



Bali Island School
for a World-Class Education

Assessment Policy & Procedures



Assessment Policy and Procedures

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BIS Guiding Statements

Vision: To be the school of choice for internationally-minded families and a leader of IB World Schools in Indonesia.

Mission: Engaging and empowering globally-minded, confident learners to reach their utmost potential in an active, creative and respectful learning community.

International Baccalaureate® Mission Statement

The IB develops inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through education that builds intercultural understanding and respect.

International Baccalaureate® Learner Profile

This procedure document fosters the following Learner Profile attributes:

Inquirers Knowledgeable Thinkers **Communicators** Principled **Open-minded** Caring
Risk-takers **Balanced** Reflective

Related BIS Policies or Procedures

Inclusion Procedures ([Hyperlink](#)), Language Procedures ([Hyperlink](#)),
Academic Honesty ([Hyperlink](#))

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Purpose of Assessment at BIS

BIS is an authorised International Baccalaureate (IB) World School and the school's assessment philosophy aligns with that of the IB. The following is taken directly from the Assessment in the Primary Years Programme Learning and Teaching Guide.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it, and is meaningful to all members of the learning community.

Students become effective, self-regulated learners when they are actively engaged in assessment and act on constructive feedback. This helps them reflect on their progress, set goals for their learning, and engages them in making decisions about what they need to do to achieve these goals.

Teachers become more effective when they continually learn about what students know and can do. They reflect on their practice, adjust their teaching based on data, and offer timely, specific and well-considered feedback to better support learning.

Parents and legal guardians become more informed when they understand the learning goals their child is working towards and the progress their child is making. They extend their child's understanding and development of skills when they support learning. They contribute to their child's joy of learning and growth as a successful learner through sharing insights with the learning community.

Schools become more impactful learning communities when they use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching. They make decisions about targeting resources and support to the most pressing priorities and professional development needs. (IBO, Assessment in the Primary Years Programme, 2018)

At BIS we believe that assessment is at the heart of the learning process.

- Assessment is used to monitor, document, measure, and report learning.
- Assessment is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust learning.
- Students actively engage in assessing and reflecting on their learning, acting on feedback from peers and teachers to feed forward to next steps in learning.

- Fostering an assessment culture involves the development of assessment capability among all members of the learning community.
- Learning goals and success criteria are co-constructed and clearly communicated.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward-looking.

Characteristics of effective assessment (IB Learning and Teaching)

Highly effective assessment shares some key characteristics (Adapted from Clarke 2012).

- **Authentic:** It supports making connections to the real world to promote student engagement.
- **Clear and specific:** This includes desired learning goals, success criteria and the process students use to learn.
- **Varied:** It uses a wider range of tools and strategies that are fit for purpose in order to build a well- rounded picture of student learning.
- **Developmental:** It focuses on an individual student's progress rather than their performance in relation to others
- **Collaborative:** It engages both teachers and students in the assessment development and evaluation process.
- **Interactive:** Assessment encompasses ongoing and iterative dialogues about learning.
- **Feedback to feedforward:** It provides feedback on current learning to inform what is needed to support future learning (Hattie, Timperley 2007) and raises students' motivation.

Assessment Practice

Formative assessment can be thought of as checkups to monitor and evaluate students' progress *during* the course of their learning. The word "during" is key, as this type of assessment gives teachers feedback to help them improve student learning outcomes in real time.

Summative assessments occur "after the fact," in that they measure how much a student has learned, retained, and mastered over the course of study, instructional unit, or lesson.

Formative assessment

Formative assessment provides information that is used in order to plan the next stage in learning. Formative assessment will:

- be continuous and used to inform teaching and learning
- provide regular feedback to the teacher and student to improve student learning
- involve a range of strategies
- involve IB assessment criteria only when appropriate and necessary. Often, formative assessment will be informal, for example, during group discussions, the teacher listens

in, or during the course of a lesson, differentiated and targeted questions are used. These are examples of how to check for understanding

- include regular opportunities for peer and self-assessment
- be used to help to prepare students for success in summative tasks and beyond
- be used by teachers to differentiate teaching and learning to meet the needs of all students.

Summative assessment

Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

In the PYP, summative assessment will:

- assess several elements simultaneously
- inform and improve student learning and the teaching process
- measure understanding of the central idea/statement of inquiry
- prompt students towards action (*IBO Making the PYP Happen. The assessed curriculum*).
- Develop and utilize ATLs and Learner Profiles during all grade levels, and including the PYP Exhibition

In the MYP and DP, summative assessment will:

- Evaluate student achievement against the assessment criteria
- be entered on Toddle by the teacher at least seven days prior to the task being due in consultation with the Class Assessment Calendar and to include student voice where appropriate
 - Assessments will not be given early due to family travel
 - In this case, an N/A will be recorded for the assessment
 - At the teacher/administrator discretion (based on travel need) the assessment may be rescheduled for when the student returns to then assess the learning objectives
- be completed by teachers with achievement levels/grades and feedback entered on Toddle no later than 14 days after the deadline for the task

External Assessment

Standardised

MAP assessments are conducted each year for students in Grades 3-10. The MAP Growth assessment programme (from NWEA) is designed for students in international schools (and other school types) in roughly Grades 3–10, among other grades. MAP Growth assessments are computer-adaptive and measure student achievement and growth in mathematics, reading, language usage, and science.

The data obtained from MAP Growth is used for multiple purposes: individual student, class,

and grade-level progress is tracked; areas of strength and weakness are identified and addressed; instructional programs are evaluated; and growth over time is measured.

