



**LPP AL IRSYAD
AL ISLAMIYYAH
PURWOKERTO**

2025

ASSESSMENT POLICY

**PYP-MYP
AL IRSYAD AL ISLAMIYYAH
PURWOKERTO**

FOREWORD
CHAIRMAN OF LPP AL IRSYAD AL ISLAMIYAH
PURWOKERTO

Bismillahirrahmanirrahim

All praise is due to Allah Subhanahu wa Ta'ala, who has bestowed His mercy, guidance, and assistance, enabling us to develop this Assessment Policy as a guiding document for the entire learning community of PYP–MYP Al Irsyad Al Islamiyyah Purwokerto.

This assessment policy has been developed to ensure that assessment practices in our school are conducted objectively, comprehensively, fairly, and with a clear focus on the holistic development of students. Assessment is not merely viewed as a tool for measuring learning outcomes, but as an integral part of the learning process that supports the growth of self-awareness, reflection, and continuous improvement.

Through the integration of Islamic values (Muttaqin, Muhsin, and Mutqin) and the philosophy of the International Baccalaureate (IB), assessment at our school is directed toward nurturing students who are faithful, possess noble character, demonstrate global-mindedness, and are able to contribute positively to society.

We recognize that the successful implementation of assessment depends on the active participation of all members of the learning community, teachers, students, parents, and the school itself as a learning organization. Therefore, this policy has been developed through principles of collaboration, reflection, and shared commitment to creating a learning environment that is inclusive, transparent, and motivating for every individual to achieve their fullest potential.

It is our hope that this document will serve as a clear operational guide for educators and all stakeholders in implementing assessment practices, as well as a foundation for continuously improving the quality of teaching and learning at PYP–MYP Al Irsyad Al Islamiyyah Purwokerto. May Allah Subhanahu wa Ta'ala bless and guide our efforts in nurturing a generation with strong Islamic character, intellectual excellence, global competence, and the ability to bring benefit and mercy to all creation.


Lajnah Pendidikan dan Pengajaran
Al Irsyad Al Islamiyyah Purwokerto
Chairman,
Fahmi Abdul Karim Altway, S.T.
NIA : 103.07.2803737

VALIDATION
ASSESSMENT POLICY
PYP-MYP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

This Assessment Policy has been developed by the policy development team, taking into consideration the contextual needs of the school as well as the IB Programme Standards and Practices related to teaching and learning.

This policy is intended to serve as a guiding framework for the implementation of effective teaching and learning processes within the school. Based on the results of the policy development conducted by the PYP–MYP Policy Development Team of Al Irsyad Al Islamiyyah Purwokerto, and following its presentation and agreement by the school leadership, this policy is hereby formally established and approved for implementation in PYP–MYP Al Irsyad Al Islamiyyah Purwokerto, beginning in the 2025/2026 academic year.

Endorsed in Purwokerto, October 2025.

Authorize by,

Chairman of LPP Al Irsyad Al Islamiyyah



Fahmi Abdul Karim Altway, S.T.

NIA : 103.07.2803737

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ASSESSMENT POLICY

PYP–MYP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

A. Assessment Philosophy

At PYP–MYP Al Irsyad Al Islamiyyah Purwokerto, assessment is an integral part of the teaching and learning process. Assessment is not viewed merely as a tool to measure learning outcomes; rather, it serves as a means to understand, guide, and nurture each student’s potential so that learners develop holistically across academic, social, emotional, spiritual, and character dimensions.

Assessment in our school is grounded in the belief that every child is a trust (*amanah*) from Allah ﷻ and possesses unique abilities, characteristics, and learning styles. Therefore, assessment practices are conducted in ways that are fair, authentic, continuous, and contextually relevant. These practices are aligned with the principles of the International Baccalaureate (IB), particularly within the Primary Years Programme (PYP) and the Middle Years Programme (MYP), while also reflecting the noble values of Islam.

Our assessment philosophy is guided by the core values of Al Irsyad Al Islamiyyah Purwokerto:

1. *Muttaqin*, assessment outcomes are expected to nurture spiritual awareness, integrity, and gratitude for knowledge as a trust from Allah ﷻ.
2. *Muhsin*, assessment is conducted with honesty, sincerity, objectivity, and responsibility, reflecting noble character throughout the academic process.
3. *Mutqin*, assessment practices encourage students to strive for excellence in thinking, acting, and creating, while demonstrating perseverance throughout the learning process.

