



Assessment Policy

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

GMIS' vision is to create future leaders who are confident, well-spoken and responsible citizens with sharp minds and respect for other cultures. Through their early developmental years, children will respond best and advance more if 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 bases its assessment, 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 PYP (Authorized), MYP (Candidate) and IBDP(Authorized) move from a single test as the measure of student learning to 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 pretests 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?

PYP 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 planner & scheme of work.
- Summative tasks are also thought of in advance and linked to the central idea – resources & activities are then chosen to compliment 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 writing
 - We will 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) – will take 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 Teacher Assessment Folder (TAF).
 - New students need placement tests and homeroom teacher needs to see the test results and decide on any ESL/ SEN requirements

MYP Assessments at GMIS

- All MYP students in GMIS have to complete all MYP assessments.
- All students are required 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 Criteria and all the strands in the criteria 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 criteria and their application within their subject groups as well as across disciplines before deciding upon the achievement levels of the students.
- All assessed work is internally moderated 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 on the completion of the project but does not do it for the student. The Personal Project is internally assessed and moderated.
- 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 contact 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 task to specific requirements reached before deciding on the final achievement levels.
- Programme coordinators organize meetings between teachers for standardization validity.

Moderation in MYP

Moderation of Personal Project

- All MYP students in schools 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 will register all MYP year 5 students for personal project moderation.

Moderation of Student Work

- Teachers/ Programme Coordinators moderate internally the student assessment task for validity of the task.
- Teachers/ Programme Coordinators moderate internally the student assessment task for reliability of the task.
- Internal moderation happens towards the end of each term following the stated procedures:
 - Teacher's self-moderation of the already assessed student work.
 - Sample of students assessed work is exchanged between different teachers teaching the same subject for validation.



IBDP Assessments at GMIS

Within the IB Diploma classes assessment is used to provide feedback to the students and teachers and thus modify both the teaching and learning process. It is built into the lessons, such that the process is embedded in all aspects of learning. The continuous feedback that is obtained as a result is essential for goal setting and establishing future targets.

Materials provided to students:

March (every Year):

Information booklet, containing information about subjects and respective Assessment of all subjects offered by school. (In CD form).

August (every Year):

- Specific subject wise course guide (Information Booklet) is issued to the students for all subjects selected by him/her for 2 year DP course. Information booklet guides the student about the Assessment Objective, complete syllabus issued by IB, Syllabus break up by teacher, Internal Assessment guide lines (How to select the topic, Criterion, scheme of work with deadline dates) and External assessment guidelines (command terms, Rubrics issued by IB for each paper), Formula Booklet, Use of Calculator.
- Internal assessment Deadlines.

Other materials / support provided to the IBDP students.

- Syllabus to be assessed in Term Exam is issued to the student well in advance. Copy of Examination schedule is emailed to the parents or guardians.
- During examination students are provided with required formula booklet and instruction relating to assessment (use of calculator, academic honesty etc)
- After each assessment, Parent/guardian and Teacher meeting is arranged, to discuss the progress of the child and ways to improve the child's performance. A predicted grade sheet (Point 1 to 7) is issued to students at the end of first term (Grade 12 only), which is prepared, keeping in mind the performance of child throughout Grade 11 and first term of Grade 12. A copy of Predicted grades is sent to parents/ Guardians.
- Parents / guardian are invited to meet the Principal, DP coordinator with respect to the predicted grade of their child. One to one discussion is arranged with DP Coordinator and respective teachers, to find effective ways to improve their grades in each subject.

Question Paper setting

Syllabus for Exam, Pattern of paper, IBDP requirement (Guidelines) is discussed in Departmental and group wise meetings. Each teacher prepares his or her paper well in advance, keeping in mind the requirement of IBDP (Assessment requirements).



Standardization Procedures

- Collaborative meeting at individual times on the basis of requirement of different grade level teachers teaching the same subject.
- Consensus between two different viewpoints/perspectives with respect task to specific requirements reached before deciding on the final performance level achieved based on the percentage of marks scored.
- The IBDP coordinator organizes meetings between teachers for standardization validity.

Moderation process for Internal Assessment

Students are given deadline for submitting their internal assessments well in advance (Grade 11, August). The final draft submitted by the student is checked by the respective teacher. Three samples of work are selected from the checked work and an unmarked copy of same is issued to a different teacher in the department or the Teacher from mother school GMIS, Jakarta for moderation.

- Below average work
- Average work
- Above average work

After moderation of the sample work by different teacher or the Teacher from GMIS, Jakarta, both these teachers have a discussion session on the moderated work. Likewise all other student works are also moderated by the respective subject teachers.

ATL Skills assessments

- 2 out of 5 ATL skills are assessed each term
- Teachers use diverse methods like projects, research work, class room discussions, debates etc. to assess the ATL skills
- Grades are given in the 5 ATL skills according to the Grade Scale A, B, C, D, and N



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)
- ✓ Term End Exam : (November-December)

SECOND TERM:

- ✓ Mid Term Exam : (March)
- ✓ 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 report card 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 report card 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.
- 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 :
 - ✓ Mathematics
 - ✓ Social studies (History, Geography and Civics)
 - ✓ General Science(grade 6)
 - ✓ Physics, Chemistry and Biology (Grades 9 and 12)
- 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	UAN National Exam
A*	7	Excellent	4.00	90 – 100	10
A	6	Very Good	3.43	80 – 89	9
B	5	Good	2.86	70 – 79	8
C	4	Satisfactory	2.29	60 – 69	7
D	3	Mediocre	1.71	50 - 59	6
E	2	Poor	1.14	40 – 49	5
F	1	Very Poor	0.57	Less than 40	4 - 1

*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 students is presently working on.

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, Math journal entries.
- 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 by parents or other teachers.
- Work that reflects the learner profile, attitudes, skills and / or knowledge.
- Any other 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 children’s tests, performances or portfolios. The descriptors tell the child 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 children, which are systematically organized.
- **Continuums:** These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a child 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.

Responsibilities:

Teacher

- Each teacher has a responsibility to assess children, record attainment and verify their assessment.
- All teachers are responsible to maintain the record of progress/learning of each child and record the student's speaking, listening, reading, writing, handwriting, mathematics skills and general behavior and attitude in class-individual and group situations.

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 wards' learning experiences in the school.

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

- Assessment Handbook, IBO
- Making the PYP happen, IBO, January, 2007
- MYP: from principles into practice, IBO, May, 2014
- IB Diploma: Handbook, IBO, 2009.
- Assessment Policy of Mother School GMIS, Jakarta

Last review of assessment policy: July 2016