



Assessment Policy

Purpose for Assessment (What & why do we assess?)

GMIS' vision is to create internationally minded citizens who are confident communicators and responsible individuals with sharp minds and demonstrate respect for other cultures. Through their developmental years, students become better respondents and advance in their learning experiences more if they are subject to constant and effective monitoring, observation, assessment and feedback. It is the purpose of this working document to lay down the foundation upon which GMIS, Bali builds the assessment policy, and for the school community to have access to for transparency and clarification.

➤ **Promotes student learning**

Assessments tap the prior knowledge and build upon the strengths of the learners in a variety of learning situations. It corroborates student learning and brings to light what the students have learnt and the areas that need further improvement. Effective assessments also enable students to reflect upon their own learning.

➤ **Provide information about student's learning**

Assessments provide information to parents about the status of progress of their ward and bring to light areas where a student has excelled or done well and areas which require further attention.

➤ **Help to ascertain the efficacy of the programmes or instructional strategies**

Assessments help students gain information about what is valued and set personal academic expectations and goals.

Assessments help to gather and analyze students' learning based on the students' performances in these. These identify what students know, understand, can do and feel at different stages in the learning process.

Assessments are embedded in the learning process and are integral to all teaching and learning. Assessments focus on the quality of the products of that learning. We at GMIS view assessments as essential means by which we analyze student learning and the effectiveness of our teaching.

Assessments act as the foundation on which to base our future planning and teaching strategies.



Principles of effective assessment

Effective assessments allow **students** to:

- Know and understand the subject objectives and criteria in advance.
- Know their strengths and capabilities rather than just their weaknesses or what they do not know.
- Have an opportunity to reflect on and evaluate their learning.
- Demonstrate the range of their conceptual understandings, knowledge and skills.
- Apply their learning and not just recall facts.
- Express different points of view and interpretations.
- Be involved in setting personal goals.
- Reflect and get involved in self and peer assessment.

Effective assessments allow **teachers** to:

- Plan and build lessons to scaffold student learning and not just memorizing facts.
- Plan activities and create opportunities for students to learn the skills and develop the knowledge required to perform well in formal assessment tasks.
- Identify what is worth knowing and assessing it.
- Consider the different ways of learning and knowing.
- Use various strategies to assess in order to accommodate various types of intelligences.
- Identify areas of weaknesses in students and to provide appropriate support in those areas.

Effective assessments allow **parents** to:

- See evidence of their ward's learning and development.
- Develop an understanding of their ward's progress.
- Identify areas where the performances of their ward may be enhanced.
- Provide support in the areas which require it.
- Celebrate their ward's achievements.

What are Assessments?

Assessment is the gathering and analysis of information about the student's performance. It identifies what students know, understand can do and feel at different stages in the learning process. Assessment is embedded in the learning process and is integral to all teaching and learning. Assessment focuses on the quality of the products of that learning. We at GMIS view assessment as an essential means by which we analyze student learning, the effectiveness of our teaching. It acts as the foundation on which to base our future planning.



All programs the IBYP (Authorized), MYP (Authorized), IBDP (Authorized) and IBCP (Candidate) acknowledge that a single test cannot be considered as the measure of student learning. Integrating assessment into the classroom instructional process has been increasingly emphasized on gathering of evidence of learning from other possible sources. The view of ‘test’ as a single event signaling the completion of instruction is no longer appropriate, as the students are in the process of learning continuously. Assessment is therefore more of a process of gathering evidence of learning rather than just compilation of numeral data, signaling achievement of desired outcomes.

Formative assessment

Formative assessment is interwoven with the daily learning and enables students to become successful learners. The feedback is instrumental in modifying the learning goals that the students set for themselves and the teaching strategies that the teachers have used, keeping in mind the needs of different learners. Thus we view the two as parts of the whole where neither one can be complete without the other.

Formative assessments are used on a continuous basis within our school to measure what the Students’ progress and experience may be in order to know how to further proceed with the lesson. Teachers use a variety of assessment forms from verbal assessments to pre-tests in order to monitor student learning. Based on the results of the formative assessments, students, parents and teachers can evaluate the students’ learning and make the necessary adjustments.

