

Assessment Policy

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This policy outlines the whole school assessment practices at Global Jaya School.

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1. Philosophy

Assessment practices and processes at Global Jaya School are an opportunity for students to demonstrate the process, progress and achievement of their learning. It is also an opportunity for teachers to evaluate students' progress in terms of their knowledge, skills and understanding.

Assessment aligns with the school mission and vision by allowing students to demonstrate a broad range of conceptual understandings and skills, and to further develop critical thinking and problem-solving abilities.

Assessment should also adhere to the school's academic integrity guidelines as outlined in the GJS [Academic Integrity Policy](#).

2. Rationale

Assessment in Global Jaya School is developed through “assessment for learning” as a way to emphasize the process of learning and teaching for both students and teachers. It is also developed through “assessment of learning” as a way to evaluate students' progress in their knowledge, skills and understanding. “Assessment as learning” is conducted throughout the learning process to support students to become self-regulated lifelong learners.

3. Definition of terms

Assessment for learning: An approach to assessment that focuses on seeking and interpreting evidence, then generating feedback. This feedback is then used to improve students' performance.

Assessment of learning: An approach to assessment that is carried out at the end of a course or unit of study to provide evidence of student achievements, such as to determine the level of performance by allocating a letter or numerical grade.

Assessment as learning: Assessment as learning promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to actively design, manage and measure their own learning, they develop the skills to use assessments to self-assess, to reflect on and to make adjustments in future learning.

Formative Assessment: Based on “assessment for learning”, acts as a monitor where both students and teachers are involved in the teaching and learning progress in the tasks and activities given.

Feedback is given in a variety of forms with the goal of enhancing students' learning and understanding. It also acts as a teacher's reflection regarding how lessons are designed, re-designed, and adjusting teaching to suit the students' needs.

Summative Assessment: Based on “assessment of learning”, is conducted to measure students' overall understanding of concepts, skills and knowledge. It usually occurs at the end of a learning phase.

Diagnostic Assessment: Diagnostic assessment is conducted to see the students' knowledge, skills and understanding within a certain time frame. An assessment conducted at the beginning of the year would inform teachers of students' prior knowledge. An assessment conducted in the middle and end of the year would inform teachers of students' progress.

Internal Assessment: Individual assessment evaluated by the subject teacher with a list of criteria and is focused on some subject-related work. Format of assessment are determined by the IB, alongside the criteria, samples of the student's work (oral performances, portfolios, lab reports, and essays) are also submitted to the IB for moderation.

Moderation: The procedure by which a sample of teacher-assessed totals for internal assessments are reviewed externally and adjusted to ensure agreed interpretations of the IB assessment criteria.

External Assessment: Written IB exams taken by the student at the end of a Diploma Programme course in their second year of the Diploma Programme

Standardization: A collaborative process between teachers that takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the IB MYP and DP.

Predicted Grade: A predicted grade is the teacher's approximation of the grade a student is expected to achieve in the subject, based on all evidence of the student's work and in reference to the Diploma Programme grade descriptors.

4. Aims

In Global Jaya School, the aims of assessments are:

- To give meaningful feedback to the students and other stakeholders to further improve their learning.
- To provide focus for the learning process that the students are conducting.
- To inform parents, teachers and students of students' learning progress and their achievements.

5. National Requirements

In accordance with the Indonesian Government Ministry of Education regulation, all schools in Indonesia are required to participate in a nationwide assessment programme called "Asesmen Nasional (National Assessment)". This programme is to measure learner competency, the quality of teaching and learning, and the quality of the school's management. The programme consist of:

- Minimum Competency Assessment (AKM): Measuring cognitive performance, with focus on reading and numeracy literacy.
 - Students from Year 5, 8 and 11 will be randomly selected and participate in this assessment
- Character Survey (SK): Measuring the attitudes, habits, values as non-cognitive learning outcomes
- Learning Environment Survey (SLB): Measuring the quality of learning and the school climate that supports learning
 - Students, teachers and principals will participate in this survey

The overall assessment and survey are conducted to assess the school performance against the national standard and it will not assess individual students.

