

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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A SCHOOL IN A SPECIFIC CONTEXT

IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through

intercultural understanding and respect.

To this end, the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

IB LEARNER PROFILE

Inquirers: We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable: We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers: We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators: We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled: We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded: We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring: We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers: We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced: We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and

others. We recognize our interdependence with other people and with the world in which we live.

Reflective: We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

STILL I RISE INTERNATIONAL SCHOOL MISSION STATEMENT

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

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 fulfil 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 standardisation 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.

In the Middle Years and the Diploma Programme, assessment supports student learning, measures academic achievement against common global standards, and develops independent thinking. We believe in assessment for learning (formative), assessment of learning (summative), and assessment as learning (reflective). Students are empowered to track their own progress, act on feedback, and build habits that prepare them for success in higher education and beyond.

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

AIMS AND 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 *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-centred 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.

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-centred' 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 behaviour 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 theatre 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 utilises 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	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		
	Performance Assessments	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Process Assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
	Open-ended Tasks	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
	Selected Responses	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>	

REPORTING- WHOLE SCHOOL

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:

Early April **Community Conference A**

Late June **Community Conference B**

Late September **Community Conference A**

Mid December **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 individualised 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 individualised 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 personalised 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 Term 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 on 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 on the Toddle platform for the whole academic year. This Card states the cumulative overall grade for the year in that discipline 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-centred. 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)
- Personal Project Exhibition at MYP5
- TOK Exhibition at DP2

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 the LMS platform, Toddle, for the teachers to plan their units and take attendance as well as post students work and keep record of the personal projects and all DP related projects and assignments.

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 MY P'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 standardising the assessment?

AIMS AND OBJECTIVES OF THE ASSESSMENT MYP

MYP0-ASSESSMENT

Before students at Still I Rise begin their MYP five 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
- 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

- Trimester exams
- Final lab reports
- Research papers
- Essays
- Presentations
- Projects

STANDARDISATION OF ASSESSMENT

“Standardisation 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

Being a modestly sized school, our subject-group departments comprise just one to three teachers. This is conducive to close collaboration and communication regarding practices including assessment standardisation.

We employ the following strategies in order to improve the consistency of our grading from teacher to teacher:

Formal Interdisciplinary Units

IDUs are an opportunity for standardisation across departments. After the summative assessments are complete and before Unit grades are issued, the teachers collaborate during the grading process. For example, in an IDU between Mathematics and Arts, the Mathematics teacher would grade Mathematics-specific criteria strands and the Arts teacher would grade Arts-specific criteria strands. Those strands which are shared (those pertaining to the Interdisciplinary Criteria) are graded by both teachers separately. Where there is initial disagreement on the 1-8 score for a student, the teachers meet and discuss the discrepancy and must reach an agreement of a single score which may be issued to the student. This discussion in itself improves consistency across teaching staff as the communication helps them to share interpretations of rubrics.

From 2022, standardisation through Formal Interdisciplinary Units has taken place for one month during the second term of each academic year.

Benchmarking

Samples of real student work are used to benchmark criteria-based assessment. The same piece of work (taken from a previous unit when the unit has been previously held before, or taken from a current unit if it is the first iteration) is graded separately by all teachers in the subject-group department. The teachers then convene to

discuss the common understanding of the subject criteria and its application to the samples. Where there are differences of opinion, a collective interpretation must be reached through open, respectful discussion, grounded in the precise wording of the criteria.

From 2022, standardisation through benchmarking has taken place twice a year, in January and July.

Leadership Sampling

Heads of department and the MYP & DP Coordinator with the support of the Head of IB Programmes and Global Team meet at regular times throughout the year to examine samples of teacher's grading. Where there are multiple teachers in the same department, which is usually the case, the interpretations of the criteria strands may be compared. Where there appears to be a significant difference in interpretation, perhaps leading to a statistically significant difference in average grades awarded to the same year groups, the Head of department or MYP Coordinator may call for a meeting in order to recalibrate the department's interpretations.

From 2022, standardisation through leadership sampling has taken place twice a year, in March and September.

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 fulfil 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 IN THE DIPLOMA PROGRAMME

Assessment in the Diploma Programme (DP) at Still I Rise International School is rooted in IB's commitment to developing independent, reflective, and principled learners. Our assessment model fosters meaningful learning through a balance of formative, summative, self-, and peer-assessment. Through transparent criteria and reflective cycles, students are empowered to monitor their own progress and take ownership of their academic journey.

Internal Assessments (IA)

Internal Assessments are a core component of every DP subject. They are conducted under strict guidance to ensure authenticity and standardization. Each subject has specific IA requirements that are clearly communicated to students at the beginning of the course.

