



KALUGA INTERNATIONAL SCHOOL ASSESSMENT AND REPORTING POLICY

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What is assessment?

Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning. Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed-forward to the next steps in learning. Fostering an assessment culture involves the development of assessment capability among all members of the learning community. Learning goals and success criteria are co-constructed and clearly communicated. Both learning outcomes and the learning process are assessed. Assessment design is both backward and forward looking. (*PYP: From Principles into Practice; Learning and Teaching; Assessment*)

Kaluga International School assessment policy is aligned with the principles of the IB assessment philosophy. KIS recognizes that teaching, learning and assessment of that learning are fundamentally interdependent.

Purpose of Assessment

The primary objective of assessment is to provide feedback on the learning process. At KIS assessment is integral to all teaching and learning. It provides a framework within which educational objectives are set and students' progress is continuously encouraged and monitored. Furthermore, it helps the school as a community of learners to strengthen learning across the curriculum.

The main **purposes** of assessing what the students have learnt are:

- To determine what the student knows and understands about the world;
- To inform and differentiate teaching and learning;
- To monitor student progress in terms of the learner profile;
- To provide feedback to teachers, students and parents;
- To monitor the effectiveness of the programme;
- To provide information for the professional development of teachers.

KIS recognizes that the students:

- Have differing learning styles;
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive, constructive and timely from their teacher;
- Are empowered in their learning through peer and self-assessment.





Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well-rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others.
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment culture

Strong communication regarding the purposes of assessment and reinforcement of the value of assessment in the monitoring, documenting, measuring and reporting of learning is important in building a shared assessment culture. A school-wide assessment culture acknowledges the role assessment plays in informing the learner, learning and teaching, and the learning community about achievement, progress and decision-making. Establishing and fostering a school-wide culture around assessment begins by:

Areas of assessment for PYP

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge. Conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Approaches to Learning or skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation.





The assessment component in the school's curriculum can be subdivided into four closely related areas. Monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

Monitoring learning:

To check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed-forward for the next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

Documenting learning:

The compilation of the evidence of learning. Documentation can be physical or digital and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

- **Learning logs or journals:** These are used to record feedback and reflections of ongoing learning.
- **Learning stories:** Narratives that document an instance when the learner shows knowledge, conceptual understandings or skills.
- **Portfolios:** A collection of artifacts that can also contribute to reporting.

Documentation tools could include exemplars, checklists, rubrics, anecdotal records, portfolios.

Measuring learning:

Aims to capture what a student has learned at a particular “point in time”. Not all learning can be or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

Reporting learning:

Informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme.





Supporting Self-Regulated Learning

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practise self-assessing and self-monitoring so they can internalize their own learning and develop strategies to adjust their learning. To develop students' assessment capability, teachers:

- are mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy
- provide timely, specific and well-considered feedback that students can act upon
- provide students with opportunities to experience success
- challenge students to take risks to extend their learning
- challenge students when there are misconceptions or misunderstandings so they can self-correct
- support students in viewing mistakes as learning opportunities.

Students and teachers are actively engaged in assessing students' progress as part of the development of knowledge, conceptual understandings and skills. Recognizing that self-regulated learning is not a fixed personality trait (Clark 2012) and that students learn in diverse, complicated and sophisticated ways, teachers call on a variety of strategies and tools to support the assessment of students' work.

Teachers must:

- provide multiple opportunities and contexts for students to practise their skills
- clearly define and communicate learning goals and success criteria with students and parents
- design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
- collect and use observable learning evidence that can be seen, heard or touched.

Areas of assessment for Middle school

Active Learning

Cambridge encourages active learning, which involves learners being engaged in their learning rather than passively listening and copying information. Learners should take part in a variety of activities that encourage them to think about the knowledge or skill they are learning rather than on the task itself.





Cambridge Lower Secondary principles

Cambridge Lower Secondary is designed around five fundamental principles:

1. To help Cambridge International Schools develop a broad and balanced curriculum.
2. To provide excellent progression through the Cambridge Pathway in an age-appropriate way.
3. To produce coherent, research informed curriculum, pedagogy and assessment.
4. For Cambridge Lower Secondary learners to be a global learner who understands their personal and local context and identity.
5. To be flexible and robust for schools.