6. Effective Assessment

Assessment is effective when:

- Assessment Objectives/Learning Outcomes are delivered explicitly and clearly to the students at the beginning of their learning process as part of their learning goals.
- Assessments are scaffolded within the learning process and are integrated into tasks and activities.
- Data collected from student assessments will guide teachers to create adjustments in teaching and learning.
- Assessment feedback is given in a timely manner

7. Assessment format

Global Jaya School uses a combination of both **formative** and **summative assessments**. Teachers also use a variety of **diagnostic assessments** to determine the students' knowledge, skills and understanding within a specified time frame.

Type of assessment	Format
Formative Assessment	Guided peer/self-assessment activities, rubrics/Task Specific Clarifications (TSC), quizzes, open-ended questions, outlines/plans of projects/papers, drafts, progress charts, star-charts, discussions/Socratic seminars, observation, journals, presentations, guided reflections, exit tickets/polls, scaffolded questions, ATL activities .
Summative Assessment	written tasks, projects, formal reflections, exams, tests, prescribed IB assessments, portfolios, performance-based assessments like oral tasks, experiments, presentations, etc.
Diagnostic Assessment	iReady, Cat4, Bahasa Indonesia Diagnostic

8. Feedback

Feedback is one of the tools for teachers and students to improve their teaching and learning. It should also be embedded in the planning of a unit.

Feedback is given in a variety of forms with the goal of enhancing students' learning and understanding. It also acts as teachers reflection in regards to how lessons are designed, re-designed and adjusting teaching to suit the students' needs.

9. Implementation of Assessment

9.1 Formative Assessment

Based on “assessment for learning”, act as a monitor where both students and teachers are involved in the teaching and learning progress in the tasks and activities given.

PYP:

- Formative assessments are set within the Unit of Inquiry. They are set in a regular manner, depending on the nature of the Unit of Inquiry.
- Formative Assessments include the students' prior knowledge at the beginning of the Unit of Inquiry.
- Formative assessment may include more than one subject/discipline -- transdisciplinary.
- Formative assessment criteria are created by the teachers, referring to the Scope and Sequence.
- Students can be included in the designing of the assessments.

MYP and DP:

- Formative assessments are conducted throughout various stages of the unit.
- Formative assessments are often based on the learning objectives given to the students as part of their learning goals.
- Formative assessments are part of the lessons' scaffolding
- Formative assessments can lead to the summative assessment or parts of skill practice needed for the summative assessment
- Formative assessment is an opportunity for feedback and reflection.

9.2 Summative Assessment

Based on “assessment of learning”, summative assessments are conducted to measure students' overall understanding of concepts, skills and knowledge.

PYP:

- Summative assessments are seen as the final assessment to confirm students' understanding of what they have learned.
- Summative assessments may include more than one subject/discipline based on the transdisciplinary nature of PYP.
- Summative assessments are created by the teachers, referring to the Scope and Sequence.

- Students can be included in the designing of the assessments.
- Summative assessment is used to confirm where students are in terms of meeting the expectations (Learning Outcome)
 - Teachers design the Learning Outcomes based on the school Scope and Sequence
 - Teachers may modify the Learning Outcomes based on students level of understanding

MYP:

- Summative assessments in the MYP are typically at the end of a unit, or at the end of a key phase of a unit
- Summative assessments are based on prescribed objectives/criteria that are provided by the IB.
- Summative assessments are connected to the Statement of Inquiry within the unit of learning
- Summative assessment is an opportunity for overall feedback and reflection on learning, and quantitative measurement of learning.
- Students and teachers can develop task-specific clarifications, to give clear expectations for the assessment itself.

DP:

- Assessment types and formats are based on the aims and objectives of the subject's guide provided by the IB.

