



SEKOLAH GLOBAL INDO-ASIA **ASSESSMENT POLICY**



Primary Years Programme (PYP)

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.

SGIA VISION AND MISSION

Vision

Sekolah Global Indo-Asia (SGIA) is a leading world school for educational excellence by providing the highest quality standard of services.

Mission

Sekolah Global Indo-Asia's (SGIA) mission is to foster a life-long love of learning in order to develop competent, respectful, compassionate and knowledgeable students who have the confidence and integrity to fulfill their dreams, strive for the betterment of mankind, and achieve their potential as responsible world citizens.

PHILOSOPHY

The main purpose of assessment is to **inform learning and teaching**. It involves ongoing gathering and analysis of information about student learning to inform teaching practice. It identifies what students *know, understand, and can do* at different stages in the learning process.

The PYP approach to assessment gives the students a vital role in the assessment process and engages the teachers in considering assessment as fit for purpose. Effective PYP assessment practice holistically integrates *assessment for, assessment of* and *assessment as learning* (Harlen, Johnson 2014) to support effective learning and teaching (PYP: principles into practice).

Teachers become more effective when they learn about what students know and can do and use the information collated to adjust their teaching in the classroom. Parents become more aware of the beliefs in effective assessment so that they can better understand the development of their children and the progress they are making at school.

ROLES AND RESPONSIBILITY

Here at SGIA:

- ❖ The assessment policy informs the assessment practices.
- ❖ The assessment policy is published to the school community, including parents, to help them better understand our assessment practice and contribute to their child's learning.
- ❖ The assessment policy will be reviewed and revised regularly, led by the pedagogical leadership team and will involve the school community, respectively.
- ❖ New teachers will be introduced to the assessment policy as part of the induction process, and they are expected to implement the assessment practice as outlined in the policy.
- ❖ All teaching staff are responsible for implementing the assessment policy within their role in the school.
- ❖ Teachers reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.
- ❖ Students are actively engaged, and they act on constructive feedback. They become effective and self-regulated learners, reflect on their progress, set goals for their learning and decide on what they need to do to achieve these goals.
- ❖ Pedagogical leadership team supports teachers' assessment practices as

part of the collaborative meetings and professional development to make sure that our assessment policy becomes a working document.

WHAT TO ASSESS

Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the **acquisition of subject-specific knowledge, the understanding of concepts and the development of approaches to learning**. Assessment practice is designed with students in mind so that they can actively participate in their own assessment to help them reflect on the progress and set goals for their own improvement.

The success criteria for assessment must be communicated to students at the beginning of the inquiry to enable students to develop self-regulation and assessment capabilities. The criteria should include a wide range of knowledge, conceptual understanding and skills.

The development of **learner profile attributes** is supported through a range of opportunities in and outside of the classroom, within and beyond the programme of inquiry. Although its development is not specifically assessed, teachers are encouraged to document the evidence of how the learner profile attributes are being demonstrated by the students and report it, whenever possible, through teachers' report comments and/or portfolio annotations.

HOW TO ASSESS

According to the revised PYP, Assessment has four dimensions; *monitoring, documenting, measuring and reporting on learning* (PYP Principles into Practice, 2018).

➤ **Monitoring learning**

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria, which can occur regularly.

Strategies : observation, reflection, questioning and/or class discussions.

Tools : open-ended tasks, written or oral assessment and a portfolio.

➤ **Documenting learning**

Learning can be documented through a compilation of learning evidence that can be both physical and digital, which is recorded in many different forms.

Strategies : learning logs, journals/student reflections or learning stories

Tools : exemplars, checklist, rubrics, anecdotal records, portfolio

➤ **Measuring learning**

The measure of learning aims to capture what students learned at a particular 'point in time'. ***Not all learning can be or needs to be, measured.***

Here at SGIA, the primary teachers design measurement tools in accordance with the PYP philosophy, **however, as per local authority requirements, students in Grade 5 will be selected randomly to take part in government administered standardized tests to measure the school's performance in its educational delivery and effectiveness of the teaching and learning.**

➤ **Analysing learning**

Teachers are encouraged to analyse students' assessment entries to get a clear picture of their progress and achievement over time, in order to identify patterns and trends in student learning. Each assessment tool and strategy chosen by the teacher should provide the learning community with accurate and accessible information on student's learning.

Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same; each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.

EFFECTIVE ASSESSMENT PRACTICES

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012, taken from PYP Principles into Practice, 2018).

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

FEEDBACK AND REPORTING

At SGIA we believe that feedback should be made timely to help students reflect on their learning and set goals for the next steps. Feedback and learning progress is documented through **a student portfolio**, which is co-constructed by teachers and students, and **the report card**, which is issued for parents at the end of Semester 1 and Semester 2 (guidelines for each portfolio and report card are available in separate documents).