Cambridge Teacher and Learner attributes

As well as developing learners' knowledge and understanding of different subjects, Cambridge International encourages the development of key learner attributes. These Cambridge learner attributes underpin the Cambridge approach and apply to teachers too. These are:

- Reflective as learners, developing their ability to learn
- Innovative and equipped for new and future challenges
- Confident in working with information and ideas – their own and those of others
- Engaged intellectually and socially, ready to make a difference
- Responsible for themselves, responsive to and respectful of others

KIS Secondary School Assessment

The Secondary School of Kaluga International School consists of 2 streams of students:

- Russian Curriculum (with Cambridge International component) (Grade 6-10)
- Cambridge Curriculum (Cambridge Lower Secondary – Grade 6-8, Cambridge Upper Secondary – Grade 9-10)

The Assessment policy depends on the stream of the students.

Cambridge Curriculum

Students following Cambridge Curriculum are internally assessed (all subjects) in Grades 6, 7, 9 and externally assessed (core subjects) and internally assessed (the rest of the subjects) in Grade 8, 10.





Types of Assessment

Assessment is central to the KIS goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning. The development of knowledge, conceptual understandings and skills requires that both teachers and students demonstrate assessment capability. Learners are observed in a variety of situations and a wide range of assessment strategies are implemented at school.

At KIS we use the following types of assessment:

- **Diagnostic/Pre-Assessment:** All assessments can provide diagnostic evidence. This type of assessment can be carried out at any time throughout the school year when an evaluation of the student's strengths and weaknesses is needed in order to meet learning targets (Russian and Maths National tests). Using pre-assessment data, teachers design opportunities for students to test and revise their models, and support them in making connections between their previous and current perceptions. It is not necessary to adhere to certain assessment tools or any specific criteria for this type of assessment.
- **Assessment for Learning (Formative Assessment)** is used to monitor students' learning and to provide ongoing feedback to improve teaching and learning. Formative assessment is linked to the learning activities and helps to identify students' strengths and target areas that need work. Assessment is a means for teachers to personalize learning and for students to self-adjust based on emerging data and feedback from teachers and peers. Its goal is to inform teaching and promote learning.
- **Assessment of learning (Summative Assessment)** occurs at the end of the teaching and learning process and provides students with the opportunities to demonstrate what they have learnt. It is an integral part of learning. It provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual understandings and skills during the learning process.
- **Cambridge Official Exams (for Middle School)** students following Cambridge international programs will take Progression Tests, Checkpoint Exams, and IGCSE during grades 6-10.





Strategies and Tools to Assess Student Learning

A range of assessment strategies and tools provide a basis for a comprehensive approach to assessment strategies. These are the methods teachers use when gathering information and the tools are the instruments used to record and collect the data.

Assessment Strategies (see Appendix 1 for more details)

Observations: Students' are observed in a variety of settings ranging from the whole class to dynamic groups to individual students. Each context provides a different set of opportunities for the teacher to analyse students' actions and interactions

Performance assessments: These are assessments of goal-directed tasks, with established criteria that are situations in which students are presented with a problematic scenario and asked to communicate an original response. They can present in a format of their choice reflecting the many different ways they think and learn (multiple intelligences).

Process-focused assessments: The students' transdisciplinary skills (ATL) (social skills, communication skills, thinking skills, research skills and self-management skills) are monitored often and regularly. We follow some guidelines to assist examples on how teachers can record their observations.

Selected responses: These are single occasion, one-dimensional exercises. Tests and quizzes are the most familiar examples of this form of assessment.

Students' Reflections: Every student is asked to do reflection all throughout the unit. This is an ongoing, dynamic process that is fully integrated into the students' learning process.

Assessment Tools

Rubrics: These are an established set of criteria for rating student work. The descriptors specify what characteristics assessors are looking for in student work and then rate that work on the predetermined scale/criteria Rubrics can be developed by students as well as teachers.

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

Checklists: lists of information, data, attributes or elements that should be present in students' work or performance.





Anecdotal records: brief, written notes based on observations of students.

Continuums: visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Student Portfolio

Each student has a Student Portfolio, which is a paper or digital record of his(her) work, showing progress and achievement during the academic year. The collection of work in a portfolio can include writing samples, artwork samples, records of dialogues, information on achievements in extra-curricular activities and self-assessment, carried out by the student. The Student Portfolio is compiled with the help of the homeroom teachers, the specialist teachers and teaching assistants. Throughout the process of portfolio compilation, students are encouraged to focus and reflect on their learning, recognize the progress they have made and set achievable goals.

