



Whole School Assessment Policy

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1. NJIS VISION and MISSION STATEMENT

Vision: We build academic excellence alongside social and emotional intelligence in every student. We develop future leaders with the wisdom and passion to enact change.

Mission: We provide an inspiring education that equips young people with the 21st-century skills and knowledge needed to find new solutions for our world.

2. IB MISSION STATEMENT

“IB 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 Mission Statement, 2004)

“Assessment” can mean any of the different ways in which student achievement can be gathered and evaluated. (IB Assessment Principles and Practices, 2018)

3. GUIDING PRINCIPLES AND PHILOSOPHY

To support all learners, NJIS has:

- a. a philosophy and culture that promotes growth mindset and self-efficacy
- b. a concept-based curriculum that offers opportunities for differentiation and different types of assessment
- c. systems for early identification of learning needs
- d. policies and procedures that support the programs
- e. planning and regular meeting time to allow teachers to develop research-based assessment practices that support different learning needs and styles

- f. an understanding of assessment not as a passive instrument, but rather as an active tool that must be used to support and motivate students in mastering the required standards and developing the Learner Profile

In all programs, North Jakarta Intercultural seeks to discover and nurture the special gifts each student possesses and contributes to each student's understanding of the complexities of the world to equip them and inspire them to find new solutions for its challenges.

Principles

North Jakarta Intercultural School recognizes that each student:

- can be successful
- has a different learning style and pace
- has a different readiness for learning
- can undergo emotional impact by the assessment experience
- brings their own cultural experiences, previous expectations and needs into the classroom
- performs best when they have a clear understanding of expectations
- achieves a higher level of performance when they know the assessment criteria
- enhances their accomplishment and personal well-being through a strong sense of efficacy
- requires that learning is built on their prior knowledge
- needs to know their areas of strength and identify areas for growth
- should receive constructive guidance that is timely, relevant, individualized, and motivational
- will be reflective of their own development and growth of the Core Values, the Learner Profile and ATL attributes skills
- also learns through assessment
- greatly benefits from developing of a growth mindset

Philosophy of Assessment and Keys to a Quality assessment

1. We assess to ensure that the planned learning goals and standards are being met. We assess to support every student in their learning and ensure that every student is supported to meet and exceed the required standards. We do not assess to rank students.
2. We aim for assessments to be relevant, have a multi-dimensional approach for various learning styles, have task clarity and promote the development of critical and creative thinking skills.
3. Assessment will also promote development of Approaches to Learning skills, Learner Profile attributes and NJIS Core Values
4. Each assessment must:
 - a. Arise from a specific predetermined purpose (Who will use this information? How will they use it? What information, in detail, is required?)
 - b. Arise from a specific predetermined definition of achievement success (Are learning targets clear to teachers? What kinds of achievement are to be assessed? Are these learning targets the focus of instruction?)
 - c. Be built of high-quality ingredients to yield dependable results (Do assessment methods match learning targets? Does the sample represent learning appropriately?)

- Are items, tasks, and scoring rubrics of high quality? Does the assessment control for bias?)
- d. Communicate effectively to the end-user (Can assessment results be used to guide instruction? Do formative assessments function as effective feedback? Is achievement tracked by learning target and reported by standard and IB level of proficiency?)
 - e. Include the evaluation of the impact of the scores on the learner during the learning (Do assessment practices meet students' information needs? Are learning targets clear to students? Will the assessment yield information that students can use to self-assess and set goals? Are students tracking and communicating their evolving learning?)
5. We aim for assessments to productively manage the emotional dynamics of the assessment experience by designing them to produce a positive experience regardless of the level of achievement demonstrated. This practice will prevent students from staying confused, frustrated, and ready to give up in hopelessness.

Purposes of Assessment: What is assessment used for?

- provides evidence of student understanding of the subject group objectives
- gives students clear guidance on how to improve and to define learning goals
- promotes student reflection of their learning through analyzing and evaluating their work
- promotes teacher reflection of the learning and teaching process which they use to adapt their strategies and curriculum
- provides meaningful information that cultivates students' growth and development
- promotes positive student attitudes toward learning
- drive emotions of optimism and persistence triggered by the belief that success is within reach if they keep trying
- gathers information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed.
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge)
- develop a growth mindset

The Use of Assessments in The Decision-Making Process

Assessments are used at NJIS to support its data-based decision-making processes by serving its information needs at the following levels

1. The classroom level
 - **Decision to be made:** What comes next in the learning?
 - **Made by:** Students and teachers
 - **Information needed:** Continuous evidence of each student's current location on the scaffolding leading to each standard
2. The program level
 - **Decision to be made:** Which standards are our students mastering or not mastering?
 - **Made by:** Teacher teams, program coordinators, head of school

- **Information needed:** Periodic, frequent, evidence aggregated across classrooms revealing standards not mastered.
3. The institutional level
- **Decision to be made:** Are enough students meeting required standards?
 - **Made by:** School board
 - **Information needed:** Annual summaries of standards on accountability tests

The philosophy, purpose and principles of assessment apply to all three IB. For the case of grades 11 and 12 of a non-IB path the DP, this document and the DP specifics will apply. There are differences in the PYP, MYP and DP assessment systems in order to meet the needs of students at particular ages and stages of development and to meet the needs of external institutions. There is a progression from mainly internal assessment in the PYP to largely external assessment in the DP, with the MYP bridging the two systems.