Summative assessment

Summative assessment takes place at the end of a unit, term or at the end of a teaching and learning process. It gives opportunity for the student to demonstrate their understanding at the end of a unit(s). The students are given options for presenting their understanding so that different learning styles are acknowledged and assessed according to the set criteria. The task specific clarifications are helpful in making the students aware of the expectations and how they will be assessed.

How do we assess?

IBYP Assessments at GMIS:

- Within the PYP continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both the teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the program.
- Teachers plan for assessment prior to starting a unit and continue to plan throughout the unit as they build up a profile of student understanding
- Plan for formative assessments – tools are prepared in advance to make assessment more practical. Formative assessment tasks (FAT) are annotated in the planner. Summative tasks are also thought of in advance and linked to the central idea resources & activities are then chosen to complement the summative assessment. Summative assessments promote action.
- Coordinator & supervisor work together to monitor the above and give feedback to teachers.



- Assessment Scheduled time table and Criteria:
 - Summative at end of every unit. Approximately once every 6 weeks.
 - Formative ongoing daily
 - Language (English) – there must be 3 writings taken:
 - One marked for correct grammar, spelling, language use
 - One for critical thought
 - One for either persuasive/expository/descriptive/creative and explanatory writing
 - We follow the following word limits:
 - Grade 1 20 – 40 words
 - Grade 2 40 – 60 words
 - Grade 3 80 – 120 words
 - Grade 4 100 – 150 words
 - Grade 5 150 – 200 words
 - Language (Bahasa Indonesia) –takes 2 writing assessments per unit one of these will be a combination of critical thinking + grammar/language use
 - Prior knowledge assessments to be taken in the first week of a unit and filed in e Teacher Assessment Folders (e TAFs).
 - New students need placement tests and the results are analyzed to decide on the ESL/ SEN requirements

IBMYP Assessments at GMIS

- All MYP students in GMIS have to complete all MYP assessments.
- All students and teachers are encouraged to link classroom learning experience as part of service in the community.
- MYP assessments are criteria based.
- Each subject group has a set of four prescribed criteria i.e. A , B , C and D which are outlined explicitly in the different subject guides. These four objectives /criteria vary across different subject groups.
- Each of the four criteria have clearly defined goals in the form of rubrics in each subject guide.
- The MYP assessments align with the requirements of the programme.
- Each subject group assesses the students in each year of the programme on a set of prescribed criteria i.e. A , B , C and D as outlined in the MYP principles into practice and the respective subject guides.
- Each Criterion and all the strands in the criterion are assessed at least twice in an academic year in the form of formative/summative assessments.
- The teachers standardize their understanding of each of the criterion and its application within their subject groups as well as across disciplines before deciding upon the achievement levels of the students.
- All assessed work is internally standardized within subject groups.



- MYP assessments in GMIS are a continuous and ongoing process scaffolding continuous student learning and developing deep conceptual understanding in them.
- Each subject group takes the MYP formative/summative assessment at their own pace depending on the completion of a unit. There is no fixed schedule for all the subject groups to assess the MYP formative/summative assessments.
- MYP believes that true interdisciplinary learning does not acknowledge boundaries between disciplines and ways of thinking. Hence each year of the MYP the students have to study the Interdisciplinary unit. For the IDU a separate unit is taught which forms a link between at least 2 or 3 disciplines and the dedicated teachers can take turns to teach this unit and assess this unit on a separate set of four criteria solely meant for the IDU.
- By the end of year 5 of the MYP each student has to complete a Personal Project where the student shares individual learning experiences on the journey through MYP. For this each student is assigned a supervisor who guides and advises through the progress of the project but does not do it for the student. The Personal Project is internally assessed and standardized.
- MYP is a concept-driven curriculum that uses ATL skills effectively enabling all MYP students to become stronger, more self-regulated learners.
- The MYP extends IB approaches to learning (ATL) skills categories into 10 developmentally appropriate clusters. This framework provides common ground from which we at GMIS have our own ATL planning based on MYP units, student needs, and local circumstances and requirements.
- A student who is absent for a particular assessment task or has crossed a deadline when the task was to be submitted, and has a valid reason for the same will be given a new date/time to appear for that particular assessment task or a new deadline for completion based on the teacher's discretion.
- Students being absent or crossing deadlines without valid reasons for a particular assessment will be ungraded for that task.
- We issue an MYP Achievement Level Status at the end of the first term which describes the then present level of the student in various subject groups.
- We issue an MYP report card at the end of the second term /Academic Year end, which describes the level the student has been able to reach at the end of the academic year in all the subjects.
- MYP assessments help students to prepare other assessment requirements both internal (school) and external (IGCSE, BSEISI and Ujian Nasional).



