



## **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 promotes a deep understanding of subject content by supporting students in their inquiries set in real –world contexts using approaches to learning (ATL).
- iii. Assessment provides feedback to parents on students' achievements in written examination and school-based assessment.
- iv. Assessment motivates and encourages low achieving students during dialogues/one-on-one conferencing with school administrator and school counsellors.
- v. Assessment data is used to plan and carry out instruction for students support programme.
- vi. Assessment ensures that learning outcomes are aligned with the National Curriculum and the MYP.

### **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 IB 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 ongoing, provides results in the form of grades and descriptive feedback that is in accordance to the National Curriculum and the MYP.
- iii. formative and summative assessments in the MYP Unit Planner is discussed and collaborated among teachers teaching the same form (year).
- iv. assessment is subjected to an internal process of review and moderation to ensure consistency and efficacy.
- v. 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 procedure of assessments will be stipulated in the Assessment Guidebook.
- ii. The Assessment Guidebook will be distributed to all teachers. It will be also be accessible in the school website and the MYP Resource Room.
- iii. MYP tasks are reported with MYP grades and determined by MYP criterion.
- iv. Summative and formative assessment are integrated into all parts of planning, teaching and learning for all subjects.
- v. 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. 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)
- v. 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.
- vi. 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 3 and Form 5).
- iv. Feedback to discuss summative assessment results will be carried out at least twice a year for Form 3 and Form 5 students during scheduled parent-teacher conferences.

## **E. Determination of final grades.**

When applying the assessment criteria to student performance, the teacher should determine whether the first descriptor describe the performance. If the student work exceeds the expectations of the first descriptor, the teacher should determine whether it is described by the second descriptor. This should continue until the teacher arrives at a descriptor that does not describe the student work; the work will then be described by the previous descriptor. In certain cases, it may appear that the student has not fulfilled all of the descriptors in a lower band but has fulfilled some in a higher band. In those cases, teachers must use their professional judgment in determining the descriptor that best fits the student's performance. (MYP: From principles into practice, p 83)

### **Revised by :**

Senior Assistant for Administration and Academics  
MYP Coordinator  
SMKDSA Examination Committee

### **Version:7**

**Policy reviewed: November 2018**

**Next review : November 2019**

## **Bibliography**

1. IB. 2014. MYP: From principles into practice (For use from Sept 2014/Jan 2015) Cardiff, UK. International Baccalaureate
2. "Assessment Policy". OCC. IB. Web. 10 May 2014
3. "The Best Fit Approach". OCC. IB. Web. 12 July 2014
4. "Guidelines for developing a school assessment policy in the Diploma Programme". OCC. IB. Web. 10 May 2014
5. "Principles of MYP Assessment". MYP: From principles into practice (For use from Sept 2014/Jan 2015) Cardiff, UK. International Baccalaureate
6. "Using MYP Assessment Criteria". MYP: From principles into practice (For use from Sept 2014/Jan 2015) Cardiff, UK. International Baccalaureate.
7. Canadian International School, Singapore. CIS Assessment Policy, 2013. Web. 30 June 2014.
8. SMKDSA, 2014. SMKDSA Assessment Booklet 2014.