Intended uses of MAP Growth data include:

- Monitoring student achievement and growth over time (e.g., from one testing season to the next, or year to year).
- Planning instruction for individual students and groups at the classroom, grade, school, and district levels.
- Comparing student performance within normed groups (e.g., by cohort, EAL, subgroup) using growth and achievement norms.
- Evaluating programs or interventions (e.g., academic interventions, school-improvement planning) based on objective test evidence. Although this represents the intended goal, current data indicate that the practice is not yet being achieved in areas such as early intervention and admissions screening.
- Predicting student performance on other assessments (transition and consistency between PYP, MYP, and college-readiness exams for those pursuing post-secondary education internationally).

IB DP External assessment

In the DP, students are externally assessed in the April-May session of Grade 12. Students who take Indonesian ab Initio are externally assessed in the October-November session of Grade 12 as an anticipated subject.

IB MYP Personal Project (PP)

The Personal Project is initially assessed and standardised internally and then externally standardised by the IB in the May session of Grade 10.

Use of IB Command Terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP and also when assessing in the DP. “The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP” (MYP: from principles to practice, p. 82, 2014). Teachers are expected to use for every assessment, explain and differentiate the command terms which appear in the criteria used to assess tasks. This is a key component of preparing students for success in summative tasks. Students are expected to understand and be able to respond effectively to these command terms.

PYP, MYP and DP Internal Standardisation

PYP teachers meet to moderate and standardise—writing assessments to ensure that our assessment is accurate across all grade levels, starting at Kindergarten. PYP teachers use a variety of assessment tools and strategies that are co-created and co-constructed between teachers and students. Collaborative planning, analysis of student work and unpacking of learning outcomes ensure that expectations, learning goals and success criteria are aligned and standardised.

The PYP Exhibition

The PYP Exhibition is a culminating internal assessment that showcases the full scope of student learning throughout the Primary Years Programme. As a student-led inquiry, it allows learners to explore real-world issues that they are passionate about while demonstrating their understanding of key concepts, knowledge, and the transdisciplinary nature of the PYP. Throughout the Exhibition process, students actively apply and strengthen their Approaches to Learning (ATLs). These skills guide their ability to collaborate effectively, take initiative, solve problems, and reflect meaningfully on their learning journey. By engaging in thoughtful inquiry, taking action, and presenting their findings to the school community, students show how the essential elements of the PYP come together in one authentic, comprehensive assessment; celebrating their growth as internationally-minded learners who are ready for the next phase of the IB continuum.

MYP Teachers are required to internally standardize assessment tasks with a colleague within the same subject group before final achievement levels are awarded. This process is also required for the MYP Personal Project. All teachers will be involved in regular standardisation of selected student summative assessment tasks. The rationale is outlined in detail in the information on The Middle Years Programme assessment practices below (MYP: From Principles into Practice pg 83). Internal standardisation drives consistent, reliable and assessment judgments.

DP teachers standardize assessment tasks with a colleague at BIS wherever possible. In particular, official IBDP coursework should be standardized with at least one other member of the team, prior to the marks being submitted to the DP Coordinator for submission on IBIS. When there is only one teacher in a given DP subject, however, the high level of subject-specific content and DP assessment knowledge might necessitate the support of external DP subject teachers to ensure that standardization is effective. The school encourages active membership in professional learning communities, such as DUNIA, professional communities on MyIB, and associations with other IBDP teachers on the island, in order to

ensure high levels of accuracy with regards to the interpretation and application of assessment rubrics.

Academic misconduct

The BIS Academic Integrity Policy states that “Teachers should:

- Design assignments that do not lend themselves to academic misconduct.
- Use tasks where students have to resort to original scenarios or recent events
- Create tasks that include stages where students are requested to document their research
- Include methods to ensure that students provide evidence of the research process.

Refer to the Academic Integrity Policy for further details.

Wherever possible, students should complete assessment tasks under teacher supervision to ensure that it is the student’s own work being submitted and assessed. All work submitted to the IB for moderation/assessment must be authenticated by a teacher, and must not include any known instances of suspected or confirmed academic misconduct.

Assessment in the Primary Years Programme (PYP) (IB Learning and Teaching)

PYP assessment has four dimensions: monitoring, documenting, measuring and reporting on learning. Each of these aspects has its own function, but all aim to provide evidence to inform learning and teaching. Although the four dimensions of assessment are not weighted the same, each dimension has its own importance and value. The PYP chooses to put emphasis on monitoring and documenting learning as these dimensions are critical in providing actionable feedback for the learner.



Source: PYP: from Principles into Practice – Learning and Teaching – Assessment – How to Assess pg. 74

In the PYP inquiry learning environment, the learning process is valued as much as the learning outcomes. Designing assessments that are both backward by design and forward by design will ensure that knowledge, conceptual understandings, skills and attributes of the IB

Learner profile are monitored, supported and valued. Key to PYP assessment are the following areas:

Inquiry

PYP assessment recognizes the importance of monitoring and documenting the process of inquiry. Through careful observation of the inquiry process, teachers monitor students' ability to make connections across subjects and to apply skills to construct new knowledge.

Conceptual understanding and approaches to learning

Monitoring, documenting and measuring conceptual understandings focus on how concepts are recalled, explained, applied and transferred through a range of learning experiences. Skills are monitored and documented for growth over time; they manifest at different points in time and in different ways, are closely interconnected and are open to interpretation. It is, therefore, important that teachers allow for flexibility to monitor and document conceptual understandings over time.

Supporting self-adjusted learning

Assessment is a powerful tool to support lifelong learning. Whenever and wherever possible, teachers provide opportunities for students to practise self-assessing and agency so they can develop strategies to adjust their learning.

