

PYP Assessment Policy

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

Sekolah Bogor Raya's Vision and Mission:

Vision

We nurture the next generation of culturally aware, lifelong learners and thinkers who are compassionate, knowledgeable, and engaged citizens of the world.

Mission

Sekolah Bogor Raya exists to provide :

- Provide high quality education through the use of well-founded international programmes that integrate global concepts while cultivating respect for national culture and identity.
- Expose students to unique concepts and innovative ways of thinking in the different disciplines and curriculums.
- Integration of disciplines and curriculums help to develop collaboration, communication between cultures, deeper understanding of own national identity, and appreciation of ideas other than their own.
- Explore every learner's potential so that they can be catalysts of learning, make a positive impact in the world, and enrich those around them.
- Enhancing communication skills through first-language and English language fluency.
- Foster an environment where students can realize personal goals and achieve their full potential.
- Value students as individuals and be responsive to their unique needs.
- Provide opportunities and learning environments to support collaboration so that learning will be ignited, scaffolded and nurtured
- Provide safe and inclusive space where they are allowed to take healthy risks to learn from both successes and failures
- Take a holistic approach to the spiritual, emotional, intellectual and physical development of our students
- Nurture and model a self-evolving learning community based on continuous reflection and collaboration
- Provide a constructivist learning environment where students can explore and discover pathways to learning and growth through individual and collaborative learning
- Modeling continuous learning framework both in academic settings and administration decision making
- Use of systematic data-driven evaluation and monitoring systems to ensure student success
- Continuous review of school facilities, infrastructure, and technology meet current and emerging needs of the students, faculty and staff

As an International Baccalaureate (IB) World School, Sekolah Bogor Raya is also aligned with the IB Organization's mission and the 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, Risk Taker/Courageous, Principled, Open-minded, Knowledgeable, Reflective, Thinker

Philosophy and Principles of Assessment

Assessment is central to the Primary Years Programme (PYP) goal of thoughtfully and effectively supporting students through the acquisition of subject-specific knowledge and skills, the understanding of concepts and the development of approaches to learning.

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

The purpose of assessment is to inform learning and teaching to the learning. It involves the 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.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community:

For students	For teachers	For parents and guardians
<p>Students become: effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning and engage them in making decisions about what they need to do to achieve these goals.</p>	<p>Teachers become: more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.</p>	<p>Parents and legal guardians become : more informed when they understand the learning goals their child is working towards, and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.</p>

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 in learning as part of the development to be self-regulated learners and develop their wider critical thinking and self- assessment skills.

What to Assess

The significant content identified by the school supports the outcome of students becoming internationally minded. Once this content is identified, teachers plan multiple

opportunities for their students to develop knowledge, conceptual understandings and skills to support self-regulatory learning.

In determining what to assess, teachers might ask the following questions.

- Is it the process or product of learning we aim to evaluate?
- Is it to understand prior knowledge—what the student already knows and can do?
- Is it to check if learning is on track or if the student is ready for extension?
- Is it to elicit depth and breadth in understanding?
- Is it to extend students' learning?
- Is it to understand how the student makes connections and applies learning?

The criteria for assessment must be known to students at the beginning of the inquiry and should be documented in one of the PYP planners, an adapted planner or the PYP planning process. The criteria accommodate a wide range of knowledge, conceptual understandings and skills. They are revisited and modified during the course of the inquiry, ensuring that they also reflect emergent knowledge, understandings and skills

Inquiry

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students'

ability to make connections across subjects and to apply skills to construct new knowledge.

When monitoring and documenting student learning, the teacher considers:

- the nature of students' inquiry over time—observing for depth and breadth
- students' awareness that authentic challenges require solutions based on the integration of knowledge that spans and connects different subjects
- how students demonstrate and develop subject knowledge
- how students apply their conceptual understandings to further their inquiries successfully
- how students demonstrate and develop the approaches to learning
- how students demonstrate both independence and an ability to learn collaboratively.

