

Sekolah Bogor Raya Primary Years Programme Assessment Policy

Concerning: Assessment Philosophy and Practices in the Primary Years Programme at Sekolah Bogor Raya

This Policy outlines the philosophy, principles, practices, and procedures of assessment within the Primary Years Programme (PYP) at Sekolah Bogor Raya.

Assessment is central to teaching and learning and supports students in developing knowledge, conceptual understanding, skills, attitudes, and action. As an IB World School, Sekolah Bogor Raya believes that assessment should promote student agency, inquiry, reflection, and continuous growth.

This Policy aligns with the philosophy of Sekolah Bogor Raya and the principles and practices of the International Baccalaureate Organization.

Article 1: Vision and Mission

Sekolah Bogor Raya Vision

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

Sekolah Bogor Raya Mission

Sekolah Bogor Raya exists to provide:

- Provide high-quality education through 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 across disciplines.
- Develop collaboration, intercultural communication, understanding of national identity, and appreciation of diverse perspectives.
- Explore every learner's potential so that they may become catalysts for learning and make positive contributions to the world.
- Enhance communication skills through fluency in both first languages and English.
- Foster an environment in which students can realise personal goals and achieve their full potential.
- Value students as individuals and respond to their unique needs.
- Provide opportunities and learning environments that support collaboration and meaningful learning.

- Provide safe and inclusive spaces where students can take healthy risks and learn from both successes and failures.
- Take a holistic approach to students' spiritual, emotional, intellectual, and physical development.
- Nurture and model a reflective learning community based on continuous improvement and collaboration.
- Provide constructivist learning environments where students can explore and discover pathways to learning and growth.
- Model continuous learning in both academic settings and administrative decision-making.
- Utilise systematic data-driven evaluation and monitoring systems to ensure student success.
- Continuously review school facilities, infrastructure, and technology to meet current and emerging needs.

As an IB World School, Sekolah Bogor Raya is also guided by the IB Mission Statement and the IB Learner Profile.

IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable, and caring young people who help 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 Profile Attributes

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

Article 2: Philosophy and Principles of Assessment

Assessment is central to the Primary Years Programme and supports students through the development of:

- Knowledge
- Conceptual understanding
- Skills
- Attitudes
- Action

At Sekolah Bogor Raya, assessment is considered an integral component of teaching and learning and guides students through meaningful inquiry experiences.

Assessment practices are designed to:

1. Support student learning and growth.
2. Promote student agency and self-regulation.
3. Inform future teaching practices.
4. Encourage reflection and continuous improvement.
5. Develop internationally minded learners.

Article 3: Purpose of Assessment

The purpose of assessment is to gather and analyse information about student learning in order to inform teaching and improve learning outcomes.

Effective assessment provides meaningful information for all members of the learning community.

Students

Students become effective self-regulated learners when they:

- Reflect upon their progress.
- Set goals for future learning.
- Make decisions regarding next steps.
- Act upon constructive feedback.

Teachers

Teachers become more effective when they:

- Continuously learn about what students know and can do.
- Reflect upon and adjust instructional practices.
- Provide timely and meaningful feedback.

Parents and Guardians

Parents become more informed when they:

- Understand their child's learning goals and progress.
- Support learning at home.
- Contribute to their child's enjoyment of learning and development.

Assessment at Sekolah Bogor Raya recognises both the process and products of inquiry and aims to provide feedback that informs future learning.

Article 4: What is Assessed

Teachers assess students':

- Knowledge
- Conceptual understandings
- Skills
- Attitudes
- Ability to take action
- Self-regulation and reflection
- Capacity to transfer learning across contexts

Assessment criteria are communicated clearly to students at the beginning of learning experiences and may be revised throughout the inquiry process to reflect emerging understandings.

Article 5: Inquiry and Assessment

PYP assessment recognises the importance of monitoring and documenting inquiry.

Teachers assess:

- The depth and breadth of inquiry over time.
- Students' ability to make interdisciplinary connections.
- Application of conceptual understanding.
- Development of Approaches to Learning (ATL) skills.
- Independent and collaborative learning behaviours.

Article 6: Supporting Self-Regulated Learning

Teachers support self-regulated learning by:

- Promoting student well-being and self-efficacy.
- Providing timely and actionable feedback.
- Creating opportunities for success.

- Encouraging risk-taking and resilience.
- Challenging misconceptions.
- Helping students view mistakes as opportunities for learning.

Students are provided with multiple opportunities to reflect upon, monitor, and adjust their own learning.

Article 7: Principles of Effective Assessment

Effective assessment should be:

Authentic

Connected to real-world contexts and meaningful experiences.

Clear and Specific

Learning goals and success criteria are explicitly communicated.

Varied

A range of tools and strategies are used to build a holistic understanding of student learning.

Developmental

Focused on individual growth over time.

Collaborative

Engaging students and teachers in assessment design and evaluation.

Interactive

Encouraging continuous dialogue about learning.

Feedback to Feedforward

Providing information that informs future learning and supports motivation.