The prime objective of assessment in the PYP is to provide feedback on the learning process. Assessment involves the gathering and analysis of information about student performance and is designed to inform practice. It identifies what students know, understand, can do, and feel at different stages in the learning process. Students and teachers should be actively engaged in assessing the students' progress as part of the development of their wider critical-thinking and self-assessment skills.

- Assessment in the classroom will include:
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of test/task results.

Assessment Strategies and Tools

Strategies used in the PYP classroom, form a comprehensive approach to assessment and include:

- observations
- open-ended tasks

- performance assessments
- process-focused assessments
- selected responses
- Accommodations/modifications for students with individual learning plan (ILP) or beginner English as an Additional Language.

Assessment tools such as rubrics, exemplars, checklists, anecdotal records, continuums, and tests are used in conjunction with standardized tests and benchmark assessments to assess both student performance and the quality of our programme.

Toddle as a Platform for Assessment and Learning Documentation in the PYP

Toddle is an essential learning and assessment platform that supports the IB approach to continuous, reflective, and growth-focused assessment. Formative and summative assessments, as well as ongoing learning engagements documented on Toddle, provide rich evidence of students' understanding of the central ideas, key concepts, and skills developed throughout the units of inquiry.

Toddle enhances assessment for learning by promoting transparency and communication between students, teachers, and families. All assessment artifacts contribute to each student's digital portfolio, demonstrating growth in subject-specific objectives, the IB Learner Profile attributes, and Approaches to Learning (ATL) skills. Corresponding progress and achievement data are systematically recorded in the Toddle Gradebook (assessment gradebook and learning goals grade book).

In upper primary, Grades 3-5, students and teachers collaboratively co-construct rubrics, success criteria, and learning intentions to promote assessment as learning. This process empowers students to take ownership of their progress, develop agency, and clearly understand expectations aligned to the IB Programme Standards and Practices.

Furthermore, Toddle supports holistic reporting and reflection at the end of each semester, enabling families to engage in ongoing discussions about student learning, development, and next steps.

Assessment in the Middle Years Programme (MYP)

MYP assessment requires teachers to assess the prescribed subject-group objectives using the assessment criteria for each subject group in each year of the programme. In order to provide students with opportunities to achieve at the highest level, MYP teachers develop rigorous tasks that embrace a variety of assessment strategies.

In the MYP, teachers make decisions about student achievement using their professional judgement, guided by mandated criteria that are public, known in advance and precise, ensuring that assessment is transparent. Across a variety of assessment tasks, teachers use descriptors to identify students' achievement levels against established assessment criteria ([Appendix 1](#)). MYP internal (school-based) assessment uses a "best-fit" approach in which

teachers work together to establish common standards against which they evaluate each student's achievement holistically.

This "criterion-related" approach represents a philosophy of assessment that is neither "norm-referenced" (where students must be compared to each other and to an expected distribution of achievement) nor "criterion-referenced" (where students must master all strands of specific criteria at lower achievement levels before they can be considered to have achieved the next level).

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical and creative thinking skills
- reflect the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student (MYP: From principles into practice, Principles of MYP assessment).

At BIS, all subjects across MYP years 1-5 will be summatively assessed:

- Each of the MYP assessment criteria in each subject will be summatively assessed at least once in each semester/reporting period
- Each strand within each of the criteria will be summatively assessed at least once in each semester/ reporting period.

MYP Assessment Time and Procedure

All work is expected to be submitted on or prior to the due date specified on the notification assessment sheet given to the students at the beginning of the task. Work must be handed to the relevant teacher or submitted online when requested. It is the responsibility of the student to ensure that their teacher has received work. There will be consequences for the late submission of work.

Teachers should:

- Check the Toddle Assessment calendar for student/grade level classes to set dates for assessment tasks to avoid students having an unreasonable number of tasks due at the same time

- Post summative assessment tasks and deadlines on Toddle a **minimum of seven days** (14 days is desirable) prior to the deadline or date of completion
- Teachers should enter summative task achievement levels on Toddle **within 14 days** of submission. If this is not possible, the teacher should inform students, parents and the Coordinator.
- Teachers should grant an equivalent amount of time to complete the task only to students who will be away from school on an **authorized school activity** during a period where an assessment task is being completed. The authenticity of the task must not be jeopardised if this is the case. Any other extensions, such as medical cases supported by a certificate, will need to be approved by the Coordinator/DHoS.
- Teachers will give an 'N/A' (Not Assessed on Toddle) for work submitted after a deadline and only assess what has been submitted prior to the deadline. Teachers may request the student to stay at lunch time or after school to complete work not submitted, so feedback for improvement can be given.
- When reporting, teachers will give judgments on student achievement based on the available evidence they have received prior to deadlines
- When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases, an alternative task may be given.
- Provide time to reflect on the assessments in class at the soonest possible time following the issuing of marks and feedback.
- Assess each criterion at least once per semester.

Students should:

- Submit all work to be assessed prior to the deadline (including the time) posted on Toddle and follow the teacher's instructions for submission in hard or soft copy or both
- Students absent on the day an assessment task is due are responsible for submitting it to the drop box on Toddle before the deadline. Alternatively, they must send their work to the teacher by email with an attachment or a functioning link to the work. Tests will be altered to ensure assessment authenticity and fairness for all students
- Students who are unable to submit the work electronically will receive a 'N/A'. Students may then appeal to have their work accepted on production of a doctor's note (or other acceptable evidence) and at the discretion of the Coordinator.
- Students who know they are going to be absent due to involvement in an authorised BIS activity on the day an assignment is due are responsible for submitting the work prior to the deadline.
- Students who are absent for a period of time when an assessment task is being completed due to illness may appeal to have an extension granted. This is dependent on the production of a doctor's note and is at the discretion of the teacher and/or Coordinator.
- Students need to create a reflection for each of the subjects being assessed in the MYP

reflection spreadsheet after receiving the feedback and grades from the teacher.