Teachers:

- Share the official IA criteria and deadlines
 - Support students through structured checkpoints (e.g., outlines, drafts, reflections)
 - Use standardization meetings to align grading across departments
 - Submit samples to the DP Coordinator for quality assurance.
-

Students are responsible for submitting original work and completing the IB declaration of authenticity.

Late submissions or academic misconduct are reported in line with IB guidelines.

Preparation for External Assessments

In the DP, students sit externally assessed exams at the end of their two-year programme. To support readiness:

- Mock examinations are held at the end of DP1 and in Term 2 of DP2.
- Exam-style questions are incorporated into class tests from early DP1.

- Teachers provide targeted feedback aligned to IB mark bands.
- Study and exam skills are embedded into each subject and supported during Supervised Task Time.

Feedback from mock exams informs individualized study plans and parent conferences.

Examples include:

- End-of-unit essays and projects
 - DP subject-specific summative assessments
 - Mock exams (end of DP1, start and mid DP2)
 - Extended Essay final draft
 - TOK Exhibition and Essay
-

Tasks are graded using IB-published assessment criteria and are designed to allow students to apply knowledge in new contexts. Exemplars and rubrics are shared with students in advance to guide preparation and reflection.

Standardization

- Teachers ensure that all assessments are conducted according to IB regulations and submitted on time.
 - Standardization is achieved through:
 - **Collaborative marking** sessions where subject teachers discuss and align interpretations of the assessment criteria.
 - Use of IB **exemplars, markschemes, and subject reports** to guide teacher judgments.
 - **Cross-checking** of student samples by the DP Coordinator before submission.
 - Predicted grades are determined through careful analysis of class performance, mock examinations, and standardized IA results.
-

The IB Grading Scale (Subjects)

All DP subjects are graded on a **1–7 scale**:

- 7 – Excellent performance
 - 6 – Very good performance
 - 5 – Good performance
 - 4 – Satisfactory performance
 - 3 – Mediocre performance
 - 2 – Poor performance
 - 1 – Very poor performance
-

The Core Components

- **Theory of Knowledge (TOK):** assessed through a TOK essay and exhibition, graded A–E.
- **Extended Essay (EE):** a 4,000-word independent research essay, graded A–E.
- **Creativity, Activity, Service (CAS):** must be completed successfully but is not formally graded.
TOK and EE grades combine to contribute **up to 3 additional bonus points** towards the final Diploma score.

Conditions for the Award of the Diploma

To be awarded the Diploma, a student must:

- Achieve a **minimum total of 24 points**.
- Complete all components of CAS to a satisfactory level.
- Receive a grade of **A–E in TOK and EE** (with no grade of “E” in both simultaneously).
- Meet the **level requirements in Higher Level (HL) subjects**:
At least **12 points total across HL subjects** (for candidates taking three HLs).
At least **16 points total across HL subjects** (for candidates taking four HLs).

Meet the **level requirements in Standard Level (SL) subjects**:

At least **9 points total across SL subjects** (for candidates taking three SLs).

At least **6 points total across SL subjects** (for candidates taking two SLs).

Not receive:

A grade **1 in any subject**.

More than **two grades of 2** in HL or SL subjects.

More than **three grades of 3 or below** in HL or SL subjects.

An “N” (no grade) in any subject, TOK, or EE

Assessment Calendar

- Each academic year includes a published **assessment calendar** with key deadlines for IAs, mock examinations, the EE, and TOK.
 - The calendar ensures a balanced distribution of workload across subjects and core components.
 - Mock examinations are held in **DP1 (end of year)** and **DP2 (Term 1)** to prepare students for the IB examination session.
 - The final IB examination session takes place in **November**, following the IB global schedule.
-

Self and Peer Assessment

Students are active participants in their own evaluation. Through self-assessment logs, goal-setting activities, and check-ins, they reflect on:

- Their strengths and areas for improvement
 - Progress toward learning outcomes
 - Strategies for achieving academic goals
-

Peer assessment is embedded in group projects, writing workshops, and presentation feedback, fostering communication, empathy, and analytical thinking.

Feedback Culture

Feedback is central to learning in the DP. It is:

- Timely – provided soon after an assessment to keep learning fresh

- Actionable – focuses on what can be improved and how
 - Balanced – recognizes both strengths and growth areas
 - Inclusive – includes teacher, peer, and self-feedback
-

Teachers also collect student feedback through surveys and class discussions, ensuring responsiveness to students' perspectives on teaching and learning practices.