9.3 Diagnostic Assessment

Diagnostic assessment is conducted to see the students' knowledge, skills and understanding within a certain time frame. In Global Jaya School there are two diagnostic assessments conducted annually:

- **iReady:** Conducted from Year 2 to Year 10 students at the beginning of the year and the end of the year, to measure the student's growth and development within English and Mathematics subjects overall.
- **Cat4:** An assessment of developed abilities in verbal, non-verbal, quantitative and spatial reasoning. It is conducted as part of the admission process and for all Year 5, 7 and 10 students.

10. Inclusion in Assessment Practices

Inclusive assessment practices encompass the use of Universal Design for Learning, differentiation and the application of inclusive access arrangements, where appropriate. Inclusion is a collaborative effort and is everybody's responsibility, as outlined in the GJS [Inclusion and Learning Diversity Policy](#)

[Universal Design for Learning](#) principles can be applied to both formative and summative assessments across the IB programmes. Teachers can offer flexibility with regards to the way in which students demonstrate their skills and understanding as well as offering choice in the way in which students access assessment related information. Universal Design for Learning principles and checkpoints facilitate inclusive assessment practices for all students.

Differentiation strategies can be considered for individual students who are experiencing barriers in achieving success in their assessments. Teachers should consider differentiation for individual students through the lens of the unit content, process and product.

Students on the learning support register may be entitled to inclusive access arrangements, as outlined in their Student Success Plan or their Individual Education Plan. Where identified on an IEP or an SSP, the documented inclusive access arrangements must be applied across all assessments and by all teachers. In cases of externally verified examinations, some inclusive access arrangements must be requested directly from the examination board. Once authorisation has been received, the inclusive access arrangements may then be applied to all formal examinations associated with that examination board.

Inclusive assessment practices are documented in:

- All unit planners
- Any associated assessment task clarification guidance
- Individual Education Plans
- Student Success Plans

11. Grading

PYP

- Formative assessment can be focused on comment feedback from the teachers without any grades given
- For Kindy - Reception students, students are graded in three levels (Beginning - Developing - Achieving)*
- For Year 1 - Year 6 students, students are graded in 5 levels (1 - 5) **

MYP

- The purpose of formative assessment is feedback, therefore they may be ungraded.
- Summative assessment:
 - Subject Criteria are given by the IB and used to grade the summative assessment
 - Teachers have the flexibility to design several summative assessments that partially address these criteria, or fewer, larger summative assessments that wholly address these criteria.
 - Each subject has subject-specific criteria (A-D), each criterion has a grade from 0-8
 - The overall MYP Grade (1-7) of each subject is the sum of all criteria and determined by the MYP Grade Boundary Guidelines***
 - Personal Project and Interdisciplinary Units have 3 criteria (A-C), each criterion has a grade from 0-8
 - [Rubrics](#) are provided from the IB.
 - Standardisation of assessments is conducted prior to and after students, submission to achieve common understanding between teachers.
- Unless an exception is made by the IB, subject groups must assess all strands of all four assessment criteria at least twice in each academic year.

DP

- The purpose of formative assessment is feedback, therefore they may be ungraded.
- Summative assessments:
 - Grades are determined by the student's whole body of work according to subject-specific grade boundaries, task-specific rubrics, and general grade descriptors provided by the IB.
 - Report grades throughout the whole course are awarded according to the requirement of the subject guide, referring to the grade descriptors and looking at the whole body of work
 - The final grades of major assessments are determined after the standardization within each department.
- The school releases confidential predicted grades twice in Year 12 based on the student's whole body of work up to that point by considering the IB grade descriptors for:
 - University admission
 - IB Submission

12. Reporting

Both written reports and verbal reports are published and conferenced to communicate to parents regarding students' learning progress and achievements. In Global Jaya School:

- Written reports are published in Managebac
- Full grade written reports are published each semester
- Mid Semester Reporting:
 - Three-Way Conference for Primary and Mid Semester Conference for Secondary are held for two days in the last week of the term.
 - Students in term 1 and term 3 write their reflections as part of their report comments:
 - **Primary**
 - Primary students write the reflections and put them in the portfolio
 - There is no published report in term 1, but the reflection portfolio is published in Managebac
 - Parents are requested to create their own reflection in response to the three-way conference and the reflection is submitted to Managebac.
 - **Secondary:**
 - Any criterion assessed up to the mid-semester will be published in the written reports
 - Students reflect their learning by inquiring into their learning and create a SMART goal as an act of reflection
- Semester Reporting:
 - Teachers' comments are provided in the semester reports
 - Primary: Semester 1 reports published on the last day of term 2
 - Secondary: Semester 1 reports published on the second Friday of term 3
 - Semester 2 reports published on the last day of term 4
- Year 12 reporting:
 - Term 1 reports consist of students grades for their whole body of work

and teachers' comments

- Semester 1 reports consist of students grades for their whole body of work and teachers' comments for mock exams
- Term 3 reports consist of students grades including their mock exam results and teachers' comments for final exams

Appendix 1: Kindy-Reception General Level Descriptor

Assessment Explanation

The prime objective of assessment in the PYP is to provide feedback on the learning process. Teachers select assessment strategies and design assessment instruments to reflect clearly the particular learning outcomes on which they intend to report. They employ a range of strategies for assessing student work that takes into account the diverse, complicated and sophisticated ways that individual students use to understand their experiences.

Level of Achievement	Descriptor
B - Beginning	This indicates that a student is demonstrating a basic understanding of the skills, concepts and knowledge.
D - Developing	This indicates that a student is demonstrating a functional level of understanding of the skills, concepts and knowledge in some contexts and situations.
A - Achieving	This indicates that a student is consistently demonstrating an understanding of the skills, concepts and knowledge and is applying them independently in all relevant contexts and situations.
NA - Not Applicable	This indicates a student was not present for the learning engagement and or assessment of the criteria stated in this report. The reason for the absence will be included in the general teacher's comment within the report.

Appendix 2: Year 1 - Year 6 General Level Descriptor

Level of Achievement	Descriptor
1	<p>Indicates that a student:</p> <ul style="list-style-type: none"> • Has not met the expectations of the year level for this criteria. • Requires modification and intervention to support the learning programme to improve his/her understanding of the skills, concepts and knowledge being addressed.
2	<p>Indicates that a student:</p> <ul style="list-style-type: none"> • Has made some progress towards achieving the year level expectations for this criteria but not yet reached them. • Requires some assistance to support the learning programme to improve his/her understanding of the skills, concepts, and knowledge being addressed.
3	<p>Indicates that a student:</p> <ul style="list-style-type: none"> • Has generally met some of the year level expectations for this criteria. • Has been able to apply the skills, concepts, and knowledge within certain contexts.
4	<p>Indicates that a student:</p> <ul style="list-style-type: none"> • Has achieved the year level expectations for this criteria. • Has been able to apply the skills, concepts, and knowledge and has made connections to other contexts. • Has produced work that is original and of good quality.
5	<p>Indicates that a student:</p> <ul style="list-style-type: none"> • Has consistently achieved at a level above the year level expectations for this criteria. • Can link their understanding of the skills, concepts, and knowledge to many other curriculum areas. • Has regularly produced work that is original and of high quality.

Appendix 3: MYP General Grade Descriptor

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appendix 4: DP Grade Descriptors

Assessment Explanation

Each group of subjects in the IB Diploma Programme has unique grade descriptors consisting of characteristics of performance at each grade. While the descriptors apply to groups of subjects, substantial similarity does exist across sets of group grade descriptors.

The grade descriptors help teachers explain the academic requirements of the IB Diploma Programme to students, undertake formative assessment, report progress and predict candidates' grades.

Senior examiners also use these grade descriptors when determining grade boundaries for examination papers and coursework components. For each grade, qualities of a typical performance are given. However, the work of few candidates will be consistently characterised by a single grade descriptor, most work will display some of the characteristics of more than one grade. Senior examiners therefore review the work of many candidates to determine a grade boundary—the lowest mark at which characteristics of a grade are consistently shown in candidate work—allowing for some compensation across the different aspects.

Please click [HERE](#) for further group by group detailed information on the Diploma Programme Grade Descriptors.

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