MYP General Grade Descriptors

To arrive at a final grade for each subject group and the personal project, the final level for each of the four criteria is added together, and the total is then applied to the grade boundaries for grades 1-7 shown in [Appendix 2](#).

MYP Assessment Tasks

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of tasks exist that are broadly represented by the following list:

- Compositions—musical, physical, artistic
- Creation of solutions or products in response to problems
- Essays, expository writing, persuasive writing, creative writing, **reports**
- Presentations—verbal (oral or written), graphic (through various media)
- Quizzes and tests
- Investigations
- Research
- Performances
- Examinations

The MYP subject-group guides provide more information on assessment tasks and their applicability to certain criteria (MYP: From principles into practice, Assessment tasks, 2014).

Developing task-specific clarifications

Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. Developing task-specific clarifications requires teachers to study the assessment criteria and to redraft the value statements within the level descriptors in terms of the specific assessment tasks in the MYP unit. The value of the time invested in the process of task-specific clarification is that those produced:

- support learning by guiding instruction
- can be used with example materials to deepen understanding
- bring transparency to the processes of assessment for teachers, students and parents

When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria. For example, in Individuals and Societies, teachers would need to clarify exactly what a “wide range of terminology” means in the context of a given assessment task. This might be achieved by changing some wording to match the task, a discussion of expectations and/or a task sheet that explains expectations.

Group work

Whilst BIS encourages and promotes the development of approaches to learning skills through activities and tasks done in groups, summative assessment tasks must be developed in a way

to allow each student to be individually assessed using the chosen criterion/criteria. If this cannot be done in an authentic way in groups, summative assessment tasks should be designed for students to complete individually. According to the MYP, “From principles into practice”, Determining achievement levels “Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined”. Students must not be given a group achievement level and, instead, should be assessed by aligning their individual contribution closely with the descriptors in the criterion/criteria.

Modifying assessment tasks

Students with diagnosed learning needs may require modifications, as articulated on the Individual Learning Plan (ILP), to subject group objectives/assessment criteria or assessment criteria descriptors (MYP: From principles into practice, Modification of the curriculum).

Students who are in the lower phases of English as an Additional Language (EAL) may have difficulty accessing the curriculum in one or more subjects and, in particular, the assessment process because of their level of language acquisition. In order to support these students, summative assessment tasks and criteria may be modified to a more accessible language. This modification is developed by the subject teacher, with the support of the MYP Coordinator and the EAL teacher. Any modifications to the assessment criteria must be stated on BIS Reports. Refer to [Appendix 3](#) for MYP & DP Submission of work requirements and procedures.

Reflection

At BIS, we believe that experiences are key to the learning process, but without reflection, much of the potential learning can be lost. Reflection on all assessment tasks provides students with opportunities to grow, cement what they know and identify areas to improve. The reflection process may include, but is not limited to, individual written reflection, peer-to-peer reflection, and student-teacher reflection. Students will also reflect on Approaches to Learning with regard to the completed assessment. Students should complete an MYP reflection for each summative assessment in the spreadsheet provided by the MYP Coordinator. All MYP teachers should allocate time in class for the students to reflect and respond to the feedback provided by the subject teacher.

Homework

Homework is used to assist students in practising fundamental skills inherent in courses and in preparing students for upcoming class work. Homework may be assessed against a rubric for the purpose of receiving teacher, peer or self feedback, but it is **not** to be used for the purpose of calculating student summative achievement grades. Homework may be assigned on a regular or intermittent basis as the teacher sees fit. Some students may require more, less, or different homework depending on their particular academic needs. Please refer to the [Homework Policy](#) for more details.

Extra Credit/Bonus Work

Extra credit or bonus work is not a part of the academic program at BIS. We encourage students to have a discussion with their teachers on how they can improve on future assessments to improve their learning.

Redo/Retake Procedure

Students who have extenuating circumstances and who received a 3 or less for any summative assessment criteria may apply to retake or redo the assessment in an attempt to better demonstrate their learning. From receiving their marks, students will have a 5-day window to apply to redo/retake their work [using this form](#). They need to get the approval from the MYP Coordinator, and the decision to be allowed to retake or redo should be based on the discretion of the pertinent teacher after the discussion with the MYP Coordinator.

Teachers will provide an alternative assessment* opportunity for students who have demonstrated a concerted effort to better learn the relevant material. Each teacher will be given professional discretion to determine how students may demonstrate their effort to better learn the material. Options may include, but are not limited to: completing all formative work, coming in for extra help during lunch or after school, and/or completing a new, unique test that is different from the original.

**Note: Assessments should take a different form than the original.*

Summative Assessment Late Submission Policy

At BIS, we realise that students are mastering Approaches to Learning skills and that sometimes a student may fall behind, miss a due date or turn in poor quality work (a grade of 3 or below). With this in mind, BIS hopes to help students recover and learn these essential skills by following the steps outlined below:

After the initial due date :

- The student will submit a redo/retake/late submission application [using this form](#)
- A new date will be agreed upon by the teacher and student if the student has shown a commitment to class work and tasks leading up to and during the summative task and has communicated with the teacher prior to the deadline.
- This new due date will be communicated to the student's parents, MYP coordinator and principal/HoS via a student-generated contract [using this form](#).
- The instructor will record an "N/A" in the grade book
- The student will report to the MYP Coordinator and/or Learning Lab after school (3:00-4:00 p.m.) every day until the work is completed to satisfaction, given the agreed-upon time frame
- Repeated missed assignments leading to a pattern of missed assessments (2 or more) may result in the student being removed from co-curricular activities until the assignment is completed to satisfactory level (a grade of 3 or higher).

