SMK PUTRAJAYA PRESINT 9(2)
INTERNATIONAL BACCALAUREATE MIDDLE YEARS PROGRAMME
ASSESSMENT POLICY

1. PURPOSE OF THE ASSESSMENT POLICY

The Assessment Policy is developed by a committee of teachers and administrators from SMK Putrajaya Presint 9(2). Consistent with the standards and practices of the International Baccalaureate Middle Years Programme (IB MYP), this document provides an overview of SMK Putrajaya Presint 9(2)'s beliefs and practices regarding the purpose and use of assessment.

1.1 Leadership in Rigorous Education

We acknowledge that in order for students to reach their greatest personal potential, they need to be provided with opportunities that challenge them and help them grow. To reach this end, teachers design authentic, rigorous, and student-centred assessments that promote important skills for 21st century learners and leaders. Throughout their units of study, students develop the Approaches to Learning skills of thinking, communication, collaboration, reflection, organization, information literacy, and transfer. Students are able to call upon these abilities, not only on their summative assessment tasks but in everyday life, giving them the skills and experiences necessary for success.

1.2 Inquiring, Knowledgeable, and Caring Citizens

At SMK Putrajaya Presint 9(2), we strive to create opportunities for learning throughout all stages of a unit, including the assessment. By providing students with assessment tasks that encourage continued learning, we promote inquiry. In addition, we aim to develop knowledgeable students, who care about their education by involving them in the assessment process.   Teaching students explicitly about the MYP objectives and assessment criteria, they are well aware of the expectations and can take ownership of their learning. By offering specific feedback that highlights students' strengths and addresses areas of improvement, we can help students reflect and set goals so they can move to the next level of achievement.

1.3 Intercultural Understanding and Respect

Nurturing intercultural understanding and respect among students happens when educators understand and respect the needs of all learners, while providing opportunities for exploration in real-world contexts.   Being cognizant of the unique learning needs and language development of each student, we recognize that differentiation is the key to helping all students find success. By providing students with a variety of assessment tasks, we honour the identity of our learners.   In addition, through the creation of assessments with real-world contexts, we encourage students to broaden their perspective, promoting international mindedness. At SMK Putrajaya Presint 9(2) , we see the diversity of our learning community, as well as that of our global community, as a positive resource that can enrich learning, providing opportunities for students and staff to heighten their awareness and expand their thinking.

2. PRINCIPLES OF ASSESSMENT

Assessment is a key component of teaching and learning and it includes a balance of both formative and summative assessments. At SMK Putrajaya Presint 9(2) our assessment practices reflect our philosophy of assessment:

2.1 Assessment is authentic, rigorous, and student-centred:

- assessment is grounded in real-world application and is appropriately challenging;

- assessment provides multiple opportunities for students to demonstrate what they know, value, understand, and are able to do;

- assessment is designed to assist students' development of the approaches to learning skills, which coincide with 21st century skills;

- assessment provides students with opportunities to guide their inquiry and continue their learning, and

- students are assessed according to MYP criteria

2.2 Assessment is differentiated:

- assessment is varied in type and purpose, and

- assessment practices recognize and take into account students with special educational needs.

2.3 Assessment is a transparent shared process:

- assessment criteria are shared with students prior to the assessment, making students aware of the expectations at all stages of their learning.

- assessment practices, including peer-assessment and self-assessment, provide students with opportunities for reflection;
- assessment enables ongoing communication to take place between students and teachers, and
- assessment data promotes content-area and interdisciplinary collaboration among teachers.

2.4 Assessment provides meaningful feedback:

- assessment focuses on both the learning process and learning outcomes;

- assessment aligns with the MYP aims and objectives, as well as the National Curriculum of each subject area, informing students and teachers of the level to which learning targets are expected to be met;
- assessment provides teachers with data to reflect upon and drive instructional practices, and
- assessment practices provide students with timely and meaningful feedback about their progress and areas of growth.

3.1 Assessment Methods

A. Formative Assessment

Formative assessment takes place throughout a course of study, informing teachers and students about student learning and guiding instruction. Formative tasks are designed to prepare students for the summative task by assessing students' progress in acquiring skills and concepts needed for the summative assessment.

B. Summative Assessment

While supporting student learning, the summative assessment is also an evaluation of student achievement of objectives and standards through a

culminating activity, generally but not always at the end of a unit of study. Summative assessment tasks are created to be open-ended, providing differentiation by allowing students to showcase their knowledge and understanding in a variety of ways, while still aligning with the MYP subject area objectives and the Malaysia National Curriculum outcomes.

3.2 Assessment Strategies

Assessment strategies provide a variety of ways for students to demonstrate their learning. They can be used as methods of assessing students during the learning process, allowing teachers to monitor and further support learning.   These strategies can also be used at the end of a unit to assess a student's levels of achievement.   When used in conjunction with one another, these assessment strategies present a balanced view of a student's progress.

- **Observation** is a helpful strategy when assessing engagement and skills. Teachers can observe the class as a whole, as well as individual students, while looking at the task from an outside perspective or engaging in the task with the student(s).
- **Selected response** is useful during the course of a unit in formative assessments such as quizzes and pre-assessments. In addition, it can be used in end-of-the-unit examinations. This strategy allows teachers to ask general or specific questions to determine students' understanding. It provides students and teachers with immediate feedback.
- **Open-ended tasks** present students with a prompt and allow them to communicate their understanding through an original response.   This strategy could take the form of a pre-assessment activity, a discussion, a writing task, a presentation or a projector exhibition.
- **Performance tasks** provide students an opportunity to demonstrate the knowledge, skills, and understandings they have gained in relationship to the learning objectives such as music, a performance and role play.

