



# Stars of Knowledge International School

## Assessment Policy

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## Table of Contents

SOK mission and vision	4
IB mission statement	4
Introduction	5
Assessment philosophy	5
Assessment and Evaluation Criteria	6
• Knowledge and understanding	6
• Application and analysis	6
• Communication	6
• Reflection and personal engagement	6
Types of assessments	7
• Diagnostic assessment	7
• Pre – assessment	7
• Assessment for learning (Formative assessment)	7
• Assessment as learning	7
• Assessment of learning (Summative assessment)	8
• Approaches to learning assessment (ATL)	8
IB Learner profile	8
Differentiation in assessment	8
Assessment criteria of SOK	9
• Achievement level descriptors	9
• Grade boundary table	9
• The range	10
Assessment strategies	10
• Observations	10
• Performance assessments	10
• Process focused assessments	10
• Selected response	11
• Open ended task	11

Assessment tools	11
• Rubrics	11
• Exemplars	11
• Checklists	11
• Anecdotal records	11
• Continuums	12
Feedback and reporting	12
• Portfolios	12
• The exhibition	13
• Parent engagement PYP day	13
Students' performance and progress reporting	13
• Written progress report card	13
• Teacher – parents(s) conference	14
• Teacher – student conference	14
• Student – led conference	14
SOK specific guidelines	15
• Absence	15
• Academic honesty	15
References	16



## Stars of Knowledge International School: A Commitment to the IB PYP

### SOK Mission

We believe in nurturing inquiring, knowledgeable, and compassionate learners within an inclusive and collaborative community where students feel safe to explore diverse perspectives, take risks, and embrace challenges. By empowering students through innovative teaching practices, we aim to develop each student's unique talents, equipping them with the skills and mindset needed to contribute positively as global citizens in a diverse and interconnected world.

### SOK Vision

We cultivate creative innovators who are principled and open-minded, proud of their identity, religion, and homeland while embracing global perspectives. We encourage the exploration of diverse ideas and the development of unique talents, preparing students to be responsible global citizens.

### 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 organization works with schools, governments and international organizations 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.



## Introduction:

Assessment, feedback, and reporting are integral components of an IB education, designed to align with the IB philosophy of developing internationally-minded, reflective, and balanced learners. The following guidelines outline the approaches to assessment and reporting within an IB context, focusing on fostering a deep understanding of learning, growth, and personal development. By emphasizing formative and summative assessments, reflective practices, and student agency, the school ensures that the learning process is engaging, purposeful, and centered around the attributes of the IB learner profile.

## Assessment Philosophy

At SOK, our mission is to provide a comprehensive, high-standard bilingual education from Pre-K through Grade 6, integrating both national and international benchmarks. We believe that education should empower students to become responsible, contributing citizens in an evolving, multicultural society.

Our philosophy is grounded in the belief that every student has the potential to become an active participant in the global community. By fostering a spirit of culture, flexibility, international understanding, creativity, respect, and pride in their heritage, SOK partners with parents and the wider community to instill core values. We encourage students to embrace the principles of equality, regardless of religion, culture, ethnicity, or gender, and to interact with mutual respect and compassion.

Through a rigorous and diverse curriculum, we aim to guide students in finding fulfillment and joy in ethical, intellectual, and artistic endeavors. Every student at SOK is viewed as a unique individual with the potential to be challenged, nurtured, and supported to reach their fullest potential.

In light of our rapidly changing world, it is essential to prepare our students to be forward-thinking leaders, ready to face the challenges of technology, global shifts, and peacebuilding efforts. Our mission is to channel the energy of youth into a creative force, shaping well-rounded, independent, and conscientious members of society who are capable of critical thinking and problem-solving.



Assessments at SOK are designed to be authentic, contextualized, and aligned with real-world applications. By encouraging inquiry-based learning, our assessment approach ensures that students are not only developing cognitively but also growing emotionally. We aim to cultivate learners who are independent, confident, and resilient, capable of facing challenges with strength and integrity.

### Assessment and Evaluation Criteria

As an IB candidate school, we understand that the assessment must evaluate different skills in different ways, taking into consideration the individual capabilities of each learner, therefore our evaluation goes through the following criteria:

#### Knowledge and Understanding

- Demonstrates a comprehensive grasp of the subject matter.
- Applies knowledge effectively to various contexts.

#### Application and Analysis

- Analyses and evaluates information and arguments.
- Applies concepts to real-world situations or problems.

#### Communication

- Presents information clearly and coherently.
- Uses appropriate terminology and formats for various audiences.

#### Reflection and Personal Engagement

- Shows personal involvement and reflection on learning experiences.