- Upon recommendation to the Student Support Team, the student and parents will meet with the DHoS/ counsellor and advisory teacher to better understand why assignments have not been completed on initial due dates.

Assessment in the Diploma Pathways (DP)

In the Diploma Pathways (IB Diploma, BIS Diploma, & Hybrid Diploma), assessment is intended to:

1. support curricular goals
2. encourage appropriate student learning
3. inform teaching and learning.

DP assessments are based on the course aims and objectives, and, therefore, effective teaching to the course requirements also ensures effective teaching of the formal assessment requirements. Summative assessments are designed to align with the requirements of formal assessments, using published IB mark schemes wherever possible to guide the evaluation and marking of student work. DP students sit formal examination sessions at the end of each semester in Grade 11 and complete a Mock Examination session in the second year of their studies. Grades are awarded using the 1 – 7 IB grading system. Grade boundaries are guided by the average official IB grade boundaries in each subject and may change from term-to-term depending on the type of work that is summatively assessed in each grading period.

Internal assessments (IA) are subject-specific tasks completed during the course that contribute to the student's final grade. They are assessed internally by teachers using official IB criteria and then are externally moderated. IA work must be completed under appropriate supervision to ensure authenticity. Teachers may offer only one round of general feedback on the draft and may not correct or edit student work. Final submissions must fully meet IB requirements for format, academic honesty, and deadlines. Assessment in each individual class helps build student progress towards the requirements for the BIS and IBDP diplomas, the details of which are laid out in the [BIS DP Handbook](#).

DP Submission of Work Requirements and Procedures

A. TEACHER RESPONSIBILITIES

Teachers should:

- Set a **minimum of two (2)** summative assessment tasks each term, so that students have multiple opportunities to demonstrate their knowledge and understanding. This may require adaptation of full assessments to target what students have learned to do up to that point in time. Mock IAs or alternative assessments that help students build skills necessary for their official Internal Assessments are also encouraged.
- Check the Assessment Calendar for student/grade level classes to ensure assessment

tasks are scheduled appropriately and students do not face an unreasonable assessment load. Under no circumstances should a student be scheduled for more than two examinations in a single day.

- Post summative assessment tasks and deadlines on Toddle a **minimum of seven days** (14 days is desirable) prior to the deadline or date of completion. Teachers are encouraged to consult with their class when setting summative assessment dates.
- The timing of summative assessment and official coursework deadlines should be within official school hours, and teachers should lock submissions on Toddle after the deadline. This encourages students to remain 'balanced' in their out-of-school hours. Where a whole department (e.g. Group 4) has IA deadlines on the same day, the respective teachers should negotiate a uniform deadline time for the department.
- Teachers should ensure that students submit work by the deadlines set. If there is a concern that a student might not be on track to submit on time, the teacher should contact the DP Coordinator at the earliest opportunity. Teachers should not give extensions to official coursework deadlines (e.g. IA first or final submissions) without the approval of the DP Coordinator.
- Teachers should provide individual summative assessment feedback to students as well as to lead an assessment review with the whole class to identify overall areas of misunderstanding and opportunities for growth. Teachers must give students time in class to enter their reflections on their individual achievements and next steps for growth in their personal DP Assessment Reflection Sheets. Teachers should review students' reflections to ensure that appropriate and meaningful responses have been written.
- Teachers should enter summative task achievement levels on Toddle **within 14 days** of submission. If this is not possible, the teacher should inform students, parents and the Coordinator.
- When reporting, teachers will give judgments on student achievement based on the available evidence they have received prior to deadlines.
- When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases, an alternative task may be given.

Teachers should design the tasks based on the syllabus standards of the IB Diploma, past examination questions, and the standard of marking procedures of IB external assessment. Teachers can use mixed questions from several past examination papers. In the case of tasks which are taken from past examination questions, year-appropriate mark schemes are used for assessment (*Diploma Programme: from Principles into Practice, Assessment for learning*).

B. STUDENT RESPONSIBILITIES

Students should:

- Submit all work to be assessed prior to the deadline (including the time) posted on

Toddle and follow teacher instructions for submission in hard or soft copy or both. Students are responsible for meeting all school and IB deadlines for drafts and final submissions of IAs.

- Students absent on the day an assessment task is due are responsible for submitting it to the drop box on Toddle before the deadline. Alternatively, they must send their work to the teacher by email with an attachment or a functioning link to the work. Tests will be altered to ensure assessment authenticity and fairness for all students.
- Students who are unable to submit the work electronically will receive an 'N/A'. Students may then appeal to have their work accepted on production of a doctor's note (or other acceptable evidence) and at the discretion of the Coordinator.
- Students who know they are going to be absent due to involvement in an authorised BIS activity on the day an assignment is due are responsible for submitting the work prior to the deadline.
- Students who are absent for a period of time when an assessment task is being completed due to illness may appeal to have an extension granted. This is dependent on production of a doctor's note and is at the discretion of the teacher and/or Coordinator.
- Students are responsible for documenting their areas for growth and strategies to get there on their personal DP Assessment Reflection Sheets. They must use the time given to them in class to reflect on their individual achievements and next steps for growth. If a student is absent when class time is given, s/he is responsible for completing this outside of class.