4. Assessment Practices

- Diagnostic or Pre-Assessment: Students are assessed on their knowledge, skills and understandings prior to new learning experiences.
- Assessment for Learning (Formative assessment): Formative assessment¹ and teaching are linked directly. Assessment for learning is ongoing and informs the teaching and learning process. This feedback is goal-referenced; tangible and transparent; actionable; user-friendly (specific and personalized); timely; ongoing; and consistent (Wiggins, 2012.) It is used to increase, not merely monitor, student confidence, motivation, and learning (Stiggins, 2006).
 - Assessment for learning relies on repeated self-assessments that guide the students to achieve a better level of performance and to develop self-efficacy. (Stiggins, 2012)
 - Peer assessment may happen as part of the teaching and learning process. This will often take place in smaller groups, and the format can be, for example, oral feedback on written work, on class presentations, on drafts for written work. This is very much in line with the learner profile attributes of open-mindedness, communication, and critical thinking.
 - Feedback should never take longer than one week.
- Assessment of Learning (Summative assessment): Summative assessment takes place at end of the learning process. These assessments provide evidence of achievement against the subject objectives.
- Assessments are appropriate to the age group and reflect the development of the students within the subject
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts.
- Cumulative assessments at each level: PYP exhibition, MYP personal project, DP extended essay and external exams
- Self- and peer-assessment together with teacher judgments against a continuum on the progression of Approaches to Learning skills and the development of the IB Learner Profile attributes together with the NJIS core values which make up North Jakarta Intercultural Schools' Student Learning Outcomes, is ongoing.

¹ In this document the terms *formative assessment* and *assessment for learning* as well as the terms *summative assessment* and *assessment of learning* are used instinctively.

- Student and teacher reflection on all assessment practices is an integral part of all teaching and learning.
- Internal assessment standardization: Teams of educators are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school. Sessions for assessment standardization are included in the calendar.

5. Assessment strategies

North Jakarta Intercultural School encourages all teachers to use assessment strategies that are student-centered and consistent with learning goals. Teachers can choose from a range of assessment strategies of assessment strategies to ensure they assess their students' performances fairly not limited to the following:

- Observations
- Selected response
- Open-ended tasks
- Performance Tasks
- Process journals and logs
- Portfolios
- Compositions
- Tests
- Creation of solutions or products in response to problems
- Questionnaires
- Investigations
- Research
- Performances
- Presentations (verbal or written), graphic (through various media)
- Essays
- Conferences with teacher (e.g. writing, laboratory reports)
- Oral exams
- Student-generated assessment

6. Overview of the IB programs and their philosophy and practices for assessment

Primary Years Program (PYP)

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: the acquisition of knowledge, the understanding of concepts, the mastery of skills, the development of attitudes and the decision to take responsible action.

Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do and feel at different stages in the learning process.

(Source: Making the PYP happen: A curriculum framework for international primary education (2009), page 44,)

MYP 1-3 Assessment Procedures

MYP teachers are required to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. These criteria are given in advance and clarified for each task so that students and parents understand assessment. Teachers must provide students with the opportunity to reach the highest level by creating rigorous tasks. Criterion-related assessment does not require mastery of each descriptor, students are not compared to each other and there is not an expected distribution of achievement. All summative assessments are uploaded in advance on Managebac. The level of achievement, together with a teacher comment is also recorded on Managebac. Grade books are live to parents. Formative feedback is ongoing, and a summary recorded on Managebac. In compliance with MYP requirements, all strands in each criterion must be assessed a minimum of twice per academic year, with the aim of assessing each criteria a minimum of three times per year.

In addition to reporting on the MYP assessment criteria, the teacher reports on the level of achievement of each learning target or standard. This practice provides the student with a clear picture of where they are in their learning and helps them plan their next steps to close the gap.