REPORTING AT SGIA

Although feedback to student and parents are available all year round through different means of communication, however, our reporting cycle includes the following:

- ❖ Three-Way Conference (Mid semester 1)
- ❖ Parent-Teacher Conference (Semester 1)
- ❖ Student-Led Conference (Mid semester 2)
- ❖ Parent-Teacher Conference (Semester 2)

REQUIREMENT FROM LOCAL/NATIONAL EDUCATIONAL AUTHORITY

SGIA is considered as an SPK (*Satuan Pendidikan Kerjasama*: an educational institution that delivers international educational programme), under the regulation of the Ministry of Education and Culture. As such, SGIA abides by the requirements of the local authority to *offer three additional subjects; Indonesian, Civics and Religions* to all local students and **Indonesian for Expatriate**, and **Indonesian Studies** to foreign students. The local authority mandated for **the assessment of these subjects to be reported using numerical grading**.

In addition, for the purpose of the issuance of passing certificates from each stage of schooling as per the national curriculum (at the end of Grade 6, Grade 9 and Grade 12), SGIA is required to generate numerical grading for each subject discipline taught in the primary school, from Grade 1 and above. For that reason, there is a need for all teachers to convert the assessment results collated, from the description of progress to numerical grading. All the numerical grades will not be included in the report card, except for the three mandated subjects (Indonesian, Civics and Religions). Parents, whose children are transferring to a national/local school can request an additional report card using numerical grades for each subject.

Below are the descriptors we use to report students' progress in their report cards and the strategy we will implement to convert the progress into numerical grading.

Report Card Descriptors and their conversion to numerical grading:

Descriptors	Definition	Conversion to a numerical grading
Outstanding O	The student <u>consistently and critically</u> demonstrates a strong understanding and knowledge of what was learned and <u>has the ability to apply their</u> knowledge/skills/understanding fluently and flexibly to different contexts.	≥ 90
Exceeding Expectation E	The student <u>demonstrates a strong</u> understanding and knowledge of what was learned and <u>has the ability to apply their</u> knowledge/skills/understanding fluently and flexibly to different contexts.	80 - 89
Meeting Expectation M	The student demonstrates <u>a sound understanding and knowledge</u> of what was learned and <u>is beginning to show his/her</u> ability to apply their knowledge/skills/understanding to a new context.	70 - 79
Approaching Expectation A	The student demonstrates <u>sufficient understanding and knowledge</u> of what was learned and <u>is yet to demonstrate his/her</u> ability to apply their knowledge/skills and understanding to a new context.	60 - 69
Needs further improvement N	The student demonstrates <u>limited understanding and knowledge</u> of what was learned and <u>is unable to apply their</u> knowledge/skills and understanding to a new context.	≤ 59

<p>Not Applicable</p> <p>N/A</p>	<p>The student has not been assessed in this area due to insufficient language or absence from school.</p>	
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REFERENCES

Admissions Policy, Revised and Reviewed on SY 2013-2014

Admissions Policy, Revised and Reviewed on March 2016

IBO. 2009. *Making the PYP Happen: A curriculum framework for international primary education*. Cardiff, Wales. International Baccalaureate Organization.

SGIA Student Parent Handbook, Revised and Reviewed on July 2013

Regulation of the Minister of Education and Culture, Republic of Indonesia, No. 31, 2014 on Joint Education Operation.

Regulation of the Minister of Education and Culture, Republic of Indonesia, No. 23, 2016 on Assessment Education Standard.

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Assessment Guidelines in Elementary by the Directorate of Elementary School Development, Directorate of Primary and Secondary Education, Ministry of Education and Culture, Republic of Indonesia, 2018.

IBO. 2018 (updated 2019). *PYP: From principles into practice*. Cardiff, Wales. International Baccalaureate Organization.

IBO. 2018 (updated 2020). *Programme standards and practices*. Cardiff, Wales. International Baccalaureate Organization.

Sekolah Global Indo-Asia Admission Policy (2021)

Developed and written by Headmaster, Academic Director, Principal and Primary Teachers, 2008.

Reviewed and Revised by Primary Principal, PYP Coordinator and Primary Teachers, 2011.

Reviewed and Revised by Primary Teachers, PYP Coordinator, Guidance Counselor Kepala Sekolah, Head of Marketing and Admissions and Primary Principal, 2016.

Suggestions were raised in August 2016 for SY 2016-2017 especially for PYP Report Cards' Conversion to National Report Cards from National Teachers.

Reviewed and Revised by Primary Teachers, PYP Coordinator, Associate PYP Coordinator, Kepala Sekolah, Primary Principal and Academic Director, 2021

Next review will be in 2023.