

PYP Assessment Policy V3

How We Apply a Assessment System in PYP
at Sekolah Bogor Raya



Sekolah Bogor Raya
Learning together, inspiring success

Sekolah Bogor Raya's Mission and Vision:

Sekolah Bogor Raya exists to provide:

- High quality education through the use of proven international programmes.
- A commitment to supporting Language fluency in English, Bahasa Indonesia and in our students' mother tongues, technological expertise, and inquiry-based teaching and learning, we deliver an international program that integrates global concepts with respect for national culture and identity.
- Our programs prioritize the spiritual, emotional, intellectual, and physical development of our students and encourage them to build self-esteem and always strive to be the very best.

Vision:

To be a leading international standard school providing high-quality education to equip our students to excel in a rapidly-changing world.

As an International Baccalaureate (IB) World School, Sekolah Bogor Raya is also aligned with the IB Organization's mission and their IB Learner Profile.

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.

IB Learner Profiles:

Inquirer, Caring, Communicator, Balanced, Courage, Principled, Open-minded, Knowledgeable, Reflective, Thinker

Philosophy and Principles of Assessment (*What are the characteristic of effective assessment?*)

Instructional practice in the Primary Years Programme at Sekolah Bogor Raya is guided by the following IB Key principles of assessment;

- Assessment is key to planning, teaching and learning
- Assessment practices are made clear to students and parents
- There is a balance between formative and summative assessment
- Opportunities for peer and self-assessment across the content areas
- Prior knowledge is assessed before teaching new material
- Students receive feedback as basis for continued learning
- Reporting to parents is meaningful
- Assessment data is analyzed to provide information about teaching and learning as well as the needs and successes of individual students
- Assessment is used to evaluate the effectiveness of the curriculum
- Reflections from both teachers and students is valued as a means of improvement

The IB philosophy also notes that assessment must meet the needs of students at every age and stage. International, national, state and district requirements must be incorporated into the Assessment Program.

At Sekolah Bogor Raya we believe assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning (*Making the PYP happen: A curriculum framework for international primary education, December 2009*). :

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action

Purpose for Assessment (*What and why do we assess?*)

The purpose of assessment is to inform and involve students, parents, teachers and administrators. Effective assessments allow:

- Students to be an active part of the learning process through reflection and demonstration of their understanding.
- Teachers to guide their instruction and to communicate progress with students and families.
- Parents to see evidence of their child's learning and development, while supporting and celebrating their child's learning.
- Administrators to build a sense of community within the school and communicate the school's progress.

Sekolah Bogor Raya's approach to assessment recognises the importance of assessing the process of inquiry as well as the products of inquiry. The main aim of assessment in the PYP at Sekolah Bogor

Raya is to provide feedback on the learning process and the development of the five essential elements to inform further learning. Students and teachers are actively engaged in assessing the student's progress as part of the development of their wider critical thinking and self-assessment skills.

Assessment Practice (*How do we assess?*)

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

Assessing – how we discover what the students know and have learned

Recording – how we choose to collect and analyse data

Reporting – how we choose to communicate information

Assessing – what the students know and have learned

The assessment of the students' development and learning is an essential component of the curriculum, and helps to inform continued development, learning and teaching. Students are observed in a variety of situations and a wide range of assessment strategies are implemented. At Sekolah Bogor Raya the classroom employs a range of formative and summative assessments, which demonstrate student achievements. Assessment and evaluation of student progress is conducted in both formative and summative ways.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned. It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do. Formative assessment and teaching are directly linked and function purposefully together. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success. There is evidence that increased use of formative assessment particularly helps those students who are low achievers to make significant improvements in their understanding.

Internal assessments: are tasks, tests or examinations that are designed, developed and applied by Sekolah Bogor Raya teachers, they may be formative or summative in nature.

External assessments: are tests or examinations which are set and marked by external parties. These are summative in nature and may or may not be aligned to the curriculum.

Assessment in the classroom includes:

- ❖ collecting evidence of students' understanding and thinking
- ❖ documenting learning processes of groups and individuals
- ❖ engaging students in reflecting on their learning
- ❖ students assessing work produced by themselves and by others
- ❖ developing clear rubrics
- ❖ identifying exemplary student work
- ❖ keeping records of test/task results

Ongoing, in-class assessment typically makes up 80% of the student's final grade while 20% comes from their final tests. This reflects our commitment to assessing our students' skills and strengths as they develop and perform daily in the classroom and the community instead of relying too heavily on formal testing which can sometimes only show one limited aspect of a learner's overall ability.

Examples of the different types of assessment include:

Formative Assessment	Summative Assessment	External Assessment
Anecdotal Records	Semester Examination	ICAS (Grade 4, 5, and 6)
Discussions	Student's Personal Project	JISMO (Grade 2, 3, 4, 5, and 6)
Journal Report	Performance Tasks / Project	Government Examination (Grade 6)
Interview Report	Presentations	
Role Play	Debates	
Peer Assessment	Grade 5 Exhibitions	
Self Assessment and Reflection		

Assessment will be devised by the relevant teaching teams and it is their responsibility to ensure assessment tasks are age appropriate, aligned with the documented curriculum outcomes and cater for individual student learning profiles.