Homework

Students in the years MYP 1-3 should expect to spend homework each night. The purpose of homework is to give students an opportunity to practice, review, preread, gain feedback, research, inquire and to complete tasks. The amount of time will vary in each grade level. In grade 6 (MYP 1) students should spend approximately 20 minutes per night in each subject they had that day, in addition to 30 minutes of personal reading. Students in grade 7 (MYP 2) should expect approximately 30 minutes per night in each subject they had that day, in addition to 30 minutes of personal reading. In grade 8 (MYP 3), the homework is often assigned weekly, so students are expected to break this up into manageable sections. It is approximately two hours per subject a week. To recognize the importance and value of rest and relaxation, students should not usually expect to be given homework over Idul Fitri, winter and spring vacations, including semester break. Homework due on religious holiday will be dealt with on a case-by-case basis. Homework assigned for three or four-day weekends should not exceed the normal amount for a regular weekend. Questions about these guidelines in individual courses should be raised with the teacher first and the MYP Coordinator or the School Principal.

In cases of extended absence with a larger quantity of material to organize, the advisor is the resource person to help set up a timetable with priorities. When students miss school due to illness, they usually will not be well to catch up until they return. Teachers are flexible in allowing make-up work in cases of an extended absence. Teachers will reevaluate the adequacy of requiring the work based on the availability of evidence that points to the student's mastery of the standards or achievement of level of proficiency.

If a student does not complete homework or other pieces of formative assessment then the teacher is expected to use their professional judgement in managing the situation with attention to assisting students with developing better Approaches to Learning skills and through direct conversations with the student and home if necessary. If however the student over an extended

period of time continues to have difficulty in demonstrating their learning then the teacher should seek the support of the Counselor.

Late Work or work that fails to show necessary learning and non-submission of summative assessment tasks

In criterion related marking, punitive action (except for when the validity of the work submitted is in question) must not affect a student's achievement level in an assessment task or when determining summative assessment levels, while late or incomplete work may contribute to the awarding of a lower achievement level due to the quality of the work, work will not be marked down as a direct consequence of being late. If a student's work on a summative assessment task is late or fails to show the necessary learning then the following procedures are followed at the school

Teacher Procedures:

- The student will be asked to explain why he/she failed to submit the required work on time or was unable to show the necessary learning. The teacher shall give the student and extended deadline to complete or resubmit the assessment.
- Teacher completes the student check in and copies it to the Student Support Team, parent and advisor, which shall include the extended deadline given to the student. The teacher follows up with the student to encourage and support work through developing approaches to learning (ATL) skills.
- The student work when handed in is assessed by the teacher with feedback and an indicative level of achievement.
- The assessment may be considered to be formative rather than summative or the level of achievement adjusted in Managebac. This is a collaborative decision made by the teacher and MYP Coordinator and will be communicated to the student and parents
- If the second deadline is not met, the teacher again informs the Student Support Team (SST) and the issue moves to a higher level of concern within the Student Support Team and would likely include parental meeting and possible inclusion of the Principal.

*plagiarism is reported directly to the Principal (refer to the academic honesty policy).

SST Procedures:

- Assign a member of the SST to monitor each reported student's situation.
- Make a decision on the level of intervention required for each individual student.
- Keep a record of all student reports.

The lack of effort or poor attitude may be reflected in the trimester advisor reports and in the ATL descriptive comment to explain the issue. It is the student's responsibility to complete all required work in each course and to make use of the available support networks available at NJIS. Extensions, special considerations and special arrangements may be applied. Such exceptions require communication from parents and/or students directly to the teacher. If further discussion is required, parents can contact the School Principal directly. Should a student fail to submit the minimum number of summative assessment tasks by the end of the academic year, this could result in an 'Incomplete (INC)' grade, which has serious implications.

Internal Standardization

Assessment in MYP is the “best fit” approach in which teachers work in department and grade level teams to establish common standards against which they evaluate each student’s achievement holistically. Qualitative statements found within the strands of particular criteria are to be agreed upon in subject areas. This can be achieved through exemplars and devising task specific clarifications as well as a common use of command terms. Regular standardization of student work in both department and grade level teams is a requirement. Time for this is built into the meeting/planning time calendar. According to the guide *MYP: From principles into practice* (2014): “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (page 83).

Determining achievement levels

To determine a level of achievement for each criterion, teachers must gather sufficient evidence to decide whether a student is working at the lower or higher end of a descriptor. Teachers should start at the first descriptor and move up, until the descriptor no longer describes the student work; the work will then be described by the previous descriptor. If the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band, teachers must use their professional judgment in determining the descriptor that best fits the student’s performance. Achievement levels are described as a whole number. Teachers should be mindful that while supporting students is an essential learning tool, the achievement levels should accurately reflect what students know and are able to do. In cooperative learning activities, the input of individuals needs to be carefully documented so that the achievement levels for individual students can be determined. In cooperative learning activities, the input of individuals needs to be documented carefully so the achievement of individual students can be determined. Group scores may not accurately reflect the achievement of all, so allocating the same group score may be unfair for some members of the group.