Data Collection and Evidence of Learning

Assessment evidence is collected from a range of sources, including:

- Student work samples across subjects and skills
 - Pre-assessment, formative, and summative task results
 - DP core reflections and product submissions (EE, TOK, CAS)
 - Student goal-setting and progress monitoring tools
 - Mock exam results and performance analysis
 - Rubrics and learning continuums aligned to IB objectives
-

Recording and Reporting in the DP

Student progress is communicated through:

- Four formal report cards per year based on the IB 1–7 scale
- Narrative comments on learner attributes, ATL skills, and academic progress on Toddle
- Parent-teacher-student conferences at key points in the year
- Student-led conferences, where students present reflections, portfolios, and goals

- Ongoing digital access to feedback and assessments via Toddle
-

Access Arrangements and Equity

The school is committed to providing inclusive assessment arrangements in line with IB regulations. Students with diagnosed learning needs may access:

- Extra time, assistive technology, or modified testing conditions
 - Support during internal assessments where appropriate
-

All requests are coordinated by the DP Coordinator, submitted with supporting evidence and caregiver consent, and implemented routinely in classrooms to ensure familiarity.

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".

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.

CPS & 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.

Assessment Access and Inclusion

In accordance with IB policies, students with diagnosed learning support needs are eligible for inclusive assessment arrangements. These may include:

- Additional time
- Use of assistive technology
- Modified papers or separate testing rooms

All requests are submitted by the DP Coordinator with supporting documentation and parental consent, following IB deadlines. Our aim is to reduce barriers to assessment and ensure equity without compromising academic integrity or expectations.

Roles and Responsibilities in DP Assessment

- **Students:** Understand criteria, meet deadlines, reflect on feedback, and act with integrity.
- **Teachers:** Plan assessments, mark using IB rubrics, provide formative feedback, and participate in standardization.
- **DP Coordinator:** Ensure policy implementation, manage IA and EA submissions, oversee access arrangements.
- **Parents:** Stay informed via reports/conferences and support students' self-management at home.

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

International Baccalaureate Organization. (2014). *Fostering interdisciplinary teaching and learning in the MYP*.

<http://marymount.emsb.qc.ca/documents/IB/2016-2017/Interdisciplinary%20guide.pdf>

International Baccalaureate Organization. (2014). *Programme standards and practices*.

<https://www.ibo.org/globalassets/publications/become-an-ib-school/programme-standards-and-practices-en.pdf>

International Baccalaureate Organization. (2015a). *Candidates with assessment access requirements: Middle Years Programme*.

https://resources.ibo.org//data/m_x_senxx_csn_1503_1_e.pdf

International Baccalaureate Organization. (2015b). *General regulations: Middle Years Programme*.

<https://www.ibo.org/globalassets/publications/become-an-ib-school/myp-general-regulations-2015-en.pdf>

International Baccalaureate Organization. (2015c). *Further guidance for developing MYP assessed curriculum*.

https://xmltwo.ibo.org/publications/MYP/m_0_mypxx_guu_1609_1/IBdocs/m_0_mypxx_fcl_1409_2b_e.pdf

International Baccalaureate Organization. (2017). *MYP: From principles into practice*.

https://www.spps.org/site/handlers/filedownload.ashx?moduleinstanceid=38342&dataid=21191&FileName=arts_guide_2014.pdf

Kenya Institute of Curriculum Development. (2016). *Needs assessment for primary level school curriculum in Kenya*.

<https://kicd.ac.ke/curriculum-reform/need-assessment-reports-for-cbc/#report3>

Kenya Institute of Curriculum Development. (2019). *Guidelines: Parental empowerment and engagement*.

<https://kicd.ac.ke/cbc-materials/guidelines-on-parental-empowerment-and-engagement/>

Toddle. (n.d.). *Toddle portal*. <https://web.toddleapp.com/>

APPENDIX

Appendix: DP Assessment Calendar DP Year 1 Calendar

Date	Activity	Who is Involved
Jan 4	Official First Day of School	DP1 students, staff
Jan 5	DPC Orientation & Review of Assessment Calendar Introduction to the Internal and External Assessment requirements	DP1 students, DP Coordinator
Jan 8	CORE Orientation (EE, TOK, CAS)	DP1 students, Core teachers
Jan 10	Introduce TOK to students	DP1 Students, TOK Supervisor
Jan 20	IB DP Parent Orientation Open House	DP1 parents, DP team
Jan 25	ATL Workshop	DP1 students, ATL coordinator
Feb 6	CAS 1st Interviews Begin	DP1 students, CAS advisor
Feb 17	Mock SAT Exam (Tentative)	DP1 students (optional)
Mar 15	Parent Meetings	DP1 students, parents, teachers
Mar 24 Mar 30 End of Term 1	Mock SAT Exam (Tentative) Early university applications	DP1 students (optional)
Term 2 Apr 1	HL/SL Selections Submitted	DP1 students, subject teachers