## Types of Assessments

### Diagnostic Assessment

Admission into SOK is based on completing entry tests and interviews with the Admission Committee. Applicants with learning differences, difficulties, or language needs will be considered for admission following evaluations by the academic support team to ensure the school can meet the student's needs.

Academic support is the strategies, practices, accommodations, and resources that provide learning support to students in languages, math, and units of inquiry (science and social studies).

### Pre-Assessment

It is conducted at the beginning of each unit of inquiry or introduction of a new concept to assess students' prior knowledge and experience, thus, allowing teachers to plan and refine their teaching accordingly.

### Assessment for Learning (Formative Assessment)

It starts with assessing previous knowledge and aims to inform learning and teaching. It is conducted throughout the learning process.

Features: written and oral artifacts, observations and feedback, surveys, and progress reports.

### Assessment as Learning

It is part of the formative process and is conducted throughout the learning process. It helps students to become responsible lifelong learners. It supports them in reflecting on their progress, making adjustments, and setting goals for future learning.

Features: setting and monitoring learning goals, reflecting on the learning process to adjust learning, and supporting personal development.



## Assessment of Learning (Summative Assessment)

It offers students the opportunity to measure their development of knowledge, conceptual understandings, and skills. It is conducted at the end of the unit.

Features: exams, quizzes, standardized tests, projects.

## Approaches to Learning Assessment (ATL)

Five interrelated skills help students to think, research, communicate, socialize, and manage themselves effectively and support their sense of agency, thus becoming self-regulated learners. Teachers collaborate to create many opportunities to foster the development of ATL skills inside and outside the program of inquiry using different strategies and mapping them vertically and horizontally across the curriculum. Teacher observations and student reflections are recorded. These records will demonstrate the progression and demonstration of the ATL skills.

## IB Learner Profile

The attributes of the IB learner are evident in the school's culture and reflected in classroom practices, school activities, counseling processes, and collaborative planning arrangements. The language of the learner profile is used in conversations, discussions, and the development of essential agreements and portfolios. Students receive feedback on their learning using the language of the learner profile, which is communicated through personalized comments on report cards.

## Differentiation in Assessment

Different assessments are designed according to grade level to cater to students' diverse needs, styles, and capabilities. Teachers respond to students' needs and differences by differentiating content, process, and product according to students' readiness, interests, and learning profiles while always keeping in mind the guiding principles of respectful tasks, ongoing assessment, and flexible groups.



## Assessment Criteria of SOK

### Achievement Level Descriptors

EE	Exceeding Expectations	The learner exceeds the expected learning outcomes of their grade level.	A*
ME	Meeting Expectations	The learner achieved the learning outcomes expected of their grade level.	A
AE	Approaching Expectations	The learner demonstrates that they put effort and being to achieving the learning outcomes of their grade level.	B
WE	Working Toward Expectations	The learner works hard toward achieving the learning outcomes of their grade level.	C
BE	Below Expectations	The learner faces challenges toward reaching most of the learning outcomes of their grade level.	D
NA	Not Assessed	The learning outcomes have not yet been assessed.	NA

### Grade Boundary Table

Out of 10	Out of 15	Out of 20	Out of 25	Out of 30	Out of 35	Out of 40
10 EE	15 EE	20 EE	25-24 EE	30-29 EE	35-34 EE	40-39 EE
9 ME	14-13 ME	19-18 ME	23-22 ME	28-27-26 ME	33-32-31-30 ME	38-37-36-35 ME
8 AE	12 AE	16-17 AE	21-20- 19 AE	25-24-23 AE	29-28- 27 AE	34-33-32-31 AE
7-6 WE	11-10 WE	15-14 WE	18-17 WE	22-21-20 WE	26-25-24-23 WE	34-33-32-31 AE
5 and below BE	9 and below BE	13 and below BE	16 and below BE	19 and below BE	22 and below BE	26 and below BE

## The range

Percentage	Value
96 – 100%	A*
95 – 86%	A
85 – 76%	B
75 – 55%	C
55% and less	D

## Assessment Strategies

### Observations

Learners are observed frequently and regularly, with the teacher varying the focus from wide angle (for example, focusing on the entire class) to close up (for example, focusing on one learner or activity) and from nonparticipant (observing from without) to participant (observing from within).

### Performance assessments

These are assessments of goal-directed tasks using predefined criteria. They offer genuine and significant challenges and problems. They are typically multimodal and necessitate the use of considerable skills. Audio, video, and narrative records are frequently helpful for this type of evaluation.

### Process-focused assessments

Students are observed frequently and regularly, and the observations are documented by noting typical and non-typical behaviors, collecting multiple observations to increase reliability, and synthesizing evidence from various contexts to increase validity. A notetaking and record-keeping system is developed to reduce the amount of time spent writing and recording. Common methods of collecting observations include checklists, inventories, and narrative descriptions (such as learning logs).