Summative Assessment loading

Teachers will work together to ensure that students do not have more than two (2) tests on any given day. For the purpose of the test day policy, “tests” include not only traditional tests, but also any major assignments including projects, extended math-problem sets, essays, any full-period writing assignment, and any other in-class writing assignment or quiz that covers more than the previous evening’s homework. Quizzes on the previous evening’s homework that do not exceed 10 minutes do not constitute “test.”

In the unlikely event that a student finds him-/herself with more than two tests or major assignments due on a particular day, he/she should contact his/her teachers and/or advisor to determine a reasonable solution, which may include rescheduling some of the work.

Accommodations

Students with learning support requirements may require reasonable adjustments to access the curriculum. These should be aligned with the **Inclusion Policy** and the **Language Policy**. The Student Services Team will help support teachers with accommodations, however the overall learning outcome must remain the same. Students with more challenging learning support requirements may require modifications to subject objectives and assessment criteria. This will be decided using the methods and guidelines described in the **Inclusion Policy** supported using official documentation. Please refer to the inclusion policy for more detailed information.

Standards of Academic Performance

MYP students at North Jakarta Intercultural School are expected to maintain minimum standards of academic performance in order to be promoted to the next grade level. These minimum standards are as follows:

1. A student must carry a minimum of five solid academic subjects. Exceptions to this policy require the approval of the Head of School, in consultation with the Student Support Team.
2. Any student who on quarter reports earns below an achievement level 4 in more than one subject area may be placed on Academic Warning (AW).
3. If a student who is on Academic Warning next quarter reports earns below an achievement level 4 in more than one subject area then they may be placed on Academic Probation (AP)².

Students at a level of Academic Warning and Academic Probation will be required to attend academic support classes as outlined by the Student Support Team. This outline will be reflected in a tripartite contract between the School, the student, and their parents or guardians.

An academic record that falls below these standards will be presented to the relevant MYP School faculty and administration for consideration to act. Each case will be considered on its individual merits and circumstances. The Principal will notify specific conditions. The purpose of the Academic Warning (AW) designation is to caution both the student and parents that the academic record in question is precariously close to Academic Probation (AP). Students placed on Academic Probation (AP) for repeated quarters may not be asked to return the following academic school year, if they do not fulfill the conditions of their probation as specified and communicated to the student and his/her parents by the Principal.

Any student whose grades are not probationary, but whose overall attitude and cooperation are counter to his or her efforts and the general welfare of the school, will be carefully reviewed with regards to the student's future at North Jakarta Intercultural School. Accordingly, group conferences, led by the Student Support Team, will be implemented to encourage positive change. The school recognizes that there are exceptional circumstances in which a student may slip in academic performance. The vicissitudes of adolescence often play an important role in a period of academic difficulty. For these reasons, the administration and faculty will consider each case with care and sensitivity in order to make appropriate recommendations. The general exception is that an NJIS student, along with his or her parents, accepts fundamental levels of academic and personal responsibility. Promotion to the Diploma Program depends upon the meeting of these responsibilities.

Academic eligibility

A student who is on Academic Probation may be ineligible to participate in activities such as sports tournaments/contests Model United Nations and other like events as determined by the Principal, until such time as they are removed from Academic Probation.

An ineligible student can be given permission to participate at school in sports practices on other activities that do not take time away from school so as to meet Creativity Action and Service requirements. He/she may not, however, suit up for games and will not be permitted to travel with the team.

² If there are extreme worries about a student at any point in the school year as demonstrated by low achievement levels in many subjects then it is possible for a student to be moved straight to a level of Academic Probation.

Students in good academic standing will not be required to undergo weekly academic eligibility reviews.

Timed performances of understanding

At the end of the academic year, a week is set aside for sustained inquiry for students. The assessment is designed so that students can demonstrate their learning in authentic contexts and apply it in new ways. Students will be given the opportunity to demonstrate the ability to transfer knowledge. Assessments will strive to show that students can recall, adapt, and apply knowledge to solve problems and/or create solutions, thus creating new levels of conceptual understanding. These can include examinations.

Extended time testing

NJIS offers extended time for taking tests to those students who are eligible. The MYP division follows the same eligibility criteria as the DP division so that students will not experience a change of eligibility when they change divisions. The DP Division generally follows the guidelines of The College Board in determining which students are eligible for extended time testing.

MYP 4-5 Assessment Procedures

MYP teachers are required to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the program. These criteria are given in advance and clarified for each task so that students and parents understand assessment. Teachers must provide students with the opportunity to reach the highest level by creating rigorous tasks. Criterion-related assessment does not require mastery of each descriptor, students are not compared to each other and there is not an expected distribution of achievement. All summative assessments are uploaded in advance on Managebac. The level of achievement, together with a teacher comment is also recorded on Managebac. Grade books are live to parents. Formative feedback is ongoing, and a summary recorded on Managebac. In compliance with MYP requirements, all strands in each criterion must be assessed a minimum of twice per academic year, with the aim of assessing each criteria a minimum of three times per year.