DP Late and Missing Work Policy

- Teachers will give an 'N/A' (Not Assessed on Toddle) for work submitted after a deadline and only assess what has been submitted prior to the deadline. Teachers may request the student to stay at lunch time or after school to complete work not submitted so feedback for improvement can be given.
- Teachers should grant an equivalent amount of time to complete the task only to students who will be away from school on an **authorised school activity** during a period where an assessment task is being completed. The authenticity of the task must not be jeopardised if this is the case.
- Any other extensions, such as medical cases supported by a certificate will need to be approved by the Coordinator/DHoS.
- When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases, an alternative task may be given.
- Late first submissions of official coursework (e.g. Internal Assessments) may result in the teacher having insufficient time to provide the student with quality feedback. Late

or missing final draft submissions will result in the teacher submitting their first draft as the final piece of work. Students are always encouraged to submit whatever they have completed by the deadline.

DP Entry Requirements and Placement

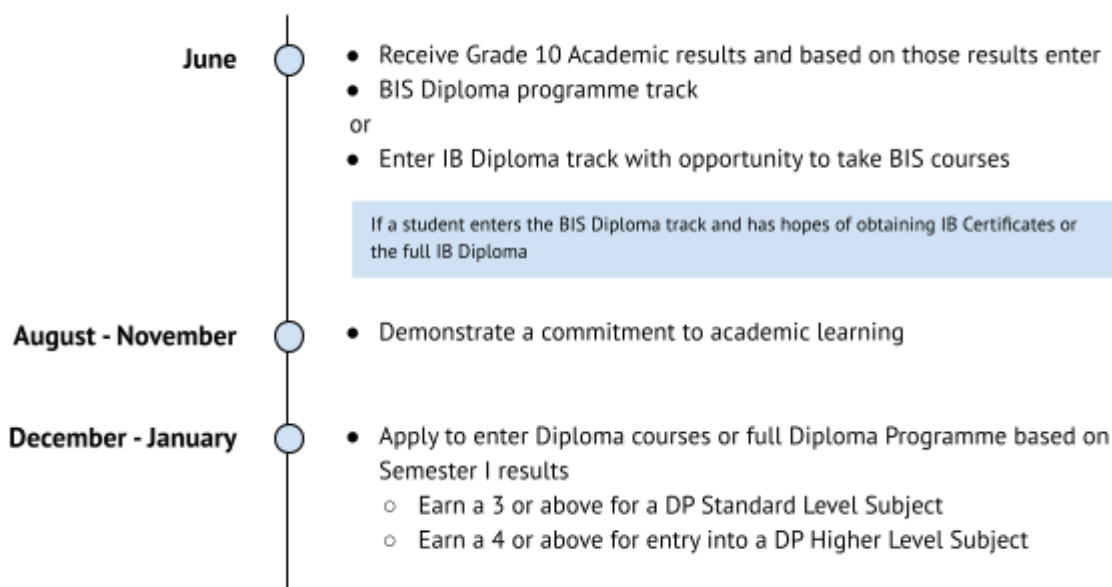
Prior to entering the DP at BIS, students are required to meet the prerequisites as outlined in [Appendix 5](#). Students moving from the MYP to the DP must meet the following minimum requirements:

- Achieve a minimum total of 30 points across the seven subject areas in Grade 10 of the MYP.
- Achieve a final grade of 3 or above in any subject area they wish to pursue at DP Standard Level.
- Achieve a final grade of 5 or above in any subject they wish to pursue at the DP Higher Level.
- Achieve a final grade of 4 or above in the Personal Project.
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10.
- Ensure that the course selection form is signed by the relevant DP teachers and the student's Parents/Guardians.

After Grade 10 Semester 2 reports have been tabulated, we will evaluate each student's report and if your child meets the admissions criteria, we will invite him/her/them to enter the IB Diploma Programme. Your child may choose to enroll fully, or take a selection of IB DP subjects that are aligned with his/her passions and interests, or continue with the BIS Diploma.

If your child does not meet the admissions criteria in June, he/she/they will be provided the opportunity to demonstrate a commitment to academic learning throughout Semester 1 of Grade 11. If he/she/they achieves satisfactory levels of achievement and demonstrates the capacity to learn at the SL or HL level, he/she/they will be able to apply for either DP Certificates or the full IB DP status from Term 3.

Timeline:



Any student earning a 2 or below at the end of Year I will be asked to complete summer work to reach a 3 or move to a different level in the course (HL to SL, SL to BIS).

Some key features of the Diploma Programme assessment include the following.

- An emphasis on criterion-related (as opposed to norm-referenced) assessment
- A distinction between formal IB assessment and the supporting formative processes that schools need to develop for themselves
- Valuing the most accurate demonstration of student performance, rather than just averaging attainment grades over a reporting period
- Examining student understanding at the end of the course, based on the whole course and not just aspects of it
- Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts (*Guidelines for developing a school assessment policy in the Diploma Programme, 2010*).

BIS and DP Inclusive Access Arrangements

Special access arrangements will be made for students who have been diagnosed with specific learning needs or any other conditions recognised by IB regulations. For IBDP students, the Student Support Coordinator will work together with the Diploma Programme Coordinator to prepare all necessary documentation for submission to the IBO. The decision on these arrangements will be made by the IBO. For BIS Diploma students, the Student Support Coordinator and Diploma Programme Coordinator will work together to provide relevant support where needed, particularly with regards to students with English-language learning needs. The Diploma Programme Coordinator will ensure that relevant teachers know and use the IAAs for students' internally administered summative assessments as well. Refer to the IB

Diploma Programme Candidates with Inclusive Access Arrangements document for further clarification.