Conceptual understanding and approaches to learning

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences.

Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

Supporting self-regulated learning

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practice self-assessing and self-monitoring so they can internalize their own learning and develop strategies to adjust their learning.

To develop students' assessment capability, teachers:

- are mindful of the well-being of students to ensure self-assessment promotes a positive sense of agency and self-efficacy
- provide timely, specific and well-considered feedback that students can act upon
- provide students with opportunities to experience success
- challenge students to take risks to extend their learning
- challenge students when there are misconceptions or misunderstandings so they can self-correct
- support students in viewing mistakes as learning opportunities.

Students and teachers are actively engaged in assessing students' progress as part of the development of knowledge, conceptual understandings and skills. Recognizing that self-regulated learning is not a fixed personality trait (Clark 2012) and that students learn in diverse, complicated and sophisticated ways, teachers call on a variety of strategies and tools to support assessment of students' work.

Teachers:

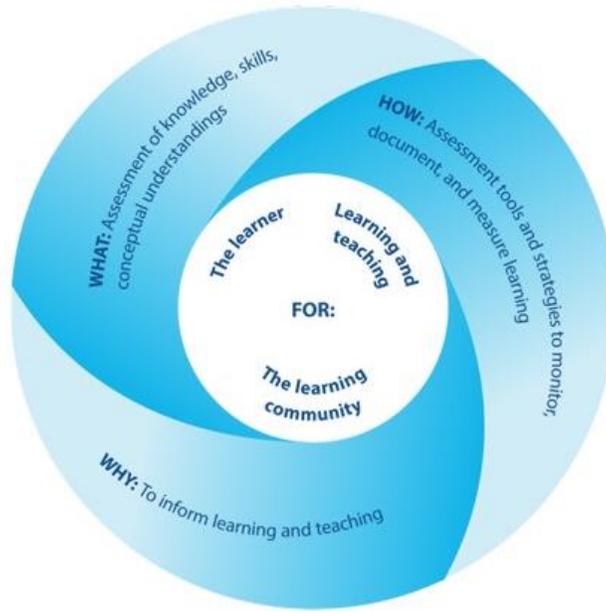
- provide multiple opportunities and contexts for students to practice their skills
- clearly define and communicate learning goals and success criteria with students and parents
- design guided and open-ended learning experiences that allow for a range of opportunities to demonstrate skills in different contexts
- collect and use observable learning evidence that can be seen, heard or touched
- identify where and when students are most ready to learn and be challenged.

Principles of Assessment

Characteristics of effective assessment

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012)

- **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.



How Do We Assess?

Assessment provides evidence to inform learning and teaching. Both students and teachers are continually asking themselves the questions “Am I making progress? How do I know?”

They gather evidence of learning to answer these questions. PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on 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.

The Assessment Practice is based on the four dimensions of assessment

Monitoring Learning	Documenting Learning
Measuring Learning	Reporting Learning

- **Monitoring learning**

Monitoring of learning aims to check the progress of learning against personal learning goals and success criteria. It occurs daily through a variety of strategies: observation, questioning, reflection, discussing learning with peers and teachers, and well-considered feedback to feed forward for next steps in learning. Tools used for monitoring include open-ended tasks, written or oral assessment, and a learning portfolio.

- **Documenting learning**

The documenting of learning is the compilation of the evidence of learning. Documentation can be physical or digital, and can be displayed or recorded in a variety of media forms. Documentation of learning is shared with others to make learning visible and apparent. It reveals insights into learning and provides opportunities to reconnect with learning goals and success criteria.

- **Measuring learning**

The measure of learning aims to capture what a student has learned at a particular “point in time”. Not all learning can be, or needs to be, measured. Measurement tools can be school-designed or commercial, but each measurement tool used provides further data to support a larger picture of student achievement and progress in learning.