In addition to reporting on the MYP assessment criteria, the teacher reports on the level of achievement of each learning target or standard. This practice provides the student with a clear picture of where they are in their learning and helps them plan their next steps to close the gap.

Homework

For students in MYP 4-5, the homework is often assigned weekly, so students are expected to break this up into manageable sections. It is approximately 6-8 hours per subject a week. Homework due on religious holiday will be dealt with on a case-by-case basis.

In cases of extended absence with a larger quantity of material to organize, the advisor is the resource person to help set up a timetable with priorities. When students miss school due to illness, they usually will not be well to catch up until they return. Teachers are flexible in allowing make-up work in cases of an extended absence. Teachers will reevaluate the adequacy

of requiring the work based on the availability of evidence that points to the student's mastery of the standards or achievement of level of proficiency.

If a student does not complete homework or other pieces of formative assessment then the teacher is expected to use professional judgement in managing the situation with attention to assisting students with developing better Approaches to Learning skills. The teacher is encouraged to have direct conversations with the student, and home if necessary. If, however, the student over an extended period of time continues to have difficulty in demonstrating his/her learning, then the teacher should seek the support of the Counselor.

Late Work or work that fails to show necessary learning and non-submission of summative assessment tasks

In criterion related marking, punitive action (except for when the validity of the work submitted is in question) must not affect a student's' achievement level in an assessment task or when determining summative assessment levels, while late or incomplete work may contribute to the awarding of a lower achievement level due to the quality of the work, work will not be marked down as a direct consequence of being late. If a student's work on a summative assessment task is late or fails to show the necessary learning then the following procedures are followed at the school

Teacher Procedures:

- The student will be asked to explain why they failed to submit the required work on time or was unable to show the necessary learning. The teacher shall give the student an extended deadline to complete or resubmit the assessment.
- Teacher completes a Situation Report copied to the Student Support Team, parent and advisor, which shall include the extended deadline given to the student. The teacher follows up with the student to encourage and support work through developing approaches to learning (ATL) skills.
- The student work when handed in is assessed by the teacher with feedback and an indicative level of achievement.
- The assessment will be considered to be formative rather than summative. If the situation now exists that the teacher will not have enough summative assessments to make a final grade judgement for the student, then the teacher must consult with the Advisor and with the Counselor for advice, but it is likely that an additional assessment task will need to be created for the student.
- If the second deadline is not met, the teacher again informs the Advisor and the Counselor and the issue moves to a higher level of concern within the Student Support Team and would likely include a parental meeting and possible inclusion of the Principal.

*plagiarism is reported directly to the Principal (refer to the academic honesty policy).

SST Procedures:

- Assign a member of the SST to monitor each reported student's situation.
- Make a decision on the level of intervention required for each individual student.
- Keep a record of all student reports.

The lack of effort or poor attitude may be reflected in the quarter advisor reports and in the ATL section of the final reports, with a descriptive comment to explain the issue. It is the student's responsibility to complete all required work in each course and to make use of the available support networks available at NJIS. Should a student fail to submit a required summative assessment task, this could result in an 'Incomplete (INC)' grade. Extensions, special considerations and special arrangements may be applied. Such exceptions require communication from parents and/or students directly to the teacher. If further discussion is required, parents can contact the Principal directly.

Internal standardization

Assessment in MYP is the "best fit" approach in which teachers work in department and grade level teams to establish common standards against which they evaluate each student's achievement holistically. Qualitative statements found within the strands of particular criteria are to be agreed upon in subject areas. This can be achieved through exemplars and devising task specific clarifications as well as a common use of command terms. Regular standardization of student work in both department and grade level teams is a requirement. Time for this is built into the meeting/planning time calendar.

Determining achievement levels

To determine a level of achievement for each criterion, teachers must gather sufficient evidence to decide whether a student is working at the lower or higher end of a descriptor. Teachers should start at the first descriptor and move up, until the descriptor no longer describes the student work; the work will then be described by the previous descriptor. If the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band, teachers must use their professional judgment in determining the descriptor that best fits the student's performance. Achievement levels are described as a whole number. Teachers should be mindful that while supporting students is an essential learning tool, the achievement levels should accurately reflect what students can do. In cooperative learning activities, the input of individuals needs to be carefully documented so that the achievement levels for individual students can be determined. Group scores may not accurately reflect the achievement of all, so allocating the same group score, maybe unfair for some members of the group.