## Selected responses

Single occasion, one-dimensional exercises. The most common examples of this type of assessment are tests and quizzes.

## Open-ended tasks

Situations in which students are given a stimulus and asked to respond creatively. The answer could be a brief written response, a drawing, a diagram, or a solution. The work, along with the assessment criteria, could be included in a portfolio.

## Assessment Tools

### Rubrics

A set of established criteria for assessing students in all areas. The descriptors instruct the assessor on what characteristics or signs to look for in students' work and how to rate it on a predetermined scale. Rubrics can be created by both students and teachers.

### Exemplars

Student work samples serve as concrete standards against which other samples are judged. A scoring rubric includes one benchmark for each level of achievement.

### Checklists

These are lists of required information, data, attributes, or elements.

### Anecdotal records

Anecdotal records are short written notes based on student observations. These records must be systematically collected and organized.



## Continuums

These are visual representations of the stages of learning development. They demonstrate progression.

## Feedback and Reporting

**Constructive Feedback:** Feedback should be specific, constructive, and timely, helping students to understand their progress and areas for improvement.

**Reporting:** Reports to parents and students should highlight both academic achievements and personal growth about the IB learner profile.

Reports should reflect a balance between summative and formative assessments.

Assessments should be designed to foster the development of IB learner profile attributes, encouraging students to be reflective, principled, and open-minded thinkers. Assessments should have a global context, encouraging students to think critically about world issues and their role as global citizens.

## Portfolios

A portfolio is a record of students' engagement in learning from various experiences and curriculum areas created to display success, progress, higher-order thinking, creativity, assessment strategies, and reflection. It paints a picture of each student's growth and development over time as an individual and a group learner. It allows students to reflect with teachers, peers, and parents to identify their strengths and areas for improvement, as well as to set individual goals and develop teaching and learning plans. The portfolio also demonstrates the development of knowledge, conceptual understanding, transdisciplinary skills, attitudes, and the attributes of the learner profile over time. It can be used to document student action and as a tool of assessment and reporting for students, parents, teachers, and administrators.



## The Exhibition

Students participate in an exhibition in their final year of the PYP —a student-led inquiry into a topic of interest to them. This is a demonstration of student agency and a reflection on students’ capacity to orchestrate their learning. The exhibition allows students to put their interests, transdisciplinary thinking, knowledge, conceptual understandings, skills, and learner profile attributes into action. They carry out their investigation individually and with their peers, together with the help of a mentor, who can be from within or outside the school community.

## Parent engagement PYP day

Parents gain information about the school from classroom teachers regarding the curriculum and classroom routines via this important evening that is held at the beginning of Term 1.

## Students’ performance and progress reporting

### Written progress report cards

Assessment information is reported at the completion of each unit.

The written reports have an outcome-based approach and are closely linked to the Units of Inquiry, incorporating information about the Central idea, Lines of Inquiry, Key Concepts covered, and Learner Profiles and Attitudes focused upon within that unit, in addition to the progress in different subjects regarding the outcomes and skills attained.

In addition, the report card is issued three times a year: in November, March, and June, and it reflects clearly if the student receives differentiated texts, worksheets, and homework.



### Teacher-parent(s) conference

Teachers give parents feedback about the student's progress and needs. Teachers highlight the students' strengths and weaknesses. They answer parents' questions during such conferences and guide them on how to help in their children's learning process. This conference is annual and is run in November.

### Teacher-student conference

Teachers frequently give ongoing feedback on the progress directly to students. Both teachers and students reflect on the work done and agree on setting goals and how to achieve them.

### Student-led conference

Student Led Conferences are formal reporting sessions to parents, led by the students themselves. The teacher's role in this process is to guide and prepare the students. The emphasis is on the discussion between a child and her parent(s).

The focus of the Student Led Conference is on students' progress – academic and social. Student Led Conferences are designed to give students ownership of the assessment of their learning, so they can

become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence, and self-esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants and conference leaders. This conference is annual and is run in February.



## SOK Specific Guidelines

### Absence

Absence from an examination will not be excused without a medical report from the school doctor. Arrangements for make-up exams will be conducted in coordination with coordinators, and the Principal/Assistant Principal.

### Academic Honesty

- Students are expected to maintain personal integrity in conduct and work habits following the academic honesty expectations and integrity policy of School Name based on national and international standards.
- Implementation of Policy and Review Protocol
- The school develops and implements an assessment policy consistent with IB expectations and is annually reviewed and updated by a committee consisting of the School Director, PYP Coordinator, KG and Primary Schools Principals, Deputy Director, Coordinators, and Heads of Departments (replace according to the organizational structure)

## References:

IBO publication *Assessment in the Primary Years Programme* (2018)

IBO publication from *principles into practices* (2019)

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