- **Reporting learning**

Reporting on learning informs the learning community and reflects the question “How well are we doing?” It describes the progress and achievement of the students’ learning, identifies areas for growth and contributes to the efficacy of the programme. Reporting is perhaps the most public aspect of assessment and therefore needs careful consideration in order to provide clear information that is useful to students and parents. If a school awards and communicates grades or other indicators of achievement, it should ensure that these processes are open, transparent and understood by all stakeholders.

Assessing

Types of assessment:

Assessment for learning	Assessment as learning	Assessment of learning
Learner-centered, forward thinking and involves the entire learning community. It is a collaborative effort that starts with assessment of prior knowledge to determine what students already know and what	Promotes learning by helping students to take responsibility, while developing enthusiasm and motivation for their learning.	An integral part of learning. At appropriate points of the inquiry, it provides students with the opportunity to gauge their acquisition of knowledge, development of conceptual

they are able to do with further guidance		understanding and skills during the inquiry.
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PYP is responsive to early year's development, therefore the assessment in early years has more value towards the children's behavior development. Early years teachers observe how students monitor and adjust their own behavior, especially at play, in order to:

- build a clear picture of the student and their interests
- identify what and how the student is thinking and learning
- assess the effectiveness of the learning environment on the student's learning
- plan learning engagements for individuals and small groups.

Assessment 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	*	*		*	*

School Exams

Taken from The Decree of the Ministry of Education, Culture, Research, and Technology, Number 7/2021 about National Assessment, the fundamental change in the National Assessment was no longer evaluating the achievement of individual students, but evaluating and mapping the education system in the form of inputs, processes and results. Therefore, National Assessment has changed to improve the quality of education by photographing the input, process, and output of learning in all educational units or schools. It is held for Grade 5, 8, and 11 students.

The assessment is conducted by the government for mapping the quality of the education system at the primary and secondary education levels. The evaluation uses a minimum competency assessment instrument (literacy and numeracy), a character survey (Pancasila student character), and a learning environment survey (learning and school climate).

Minimum Competency Assessment Instrument

Literacy is the ability to understand, use, evaluate, reflect on various types of texts to solve problems and develop individual capacities as citizens of Indonesia and citizens of the world so that they can contribute productively in society.

Numeracy is the ability to think using concepts, procedures, facts, and mathematical tools to solve everyday problems in various types of contexts that are relevant for individuals as citizens of Indonesia and the world

Character Survey

Pancasila Students Characteristics, which are:

- Being faithful and noble
- Thinking Critically
- Being independent
- Being creative
- Working Together
- Global diversity

Learning Environment Survey, which includes:

- School Safety Climate
 - Students safety and well being
 - Teachers attitude and beliefs
 - School policies and program
- School Diversity Climate
 - Multicultural practices
 - Teachers/Principal attitude and beliefs
 - School policies and program
- Socioeconomic Index
 - Parents education
 - Parents occupation
 - Learning facility at home
- Quality of Learning
 - Class management
 - Affective support
 - Cognitive activation
- Teacher Development
 - Reflection and improvement for learning
 - Support for teachers reflection

The result of this evaluation will be seen as the quality of education of schools in the area.

Assessing understanding using SOLO (Structure of Observed Learning Outcomes)

SOLO taxonomy outlines five levels of thinking and can be used to design learning experiences and measurement tools for a deeper level of thinking. According to SOLO taxonomy, students could understand: nothing, something, several relevant things, several relevant things that they see relate to each other, or a few related things they can apply in new situations about any topic (Biggs and Collis 1982). This model can be used to develop rubrics, observations, design learning experiences, and assessment tasks.

In the SOLO model (Biggs and Collis 1982), there are five levels of thinking: one level where students have no prior knowledge or understanding, two surface levels and two deeper levels of thinking.

Pre-structural

If students are not at a stage where they have an idea or any pre-existing knowledge about the concept, topic or subject, they are said to be at a pre-structural stage. At the pre-structural stage, students need help and support to generate ideas and to get started. At this stage, unit provocations can be collaboratively designed to help students “tune in” to the concepts or content (for example, exposure to artifacts and photographs, real-life scenarios and simulations, true/false statements, a visible thinking routine such as SeeThink Wonder).