Within the PYP–MYP continuum, this philosophy is implemented progressively:

1. At the PYP level, assessment emphasizes the monitoring of the inquiry process, student self-reflection, and meaningful descriptive feedback that supports ongoing learning.
2. At the MYP level, assessment develops into criterion-related assessment, which requires deeper conceptual understanding, reasoned argumentation, and greater levels of academic independence and responsibility.

Through this philosophy, assessment at Al Irsyad Al Islamiyyah Purwokerto becomes a means of nurturing learners who are reflective, principled, and critical thinkers, and who are able to contribute positively to their communities. This approach aligns with the IB Learner Profile as well as the Islamic character of *rahmatan lil 'alamin*.

B. Foundations of the Assessment Policy

1. Legal Foundations

This assessment policy is grounded in the following philosophical and regulatory foundations:

a. Qur'an and Hadith

1. Umar bin Khattab (r.a.) said:

"Take account of yourselves before you are taken to account, and weigh your deeds before they are weighed for you." (Reported by Tirmidhi)

2. *"And that man will have nothing except what he strives for."* (Qur'an, An-Najm: 39)

3. *"As for the one who considers himself self-sufficient, you give him attention. Yet there is no blame upon you if he does not purify himself. But as for the one who comes to you striving (for knowledge) and fears Allah, you neglect him. No indeed! Surely this is a reminder."* (Qur'an, 'Abasa: 5–11)

b. National Regulations

1. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System (Sisdiknas Law)

a. Article 1 paragraph 20: Assessment of student learning outcomes is the process of collecting information or data regarding student achievement in the domains of attitudes, knowledge, and skills.

b. Article 58 paragraph 1: Assessment of student learning outcomes is conducted by educators to monitor learning processes, student progress, and the continuous improvement of learning outcomes.

2. Government Regulation of the Republic of Indonesia Number 57 of 2021 concerning National Education Standards

Article 10 states that educational assessment standards include the principles, mechanisms, procedures, and instruments used to assess student learning outcomes.

3. Regulation of the Minister of Education and Culture Number 23 of 2016 concerning Educational Assessment Standards

a. Regulates the assessment of student learning outcomes conducted by educators, educational institutions, and the government.

b. Emphasizes authentic assessment, process-based assessment, and competency-oriented assessment.

4. Regulation of the Minister of Education, Culture, Research, and Technology Number 21 of 2022 concerning Process Standards

Establishes principles of learning that support differentiated instruction, project-based learning, and character-based education.

5. Regulation of the Minister of Education, Culture, Research, and Technology Number 12 of 2024 concerning Curriculum for Early Childhood Education, Primary Schools, Junior High Schools, Senior High Schools, and Vocational Schools (Kurikulum Merdeka)

Emphasizes the importance of formative and summative assessments that support holistic and differentiated learning.

c. IB Programme Standards and Practices (2014)

1. C4.1: The school has an assessment policy that reflects IB philosophy and practices.
2. C4.2: Assessment is used to support and enhance student learning.
3. C4.3: The school uses a range of assessment strategies and tools appropriate to the needs and context of students.
4. C4.4: Assessment is planned and implemented as an integral part of teaching and learning.
5. C4.5: Teachers document and analyse student learning over time in order to design data-informed learning experiences.
6. C4.6: The school has effective and constructive reporting systems that meet the needs of the learning community.
7. C4.7: The school uses assessment data to review the effectiveness of programmes and teaching strategies.
8. C4.8: The school regularly reviews its assessment systems and practices to ensure fairness, consistency, and accuracy.
9. C4.9: The school supports the implementation of national or external assessments in accordance with applicable regulations while maintaining balance with student well-being.
10. C4.10: The school provides opportunities for students to consolidate their learning through various forms of assessment.

C. Definition of Assessment

Assessment is an ongoing process of gathering, analysing, interpreting, and acting upon evidence of student learning in order to inform teaching and learning (Learning and Teaching, p.74). In the classroom, assessment is the process of obtaining information that is used to make educational decisions about students, provide feedback to learners, and evaluate the effectiveness of teaching (Nitko & Brookhart, 2011).

D. Purpose of Assessment

Assessment serves as a foundation for planning and designing learning experiences.

Assessment is conducted to understand:

1. what students know,
2. what students understand,
3. what they are able to do at various stages of the learning process.

The purposes of assessment include the following:

1. Students

For students, assessment serves as a means of understanding themselves as learners. Through assessment, students reflect on what they have already mastered and identify areas that still require improvement. This process helps them set meaningful learning goals and develop greater independence in making decisions about their learning strategies. Through active engagement in the assessment process, students are encouraged to grow continuously and to view feedback as motivation to achieve improved learning outcomes.

