



YIS Assessment Policy for Early Years and Primary School

Making the PYP Happen: A curriculum framework for international primary education (2009)

“Assessment is integral to all teaching and learning. It is central to thoughtfully and effectively guiding students through the five essential elements of learning: the acquisition of knowledge, the understanding of concepts, the mastering of skills, the development of attitudes and the decision to take action. Both students and teachers should be actively engaged in assessing the student’s progress, in both formative and summative formats, as part of the development of their wider critical thinking and self-evaluation skills. “

Assessment Philosophy

At YIS, our teachers aim at developing critical and analytical thinkers, who approach problems in an integrated and creative manner, instead of following a fixed and prescribed methodology.

Therefore, we do not merely focus on preparing students to pass their tests, but instead we coach and support students in building effective thinking skills, which they can then use to acquire, understand and master knowledge.

Assessment Practices

Assessment practices at YIS comprise collecting, reporting and recording progress of each student towards predefined learning outcomes. Our assessments are intended to realistically represent a student’s actual level of understanding, knowledge, experience, progress, and level of international and cultural awareness at a given moment in time. Assessments shall therefore be seen as ‘milestones in a journey’, rather than ‘exam scores’. We believe that all assessments require interaction between the assessor and the concerned student, and shall be used to give due credit for accomplishments, as well as directions how to improve. Students shall also be actively involved through self-assessment and peer assessment, to give them a deeper understanding and appreciation of the purpose, mechanisms and meaning of assessments.

Assessment Strategies

Teachers use a variety of school-based assessment strategies to compose a complete and accurate picture of the learning progress of each student. These strategies include tests, interviews, observations, research projects, field work, self-assessments and peer assessments. For each teaching unit, formative assessments serve to inform the teacher and the student of the (interim) progress in knowledge acquisition and skill improvement based on learning objectives and predefined targets of the Primary Years Program. Formative assessment uses a variety of assessment methods and feedback techniques to inform students, including reflection and self-assessment. Summative assessments are conducted at the end of each teaching unit, and whenever deemed suitable, during a teaching unit. Summative assessments are marked based on the PYP standards and criteria. Summative assessments can take a variety of forms, including portfolios, to ensure that students have a wide range of options to express their knowledge and understanding.



Reflection

Teachers and students both apply reflection, and discuss all assessment results, which project a representative picture of the student's actual level of knowledge and understanding, and form the basis for recommendations for the student on how to improve. Classroom teachers and specialized subject teachers meet during collaborative planning sessions together with the IB-PYP coordinator to discuss the methods of assessment, the results of the assessments, and alternative ways to assess the progress of each individual student per subject and across subject groups.

Portfolios

At YIS we students build up their portfolios. Teachers set broad targets concerning the expected content, volume and format of portfolios, whereas student collect their work related to multiple units. Students then reflect on their performance and ways on how to improve. Portfolios are usually in hardcopy. Students will present their portfolios in student-led conferences in the second semester.

Exhibition

At the end of the PYP program, in Grade 6, an Exhibition is prepared by the students as a summative assessment project with students both analysing and synthesizing their PYP experience, and marking their graduation from PYP to MYP. In the presenting Exhibition all students show proof of knowing how to apply the five essential elements of PYP (knowledge, concepts, skills, attitude and action) in an authentic context. It also is an opportunity fo students to display their PYP learner profile attributes.

Reporting

Reporting of student assessments includes Academic Progress, comments on the Learner Profile Attributes, and is presented in the form of:

- Four written reports per year: one (1) report at the end of each Term
- Parent – Teacher conferences: at end of Term 1 and 3
- Parent – Teacher – Student conferences: during Term 2
- Student – LED conferences: during Term 3
- Indonesian Grade 6 students take the national exam (Ujian Nasional): at end of Term 4

Yogyakarta, 1 February 2018

** The YIS is pursuing authorization as an IB World School for PYP. Only schools authorized by the IB Organization can offer the Primary Years Programme (PYP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit <http://www.ibo.org>*