



ASSESSMENT POLICY AT SEKOLAH MENENGAH KEBANGSAAN DATO' SHEIKH AHMAD

The SMKDSA Assessment Policy will be made available and accessible to administration, teachers, parents and students.

PURPOSE :

The Assessment Policy adheres to the principles and objectives in the National Curriculum and the MYP through the support and encouragement of effective teaching and learning and collaborative planning.

The purposes of assessment at SMKDSA:

- i. Assessment is used to assess students according to MYP subject criterion.
- ii. Assessment is used to determine prior knowledge (diagnostic), students' understanding (formative), and to measure overall achievement (summative).
- iii. Assessment promotes a deep understanding of subject content by supporting students in their inquiries set in real-world contexts using approaches to learning (ATL).
- iv. Assessment reflects the international-mindedness of the programme using global context in the MYP.
- v. Assessment provides feedback to parents on students' achievements in written examination and school-based assessment.
- vi. Assessment motivates and encourages low achieving students during dialogues/one-on-one conferencing with school administrators and school counsellors.
- vii. Assessment data is used to plan and carry out instruction for remedial classes.

PHILOSOPHY

We believe that :

- i. assessment should be based on principles and guidelines from the National Curriculum and the MYP.
- ii. assessment should support the school's mission and MYP mission statement. The assessments designed allow students to demonstrate the IB Learner Profile, understanding of content by inquires in real-world and international contexts through global context in the MYP and be responsible for students' own learning through Approaches to Learning (ATL).
- iii. assessments should be integrated into teaching and learning, promote the development of higher order thinking skills and be able to monitor students' progress.
- iv. marks , grades and descriptors provide essential information for teachers to guide instruction, parents to help support their children's improvement and for students to recognize their strengths and weaknesses and opportunities for growth.

- v. grades obtained by students should reflect and support the holistic development of the student by including these components . This would encourage students to take ownership over their learning process, organizational skills, creativity and collaboration.

PRINCIPLES :

To ensure that assessment, evaluation, and reporting are valid and reliable and that they lead to the improvement of learning and holistic development for all students, SMKDSA teachers will ensure that :

- i. assessment is fair and transparent for all students.
- ii. assessment is differentiated to allow for the different learning styles represented in the school.
- iii. assessment is ongoing, provides results in the form of grades and descriptive feedback that is in accordance to the National Curriculum and the MYP.
- iv. formative and summative assessments in the MYP Unit Planner is discussed and collaborated among teachers teaching the same form (year).
- v. assessment is subjected to an internal process of review and moderation to ensure consistency and efficacy.
- vi. assessment is consistent with the expectations of the Academic Honesty Policy.

PROCEDURES :

SMKDSA teachers will use the following school assessment procedures :

A. Planning for Assessment

- i. The frequency, type and procedure of assessments will be stipulated in the Assessment Manual/Booklet produced by the Assessment Committee.
- ii. Assessment procedures will be discussed in the Curriculum Committee Meeting and approved procedures be made known to all teachers during the first meeting of the year.
- iii. The Assessment Manual/Booklet will be distributed to the Curriculum Committee and all Panel Heads. It will be also be accessible in the school website and the MYP Resource Room.
- iv. MYP tasks are reported with MYP grades and determined by MYP criterion.
- v. Summative and formative assessment are integrated into all parts of planning, teaching and learning for all subjects.
- vi. Teachers plan assessment tasks collaboratively at all years (forms).

B. Assessment Strategies

- i. Teachers will collaborate to standardise the marking of assessment to ensure the consistency in the award of summative MYP criterion level of achievement.
- ii. Teachers use a variety of assessment strategies to allow students to demonstrate their understanding and learning of the topic or learning area. The strategies are :
 - *observation
 - *selected response

- *open-ended tasks
- *performance
- *process journals
- *portfolio assessment

- iii. Assessment focuses on both the learning process and the final demonstration of learning by each student.
- iv. Assessments are differentiated to meet the needs of all learners.
- v. Assessment tasks will be specific to MYP objectives, although various categories of task exist that broadly represented by the following list :
 - Compositions – musical, physical, artistic
 - Creation of solutions or products in response to problems
 - Essays
 - Questionnaires
 - Investigations
 - Research
 - Performances
 - Presentations – verbal (oral or written), graphic (through various media)
- vi. Clear instructions and assessment methods/rubrics will be provided to students in advance of the tasks and criterion of assessment as a guide to students of what is expected of to do their best.
- vii. Summative assessments are evaluated using task specific rubrics designed by the Malaysian Examination Syndicate and the MYP criterion.

C. Analysis of Assessment

- i. Records of assessment are kept to provide valid and ongoing information to stakeholders.
- ii. Assessment data is collected after summative assessment 2 times a year i.e. in June and November.
- iii. Assessment data is used to set goals that address students' learning needs, plan curriculum, increase effective teaching and overall student learning.
- iv. Assessment data is used to support, counsel, and motivate students (where necessary) , in order to ensure that all students are given an equal opportunity for success.

D. Feedback on Reporting on Assessment

- i. Feedback is provided to parents on students' achievements in written examination (using the National Assessment) and school-based assessment. (using MYP assessment criterion) By offering specific feedback that highlight students' strengths and addresses area of improvement, we can help students reflect and set goals so that they can move to the next level of achievement.
- ii. Descriptive feedback on assessments will be given at appropriate times in order to allow students to measure their progress and improve (Form 1 – Form 5).

- iii. One-on-one conferencing (students, counsellors and administrators) is scheduled at least twice a year (Form 1 – Form 5).
- iv. Feedback to discuss summative and formative assessment results will be carried out at least twice a year for Form 3 and Form 5 students during scheduled parent-teacher conferences.
- v. Written reports including MYP achievements are provided to stakeholders twice a year.

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Version : 4

Date : 18 August 2016

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