Exhibition

Grade 5 students carry out an extended inquiry project, known as “The Exhibition”, under the guidance of their teachers. The exhibition represents a significant event in the life of both the school and student, synthesising the essential elements of the programme and sharing them with the whole school community. It is an opportunity for students to exhibit the attribute of the learner profile that have been developing throughout their engagement with the programme. It is a culminating experience, marking the transition from the Primary to the Middle school.

Homework

Homework is given to students from Grade 3 and up in order to consolidate the material learnt in class, develop skills of independent learning and self-organisation. The table below shows the approximate time spent on independent work at home (including all subjects, not including reading time):





Grade	Daily Recommended Homework Time
3 rd Grade	30 minutes
4 th Grade	40 minutes
5 th Grade	50 minutes
6 th Grade	15 minutes per academic subject
7 th Grade	20 minutes per academic subject
8 th Grade	20 minutes per academic subject
9 th Grade	25 minutes per academic subject
10 th Grade	25 minutes per academic subject

Younger children may receive simple reading, phonics or vocabulary learning tasks and the parents are encouraged to engage into learning-through-play activities with their children.

Homeroom teachers and specialist teachers are expected to coordinate assignments to ensure that no student is given more tasks than can reasonably be expected to accomplish.

Teachers are expected to regularly review students' homework. If the homework is missing or not adequate and the teacher must write a note to parents in the student's journal (and ejournal) and notify the homeroom teacher. The parents must sign the journal and the student should show it to the teacher. After the 3rd note the teachers shall notify the coordinators and the parents/legal representatives to discuss next steps.





Reporting

The main goals of reporting are to timely document student development and performance information and to facilitate transfer of this information to other schools and between the stages of education.

Reporting Cycle and Dates

PYP's reporting cycle includes: the Goal Setting Conference, The Interim Report, Student-led Conference and End of Year Report. The dates for the reporting cycle are set in the academic calendar. The School informs the parents of the dates by the end of the first week of school. The individual times are set by the homeroom teachers, who inform the families closer to each date.



Middle School reporting cycle includes: the Goal Setting Conference, Quarterly Report, The Interim Report, and End of Year Report. The School informs the parents of the dates by the end of the first week of school. The individual times are set by the Middle School Coordinator, who inform the families closer to each date.



Goal Setting Conference

The Goal Setting Conference is the first stage of the formal reporting process and is held in accordance to the academic calendar (within three weeks for newcomers during a school year). It is a time for parents to meet teachers and discuss how the student has settled into school. This conference gives the student, parent and teacher an opportunity to reflect on how the student has begun the academic year, settled into their class and to set achievable goals.





A Goal Setting Agreement document identifying strengths and goals is produced at this time. The Agreement is filled out by the homeroom teacher, student and parents. This document shall be signed on the day and a copy filed electronically under the relevant year and student name. A copy is emailed to the parents.

Quarterly Report

A quarterly report includes commentary from all the subject teachers and identified strengths and weaknesses of the student. No assessment grades are given. A copy of the report is emailed to the parents with an invitation to arrange a meeting if necessary.

Interim Report

An Interim report (Appendix 2. Student Achievement Report) includes commentary from the homeroom and single subject teachers. It provides the assessment results for all curriculum areas for the first semester. The report includes the student's attendance expressed in days.

The report is signed by the homeroom teacher and coordinators. The paper original is sent home in a sealed envelope for Primary school and Middle school. In addition, a copy is emailed to the parents for Middle school. A copy of the Interim Report is filed electronically under the relevant year, grade level and student name.

Optional Conference

An appointment may be made by parents or teachers who wish to discuss the report and the student's progress.

Student-led Conference in Primary School

The purpose of the student-led conferences is to give the student an opportunity to share their preferred activities, knowledge and ideas with the parents and for them to reflect together on the goals for the year. A few families attend at the same time and follow their individual schedules of activities around the classroom.

Students lead the conference, reflecting on their effort, present and discuss the work in their portfolios. They review goals from the Goal Setting Agreement, the efforts made towards achieving them and then set goals for the remainder of the school year. Discussion focuses on social and emotional development as well as on the outcomes from the units of inquiry. Parents are shown student's other work around the school.