Assessment is criterion-related as it is based upon predetermined criteria that all students have access to. Criterion-related assessment does not require mastery of each descriptor and is better described as a "best-fit" approach. The criteria for each subject reflect the objectives of the subject group. The level of student success in reaching the objectives of each subject group is measured in terms of levels of achievement described in each assessment criterion.

Summative Assessment loading

Teachers will work together to ensure that students do not have more than two (2) tests on any given day. For the purpose of the test day policy, "tests" include not only traditional tests, but also any major assignments including projects, extended math-problem sets, essays, any full-period writing assignment, and any other in-class writing assignment or quiz that covers more than the previous evening's homework. Quizzes on the previous evening's homework that do not exceed 10 minutes do not constitute "test."

In the unlikely event that a student finds him-/herself with more than two tests or major assignments due on a particular day, he/she should contact his/her teachers and/or advisor to determine a reasonable solution, which may include rescheduling some of the work.

Diploma Program Assessment Procedures

Homework

For students in DP 1 and DP 2, the homework is often assigned weekly, so students are expected to break this up into manageable sections. It is approximately 6-8 hours per subject a week. Homework due on religious holiday will be dealt with on a case-by-case basis.

If a student does not complete homework or other pieces of formative assessment then the teacher is expected to use professional judgement in managing the situation with attention to assisting students with developing better Approaches to Learning skills. The teacher is encouraged to have direct conversations with the student, and home if necessary. If, however, the student over an extended period of time continues to have difficulty in demonstrating his/her learning, then the teacher should seek the support of the Counselor.

DP Year 1

Late Work or work that fails to show necessary learning and non-submission of summative assessment tasks

If a students' work on a summative assessment task is late or fails to show the necessary learning then the following procedures are followed at the school

Teacher Procedures:

- The student will be asked to explain why he/she failed to submit the required work on time or was unable to show the necessary learning. The teacher will assign a grade of zero to the assessment piece and this grade will count towards the student's school grade.
- The teacher shall refer the student using a Situation Report to the IB Coordinator or their designate.
- If the assessment is an Internal Assessment for the IB Diploma if requested the teacher shall request another submission from the student, which shall be included for external submission but not counted towards school grades.

*plagiarism is reported directly to the Principal (refer to the academic honesty policy).

SST Procedures:

If the assessment is an IB Diploma Assessment the student the IB Coordinator or their designate shall meet with the student and make an Academic recommendation for the student to the Principal. The possible outcomes for a student include:

- The student could be placed on Academic Warning or Probation for the subject in question.
- The student could be removed from the subject as an IB Subject, which could mean they do not continue as an IB Diploma full program student

DP Year 2

Unexcused absences

Work that is missed due to an unexcused absence will have to be done by the student independently. No extra help will be offered on class material covered on the day of the unexcused absence.

If a student misses one class to prepare for a major assessment in another class, any assessments due in the missed class will likewise be subject to academic penalty as well as the usual disciplinary sanction, which is two hours of detention for each class missed.

Grades

The IB Grading Scale

The IB grading scale is as follows:

- 7: Excellent
- 6: Very Good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very Poor

Grades 2 and 1 are failing grades.

The Theory of Knowledge (TOK) course and the Extended Essay are graded according to the following scale:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Mediocre
- E: Elementary
(failing grade)
- N: No grade

In order to achieve a final score for the Diploma, the numerical grades are added together. TOK and EE grades are converted into 1, 2, or 3 points (using the correspondence table below) and added to the subject score to achieve a final result of 45 points. In order to obtain the Diploma, a minimal grade of 24 points in addition to a number of conditions must be obtained.

		Theory of Knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	Grade N
E x t e n d e d	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
E s s a y	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	Grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Predicted Grades

Final Diploma Programme grades for each student are predicted twice in IB, for two separate purposes. Between October and February, teachers predict grades on an individual basis to assist with student applications for university. Students are informed of their total predicted grade, and, where necessary, (usually for entrance to UK universities), of individual subject predicted grades. Teachers can change these predicted grades following the outcome of the mock examinations in December.

In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades prior to the final exams. Students are not informed of their predicted grades unless they need these for application for further education. For studies in Indonesia the predicted grades are not required. Students can apply for further education in Indonesia without grades and the grades will be reported to the institutions either through IB results service if the student informs the IB coordinator of which institutions she has applied to, or by the student herself when the results are released in July.

MYP 4-5 and DP Year 1 General Practices

Standards of Academic Performance

Upper School students at North Jakarta Intercultural are expected to maintain minimum standards of academic performance in order to be promoted to the next grade level. These minimum standards are as follows:

1. A student must carry a minimum of five academic subjects in each trimester. Exceptions to this policy require the approval of the Principal, the IB Program Coordinator and the Advisor in consultation with the Counselor.