Standardization

Aim: Standardizing ensures a common understanding of the relationship between achievement levels and performance.

Teachers standardize their understanding and application of criteria before deciding on achievement levels.

Standardization of MYP assessment is best achieved by:

- The use of common assessment tasks.
- Shared assessment between the teachers involved.
- Regular communication between the teachers.

Standardization Procedures

- Collaborative meeting at individual times on the basis of requirement of different grade level teachers teaching the same subject to arrive at a common understanding of the assessment objectives.
- Consensus between two different viewpoints/perspectives with respect to task specific requirements reached before deciding on the final achievement levels.
- Programme coordinator organizes meetings among teachers for standardization validity.
- Standardization of Personal Project.
 - *Teachers/ Programme Coordinator standardize internally the student assessment task for validity of the task.
 - *Teachers/ Programme Coordinator standardize internally the student assessment task for reliability of the task.
 - *Internal standardization happens towards the end of each term following the stated procedures:
 - (i) Teacher's self-reflect upon the already assessed student work.
 - (ii) Sample of students assessed work is exchanged between different teachers teaching the same subject for validation

Moderation in MYP

Moderation of Personal Project

- All MYP students in school in the fifth year (Grade 10) of the programme demonstrate consolidation of their learning through completion of a personal project.
- Moderation offers students an external, international recognition of their achievement in the personal project, creates a reliable international standard of achievement, and helps to inform teaching and learning throughout the programme.
- GMIS Bali registers all MYP year 5 students for personal project moderation.



IBDP Assessments at GMIS

Within the IB Diploma Programme classes, assessment is used to provide feedback to the students and teachers and therefore help improve both the teaching and learning process. IBDP assessments are based on the course aims and objectives of the subjects offered by the school.

- **Formative Assessment**
 - IBDP Coordinator is responsible to monitor valid and reliable formative assessments which are implemented by teachers.
 - IBDP Teachers are expected to use formative assessments as a tool or process to improve student learning.
 - IBDP Teachers are expected to use the feedback from formative assessments to modify teaching strategies and learning engagement of students.

- **Internal Assessment**
 - IBDP Coordinator is responsible to monitor that all requirements of the programme in completing the internal assessment for the specific IBDP subjects are strictly followed.
 - IBDP Teachers are expected to understand the requirements and procedures in completing the coursework and provide recommended guidance to students.
 - IBDP Students are required to practice academic honesty in completing internal assessments for all subjects.

- **External Assessment**
 - The school is responsible to provide secure safekeeping of examination stationaries and other materials required for the external assessment.
 - IBDP Coordinator is responsible to organize proper logistic requirements of examination materials in accordance to the recommendations of the programme.
 - IBDP Coordinator is responsible to upload/send student work to proper online platforms.
 - IBDP Teachers are expected to understand the requirements and procedures in completing the external assessment.
 - The Administrative team is required to organize invigilation duties to individuals who will be responsible in keeping the integrity of the examinations.
 - It is mandatory for the Invigilator to understand the rules and requirements provided by the programme in fulfilling the role of an Invigilator.
 - The student is required to understand the rules, requirements and adhere to the instructions of the Invigilator and IBDP Coordinator.
 - IBDP Students are required to practice academic honesty in completing external assessments for all subjects.