Reporting at BIS

The key purpose of reporting is to:

- support student learning by providing information to students and parents about achievement and progress
- communicate what they know, understand and can do
- indicate areas for further development
- foster partnerships between parents/guardian and teachers to support student learning and progress
- provide a formal record at a point in time on the student's progress and achievement
- provide a measure of school accountability for student learning and outcomes
- communicate to outside bodies about our student performance

See the supporting document, BIS Report Guidelines, for information on reporting expectations.

PYP Semester Reports are a summative record of a student's progress written for students, parents and the school. They detail student strength, progress and areas for improvement.

Student Led Conference - Primary students facilitate this conference with their parents/guardians. They may share portfolio work samples, reflection sheets, and personal goals, and demonstrate how learning takes place as they reflect upon the learning process. This is an opportunity for parents/guardians to provide feedback on student learning.

MYP Reports:

Term Report - includes course description and personal comments from the teachers.

Semester Report - includes course description and a final grade.

For reporting purposes, there will be firm, school-wide cut-off dates providing sufficient time for teachers to evaluate student work - approximately 10 school days before the last day of the semester. If work is not submitted by these due dates, the report card may indicate a Not Assessed (NA) to reflect the fact that insufficient assessment data exists to make a fair evaluation of student performance of major expectations.

For the Personal Project, G10 students will be given a progress report to show where they are during the process of completing the project.

For Service as Action, the term report will include a progress indicator for each MYP student. This section highlights their participation in service experiences, the quality of their reflections, and their development in key MYP Service learning outcomes such as collaboration, global citizenship, and sustained action.

The ratings for Personal Project and Service as Action are as follows: **E (Excellent)**, **O-T (On-Track)**, and **C (Concern)**. Students receiving a **C** rating will also receive an individualized comment outlining the reasons for the rating and the areas to be addressed.

DP Reports:

Semester Report - includes a final grade and, in DP, a student reflection addressing strengths, approaches to learning skills and strategies for improvement.

Three-way Conference - A meeting between the student, parents and teacher to discuss student's learning, performance and progress. The student, parents and teachers collaborate to establish and identify the student's strengths and areas for improvement.

Extended Essay, Theory of Knowledge, and CAS: Students will receive progress indicators on their reports. The ratings are as follows: **E (Excellent)**, **O-T (On-Track)**, and **C (Concern)**. Students receiving a **C** rating will also receive an individualized comment outlining the reasons for the rating and the areas to be addressed.

BIS Reporting

| | Term | PYP | MYP | DP |
|--|------|---|--|--|
| Semester 1 | I | Three-way conference | Three-way Conferences Progress report - with teacher comments, no grades | Three-way Conferences Progress report - with teacher comments and grades for Grade 12 students |
| | II | Semester 1 Progress Reports (grades and comments) | Semester 1 Report - Semester criterion achievement levels and final grades, no comments | Semester 1 Report Final grades, no comments, student reflection |
| Semester 2 | III | Student Led Conferences | Three-way Conferences Progress report - with teacher comments. | Three-way Conferences G11 Term 3 Report (grades and comments) G12 Mock Exam Report (grades, student reflections) |
| | IV | Semester 2 Report (grades and comments) | Semester 2 Report Semester criterion achievement levels and final grades, no comments | May - G12 End of year - transcript G11 Semester 2 report - final grades, no comments, student reflections |
| Progress Reports will be provided for PYP & MYP students who arrive late in the year or leave early in the year. This applies if a student arrives after or leaves before November 1st or May 1st. | | | | |

Note: The Assessment Policy will be reviewed annually and modified as IB documentation is updated.

Works Cited

Bali International School. *Academic Honesty Policy*, 2018.

IB. *Diploma Programme: From Principles into Practice*, 2015, ibpublishing.ibo.org/server2/rest/app/tsm.xml?doc=d_0_dpYYY_mon_1504_1_e&part=9&chapter=1.

IB. *Guidelines for developing a school assessment policy in the Diploma Programme*, 2010.

IB. *Making the PYP happen: A curriculum framework for international primary education*, 2009, https://resources.ibo.org/pyp/resource/11162-occ-file-p_0_pypxx_mph_0912_2_e/?c=ec53ebc5.

IB. *MYP: From principles into practice*. Cardiff, 2018.

IB. *PYP: Enhancements to the PYP - Assessment in the Primary Years Programme*. Cardiff, 2018

International Baccalaureate Organization. *Diploma Programme Grade descriptors: For use from December 2017*. International Baccalaureate Organization, Dec. 2017. PDF file.

<https://www.nwea.org/>

Appendices

Appendix 1:

Primary Assessment Criteria

We will use the following assessment criteria to assess student achievement in relation to our grade-level benchmarks

| Abbreviation Title | | Description |
|--------------------|----------------|--|
| E | Excelling | Your child has an extensive knowledge, a deep conceptual understanding and or an exceptional level of skill. Your child readily applies this in new situations. |
| A | Achieving | Your child has a thorough knowledge, a conceptual understanding and or a high-level skill. Your child is able to apply this in most situations. |
| D | Developing | Your child has a sound knowledge, is developing a conceptual understanding and or has an adequate level of skill. Your child applies this some of the time or applies this with support in the form of time, attention or resources. |
| B | Beginning | Your child has an introductory knowledge, a basic conceptual understanding and or is new to practicing this skill. |
| N/A | Not Applicable | Not applicable at this time. Your child may not have worked with this expectation, may have been absent or may have had an incomplete assessment. |

Appendix 2: MYP Assessment Criteria

MYP: From principles into practice, Using MYP assessment criteria (updated in 2022).