- **Process journals** facilitate student reflection; a crucial part of the learning process. While required in some areas of the MYP, such as the use of Developmental Workbooks in the Arts and the Process Journal in the Personal Project, the use of reflective journals in all subject areas is encouraged. These journals provide students with a means to become actively involved in their own learning, leading to improved understanding.

- **Portfolios** provide a means for students and teachers to compile evidence of learning achievements. Portfolios involve students in the reflection of their learning, as they choose pieces of work that demonstrate their level of knowledge and understanding, as well as their skills. Portfolios are particularly useful during student-led conferences.

- **Test** provide insight into each student's achievement as well as their individual growth in terms of these standards.

3.3 Assessment Tasks

Assessment tasks are summative assessments created by teachers for a particular unit. These tasks may appear in the form of one of the previously mentioned assessment strategies. Assessment tasks are aligned with the MYP objectives for that subject area, as well as the National Curriculum.

4. ASSESSMENT TOOLS

4.1 Formative Tools And Feedback

Assessment tools are used to collect formative data, which is then used to inform instructional practices, such as planning differentiated tasks. The formative data also provides feedback to students about their current level of achievement towards the MYP. With this feedback, students can reflect on their progress, and make continued growth.

Formative assessment tools include, but are not limited to:

(a) Teacher tools
- o Warm-up activities
- o Exit card
- o Homework checks
- o Quizzes
- o Observation
- o Rubrics
- o Checklists

(b) Student tools
- o Self-reflection in the form of: journal entries, short essays, charts/graphs of personal achievement of unit objectives
- o Collection of work samples

(c) Peer tools
- o Peer-assessment

4.2 Summative Tools And Feedback

Summative Assessments are criterion-related in all MYP subject areas. The IB MYP provides criteria within each content area that align with the subject area objectives. Teachers use the MYP criteria specific to their subject area and the MYP level descriptors to determine student achievement levels. Students are assessed against each of the MYP

criteria a minimum of two times, and preferably at least four times, over the course of the year in each subject area. Feedback is provided on the rubric by highlighting achievement descriptors that were met and offering suggestions for improvement in order to reach the next level of achievement.

This table indicates the criteria that students are assessed according to the subject groups. The criteria are informed and disseminated to the school community via booklets and put in the school website.

	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Sciences	Knowing and understanding	Investigating	Communicating	Thinking critically
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physicals and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating Solution	Evaluating
Individual and societies	Knowing and understanding	Investigating	Communicating	Thinking critically

For further reference, teachers will use the subject guides according to their group subject to assess students.

No	Subjects	Pages
01	Language A : Language and Literature Guide	23 - 57
02	Language Acquisition Guide	47 - 93
03	Individuals and Societies Guide	28 - 40
04	Mathematics Guide	23 - 49

05	Sciences Guide	31 - 48
06	Design Guide	30 - 47
07	Physical and Health Education Guide	25 - 43
08	Arts Guide	37 - 51

5. ASSESSMENT RECORDING AND REPORTING

A. Assessment Recording And Reporting

Grades derived from level descriptors and provide students with information about their overall achievement on the assessment, as well as the breakdown of their achievement towards each objective

Teachers record students' performance, so that they can monitor student's progress. Teachers offer specific written feedback on the rubric to help students improve for the future. Students use this feedback to reflect on their work: highlighting their strengths, noting their areas for growth, and creating a plan for improvement.

5.1 Official slips are given to parents after each half year reporting period, informing families of students' in progress grades. SMK Putrajaya Presint 9(2) organizes 'Report Card Day' to discuss students' academic progress with their parents.

7.0 FAMILY AND STUDENT ACCESS

In order to form a cohesive team, dedicated to educational pursuits, it is necessary to keep families and students well-informed.

7.1 Assessment Calendar

All teachers have access to assessment calendar, to which they can be aware of upcoming assessment tasks.   In addition, we link this calendar to our website so families and students can access this information outside of school.

7.2 Feedback

Teachers provide various forms of feedback on students' development. It serves as a platform for student self-reflection during student-led conferences and individual student-teacher consultations throughout the year.

8.0 RESPONSIBILITIES WITHIN THE LEARNING COMMUNITY

The education of students is a collaborative effort, in which all stakeholders play an important role.

A. Students

Students are expected to:

- take responsibility for their learning;

- regularly reflect and self-assess;

- complete formative work and summative assessment;

- know and use the assessment criteria while completing assessment tasks;

- produce quality work and use the assessment as a way to demonstrate their understanding and grow in their learning;

- submit work that is their own that represent their own efforts and abilities;

- turn in their summative assessment tasks on time

B. Families

Families are expected to:

- stay informed about their students' academic progress by regularly communicating with their children and the teachers;

- share important information about their children that may impact their academic performance;

- contact SMK Putrajaya Presint 9(2) teachers, staff, and/or administrative team with any concerns;

- attend conferences, and

- provide feedback regarding their children educational experiences.

C. Teachers

Teachers are expected to:

- provide multiple and varied opportunities for students to demonstrate their learning;

- differentiate assessments to meet student learning needs;

- design assessments that fulfills assessment;

- use a variety of assessment strategies, tasks, and tools;

- inform students of the summative assessment task and expectations, prior to giving the summative task;

- give adequate time for the completion of assessment tasks;

- provide timely and meaningful feedback to students on assessment tasks, and

- inform families about the children's academic progress.

9. REQUIREMENT FOR TEACHERS

- SMK Putrajaya Presint 9(2) teachers will undergo series of professional courses which involve integrity of the teachers in accessing students' work;

- teachers will carry out coordination of scores with their panel members, and

- teachers will assess students using the same rubric. The Head of Panel will carry out the moderation by randomly picking 10% of students' scripts to ensure the marking of the candidates' scripts is consistent and follows the guidelines for scoring which have been determined by the panel.