



## **ISLAMIC VILLAGE SCHOOL VISION**

To become Indonesian Muslims who are intellectual and imbibe in the spirit of Da'wah.

*Menciptakan Muslim Indonesia yang intelek dan berjiwa Da'wah.*

## **ISLAMIC VILLAGE SCHOOL MISSION**

To provide a high quality of education for our community of learners through active, life-long learning experiences and implementation of Islamic Village Three-Logy (Islamic orientation, good discipline, noble character) to their lifestyle, which enables them to become good Muslims who is inquiring, knowledgeable and caring to create a better more peaceful world.

*Memberikan pendidikan yang berkualitas kepada seluruh komunitas pelajar melalui cara pembelajaran aktif, sepanjang hayat dan menanamkan nilai-nilai trilogi islami (berorientasi islam, disiplin yang baik, akhlak mulia) yang menjadikan mereka muslim Indonesia yang selalu ingin tahu, berpengetahuan dan peduli untuk menciptakan dunia yang lebih baik dan dama*

# Assessment Policy

## Introduction

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## 1. Philosophy and principles of assessment

Assessment makes a significant contribution to realizing the objectives of the Islamic Village school, as summarised in its mission statement. The assessment facilitates the evaluation, adjustment, direction, and redirection of curriculum planning and delivery. It enables students, teachers, and parents to monitor the learning undertaken by each student in terms of overall personal development. Assessment supports setting individual learning goals and helps each student reach their full potential.

Usually, assessment is associated with cognitive skills. In a curriculum designed to realize the school mission statement, the review must be enough to monitor the attainment of all its aims, including the IB learner profile attributes. In a personalized learning environment in which the curriculum reflects the needs of each student, assessment must also be personal if it is to be appropriate and effective. The challenge is to develop an assessment regime capable of evaluating the extent to which each student is reflective, knowledgeable, balanced, principled, caring, confident [risk-taking], inquiring, communicative, thoughtful, and open-minded, and exhibiting leadership qualities and stewardship. Unless an assessment policy can provide reliable feedback on these parameters, it is not adequate for evaluating the Program.

## 2. Goals of assessment

The assessment policy provides students, teachers, and parents with well-analyzed timely feedback in every learning area. Islamic Village School undertakes to offer regular and constructive assessments. Assessment just happens when it gives a positive contribution to learning. Review is not just to accumulate marks into reports. Assessment will promote, Excellence and Joy of learning.

- Self-assessment
- Peer assessment
- Mutual understanding of goal setting
- The acquisition of knowledge and critical thinking skill
- The skill of expression and collaboration
- General qualities expected of ethical leaders and fearless learners.

### **3. General assessment practices**

While the IB program guidelines lay down the assessment parameters, they also ensure that each student is evaluated individually and not ranked or graded to fit into a comparative performance scale. In the hyper-competitive context of contemporary societies, it is essential to emphasize that assessment is for learning, provides guidance for purposive directed learning, and meets standards goal.

- The school will report Assessments generally in English and Bahasa.
- Given the complex linguistic composition for the student and parent, assessment reports may be translated if and when necessary for the recipient's benefit, especially a parent who is monolingual.
- Assessment criteria will be explained to students and understood by students before learning. Assessment will enable learners to reflect upon and assess themselves based upon agreed standards, thus empowering them. It will also allow learners to communicate with teachers and peers, reflect on their learning, from achievements to analysis of strengths and weaknesses, and understand and evaluate learning trajectories.
- The school will maintain a comprehensive set of records of the assessment for each student for the benefit of all stakeholders.
- Assessments will use to review learned knowledge and skills before advancing to the next unit of inquiry or level of learning.

Islamic Village School will ensure that assessment is for learning and not the other way round. While both formative and summative assessment, the former is used daily to shape the next steps. The summative assessment happens at the end of the unit to measures mastery of knowledge and skill.

## **Formative assessment**

Formative assessment assesses learning and is ongoing throughout the teaching and learning process. Formative assessment provides information to plan the next stage in knowledge. It helps teachers and students discover what they already know and can do and how well they learn new knowledge and skills. Formative assessments are directly linked with teaching activity. It functions purposefully together to direct and shape curriculum planning.

Formative assessment promotes learning by giving frequent feedback through the learning process. Formative assessment help students improve knowledge and understanding, fosters self-motivation and enthusiasm for learning, engage in thoughtful reflection, develops the capacity for self-assessment, and recognizes criteria for success.