2. Any student who on quarter reports earns average level of achievements below a four or overall grades below in one subject area is monitored by that classroom teacher in consultation with the SST.
3. Any student who on quarter reports earns average level of achievements below a four or overall grades below in more than one subject area may be placed on Academic Warning (AW).
4. If a student who is on Academic Warning next quarter reports earns a final grade below a 4 (or C), or earns below an achievement level 4 against criteria in more than one subject area then they may be placed on Academic Probation (AP)*.

* If there are extreme worries about a student at any point in the school year as demonstrated by low achievement levels in many subjects then it is possible for a student to be moved straight to a level of Academic Probation.

Students at a level of Academic Warning and Academic Probation will be required to attend academic support classes as outlined by the Student Support Team. This outline will be reflected in a tripartite contract between the School, the student, and their parents or guardians.

Academic probation

Being on Academic Probation (AP) means the student in question is earning unacceptable grades that may result in the student having to repeat one or more courses or, in the most severe cases, withdraw from the school. A student may be placed on academic probation on the basis of progress grades, academic warning grades, or quarter grades. The period of academic probation will extend until the next set of progress or quarter grades, whichever is sooner. The goal of placing a student on academic probation is to help the student improve their grades. As a means to this end, during the period of probationary status the student's grades will be monitored weekly. As specified in the section below, the student's involvement in extracurricular activities may be curtailed while the student is on academic probation. Should the student fail to move his or her grades out of the probationary range by the end of the quarter, a meeting of all concerned parties—administrators, advisor, teachers, and parents—will be held to determine whether or not continuing at NJIS is in the student's best interest.

Continuation in the IB Diploma Program:

For a student to continue a full IB Diploma course of study they must meet the following criteria at each trimester reporting period

1. Maintain a combined six subject total score of 24 points or more.
2. The student must not have a grade in a Higher Level (HL) subject below a '3' during any one marking period.
3. The student must remain in good standing with regard to their Theory of Knowledge (TOK), Creativity, Action & Service (CAS) and Extended Essay (EE) requirements.
4. The student must meet all deadlines specified by the DP coordinator.
5. The student must meet the academic honesty policy as set out by the school.

If the student fails to meet any of these conditions the student is suspended from the IB Diploma Program. If within seven days of the suspension the student does not make an appeal to the Principal to be reinstated to the program then an alternative program of study is determined in meetings with the student, school and parents.

Sport and Activity eligibility

A student who is on Academic Probation is ineligible to participate in activities such as sports tournaments or contests, Model United Nations and other like events as determined by the Principal, until such time as they are removed from Academic Probation.

An ineligible student can be given permission to participate at school in sports practices on other activities that do not take time away from school so as to meet Creativity Action and Service requirements. The student may not, however, suit up for games and will not be permitted to travel with the team.

Excused absences

In general, a student will be granted a grace period equal to the length of an excused absence to make up academic work missed. Parents may withhold students from school whenever they wish for whatever reason they wish, but the school, not parents, reserves the right to define whether an absence is excused. Chronic absences on test days or assignment due dates, for example, necessarily generate administrative concern out of a desire to observe the school's core values of fairness, responsibility, and honesty. Please see the section directly below entitled "Excused Absences on Due Dates for Major Assessments." If necessary, the student may consult with the advisor to arrange a timetable to make up past-due work that is excused. If a student has an excused absence on the due date of a major assessment – e.g., a test, paper, presentation, etc. - the following procedures will apply:

- After the first such instance during a semester in a given course, the student may make up the test, if the student brings a note to the teacher from his or her parents, stating that the student was ill or experienced some other family emergency, and that the parent knew the student missed class the day of a test.
- After the second such instance in the same course, a meeting may be called between the student, the student's parents, the student's advisor, the teacher, and the Principal to discuss the student's absences on due dates for major assessments.

Minimum attendance requirements

Students who are absent from 10 or more classes in any course for any reason in a semester will be subject to review to determine whether credit may be granted. If credit is not granted for any course or part of a course (for example, one semester), the student may be required to repeat the entire course if the student remains at NJIS.

In reviewing the individual cases, the reasons for each absence will be considered. Frequent avoidable absences, such as routine appointments that can be scheduled outside the school day, are likely to result in a decision to deny credit. *Bona fide* medical excuses may result in a waiver rather than a denial of credit.

Examinations

In the Diploma Program students of Year 2 (Grade 12) will have Mock Examinations. Students will have a maximum of two exams per day, and an exam week schedule will be in place. Students are required to be at school for regular school hours during examination periods except in the case of the IB Mock exams.