- **Assessment Support**



- The school is responsible to maintain and continuously develop the system for recording student progress which is aligned with the assessment philosophy of the IBDP programme.
 - The school is responsible to maintain and continuously develop the system to ensure that all IBDP students can demonstrate a consolidation of their learning through the IBDP extended essay.
 - School is responsible to provide materials to students that will help them better understand IBDP subject objectives and support curricular goals and encourage student learning. (Example: School version handbook guide)
 - School is responsible to develop student friendly handbooks of different assessment procedures to support students to participate in and reflect on, the assessment of their work.
 - The Administrative team is required to provide teachers time for collaborative planning to analyze assessment data to inform teaching and learning.
 - IBDP Teachers are expected to use range of strategies and tools to assess student learning.
 - IBDP Teachers are expected to identify the most effective strategies to support and achieve personal learning goals of the students.
 - Students are expected to apply the attributes of the IB learner profile to support them in achieving their personal learning goals.
- **Standardization**
 - The school will maintain and continuously develop the system in place for internal standardization.
 - The Administrative Team is required to organize time for teachers to do standardization.
 - The IBDP Coordinator is responsible to monitor that internal standardization takes place regularly to align with the assessment philosophy of the IBDP.
 - If different teachers were involved in the marking of the internal assessment component, then the concerned teachers are required to standardize the marks.
 - If different teachers were involved at the two levels (SL and HL). They must coordinate their marking to ensure that a single agreed standard is applied for both levels.
- **Core Requirements**
 - Theory of Knowledge
 - IBDP Coordinator
 - The IBDP Coordinator is responsible for monitoring of the smooth implementation in fulfilling the requirements of the Theory of Knowledge course.
 - The IBDP Coordinator is responsible for entering the predicted grades for the Theory of Knowledge course.
 - Teacher
 - All IBDP teachers are expected to refer to the IB's published subject guides and other helpful resources to contribute and link their respective subject to the Theory of Knowledge course.



- TOK teachers are expected to understand all the procedures and requirements for completing the assessments of the Theory of Knowledge Course. (Presentation, Essay, TKPPD and TKPPF)
- TOK teachers are required to submit a predicted grade to the IBDP Coordinator for each candidate based on their combined performance in the presentation and the essay.
- TOK teachers must use the most recent grade descriptor published by IB for the predicted grades.
- Student
 - The student is expected to follow all assessment procedures required to complete the Theory of Knowledge course.
 - The students' presentation is required to be recorded by the TOK teacher.
 - The students' essay will be assessed against their chosen prescribed title published on his/her examination session. The student must not modify the title.
- Extended Essay
 - School
 - The school will maintain and continuously develop the system in place for students to complete the Extended Essay.
 - The school will provide support for resources to students in completing their Extended Essay requirements.
 - The school will organize time for the student and the Extended Essay Supervisor to meet and discuss the progress.
 - Administrative Team
 - The Administrative team will appoint an Extended Essay Coordinator that will assist the IBDP Coordinator.
 - IBDP Coordinator
 - The IBDP Coordinator is responsible to enter the Extended Essay predicted grades in IBIS which was submitted by the Extended Essay Coordinator from the Extended Essay Supervisors.
 - The IBDP Coordinator and Extended Essay Coordinator is responsible to set and organize internal deadlines .
 - Extended Essay Coordinator
 - The Extended Essay Coordinator is expected to assist the IBDP Coordinator in the administrative tasks required to fulfill the requirements of the Extended Essay.
 - The Extended Essay Coordinator is expected to refer to the most updated Extended Essay guide published by IB to support students and Extended Essay Supervisors.
 - The Extended Essay Coordinator is expected to monitor the progress of all students and report to the IBDP Coordinator



- concerns or issues from the students or Extended Essay Supervisor.
- The Extended Essay Coordinator is required to use the Turnitin platform to verify the authenticity of the student work.
 - The Extended Essay Coordinator is expected to communicate with the librarian and discuss strategies to develop a learning environment for the library to support students completing their Extended Essay.
 - The Extended Essay Coordinator is expected to regularly communicate with the Extended Essay Supervisors for updates on the progress of a student.
 - The Extended Essay Coordinator with the IBDP Coordinator is expected to conduct orientations and info sessions for the school community that will help promote awareness of the aims and objectives of the Extended Essay.
- Extended Essay Supervisor
 - The Extended Essay Supervisor is required to understand the assessment procedures mandatory for a student to complete the Extended Essay.
 - The Extended Essay Supervisor is required to guide and support the student according to the recommendations published in the most recent Extended Essay Guide.
 - The Extended Essay Supervisor is required to report to the Extended Essay Coordinator or IBDP Coordinator concerns/ issues regarding the progress of the completion of the students Extended Essay.
 - The Extended Essay Supervisor is required to submit the Extended Essay final version of the student work with the predicted grades on the decided deadline.
 - The Extended Essay Supervisor is expected to request micro meetings with the Extended Essay coordinator or IBDP Coordinator for clarifications regarding the conduct of the assessment work.
 - Teacher
 - All IBDP Teachers are expected to provide sufficient guidance for students in regards to Extended Essay.
 - Student
 - The student is required to apply the attributes of the IB Learner Profile at all times in achieving the completion of the Extended Essay.
 - The student is expected to follow all the regulations and procedures in completing the Extended Essay.