Apr 6	Grade 10 IB Admission Open House	Prospective DP student families
Apr 15	<p>EE Research Question Workshop</p> <p>Proposal form submission.</p> <p>Meet with supervisor: Discuss research proposal</p> <p>Update EE research question on school system</p>	DP1 students, EE supervisors, librarian
Apr 21	Mock SAT Exam (Tentative)	DP1 students (optional)
Apr 30	Deadline for Research Question and Supervisors Allocation	DP1 students, EE supervisors
May 12	EE Reflection #1	DP1 students, EE supervisors
June 1	Students introduced to Collaborative Science project (CSP)	DP1 Students and DP Science Teachers
<p>June 30</p> <p>End of Term 2</p>	<ul style="list-style-type: none"> • Students meet with the supervisor with a research question and a feasibility report. • Finalize the research question • Update feasibility report on the school system • Guidance and facilitation • Approving the final research question 	DP1 Students, EE Supervisors, EE Coordinator

Term 3 July 1st	University applications 2nd round	DP1 Students, Academic Counselor, DP Teachers
July 15	TOK Initial Explorations are discussed with the teacher	DP1 Students and TOK Teacher
September 15 End of Term 3	TOK Essay mock is due and feedback is given. Students take feedback under consideration and write final essay	DP1 Students and TOK Teacher
October 15	TOK Exhibition	DP1 Students and TOK Teacher
October 20	Group 3 (Business and Management, Geography, Social and Cultural Anthropology) IA Assessment Planning Starts	DP2 students, Group 3 teachers
Term 4 October- November	End of DP1 Mock examinations	DP1 Students and DP Teachers
December	EE Reflection #2 CAS 2nd Interviews	DP1 students

DP Year 2 Calendar

Date	Activity	Who is Involved
Jan 2	Official School Start	DP2 students
Jan 13	EE Reflection #3	DP2 students, EE supervisors
Jan 18	Year 2 Student/Parent Orientation & Assessment Review	DP2 students, parents, DP Coordinator

Feb 1	English A IO Topic Selection	DP2 students, English A teachers
Feb 15	Group 4-Sciences (Biology, Physics, Biology, Design Technology, Sports and Health Science) IA Proposal	DP2 students, Science teachers
Feb 28	Internal Collection of Predicted Grades	DP2 teachers, DP Coordinator
Mar 5	Sciences(Biology, Physics, Biology, Design Technology, Sports and Health Science) IA First Draft & Reference Check	DP2 students, Biology teachers
Mar 12	Mathematics AA& AI IA Due	DP2 students, Math teachers
Mar 14	Language Acquisition (French and Kiswahili) IO Prep	DP2 students, Language B teachers
Apr 22	Final Study Period Begins	DP2 students, subject teachers
Apr 26	Sciences (Biology, Physics, Biology, Design Technology, Sports and Health Science) IA Authentication Check	DP2 students, Science teachers
Apr 28	English A IO Rehearsal	DP2 students, English A teachers
May 20	EE Final Draft Submission and Viva Voce	DP2 students, EE supervisors
June 4	Sciences (Biology, Physics, Biology, Design Technology, Sports and Health Science) IA Submission	DP2 students, teachers
June 6	English A IO Recording Submission and IA Predicted Grades Submission	DP2 students, English A teachers

June 11	Language Acquisition (French-Kiswahili) IO Recording Submission and IA Predicted Grades Submission	DP2 students, Language B teachers
July 1st	CAS Final Interview & Completion TOK Final Essay Submitted (6 months after the announcement of the prompts)	DP2 students, CAS coordinator
July 10	TOK Essay Handed in	DP2 students, TOK teachers
July 19	Term 3 Ends	DP2 students
August	Mock Exams DP2 for all subjects	DP2 students
August 10-15	IA- Predicted Grades Submitted to IB for all subjects	DP2 teachers, DP Coordinator
August 10-15	E-Coursework Final Submission to IB for all subjects	DP2 students, DP Coordinator
August 20-Oct 21	Study Time	DP2 students
Oct 22	Final IBO Exams Commence	DP2 students, teachers
Nov 12	End of Final IBO Exams	DP2 students
Dec	Graduation & Final Year Reports	DP2 students, staff, families

Last Reviewed: July 2024, June 2025