2. Teachers

For teachers, assessment is an essential tool for gaining a comprehensive understanding of student achievement and learning progress. Assessment information enables teachers to identify diverse learning needs, adjust instructional strategies, and provide specific and meaningful feedback. Through assessment practices, teachers are also able to reflect on the effectiveness of their teaching approaches. As a result, teaching focuses not only on delivering content but also on ensuring that every student experiences meaningful learning that responds to their individual needs.

3. Parents

For parents, assessment provides clearer insights into their child's development. By understanding learning goals and student achievements, parents are better able to support their child's learning at home. Assessment also strengthens communication between teachers and parents, fostering collaboration in supporting students to reach

their full potential. In this way, parents are not merely observers but active partners in supporting their child's academic and character development.

4. The School

For the school, assessment provides essential information for evaluating the curriculum and the overall effectiveness of teaching and learning. Assessment data can be used to identify areas for improvement, determine priorities for teacher professional development, and inform policies that support student needs. By embedding assessment within a culture of reflection, the school continues to grow as a learning community that is committed to improving the quality of education and supporting student success.

E. Principles of Assessment

The principles of assessment at Al Irsyad Al Islamiyyah Purwokerto are aligned with the philosophy and assessment practices of the International Baccalaureate (IB), adapted to the national context and Islamic values. These principles apply across both the PYP and MYP, while taking into account students' developmental stages.

The principles include the following:

1. Assessment as an ongoing process

Assessment is a continuous process of gathering, analysing, interpreting, and responding to evidence of student learning in order to inform and improve teaching and learning.

2. Using three key approaches to assessment

Assessment includes three complementary approaches:

- a. Assessment for learning, which supports the learning process
- b. Assessment of learning, which measures student achievement
- c. Assessment as learning, which develops reflection and learner independence

3. Based on conceptual understanding and clear criteria

In the PYP, assessment emphasizes monitoring the development of conceptual understanding through inquiry and descriptive feedback.

In the MYP, assessment is implemented through criterion-related assessment, in alignment with the IB subject guides and clearly defined achievement standards.

4. Encouraging collaboration between teachers and students

Assessment is designed and implemented through active interaction between teachers and students, including in the development of learning goals and success criteria.

5. Promoting active student engagement and reflection
Students actively participate in the assessment process through self-reflection, peer assessment, goal setting, and follow-up learning actions.
6. Providing meaningful and forward-looking feedback
Teachers and students exchange constructive feedback to support continuous improvement and future learning (feedforward).
7. Transparency and clear communication
Learning goals, success criteria, and achievement standards are communicated clearly to students and parents.
8. Both backward-looking and forward-looking
Assessment is designed based on intended learning outcomes (backward design) and used to inform future learning steps.
9. Supporting differentiation and inclusion
Assessment considers diverse learning needs, learning styles, and developmental stages to ensure fairness and equitable opportunities for all students.

Assessment at the school is designed to reflect the following characteristics (Meyer, Rose, & Gordon, 2014, p.139):

1. Accessible to all students through inclusive design, content, and media.
2. Continuous, varied, and relevant to the learning context.
3. Actively engaging students in the process.
4. Focused on student progress and development rather than solely final outcomes.
5. Allowing multiple entry and exit points according to student ability.
6. Flexible in forms of expression and demonstration of understanding.
7. Measuring appropriate constructs aligned with learning goals.
8. Explicit in its purpose, criteria, and expected outcomes.
9. Assessing both the learning process and the final product.

The school believes that every student should have fair opportunities to demonstrate their learning. Therefore, inclusive access and reasonable adjustments are provided to minimize learning barriers, in accordance with the school's Access and Inclusion Policy.

F. Roles in the Assessment Process

1. The Role of Students

Students play an active role in the assessment process. They are not merely objects of assessment but active participants in their own learning. Students are encouraged to engage in self-reflection, recognize their strengths and areas for improvement, and set meaningful learning goals. They participate in both self-assessment and peer assessment, which help them learn to provide and receive constructive feedback. Through this process, students develop independence as learners, take responsibility for their learning, and remain motivated to continuously improve.

2. The Role of Teachers

Teachers act as designers, implementers, and facilitators of the assessment process. They develop varied and relevant assessment strategies and tools to evaluate students' knowledge, skills, and attitudes. Teachers also use assessment information to understand student learning needs, adjust instructional approaches, and provide specific, clear, and constructive feedback. In addition, teachers guide students in reflecting on their learning progress, ensuring that assessment serves not only an evaluative purpose but also a formative one that promotes continued learning.