Pre-structural levels

- The student has no prior knowledge or understanding.

Surface levels

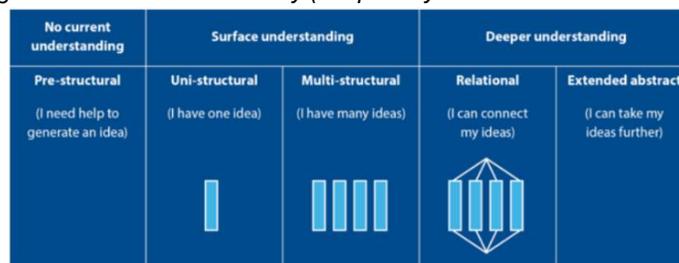
- Uni-structural/one idea: The student shows a concrete understanding of one component or aspect of the topic, unit or concept.
- Multi-structural/many ideas: The student can understand several components, but the understanding of each remains discrete. Ideas and knowledge around an issue are not yet related.

Deeper levels

1. Relational/connecting ideas: The student is now able to appreciate the significance of the parts in relation to the whole. The student can indicate connections between ideas, knowledge and facts they have collected about a particular unit, line of inquiry or concept.
2. Extended abstract/extending ideas: Understanding is transferable and can be generalized to different areas and situations. The student conceptualizes at a level

extending beyond what was explicitly taught in the unit/line of inquiry. Connections are made between facts and theory, action and purpose.

Figure 1: The SOLO taxonomy (adapted by Seisen International School)



Planning learning progressions using SOLO

When planning learning experiences for students inside and outside of a unit of inquiry, teachers can use the levels and associated verbs as a tool to plan learning progressions, with learning outcomes increasing in complexity. Learning outcomes can be written in a way to invite student inquiry. These learning outcomes would define what students will be able to do in the context of a particular unit or line of inquiry, but not how they will learn to do it. During collaborative planning, teachers would then design how students will learn (the learning experiences or inquiry-based strategy students will engage with in order to achieve the learning outcomes). Students can also be involved in planning how they will achieve the learning outcomes (for example, by selecting inquiry-based strategies to match the learning outcomes and co-constructing success criteria).

Constructing and co-constructing success criteria for a task

As well as plotting learning progressions across a whole unit of inquiry, teachers may also use the SOLO taxonomy to structure success criteria for a specific task (for example, an assessment task).

Using SOLO with students

To support students in becoming more active learners, they need to have an understanding of what they are trying to achieve, know specific ways in which they can be successful, and know what quality looks like. The SOLO learning progressions can be shared with students to help them answer the three “visible learning” questions suggested by John Hattie (2012) to help them become assessment-capable.

- Where is my learning going?
- How am I going?
- Where to next?

These learning progressions become valuable interactive reflection tools for students, who can use them to look for evidence of their learning and set new goals (self-monitoring and self-adjusting). For example, students can be asked questions such as “Which stage are you currently working at?”; “Can you show me evidence that shows you’re at the unistructural/multistructural/relational/extended abstract stage?”;

“Now that you have reached the multi-structural stage, what do you need to do to reach the relational stage?”. When used by students as a collaborative peer feedback tool, the progressions give them explicit observable learning outcomes to allow them to provide more accurate feedback to their peers.

Developing an integrated assessment culture

Parent Information Session

The Parent Information Session gains 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.

Two-way Conference: it involves the parents and teachers. Teachers discuss students' development throughout the learning process to parents. Parents will be shown the student's work samples, and also discuss the student's strengths and areas for improvement. This may lead into setting a goal and having the agreement on how parents can support the student for better achievement.

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 them 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. Their note 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 parents. 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 6) carry out an extended, collaborative inquiry approach – the PYP Exhibition. At Sekolah Bogor Raya this takes place in third term or semester 2 when students are more ready to do research on the interesting topics under a certain theme that we developed together.

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 secondary 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