Accommodations

Students with learning support requirements may require reasonable adjustments to access the curriculum. These should be aligned with the **Inclusion Policy** and the **Language Policy**. The SST will help support teachers with accommodations, however the overall learning outcome must remain the same. Students with more challenging learning support requirements may require modifications to subject objectives and assessment criteria. This will be decided by the SST supported using official documentation.

Extended time testing

NJIS offers extended time for taking tests to those students who are eligible. The MYP and DP Divisions generally follows the guidelines of The College Board in determining which students are eligible for extended time testing.

Review Process

This policy document will be reviewed as and when programme coordinators deem it to be necessary and in any case no later than 5 years from the date of publication. Programme coordinators will ensure its implementation through planning meetings, classroom visits and appraisals. It is shared with all stakeholders.

References

1. Chappuis, Jan, et al. *Classroom Assessment for Student Learning*. 2nd edition, Pearson, 2012.
2. Marzano, Robert, et al. *The New Art and Science of Classroom Assessment*. Bloomington, IN : Solution Tree Press, 2018.
3. Stiggins, Rich. *A Call for The Development of Balanced Assessment Systems (Assessment Manifesto)*. Portland : ETS Assessment Training Institute, 2008.
4. Chadwick International School Assessment Policy
5. *Assessment Principles and Practices - Quality Assessments in a Digital Age*. International Baccalaureate Organization, 2018.

Appendix 1: MYP Programme Grade Boundaries

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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 2: IB Diploma Programme Assessment Components

Language A: Language and Literature

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Oral Work	Internal	Two oral presentations delivered on topics chosen by the students	15	15
Written Assignment	External	Several written tasks which imaginatively explore some of the material studied alongside a short rationale	20	20
Oral Work	Internal	Formal Oral Commentary and Interview	25	25
Paper 1	External	Non-literary text analysis	25	25

Paper 2	External	Literary text analysis	25	25
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Language B:

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Oral Work	Internal	Individual Oral	-	25
Paper 1	External	Comprehension of four written texts through responding to text handling questions	-	25
Paper 2	External	Two writing questions	-	50

Economics

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Portfolio	Internal	A portfolio of three commentaries based on extracts from the media linked to the syllabus	20	20
Paper 1	External	Extended response	30	40
Paper 2	External	Data response	30	40
Paper 3	External	HL Extension paper	20	-

Psychology

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Study Report	Internal		20	25
Paper 1	External	Question response and an essay	40	50
Paper 2	External	Answer one of 15 questions in essay form	20	25
Paper 3	External	Answer three questions	20	-

History

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Study Report	Internal	Historical investigation of any area of history	20	25
Paper 1	External	Evaluation of source material	20	30
Paper 2	External	Essay writing	25	45
Paper 3	External	Essay writing	36	-

Science

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Practical	Internal	General laboratory work and field work	24	24
Paper 1	External	Multiple-choice	20	20
Paper 2	External	Data analysis, short answer and open response	36	32
Paper 3	External	Short answer and extended response	20	24

Mathematics HL/SL

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Portfolio/Project	Internal	Two/one piece/s of work on different areas of the syllabus representing mathematical investigation	20	20
Paper 1	External	Short and extended response questions	30	40
Paper 2	External	Short and extended response questions	30	40
Paper 3	External	Extended response questions	20	-

Film

Type of Assessment	External /Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Textual analysis	External	1750 words max	20	30
Comparative study	External	Recorded multimedia, max 10 minutes	20	30
Film portfolio	Internal	Portfolio and film (9 mins)	25	40
Collaborative film project	Internal	Film (7 mins) and project report	35	-

Appendix 3: Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all of the following 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 the 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 grades 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.

Checklist

The documented assessment policy includes: (Check the boxes when ready)

- A philosophy of assessment that supports student learning
 - common practices for using the MYP assessment practices and for determining achievement levels.
 - common practices for recording MYP assessment
 - common practices for reporting MYP assessment
 - the implementation of formative and summative assessment consistent with IB expectations
 - If a school has local/state/international requirements, the assessment policy describes how the school will implement MYP assessment taking into account the local/state/international requirements
- You can also look in the assessment policy for evidence supporting the following practices
- C1.7 Collaborative planning and reflection is informed by assessment of student work and learning

- ☒ C4.1a The school uses the prescribed assessment criteria for each subject group in each year of the programme
- ☒ C1. 1b Teachers standardize their understanding and application of criteria before deciding on achievement levels
- ☒ C4.2 The school communicates its assessment philosophy, policy and procedure to the school community
- ☒ C4.3 The school uses a range of strategies and tools to assess student learning
- ☒ C4.7 The school analyses assessment data to inform teaching and learning
- ☒ The school provides opportunities for students to participate in, and reflect on, the assessment of their work

Refer to MYP: From principles into practice, developing an assessment policy , p36, “ Assessment for learning, p78-93.