

Sekolah Bogor Raya Diploma Programme Assessment Policy

Concerning: Assessment Philosophy and Practices at Sekolah Bogor Raya Diploma Programme

This Policy outlines the philosophy, principles, practices, and procedures of assessment within the Sekolah Bogor Raya Diploma Programme (DP). Assessment is central to teaching and learning and aims to support student growth, provide meaningful feedback, and ensure alignment with International Baccalaureate (IB) standards and expectations.

As an IB World School, Sekolah Bogor Raya (SBR) believes that assessment should promote inquiry, reflection, critical thinking, and academic excellence while supporting the holistic development of every learner.

This Policy is aligned with the mission and philosophy of Sekolah Bogor Raya and 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

Instructional practice at Sekolah Bogor Raya is guided by the following principles:

1. Assessment is integral to planning, teaching, and learning.
2. Assessment practices are communicated clearly to students and parents.

3. There is an appropriate balance between formative and summative assessment.
4. Opportunities for self-assessment and peer assessment are embedded across subjects.
5. Prior knowledge is assessed before introducing new learning.
6. Students receive timely and constructive feedback to support continued learning.
7. Assessment data is analysed to inform teaching practices and student support.
8. Assessment is used to evaluate curriculum effectiveness.
9. Reflection by both teachers and students is valued as a means of continuous improvement.

Assessment practices are designed to meet the needs of students at different ages and stages of development while also fulfilling international and national requirements.

Article 3: Purpose of Assessment

The purpose of assessment is to inform and involve students, parents, teachers, and administrators.

Effective assessment enables:

Students

- To become active participants in their own learning.
- To reflect upon and demonstrate their understanding.
- To develop self-assessment and critical thinking skills.

Teachers

- To guide instruction effectively.
- To monitor progress and provide meaningful feedback.
- To communicate learning outcomes with students and families.

Parents

- To understand their child's progress and development.
- To support and celebrate student learning.

Administrators

- To monitor school-wide learning outcomes.
- To build a collaborative learning community.

Sekolah Bogor Raya recognises the importance of assessing both the process and products of inquiry. Students and teachers are actively involved in assessment as part of the learning process.

Article 4: Types of Assessments

Formative Assessment

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

Summative Assessment

Summative assessment is conducted at the end of a unit, term, or semester to evaluate students' achievement against Diploma Programme assessment criteria.

Where appropriate, summative assessments may utilise IB-style questions and assessment approaches to familiarise students with DP expectations.

Internal Assessment

Internal Assessments (IAs) are compulsory components of the Diploma Programme that are assessed by subject teachers according to IB subject-specific criteria and externally moderated by IB examiners.

Internal assessments provide opportunities for students to demonstrate skills, knowledge, and personal interests beyond the constraints of written examinations.

In subjects with multiple teachers, internal standardisation procedures are followed to ensure consistency in grading.

External Assessment

At the end of the two-year Diploma Programme, students undertake IB examinations in all subjects, which are assessed by external IB examiners.

All examinations are conducted in accordance with IB regulations and procedures.

Article 5: Assessment Strategies

Assessment strategies may include:

Open-ended Tasks

Tasks with multiple possible responses that encourage critical thinking and creativity.

Observation

Assessments based on observed behaviours, skills, and abilities, including:

- Performance of specific tasks or procedures
- Knowledge acquisition and application
- Demonstration of skills and competencies

Performance Tasks

Learning activities that require students to create products or performances demonstrating understanding and proficiency.



Selected Responses

Assessments such as:

- Multiple-choice questions
- Matching exercises
- True or False questions

Constructed Responses

Assessments requiring extended written responses, including:

- Short-answer questions
- Essays

Process Journals

Records of thoughts, ideas, decisions, feelings, and reflections throughout the learning process.

Additional assessment methods may include:

- Projects
- Student portfolios
- Reports
- Presentations
- Laboratory work
- Mathematical investigations
- Artistic performances
- Oral assessments

Article 6: Reporting Process

Written Reports

Written reports are distributed each term.