- The student is expected to reach out to concerned authorities of the school for issues and concerns regarding the completion of the Extended Essay.
- Creativity, Activity and Service
 - School
 - The school is responsible to provide support for CAS experiences deemed appropriate, safe and ethical for students.
 - Administrative Team
 - The Administrative team is expected to support CAS and assist on planning, organizing and providing sufficient opportunities for students to achieve CAS learning outcomes.
 - IBDP Coordinator
 - The IBDP Coordinator is responsible to monitor the overall progress of the implementation of CAS.
 - The IBDP Coordinator is responsible to mark the student complete / incomplete in the IBIS platform after consulting the CAS Coordinator.
 - The IBDP Coordinator is responsible to maintain and organize the platform ManageBac so that the CAS Coordinator, CAS Supervisor and students can document activities.
 - CAS Coordinator
 - The CAS Coordinator is required to maintain and further developed a CAS Handbook for the school community.
 - The CAS Coordinator is expected to assist the IBDP Coordinator for administrative tasks required in the successful implementation of CAS.
 - The CAS Coordinator is responsible to monitor all activities of the students in regards to CAS.
 - The CAS Coordinator is responsible to help familiarize the CAS Supervisor about the aims and objectives of CAS.
 - The CAS Coordinator is expected to communicate frequently with the CAS Supervisor to discuss progress of the student.
 - The CAS Coordinator is expected to report to the IBDP Coordinator for concerns and issues regarding the implementation of CAS.
 - CAS Supervisor
 - CAS Supervisor is expected to be familiar with the aims and objectives of the CAS.
 - IBDP teachers
 - All IBDP teachers are required to understand the procedures and regulations of doing the CAS activity.
 - All IBDP teachers are expected to explore ways of connecting classroom activities to CAS opportunities.



- All IBDP teachers are expected to contribute in helping the smooth implementation of CAS experiences of students.
- Student
 - The student is required to apply the attributes of the IB Learner Profile at all times in achieving the completion of CAS.
 - The student is expected to understand and make use of ManageBac to document reflections from their CAS activities.
 - The student is expected to reach out to concerned authorities of the school for issues and concerns regarding the completion of the CAS.
 - The student is expected to explore opportunities not only to fulfill learning outcomes of CAS but become responsible global citizens of the world.

IBCP Assessments at GMIS

In the Career-related Programme, assessment is intended to support curricular goals and to encourage appropriate student learning and teaching methods based on the feedback to students on these assessments.

GMIS is a candidate school for CP and in being so is committed to outline assessment policy and procedures that align with the requirements of the programme.

CP Core Component:

- GMIS is committed to orient its faculty about the four CP core components and the requirements there in for the successful accomplishment of these requirements.
- GMIS is committed to encourage teachers to develop their own assessment criteria for **Personal and Professional Skills Course, Language Development and Service Learning.**
 - GMIS will determine the nature of the assessment in **the personal and professional skills course** and ensure the variety in the form of assessments that are valid and reliable for achieving the maximum level of achievement. The status of PPS will be reported to the IB through IBIS towards the end of CP on whether or not each student has satisfactorily completed the course.
 - GMIS is committed to ensure that students are oriented about the requirements of Language Development, monitor the **Language Development Portfolio** of students to see it is updated, relevant, reflective and comprehensive, and report about the status of Language Development towards the end of CP through IBIS on whether or not the students have successfully completed all requirements of LD
 - GMIS is committed to ensure that students are oriented about the requirements of Service Learning, monitor the **Service Learning Portfolio** of students to see it is updated, relevant, reflective and comprehensive, and report about the status of Language Development towards the end of CP through IBIS on whether or not the students have successfully completed all requirements of LD