End of Year Report

The End of Year report (Appendix 2. Student Achievement Report) is the final stage in the reporting process. It provides the assessment results for all curriculum areas for the second semester. The report includes the student's attendance expressed in days.

The report is signed by the homeroom teacher and coordinators/Head of School. A copy is emailed to the parents for Middle school and the paper original is sent home in a sealed envelope for Primary school and Middle school. A copy of the End of Year Report is filed electronically under the relevant year, grade level and student name.

Reports for Late Arrivals

Under certain circumstances, students arriving late in the school year may not be provided with a full Interim or End of Year Report. The timing of the reporting cycle and when a student arrives, will govern how much information is known about the student before report writing time. Consequently, teachers may instead offer a parent-teacher conference or a one-page narrative report.

Transfer Reports

Because many of the families who send children to the Kaluga International School are in the area for a relatively short time, it happens frequently that students transfer from our School to a school in another city or country.

The School staff will do everything in their power to make such transfers go smoothly, and to prepare transfer papers that are requested by new school and/or parents as quickly as possible.

Filing Procedure

All teachers are expected to file the paper and electronic copies of documents and/or reports in connection with students' assessment following the filing guidelines outlined below. Each step of the reporting cycle shall be duly documented and signed by the relevant parties. Any additional documentation and/or correspondence in relation to assessment must also be filed.





Filing on Paper

The paper copy is scanned and then the paper document is filed with students' files. A student file for each full academic year shall contain:

1. Goal Setting Agreement
2. Interim Report
3. Revised Goal Setting Agreement
4. End of Year Report
5. Portfolio samples

The students' records in paper format are kept for 10 years.

Filing Electronically

The scanned reports are filed at the school server under the relevant year, grade level and student name. A student electronic folder for each full academic year shall contain:

1. Goal Setting Agreement
2. Interim Report
3. Revised Goal Setting Agreement
4. End of Year Report
5. Portfolio samples
6. Quarterly report (for Middle school)

The students' records in electronic format are kept for 75 years.

The policy will be reviewed annually.





Appendix 1

Observations:

- Listen and look (anecdotal records).
- Chart paper with Post-it notes (to record observations made).
- Small group where the teacher focuses on a specific child.
- Teacher's journal (anecdotal records).
- Taking pictures or videotaping the students in action.
- Creative writing conferencing.
- Observing performance activities in the gym.
- Checklist: student profile, attitudes, skills.
- Observing how children solve problems (skills, manipulative, asking a friend, drawing pictures).
- Observing children's social interactions.
- Observing physical mannerisms when working in class (class chart, anecdotal records).
- Observing facial expression (interest, understanding, and feeling).
- Portfolio.

Performance **assessments**.

- Process writing.
- Reading response.
- Research projects.
- Graphs, diagrams.
- Surveys.
- Story mapping.
- Art projects, illustrations.
- Role-playing, drama.
- Composing music.
- Reflections on social and environmental issues.
- Examples of students' work in digital format (PowerPoint; Prezi; etc.).

Process-focused assessments

- Noting both typical as well as non-typical behaviours.
- Collecting multiple observations to enhance reliability.
- Synthesizing evidence from different contexts to increase validity.
- A system of note-taking and record-keeping is created that minimizes writing and recording time. Checklists, inventories and narrative descriptions are common methods of collecting these observations.
- Checklists: for transdisciplinary skills (ATL) for one task.
- Anecdotal records on observations made.
- Reflections on learning style and strategies.
- Reading strategies.





These are situations in which students are presented with a stimulus and asked to communicate an original response. The answer might be a brief written answer, a diagram or a solution.

- Drawing a story related to a book.
- Creative movement activity (choreography).
- Graphic design or other artwork.
- Depicting environmental issues through the creation of posters, 3D models.
- Examples of students' work in digital format (PowerPoint; Prezi; etc.).
- Journal. Writing an original end or a story.
- Reading responses, drawing related to personal experience.
- Brainstorming sessions.
- Dramatic production (skit, or play).
- Song, music, rap, or poem.
- Video.

Selected responses

- Reading comprehension.
- Spelling assessments.
- Grammar assessments (grammar rules, verbs).
- Solo performances, oral presentations.
- Math: basic facts, operational techniques (+, -, x, ÷).
- Situating events on a timeline.
- Putting events in the right order.
- Categorizing elements.