English Report

Term 1–8

- 70% Summative Assessment
- 30% Formative Assessment

DP grades are reported using an **On Track scale from 1–7**, with 7 being the highest achievement level.

Grade boundaries are determined internally based on current IB subject grade boundaries.

National Report



- Semester 1: Average of Terms 1 and 2
- Semester 2: Average of Terms 3 and 4
- Semester 3: Average of Terms 5 and 6
- Semester 4: Average of Terms 7 and 8

Digital Portfolio

Students prepare a digital portfolio during odd semesters to support three-way conferences.

The portfolio includes:

- Learning progress
- Achievements
- Challenges
- Reflections
- Future learning goals

Conferences

Three-way conferences are held twice each academic year to provide opportunities for students, parents, and teachers to discuss learning progress and support strategies.

Mini Exhibition

Mini exhibitions are conducted during Terms 3 and 7, allowing students to showcase products of learning from their courses of study.

Article 7: Assessment Procedures

Assessments Handed in Late

Students and parents receive an Assessment Outline each semester detailing:

- Summative assessments
- Internal Assessment deadlines
- Theory of Knowledge requirements
- Extended Essay deadlines

Teachers collaborate to ensure deadlines are distributed appropriately across subjects. Late submissions are reported to homeroom teachers and parents. Students may request extensions based on individual

circumstances, provided requests are made before the deadline whenever possible. Extension decisions are made on a case-by-case basis by subject teachers.

Assessments Missed Due to Absence

Students are expected to complete all assessments within designated timeframes. In cases of emergency or approved leave, teachers may exercise professional judgment in granting extensions. Students who miss semester examinations due to illness or approved leave will be required to sit for make-up examinations upon their return.

Article 8: Assessment System

Award of the IB Diploma

To qualify for the IB Diploma:

1. All assessment components and diploma requirements must be completed unless otherwise approved by the IB.
2. Theory of Knowledge (TOK) and the Extended Essay (EE) are graded from A–E and contribute between 0 and 3 bonus points according to the Diploma Points Matrix.
3. The Diploma will be awarded provided that:
 - a. CAS requirements have been met.
 - b. The candidate achieves a minimum of 24 points.
 - c. No "N" is awarded for TOK, EE, or any contributing subject.
 - d. No grade E is awarded for TOK or EE.
 - e. No grade 1 is awarded in any subject.
 - f. No more than two grade 2s are awarded.
 - g. No more than three grades of 3 or below are awarded.
 - h. Candidates achieve at least:
 - 12 points in Higher Level subjects; or
 - For candidates taking four HL subjects, the best three HL grades are counted.
 - i. Candidates achieve at least:
 - 9 points in Standard Level subjects; or
 - 5 points if taking only two SL subjects.
 - j. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

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 9: Roles and Responsibilities of Stakeholders

Students

Students are expected to:

1. Understand assessment requirements and deadlines.
2. Submit authentic and timely work.
3. Reflect on feedback and use it to improve learning.
4. Maintain digital portfolios and participate actively in conferences.

Teachers

Teachers are expected to:

1. Design fair and meaningful assessments.
2. Provide timely feedback.
3. Use assessment data to guide instruction.
4. Communicate expectations clearly.
5. Collaborate to ensure consistency in assessment practices.

Parents

Parents are expected to:

1. Support students in managing assessment requirements.
2. Participate in conferences and discussions regarding student learning.
3. Encourage positive learning habits at home.

DP Coordinator and School Leadership

School leaders are expected to:

1. Ensure assessment practices align with IB requirements.
2. Monitor implementation of this Policy.
3. Provide professional development and support to teachers.
4. Review and revise assessment procedures as necessary.

Article 10: Policy Review

This Policy is reviewed annually by the Principals and the Diploma Programme 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

- *Approaches to Teaching and Learning in the Diploma Programme*. International Baccalaureate Organization, 2015.
- *Diploma Programme: From Principles into Practice*. International Baccalaureate Organization, 2015.
- *Programme Standards and Practices*. International Baccalaureate Organization.
- Relevant IB assessment publications and guidance documents.