## Assessment and Reporting

Permata Bangsa School – Global Education is a learning community in which all individuals are expected to have high standards and aspirations and are encouraged to recognise and achieve their true potential, developing:

| | |
|---|---|
| Respect | Independence |
| Honesty | Democracy |
| Tolerance | Curiosity |
| Discipline | Nationalism |
| Creativity | Confidence |
| Responsibility | |

In an environment where everyone feels safe, happy, valued and respected. Aims
- To identify achievement and progress
- To inform planning by identifying strengths and weaknesses
- To provide feedback to pupils and encourage self-motivation
- To inform target setting
- To support judgements made by the teacher when reporting to parents and
- others, either formally or informally
- To meet statutory requirements

### *Target Setting*
Each year group will have long term targets for the year set by the Principal and Assessment Co-ordinators using data from Edpage data collection. These will be the % of pupils achieving age related expectations at the end of their year.

Each half-semester data will be analysed to inform Pupil Progress Parent/Teacher Consultation meetings. Pupils who are under-achieving or making slow progress will be set individual targets. Targets may refer to social and emotional development and be monitored through qualitative data/outcomes.

Short term, personal targets will be shared with children through next step marking and/or review meetings. Targets will be used in the classroom for focusing learning, encouraging self-motivation, allowing the children to measure their own progress and giving each child the opportunity to be successful.

### Formative Assessment

At Permata Bangsa, all teachers assess children in their class on a regular basis so that they can plan the next stage in each child's learning. It helps teachers monitor progress, provides motivation for the children and helps inform planning. This is done through marking, observation, questioning and

discussion. Feedback to pupils is provided through marking symbols which respond directly to the learning objective which is shared with the children at the start of each activity. This is outlined in greater detail in the Policy for Marking and Feedback.

Planning of subjects where appropriate should identify the learning objective for each activity and Success Criteria. These will be differentiated by the class teacher as appropriate. Teachers will highlight statements in Edupage to indicate pupil attainment.

### Summative Assessment

More formal testing may take place for Literacy, Numeracy and Science. This data is used to support teacher assessment. Data will also be analysed by the class teacher for areas of strength and weakness. Analysis of data will be overseen by the subject leaders for Literacy and Numeracy, the Inclusion Manager, the Assessment co-ordinator and Principal.

### Pupil/Self Assessment

Children will be given the opportunity to assess their own learning at the end of an activity or unit as appropriate.

### Peer on Peer Assessment

Children are encouraged to assess each other's work.

### Parent Teacher Conference

Parent teacher meeting conferences are conducted at the end of each term one and have a twofold purpose. They are used for the teacher to gain important information from the parents about their children. They also provide teachers with an opportunity to let parents know how their child has settled into the class environment, discuss their successes and raise any issues. Communication of student's progress both socially and academically, is open and ongoing and both parents and teachers can request a meeting at any time through the year.

### Student Led Conferences

These conferences are conducted at the beginning of term three after the students have received their mid-year reports. Student led conferences involve students sharing and discussing their work with their parents, using portfolios and other work samples. They encourage students to reflect on themselves as learners and share the responsibility of informing parents. The format of the conferences is dependent on the grade level of the students. (refer to essential agreement)

### Portfolios

Portfolios reflect the learning journey of students and are designed to demonstrate successes, growth, thinking and reflection. Both students and teachers play a role in selecting the significant and relevant work pieces and provide a context to the learning

experience. Portfolios may include self, peer and teacher assessments. Portfolios are used to facilitate discussion during student led conferences and they give parents the opportunity to share their children's learning experiences.

### *Written Reports*
The mandated Student Report Cards are sent home twice a year - at the end of term two and the end of term four. The report cards give parents a clear picture of their child's progress against expected competencies/learning objectives using an A-E rating. Main features include:
- A-E scale
- clear information about strengths and weaknesses
- an indication of progress over the previous 12 months
- student reflection

Indicators of progress are points on learning continuum that highlight critical understandings required by students in order to progress towards the standards. Learning skills and work habits, attributes of the Learner Profile and Attitudes are also reflected on the student reports.

Graduate Scheme

| Percentage Mark | Achievement of the Curriculum Expectations |
|---|---|
| A 80-100 (Level 4) | The student has demonstrated the required knowledge and skills with a high degree of effectiveness. Achievement surpasses the provincial standard. |
| B 70-79 (Level 3) | The student has demonstrated the required knowledge and skills with considerable effectiveness. Achievement meets the provincial standard. |
| C 60-69 (Level 2) | The student has demonstrated the required knowledge and skills with some effectiveness. Achievement approaches the provincial standard. |
| E 50-59 (Level 1) | The student has demonstrated the required knowledge and skills with limited effectiveness. Achievement falls much below the provincial standard. |
| Below 50 | The student has not demonstrated the required knowledge and skills. Extensive remediation is required. |
| I | Insufficient evidence to assign a percentage mark (for Grade 9 and 10 courses only) |
| W | The student has withdrawn from the course |
| ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs. | |
| IEP – Individual Education Plan | |
| INDONESIAN – The student receives instruction in Bahasa Indonesia for the course. | |

## Learning Skill and Work Habits

| E – Excellent          G - Good          S - Satisfactory<br>N - Needs Improvement |

### Responsibility (assessment here)

- Fulfils responsibilities and commitments within the learning environments.
- Completes and submits class work, homework, and assignments according to agreed-upon timelines
- Takes responsibilities for and manages own behaviour.

### Organization (assessment here)

- Devises and follows a plan and process for completing work and tasks.
- Establishes priorities and manages time to complete tasks and achieve goals.
- Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks.

### Independent Work (assessment here)

- Independently monitors, assesses, and revises plans to complete tasks and meet goals.
- Uses class time appropriately to complete tasks.
- Follows instructions with minimal supervision.

### Collaboration (assessment here)

- Accepts various roles and an equitable share of work in a group.
- Responds positively to the ideas, opinions, values, and traditions of others.
- Builds healthy peer-to-peer relationships through personal and media assisted interactions.
- Works with others to resolve conflicts and builds consensus to achieve group goals.
- Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions.

### Initiative (assessment here)

- Looks for and acts on new ideas and opportunities for learning.
- Demonstrates the capacities for innovation and a willingness to take risks.
- Demonstrates curiosity and interest in learning.
- Approaches new tasks with positive attitude.
- Recognizes and advocates appropriately for the rights of self and others.

### Self-Regulation  (assessment here)

- Sets own individual goals and monitors progress towards achieving them.
- Seeks clarification or assistance when needed.
- Assesses and reflects critically on own strengths, needs, and interests.
- Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals.
- Perseveres and makes an effort when responding to challenges.

Date: July 2019

Signed Kerry Neuman-Clark

Review Date: July 2020