- GMIS is committed to provide orientation to with regards to the criteria based assessment framework and rubric provided by the IB for assessing the **Reflective Project**:
 -The school will internally assess and standardize all the Reflective Projects based on the criteria A to E provided by the IB.
 -The school will send the sample of the Reflective Projects to the IB through IBIS for moderation for confirmation of the school’s marks and grades for the same.
 -GMIS acknowledges that any student awarded a grade of **E** for the **Reflective Project** will **not be awarded the Certificate of the Career-related Programme** of the International Baccalaureate

Career-Related Studies Course

- GMIS is committed to ensure to have orientation sessions with the faculty of partner school to convey the assessment philosophy of the IB
- GMIS is committed to collaborate with the partner school in making the CRS curriculum and assessment plan that is accredited by government body/an awarding body/appropriate employer organization body or professional body/further or higher education body
- GMIS and partner school will collaborate to create proper reporting structures of the CRS.
- GMIS is committed to ensure that career-related study is subject to a demonstrable form of external quality assurance.
- Successful completion will be communicated to the IB through IBIS

DP course Component of IBCP:

- GMIS will register students for at least 2 DP subjects that provide links with their Career Related Studies pathway.
- The students will have the choice of selecting any combination of SL and HL subjects (both SL /both HL/one HL and one SL)
- The students will be completing the requirements of the DP subjects as outlined in the DP subject guides, except the DP core.
- More than **one course** can be chosen from the same group in **any combination of HL or SL**.

DP course Component “Restrictions” for the IBCP:

- 1) Registering the same subject for SL & HL
- 2) Registering the same language for group 1 and group 2 subjects
- 3) Registering for any 2 subjects from Group 5
- 4) Registering for any pilot subject
- 5) Registering for any core component of DP course



Scheduled Assessments at GMIS

- One Academic Year in GMIS is divided into two terms i.e. First term (August to December) and Second term (January to June).
- Each term has the following scheduled examinations that identify the learning outcomes in students. These examinations are based on marks that test the theoretical knowledge and skills the students have been able to acquire.
- These examinations serve the purpose of preparing the students for the external examinations.

FIRST TERM:

- ✓ Mid Term Exam : (September) [Grades 6-12]
- ✓ Term End Exam : (November-December)

SECOND TERM:

- ✓ Mid Term Exam : (March) [Grades 6-12]
- ✓ Term End Exam : (May-June)

- The school issues report card for each of the above stated exams.

External Assessments at GMIS

BSEISI:

- The students of grade 10 have to appear in the Board of Secondary Examinations after studying a prescribed syllabus for the same for 2 years i.e. in grades 9 and 10.
- The students of grade 12 have to appear in the Board of Secondary Examinations after studying a prescribed syllabus for the same for 2 years i.e. in grades 11 and 12.
- A statement of marks and pass certificate is issued by the BSEISI to the successful candidates.

IGCSE:

- The students of grade 10 have to appear for the IGCSE after studying a prescribed syllabus thoroughly for the same for 2 years i.e. in grades 9 and 10.
- A statement of marks and pass certificate is issued by Cambridge to all successful candidates who appear for the examination.

IBDP:

- The students of grade 12 have to appear for the IBDP examination after studying a prescribed syllabus thoroughly for the same for 2 years i.e. in grades 11 and 12.
- A Diploma and a Statement of Grades certificate is issued by the IB to all successful candidates who appear for the examination.



UJIAN NASIONAL:

- GMIS offers the Ujian Nasional examination to Indonesian National students as a pre requisite to local Government requirements.
- These examinations are conducted in Bahasa Indonesia for grades 9 to 12 and in English for grade 6.
- The students of grades 6, 9 and 12 who have opted for these have to appear for the Ujian Nasional examinations in the following subjects :
 - ✓ Biology [Grade 12]
 - ✓ Sociology [Grade 12]
 - ✓ English [Grades 9 and 12]
 - ✓ Mathematics [Grades 9 and 12]
 - ✓ Bahasa Indonesia [Grades 6, 9 and 12]
 - ✓ General Science [Grades 6 and 9]
- A pass certificate and report is issued by the Indonesian Government after the successful completion of the examination.



