

# Sekolah Bogor Raya Diploma Program Assessment Policy

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How we Apply Assessment  
at Bogor Raya Secondary School



Sekolah Bogor Raya  
Learning together, inspiring success

## **Sekolah Bogor Raya's Vision and Mission:**

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 programmes 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 difference, can also be right.

### **IB Learner Profiles:**

Inquirers, Caring, Communicators, Balanced, Risk-takers, Principled, Open-minded, Knowledgeable, Reflective, Thinkers.

## Philosophy and Principles of Assessment at Bogor Raya Secondary School

Instructional practice 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
- 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

*Clear understanding of purpose of assessment and its practical application.*

The IB 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.

### The Purpose of Assessment

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 at Sekolah Bogor Raya is to provide feedback on the learning process. 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.

## **Types of Assessment**

### ***Formative assessment***

Formative assessment is an ongoing assessment that is done through a process of gathering, analysing, interpreting evidence to improve student learning using a variety of assessment strategies and tools.

### ***Summative assessment***

Summative assessment is administered at the end of term or semester to assist the teacher to judge the level of attainment against Diploma Programme assessment criteria. All summative assessment questions are taken from IBDP past papers to familiarize students to IBDP question style.

### ***Internal assessment***

Internal assessment is an assessment requirement from IB Diploma Program which is marked by subject teacher according to the subject-specific criteria and then moderated by external examiners. It enables students to demonstrate the application of their skills and knowledge, and to pursue their personal interests, without the time limitations and other constraints that are associated with written examinations. Internal Assessment is graded based on rubrics. In case of more than one teacher teaching a subject, the process of moderation and internal standardisation for final score is followed.

### ***External assessment***

At the end of the 2-year program, in May-June, students take examinations in all subjects which are assessed by teams of external examiners. The dates for IB examinations are set by the IB Organization. IB exams are conducted in strict accordance with IBO regulations.

## **Assessment Strategies**

### ***Open-ended Tasks***

Open-ended tasks are tasks to which there is not a single absolutely correct answer or where a variety of answers are possible.

### ***Observation***

Observational assessments enable measurement of participants' behavior, skills, and abilities in ways not possible via traditional assessment. In an observational assessment, an "observer" is presented with questions to 'rate' participant behaviors, skills and abilities, such as:

- Performance of a specific task or procedure
- Knowledge acquisition and application
- Demonstration of skills/abilities

### ***Performance tasks***

A performance task is any learning activity or assessment that asks students to perform in order to demonstrate their knowledge, understanding and proficiency. Performance tasks yield a tangible product and/or performance that serve as evidence of learning.

### ***Selected responses***

Choosing an appropriate answer from a selection of choices for example multiple choice, matching or T/F questions.

### ***Constructed response***

Extended responses for example short answer and essay type questions.

### ***Process journals***

A process journal (or a log book) is to record thoughts, ideas, decisions, feelings and reflections as the student progresses through any given task.

Other strategies may include oral exercises in language subjects, projects, student portfolios, reports, class presentations, practical laboratory work, mathematical investigations, artistic performances.

## **Reporting Process**

### ***Written reports***

The written report will be distributed every term each academic year with mark distribution as follows:

<b>English report</b>		
Term 1 - 8	70%	Summative assessment: End of term examinations
	30%	Formative assessment: Coursework
<b>National report</b>		
Term 2/Semester 1	Average of term 1 and 2	
Term 4/Semester 2	Average of term 3 and 4	
Term 6/Semester 3	Average of term 5 and 6	
Term 8/Semester 4	Average of term 7 and 8	

The DP grades for English report card will be recorded as 'On Track' on a scale of 1-7, 7 being the highest. The grade boundaries will be internally decided by the subject teachers based on the specific DP Subject Grade Boundaries.

### ***Digital portfolio***

A digital portfolio is prepared by student in every odd semester for the purpose of presenting it in the 3-way conference between parent, student, and teacher. The digital portfolio provides information on the learning process of the student that includes their progress of learning, achievement, the challenges of the learning process, learning reflection, and learning target in the following terms.

### ***Conferences***

3-way conference is held twice every academic year in the odd term to provide an opportunity for parents to listen to the progress of their child's learning at school. At this time, parents can have a more thorough discussion with the homeroom teacher regarding the child's difficulties in learning, if any and how they can support the child at home.

### ***Mini exhibition***

Mini exhibition is held once a year during the 3-way conference in term 3 and 7. Mini exhibition is the time when student displays the product of their learning in the course of study they took.

## **Miscellaneous**

### **Assessments Handed in Late**

Each semester, student and parent are provided with an Assessment Outline which details upcoming summative assessments and Internal Assessment for each course of study, due date of TOK essay, and Extended Essay. Every beginning of academic year, teachers work collaboratively to ensure that deadlines for different subjects are distributed in a manner that supports students success. Subject teacher will notify homeroom teacher for any late submission and homeroom teacher will notify the parents.

Student can ask for an extension for assignment submission based on individual circumstances and should be informed to subject teacher well before the submission deadline. Subject teacher will make the final decision of the extended submission date on a case by case basis.

### **Assessments Missed Due to Absence**

As mentioned in the previous section, students and parents are given an Assessment Outline that displays all the important dates for assignment submissions and summative assessments. Students are expected to submit all assignments within the time provided by the subject teacher. In a case where a student can not submit the assignment by the agreed date, they should inform the subject teacher well before the deadline. In the case of an emergency or unplanned leave, teachers will be expected to use their professional judgement to grant extensions if the situation allows it. If a student is unable to attend the semester examinations due to sickness or pre-approved leave, they will be required to re-take the examinations when they return to school.

## Assessment System

IB regulations for the awarding of the IB Diploma

1. All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under specific conditions approved and stated by IBO.
2. TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total. The following Diploma Point Matrix is used finally.

		Theory of knowledge (TOK)					
		Grade awarded	A	B	C	D	E or N
Extended essay	A	3	3	2	2	Failing condition	
	B	3	2	2	1	Failing condition	
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

*\*)E = E grade, N =not submitted*

3. The IB Diploma will be awarded to a candidate provided all the following additional Diploma requirements have been met.
  - a. CAS requirements have been met.
  - b. The candidate's total points are 24 or more.
  - c. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
  - d. There is no grade E awarded for theory of knowledge and/or the extended essay.
  - e. There is no grade 1 awarded in a subject/level.
  - f. There are no more than two grade 2s awarded (HL or SL).
  - g. There are no more than three grade 3s or below awarded (HL or SL).
  - h. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
  - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

### Other exam requirement- UN

It is compulsory for all Indonesian citizens to attend the National examinations held in April of semester 4. All Indonesian students of Sekolah Bogor Raya will attend National examinations in Grade 12. The score of National examinations is not the requirement of graduation. Considering the fact that not all students want to continue to local universities, school offers after-school support to prepare for national examinations in semester 3 and 4.

**References**

“Approaches to Teaching and Learning in Diploma Programme.” International Baccalaureate Organisation, Jan. 2015.

“Diploma Programme: from Principles to Practice.” International Baccalaureate Organisation, Apr. 2015.

“Programme Standards and Practices.” International Baccalaureate Organisation, Jan. 2014.

**Policy review date**

The assessment policy is reviewed every year by the Principal.