Recording – how we choose to collect and analyse data

Assessment strategies and tools align and construct the foundation of a comprehensive approach to assessment and dictate how we know what we have learned. Strategies are the approaches in which Sekolah Bogor Raya teachers in the Primary Years Programme use during the process of collecting information about a student's knowledge and understanding. A wide range of assessment tools help our teachers record data related to student knowledge and understanding. PYP teachers use a variety of assessment strategies and tools which include but are not limited to the following;

Strategies: Observation, Open-ended tasks, Selected Response, and Performance through which students demonstrate their range of knowledge, skills, understandings and attitudes.

- **Observation:** Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
- **Performance assessment:** Students apply what they have learned by completing authentic tasks that have more than one acceptable solution.

Some examples of performance based assessments are;

- Demonstrations (Science,sports, dance etc)
 - Role plays
 - Designing & conducting experiments
 - Expos- Exhibiting work to others
 - Community action
 - Story illustrations
 - Model construction
 - Oral reports
- **Process-focused assessment:** Teachers observe students with a particular skill in mind, noting students who are meeting, exceeding or struggling to meet the expectations.

Some examples of process focused assessments are;

- Reflection Journals
 - Graphic organizers after different learning engagements
- **Open-ended tasks:** Students are asked to complete or communicate an original response. This can be a drawing, written response, diagram or a solution.

Some examples of open ended tasks are;

- Class charts
 - Model constructions
 - Photographs & video presentations
 - Illustrations, comic strips
- **Test/quiz:** These assessments provide a snapshot of students' subject-specific knowledge.

Some examples of selected response assessments are;

- Multiple choice tests
 - Cloze passages
 - Tests & quizzes like true-false, multiple choice & fill in the blanks
- **Student reflections:** Students may be asked to reflect on what they have learned at the end of a lesson/unit.

Tools: Rubrics, Exemplars, Checklists, Anecdotal notes/records, Continuums and Anchor Charts

- **Exemplars:** samples of students' work that serve as a concrete standard against which other samples are judged.
- **Checklists:** lists of information, data, attributes or elements that should be present in students' work or performance.
- **Rubrics:** an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale. Rubrics can be developed by students as well as teachers.
- **Anecdotal records:** brief, written notes based on observations of students.
- **Continuums:** visual representations of developmental stages of learning that show a progression of achievement or identify where a student is in a process.

Assessment Strategies and Tools:

Assessment Strategies	Assessment Tools				
	Rubrics	Exemplars	Checklist	Anecdotal Records	Continuums
Observations	*		*	*	*
Performance Assessments	*	*		*	*
Process-focused Assessments	*		*	*	*
Selected Response		*	*		*
Open-ended Tasks	*	*		*	*

Documentation

All teachers are responsible for documenting the assessment process. Students are made aware of the assessment requirements and expectations for all assessment tasks. Students may also be involved in the design and implementation of assessment tasks, through criteria creation and discussion, and peer and self-assessment. Assessment documentation should be available upon request to students and parents to ensure a transparent and comprehensive assessment process.

Reporting – how we choose to communicate information

Reporting on assessment at Sekolah Bogor Raya includes **communicating what students know, understand and can do**. Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occurs through:

- Parents Information Session
- Conferences (parent-student-teacher / 3-ways and Student Led)
- The Portfolio
- The Exhibition

Parent Information Session

The Parent Information Session gain information about the unit from classroom teachers regarding the curriculum and classroom routines that is held at the beginning of every unit/theme.

Conferences

The purpose of conferences is to share information between teachers, students, and parents. **Three-way Conferences:** it involves the student, parents, and teacher. Students discuss learning and understanding with their parents and teachers, who are responsible for supporting through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The students, parents, and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to setting the new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report. All of the participants must understand the format and their roles prior to the conference.

Student-Led Conference: The 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 his/her parent. 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. Student Led 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 an active participant 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. The development of their training will naturally be progressive as students move through the year levels.

Portfolio

The Portfolio is an important part of the school's reporting program. It provides a record of student effort and achievement in all areas of school curriculum and life as well as a dynamic means of three-way communication between parents, students and teachers. Each student has his/her own Portfolio, which is shared with their parents at the Three-way and Student-led conference.

The Exhibition

Students in the final year of the PYP (Grade 5) carry out an extended, collaborative inquiry approach – the PYP Exhibition. At The International School of Älmhult this takes place in the Spring term. One of the purposes of the PYP Exhibition is to provide a forum for student driven reporting.

Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence and responsibility for their learning
- To provide students with an opportunity to explore multiple perspectives of their topics
- For students to synthesize and apply their learning of previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning

- To unite the students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from PYP to MYP education

Reports

Reports will be given two (National) and four (International) times per year for PYP level. Both reports must be signed by parents at the end of every academic year and returned promptly to the teacher. The progress reports are given twice a year. In addition, parents may meet teachers any day before or after class by appointment. Parent conferences are scheduled regularly with the teacher and all parents are encouraged to attend. For the international report, the first three term reports will be sent to parents by soft copy (to email address of choice) and the final report will be sent by hard copy. Parents are free to request a printed report card for any of the first three terms if required.

Level	Semester 1		Semester 2	
	Term 1	Term 2	Term 3	Term 4
Playgroup	Progress Report	Progress Report	Progress Report	Progress Report
Kindergarten	Progress Report	Progress Report National Report	Progress Report	Progress Report National Report
Primary	Progress Report	Progress Report National Report	Progress Report	Progress Report National Report