Grading Scale

THE LEVEL OF PERFORMANCE BY DIFFERENT GRADES					
HIGHER SECONDARY BOARD LETTER GRADING SYSTEM	PERFORMANCE LEVEL		U.S.A GPA SYSTEM	PERCENTAGE	UN National Exam
A*	7	Excellent	4.00	90 – 100	100
A	6	Very Good	3.43	80 – 89	90
B	5	Good	2.86	70 – 79	80
C	4	Satisfactory	2.29	60 – 69	70
D	3	Mediocre	1.71	50 - 59	60
E	2	Poor	1.14	40 – 49	50
F	1	Very Poor	0.57	Less than 40	Less than 40

*Printed on the backside of Progress Report card issued to students

Strategies for effective assessment and what is assessed

The strategies are the methods or approaches that the teachers use when gathering information about the students' learning. Teachers use the following strategies to assess students' learning:

Observation

All students are observed regularly, with the teacher focusing from a wide angle on the whole class; to focusing one on one or close up- focusing on an activity or on one child . Teachers observe students in both non participant (observing from the outside) and participant (observing from within) scenarios.

Observation of:

- ✓ Performing hand on tasks.
- ✓ The ability to transfer concepts acquired through hand on experiences to other activities.
- ✓ Group discussions
- ✓ Interactions / role plays etc



Performance assessments

Some activities provide opportunities for assessments using various skills that are trans-disciplinary in nature, where there is transfer of skills, knowledge etc. and these are recorded using various means:

- ✓ Anecdotal records
- ✓ Audio
- ✓ Video
- ✓ Narrative records

Process focused assessments

The Trans – disciplinary, Inter-disciplinary, Intra-disciplinary and Multi-disciplinary skills are observed regularly.

Selected responses

These are carried out at regular intervals. The most common forms are test, quizzes etc.

Open ended tasks

These are situations that the students are given where they are required to present original responses and communicate their understanding in any form, such that it meets the common agreement that has been developed by the students and the teacher that fulfills the requirements of a programme. The following is a list of some open-ended tasks:

- ✓ Investigative tasks
- ✓ Responses to literature
- ✓ Real life problem solving
- ✓ Collecting and analyzing data

Portfolio

These are collection of students' work that are designed to demonstrate the success, growth, thinking, creativity and reflection. Portfolios provide an opportunity for students to develop an awareness of their own learning as they reflect on their work – its quality, progress etc in relation to their goals. This allows students, teachers and parents to see learning as a continuous process. It facilitates ongoing assessment. The following points are considered to be essential elements of our portfolios.

General agreements:

- Portfolios will be maintained properly.
- Focus will be on achievement and not on deficiencies.
- It will have the student's personal reflection.
- The student will be able to decide the work that will be displayed in the portfolio.



- The portfolio will have evidence of the targets that the student has achieved and the ones the student is presently working on.
- PYP student Portfolios are stored in the classroom for easy student access. Students will review their PYP student Portfolio several times a year, preferably at the beginning of each unit, to recall their past learning during each transdisciplinary theme.

The students of PYP are required to maintain a portfolio as part of their work:

The portfolios may include the following:

- A front page.
- A cover letter- “what my portfolio shows about my progress as a learner.”
- A goal setting page.
- Selected pieces of samples of their work – Student brainstorm, question, Knowing Ways of Learning (KWL) charts, creative writing.
- Audio tape recordings - recordings of oral reading / songs or musical compositions.
- Photographs of performances, art work, field trips, research etc.
- Certificates and awards earned.
- Getting others’ views – self assessment, peer assessment, assessment and feedback by teachers.
- Math problem solving example in which students demonstrate their reasoning.
- Work that reflects the learner profile, attitudes, skills and / or knowledge.
- Any other reflections.

Each Student of **IBCP** will be required to maintain and develop a **Language Development Portfolio** and a **Service Learning portfolio** that evidences the learning experiences in these IBCP core and gives the students opportunities for comprehensive reflections.

Assessment Tools

The above listed strategies are put into practice using the following assessment tools in conjunction with other forms of assessment, such as standardized tests, quizzes etc.

- **Rubrics:** Rubrics are established sets of criteria used for scoring or rating student’s tests, performances or portfolios. The descriptors tell the student and the assessor what characteristics or signs to look for in the work and then how to rate on a predetermined scale.
- **Benchmarks / exemplars:** These are samples of children’s work that serve as a concrete standard against which other samples are judged.
- **Checklist:** These are lists of information, data, attributes or elements that should be present.
- **Anecdotal records:** These are brief written notes based on observations of students which are systematically organized.
- **Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.



