as action are eligible for **IB MYP course results** that reports their achievements in the program.

MYP projects are student centered and age-appropriate and enable students to engage in practical explorations through a cycle of inquiry, action and reflection. It is designed to help students develop the attributes of the IB learner profile and to demonstrate ATL skills developed throughout the MYP. It also fosters the development of independent life-long learners.

The DP Core Components: In the Diploma Programme, students engage with three core components central to the philosophy of the DP: the Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS).

- **Extended Essay (EE):** An independent research project culminating in a 4,000-word paper.
- **Theory of Knowledge (TOK):** An interdisciplinary course examining the nature of knowledge. Assessment includes an oral presentation, a 1,600-word essay, and the TOK Exhibition, which connects TOK concepts to real-life situations.
- **Creativity, Activity, Service (CAS):** A framework guiding students through experiential learning outside the classroom. Students participate in various activities, reflecting on their experiences and growth.

These core components complement the academic disciplines, allowing students to apply their knowledge, pursue personal interests, and reflect on their DP journey. Assessment varies, with the Extended Essay and TOK being externally assessed, while CAS requires successful completion based on set criteria.

Last update August 2023

This policy should be read in conjunction with: KBS2 Language Policy; Inclusion policy; Academic integrity policy; Admissions policy