Students will grow to engage in self-and peer-assessment opportunities to develop the confidence needed to be stewards of their learning.

Teachers are involved in the assessment for,

- develop assessment techniques before learning begins so that the basics of assessment are known beforehand. It aims to determine learning strategies.
- Collect evidence of student understanding and knowledge
- Documenting the learning process either individually or in groups
- Documenting qualitative and quantitative records of student assignments

Students are involved in the assessment for,

- Reflect on the learning process
- Communicate their learning to teachers and peers
- Evaluate performance result by themselves or peers again as known rubrics.
- Sharing knowledge with others
- They were analyzing their knowledge and performance; what needs to be improved.

For the free exchange of evaluative feedback to be possible, an atmosphere of trust and cooperation between teachers and learners must establish not only within the classroom but across the academy community. Without such an atmosphere, evaluation can be destructive rather than constructive, and, conversely, poor relationships can inhibit effective communication of information about what needs improvement. Formative assessment must take place in an environment that is single-mindedly dedicated to being positive and supportive rather than harmful and destructive.

#### 4. Summative assessment

Summative assessment happens at the end of the transdisciplinary unit or theme. It gives teachers and students a clear insight into students' understanding, Grading the culmination of the teaching and learning process. Students can demonstrate what they have learned in summative assessment.

Simultaneously to inform and lead students to improve their integrative and trans-disciplinary learning skills, it measures understanding of significant central ideas and encourages students to undertake action.

Summative assessment will enable students, teachers, and parents (via the reporting process) to gauge student performance, foster more outstanding academic achievement in externally assessed components, and fully understand the topic and grasp the associated concepts.

#### 5. Special features of assessment in the Primary Years Programme (PYP)

At Islamic Village school assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the process of learning. The Islamic village school's approach to assessment recognizes the importance of assessing the inquiry process and the products. Assessment at the school serves to inform students, teachers, parents, and administrators on student learning.

The main aim of the assessment is to provide feedback on the learning process and to inform all stages of planning and teaching; it is also a tool that helps teachers reflect on their practices. Students and teachers are engaged in assessing their progress to develop their broader critical thinking and reflection skills. The assessment component can be subdivided into four dimensions: Monitoring, Documenting, Measuring and Reporting on learning. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value.



- Monitoring – Check the progress of learning
- Documenting – The compilation of the evidence of learning
- Measuring – Capture what the students has learned at a particular ‘point in time’
- Reporting - Communicate information

Documenting: Teachers use methods and approaches to gather information about student learning. Some of the ways are:

- Observation
- Performance assessment
- Process-focused assessment
- Selected responses
- Open-ended tasks

Information will be recorded using a variety of tools:

- Rubrics
- Checklists
- Anecdotal records
- Continuums
- Exemplars

Teachers use a range of methods to record the evidence of student learning and understanding. These include video, audio, photographs, and graphic representations. Teachers also have written records of everyday observations, comments, and explanations, as well as annotated pieces of each student's work that form part of that student's portfolio.

Reporting:

Reporting on assessment includes the way teachers inform what students know, understand, and can do. Parents, students, and teachers are partners and are honest, comprehensive, and understandable to all parties.

Reporting to parents, students, and teachers occur through:

- Written reports – Reports are written twice a year (in December and June)
- Conferences: Parent-teacher conferences
  - are held in term 1 – Three-way (student, parent, and teacher)
  - are held in term 2 – Student-led conferences
- Student-led conferences (SLC)
  - Information for parents is distributed at least two weeks before the conference takes place

- Classroom teachers and specialists plan together what is to be shared
- SLC should be consistent in their approach to the SLC
- Involve students in choosing what is shared with parents

### **The exhibition**

At the end of year 6, carry out work/research based on collaborative inquiry – The PYP Exhibition. The Purpose of the PYP Exhibition is:

- To provide a forum for student-driven reporting.
- Engage students on an in-depth collaborative inquiry
- To provide an opportunity for students to demonstrate independence
- Provide students to establish responsibility for their learning
- Students have experience in research over an extended period.
- Students can synthesize and apply their learning from previous years and reflect on their learning experience in the PYP
- Provide an authentic process of assessing student knowledge
- To present student acting as a result of their learning
- To make the collaborative experience between students, teachers, parents, and other school community members.
- To celebrate the transition of learners from Primary to Middle Years Programme.

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Approved By,  
Head Of School



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