Reporting

Reporting on assessment is about communicating what students know, understand and can do. Teachers use the information gained from assessing as a basis for reporting to parent/guardian/other teachers and also use this information for further planning and teaching. Reporting is both formal (planned) as well as informal, on a regular basis.

Conference:

Parent-teacher conference:

This is scheduled twice per term, so in a year four meetings are organized to give the information to parent about the students' progress, development and needs, and about the school programme.

Teacher – student conference:

These conferences occur frequently in order to support and encourage the students' learning and teacher planning. Students are given feedback so they can reflect on their work and further refine and develop their skills.

Student led conference:

In the PYP a student led conference is organized each term. The students are responsible for leading the conference and share their learning with their parents.

Written Report:

Each term two written report cards are sent to parents based on the performance of students in the scheduled internal school assessments. One mid-term report card and the other term end report card. In one academic year, four written report cards are sent to parents. Each teacher is responsible to write these reports.

In the PYP report cards are sent out three times a year to parent emails just prior to PTMs.

For the MYP students one MYP Achievement Level Status is issued at the end of the first term and one MYP Report Card is issued at the end of the second term.

For IB Diploma Students, student performances in each assessment is reduced to a final subject grade (on a scale of 1 to 7) according to School Grading Scale, with marks scored by student out of Maximum Marks (printed in the progress card issued to the student after each assessment), which represent the standards for each subject.



The primary decisions in marking and grading are based on the judgment of student performance against the expected standards. Summative and formative assessments are, therefore, inherently linked and teachers use their knowledge of IBDP summative assessment expectations and practices to help students improve performance in a formative way.

For IB CP students structures will be in place

Responsibilities:

Teacher

- Each teacher has a responsibility to assess students, record attainment and verify their assessment.
- All teachers are responsible to maintain the record of progress/learning of each student and record the student's speaking, listening, reading, writing, handwriting, mathematics skills and general behavior and attitude in class-individual and group situations.
- All teachers have a responsibility to differentiate teaching strategies thus providing for differentiated learning experiences for the students.

Student

- Each student has a responsibility to strive for improvement in the present Achievement Level based on the previously issued progress report.
- Students have responsibility to conduct themselves in the manner that befits them and show appropriate attitude in the class and in school.
- Students have a responsibility to seek help from the school resources and support system advantageously to scaffold their learning experiences in the school.

Parent

- Parents have a responsibility to monitor the progress of their ward in academics and in general conduct in school and in the class.
- Parents have a responsibility to seek help from the school resources and support system advantageously to scaffold their ward's learning experiences in the school.
- Parents have a responsibility to implement the advice given by the Principal, Supervisors, Academic coordinators and all teachers for further academic support to a student.

Administrators

- Assisting in overseeing assessment is running according to plan.
- Checking (Teacher Assessment Folders) TAFs & student portfolios.



- Giving feedback to teachers. Scheduling meetings, PTMs, conferences, parent info session etc.

Review of Assessment Policy

This policy will be reviewed after every three years and will be communicated with all the stakeholders of the school. Policy may be reviewed earlier on the basis of amendments made in the policy of Ministry of Education of our host country, the Republic of Indonesia.

References

- Programme Standards and Practices
- Making the PYP happen, IBO, January, 2009
- MYP: from principles into practice, IBO, September 2017
- Diploma Programme Assessment Procedures, 2015
- The Conduct of IB Diploma Programme Examinations, 2019
- CAS Guide, 2019
- TOK Guide
- Extended Essay Guide, 2015
- Career –related Programme: From principles into practice, December 2015
- Assessment Policy of Mother School GMIS, Jakarta

Last review of assessment policy: September 2018

People In charge:

Principal, Sr. Supervisor, Jr. Supervisor, IBPYP Coordinator, IBMYP Coordinator, IBDP Coordinator and IBCP Coordinator, all teachers

Stakeholders got informed:

Published in school Website, Hardcopies in the offices of Principal, Supervisors, Programme Coordinators, at reception, library and Intranet (Run)