Article 8: Dimensions of Assessment

Assessment in the PYP consists of four interconnected dimensions.

Monitoring Learning

Monitoring learning occurs continuously through:

- Observation

- Questioning
- Reflection
- Discussion
- Feedback

Monitoring helps determine progress toward personal learning goals and success criteria.

Documenting Learning

Documentation involves collecting evidence of learning through physical or digital forms that make learning visible.

Measuring Learning

Measurement captures learning at particular points in time using a variety of assessment tools.

Reporting Learning

Reporting communicates student progress and achievement to the learning community and identifies areas for future growth.

Article 9: Types of Assessment

Assessment for Learning

Learner-centred assessment that informs future teaching and learning.

Assessment as Learning

Assessment that develops students' self-regulation and ownership of learning.

Assessment of Learning

Assessment that measures students' achievement of knowledge, conceptual understandings, and skills.

In the Early Years, assessment places particular emphasis on behavioural development and learning dispositions.

National Examination Requirements

It is compulsory for Indonesian citizens to participate in national examinations in accordance with government regulations.

The results of national examinations are not a requirement for graduation from the IB Diploma Programme.

To support students who intend to pursue studies at Indonesian universities, after-school support programmes may be provided.

Article 10: Assessment Tools and Strategies

Assessment strategies may include:

- Observations
- Performance assessments
- Process-focused assessments
- Selected response tasks
- Open-ended tasks

Assessment tools may include:

- Rubrics
- Exemplars
- Checklists
- Anecdotal records
- Continuums
- Anchor charts

National Assessment

In accordance with Indonesian educational regulations, selected year levels participate in National Assessment programmes.

National Assessment aims to evaluate educational quality through:

Minimum Competency Assessment

- Literacy
- Numeracy

Character Survey

Pancasila Student Characteristics:

- Faith and noble character
- Critical thinking
- Independence
- Creativity
- Collaboration
- Global diversity

Learning Environment Survey

Areas include:

- School safety climate
- School diversity climate
- Socioeconomic indicators
- Quality of learning
- Teacher development

The results contribute to evaluating educational quality and school improvement.

Article 11: Assessing Understanding through SOLO Taxonomy

Sekolah Bogor Raya utilises the SOLO Taxonomy to support deeper learning and assessment.

The levels include:

1. Pre-structural
2. Uni-structural
3. Multi-structural
4. Relational
5. Extended Abstract

SOLO may be used to:

- Design learning experiences
- Develop rubrics
- Construct success criteria
- Support student reflection
- Promote self-monitoring and goal setting

Students are encouraged to consider:

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

Article 12: Reporting and Communication

Parent Information Sessions

Parent Information Sessions are conducted at the beginning of units to communicate curriculum expectations and classroom routines.

Conferences

Two-way Conferences

Conferences involving teachers and parents to discuss student progress and identify support strategies.



Three-way Conferences

Conferences involving students, teachers, and parents to reflect upon learning and establish future goals.

Student-led Conferences

Formal reporting sessions led by students that promote ownership, reflection, confidence, and communication.

Portfolios

Portfolios provide evidence of student effort, growth, and achievement and support communication between students, parents, and teachers.

PYP Exhibition

The Exhibition serves as:

- A culminating collaborative inquiry experience.
- An authentic assessment of student understanding.
- An opportunity for students to demonstrate independence, responsibility, and action.
- A celebration of the transition from PYP to secondary education.

Article 13: Reports

Reports are issued:

- Four times per year for International Reports.
- Two times per year for National Reports.

The first three International Reports are distributed digitally, while the final report is distributed in hard copy. Parents may request printed copies of earlier reports if required. Parents are encouraged to attend conferences and may arrange meetings with teachers throughout the year.

Article 14: Roles and Responsibilities of Stakeholders

Students

Students are expected to:

- Participate actively in assessment processes.
- Reflect on feedback.
- Set learning goals.
- Demonstrate agency and responsibility.

Teachers

Teachers are expected to:

- Design meaningful assessments.
- Monitor and document learning.

- Provide timely feedback.
- Collaborate in assessment practices.

Parents

Parents are expected to:

- Support learning at home.
- Participate in conferences.
- Celebrate student growth and achievements.

School Leadership

School leaders are expected to:

- Ensure assessment practices align with IB requirements.
- Provide professional development.
- Monitor implementation of this Policy.

Article 15: Policy Review

This Policy is reviewed annually by the Principals and the PYP leadership team.

This Policy takes effect from the date it is established and remains in force until amended or superseded by the SBR Executive Team.

References and Resources Used in the Design of This Policy

- *Making the PYP Happen: A Curriculum Framework for International Primary Education*. International Baccalaureate Organization.
- *PYP: From Principles into Practice*. International Baccalaureate Organization.
- Clarke, S. (2012). *Active Learning Through Formative Assessment*.
- Hattie, J., & Timperley, H. (2007). *The Power of Feedback*.
- Biggs, J., & Collis, K. (1982). *Evaluating the Quality of Learning: The SOLO Taxonomy*.