The MYP assessment criteria across subject groups can be summarized as follows.

| | A | B | C | D |
|--------------------------------------|---------------------------|--------------------------|---------------------------|---|
| Language and literature | Analysing | Organizing | Producing text | Using language |
| Language acquisition | Listening | Reading | Speaking | Writing |
| Individuals and societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and evaluating | Reflecting on the impacts of science |
| Mathematics | Knowing and understanding | Investigating patterns | Communicating | Applying mathematics in real-world contexts |
| Arts | Investigating | Developing | Creating/performing | Evaluating |
| Physical and health education | Knowing and understanding | Planning for performance | Applying and performing | Reflecting and improving performance |
| Design | Inquiring and analysing | Developing ideas | Creating the solution | Evaluating |
| Community project | Investigating | Planning | Taking action | Reflecting |
| Personal project | Planning | Applying skills | Reflecting | |
| Interdisciplinary | Evaluating | Synthesizing | Reflecting | |

Appendix 3: MYP Grade boundaries and descriptors

| Grade | Boundary guidelines | Descriptor |
|-------|---------------------|--|
| 1 | 1–5 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 2 | 6–9 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 3 | 10–14 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations. |
| 4 | 15–18 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 5 | 19–23 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |
| 6 | 24–27 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 7 | 28–32 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

Appendix 4: Diploma Programme Grade Descriptors

Each subject group has its own description of work at different 1-7 achievement levels. Please refer to the International Baccalaureate Organization's [DP Grade Descriptors](#) (2017) document for further details.

Appendix 5: Prerequisites for the IB Diploma Programme (DP)

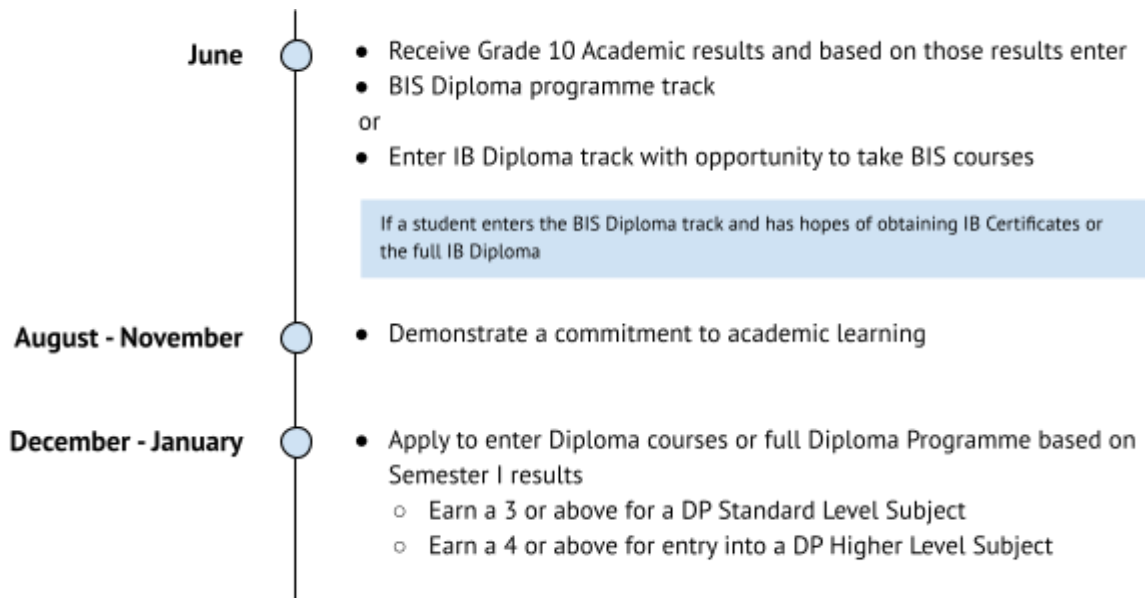
Students moving from the MYP to the DP must meet the following minimum requirements:

- Achieve a minimum total of 30 points across the seven subject areas in Grade 10 of the MYP.
- Achieve a final grade of 3 or above in any subject area they wish to pursue at DP Standard Level.
- Achieve a final grade of 5 or above in any subject they wish to pursue at the DP Higher Level.
- Achieve a final grade of 4 or above in the Personal Project.
- Successfully meet the Service as Action Learning Outcomes by the end of Grade 10.
- Ensure that the course selection form is signed by the relevant DP teachers and the student's Parents/Guardians.

After Grade 10 Semester 2 reports have been tabulated, we will evaluate each student's report and if your child meets the admissions criteria, we will invite him/her/them to enter the IB Diploma Programme. Your child may choose to enroll fully, or take a selection of IB DP subjects that are aligned with his/her passions and interests, or continue with the BIS Diploma.

If your child does not meet the admissions criteria in June, he/she/they will be provided the opportunity to demonstrate a commitment to academic learning throughout Semester 1 of Grade 11. If he/she/they achieves satisfactory levels of achievement and demonstrates the capacity to learn at the SL or HL level, he/she/they will be able to apply for either DP Certificates or the full IB DP status from Term 3.

Timeline for Diploma Pathway Decisions:



The IB Diploma Programme is very rigorous and BIS aims to place each student on a pathway where they have every chance of success. All students will be monitored throughout the entire BIS/IB Diploma Programmes to ensure they are on target to meet all requirements. These opportunities generally occur after each term, when summative grades are reported, as they provide a strong indicator of the student's progress and likelihood of success.