



Bali Island School
for a World-Class Education

Assessment & Reporting Policy



Assessment and Reporting Policy

Review Due Date: May 2027

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

BIS POLICY MANUAL: 6.05 Academic Honesty, 6.10 Assessment and Reporting, 7.15 Reporting

BIS ASSESSMENT AND REPORTING POLICY

1. Philosophy

- Assessments shall reflect the school's mission and the IB philosophy of inquiry, growth and reflection.
- BIS believes in the importance of Assessment for Learning (AfL) which is the practice of using regular assessment activities to gather evidence and data that will inform teaching and learning.
- Assessment of Learning (AoL) will reflect the IB Assessment expectations and requirements.

2. Purpose of the Policy

BIS is an authorised three programme (PYP, MYP and DP) International Baccalaureate (IB) World School and the school's assessment philosophy aligns with that of the IB.

The purpose of assessment is to inform teaching practices and provide feedback to students, parents and teachers. It identifies what students know, understand and can do at different stages in the learning process and it provides validation and evidence for reporting student learning growth.

- **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.
- **Schools** become more impactful learning communities when they use assessment as a tool to evaluate teaching practices and student learning growth. This supports informed decision making for resource allocation and professional development needs.

3. Guiding Principles

The policy is underpinned by the following principles:

- All teaching staff have a shared understanding of IB command terms, and assessment practices across all three IB programmes together with knowledge for how they can support all students to comply with academic honesty procedures. ([Academic Honesty Policy](#))
- Monitoring and oversight for consistency of assessment and reporting practices and adherence to the IB expectations is undertaken by the IB Co-ordinators, and discussed in their regular meetings.
- Assessment is used to monitor, measure, document, and report learning as well as provide data for analysis and discussion to guide teaching practices.
- Assessment is an ongoing process of using evidence of student learning to inform teaching practices.
- Assessment involves teachers and students collaborating to monitor, document, measure, report and adjust teaching practices for student learning..
- Fostering an assessment culture involves the development of assessment capability for students and teachers.
- Learning goals and success criteria are regularly communicated by teachers to students and can also be co-constructed.
- Both learning outcomes and the learning process are assessed.
- Assessment design is both backward and forward-looking.
- Parents/Guardians will receive regular and timely communications about their child/children's learning progress and BIS operates on a 'no surprises' principle for reporting student learning growth.

4. Scope of the Policy

This policy applies to all BIS teaching staff, students and stakeholders. It encompasses practices related to teaching, learning, assessment and reporting, as well as data analysis to improve teaching and learning at BIS.

5. Definitions

- **Formative Assessment:** 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 Assessment:** 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.
- **IB Command Terms:** Command terms is language used in assessment tasks that help students understand what is expected of them within the task/learning engagement.

The command terms stem from the IBDP and are differentiated appropriately for MYP and PYP.

- **Academic Misconduct:** Academic Misconduct is behaviour (whether deliberate or inadvertent) that results in, or may result in, the student or any other student gaining an unfair advantage (or a behaviour that disadvantages other students) in one or more assessment/task components. The Academic Honesty Policy guides students, teachers, and parents in making ethical choices and in understanding the importance of acknowledging the ideas and work of others. Academic honesty is a guiding principle in education that creates the foundation for ethical decision-making and behaviour in the production of legitimate, authentic and honest scholarly work (International Baccalaureate Organization, “Academic Integrity Policy” 3).
- **Student Led-Conferences:** IBPYP students present their learning growth to their parents/guardians.
- **Three-way Conferences:** IB MYP and IB DP students and their parents/guardians discuss learning growth and next steps for their learning to reach their potential.

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