3. The Role of Parents

Parents serve as partners with the school in supporting student success. Through assessment, parents gain clearer information about learning goals and their child's development. With this understanding, parents are able to support learning at home, provide encouragement, and help create a positive learning environment. Parents may also share insights and experiences with the school, supporting students in addressing learning challenges. Collaboration between parents and teachers through assessment information strengthens both the academic development and character growth of students.

4. The Role of the School

The school ensures that assessment practices are implemented fairly, transparently, and inclusively. The school develops assessment policies aligned with IB standards while also responding to the local context. In addition, assessment data is used to evaluate curriculum effectiveness, identify resource needs, and inform teacher professional development planning. The school also promotes a culture of reflection, where assessment is viewed not only as a measure of learning outcomes but also as a tool for improving teaching and learning and strengthening a collaborative learning community.

G. Assessment Process

1. Assessment in the PYP

a. Scope of Assessment

Assessment in the Primary Years Programme (PYP) at Al Irsyad Al Islamiyyah Purwokerto emphasizes the importance of monitoring and documenting the inquiry process. Through careful observation of the learning process, teachers monitor students' development by considering the following aspects:

- 1) Students' curiosity during the process of exploration;
- 2) Students' awareness that problems often require integrated solutions across different subject areas;
- 3) Students' conceptual understanding and knowledge of the topics being studied;
- 4) Students' independence and their ability to collaborate with others.

Monitoring, documenting, and measuring focus on how concepts are remembered, explained, applied, and transferred through authentic learning experiences. These monitoring and documentation processes are conducted continuously to track the development of students' skills, knowledge, and attitudes over time.

b. Assessment Planning

PYP Al Irsyad Al Islamiyyah Purwokerto recognizes that assessment is an integral part of the learning design process. Collaborative planning among teachers takes place at the beginning of each Unit of Inquiry (UOI) to design learning goals, conceptual understandings, and skills that students are expected to develop.

This planning is documented in the unit plan. The unit plan includes:

- 1) Planning for the knowledge, conceptual understanding, and skills that will be developed throughout the unit;
- 2) The development of assessment criteria in the form of rubrics, designed using the SOLO Taxonomy, so that indicators of success are clear and understood by both teachers and students.

c. Types of Assessment

| Practice & Timing | Assessment for Learning (Monitoring) | Assessment of Learning (Measuring) | Assessment as Learning (Monitoring/Reflection) |
|------------------------------|--|---|--|
| | <ul style="list-style-type: none">• Observation• Question and answer• Reflection | <ul style="list-style-type: none">• Unit Assessment Timing: End of the unit or | <ul style="list-style-type: none">• Setting learning goals• Self-reflection• Peer assessment |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> ● Discussion ● Feedback and improvement planning <p>Timing: Ongoing throughout the learning process</p> | <p>at the end of the Unit of Inquiry (UOI)</p> <ul style="list-style-type: none"> ● Grades 1–6: PSAS (Semester Final Summative Assessment) Timing: End of Semester 1 ● PSAT (Year-End Summative Assessment) Timing: End of Semester 2 ● Grade 6: PSAJ (Final Level Assessment) Timing: End of Primary School level | <p>Timing: Ongoing throughout the learning process</p> |
| | | | |

PYP Al Irsyad Al Islamiyyah Purwokerto also supports the implementation of assessments established by the national education authorities. Assessments designed by the teaching team are adapted to students' age and developmental stages, aligned with the national curriculum learning outcomes, and take into account each student's individual learning profile. The school is responsible for ensuring that every assessment task is relevant, meaningful, and supports the holistic development of students.

However, in the implementation of standardized assessments (government examinations), the school and teachers are expected to consider the following:

- 1) how to minimize the impact of assessment on students' well-being;
- 2) how to use assessment data effectively in order to gain a holistic understanding of students' learning development.

This approach emphasizes that assessments derived from both the national curriculum and the IB framework share the same purpose: to support students in becoming learners who embody the values of *Muttaqin*, *Muhsin*, and *Mutqin*.

d. Documentation of the Assessment Process

| Documentation Format | Documentation Tools |
|---|---|
| <ul style="list-style-type: none"> ● Learning notes or journals ● Portfolio | <ul style="list-style-type: none"> ● Student work samples (exemplars) ● Checklists ● Rubrics ● Anecdotal records ● Portfolio |

Documentation Procedures:

- a. Learning notes or journals are narrative records that capture students' learning experiences and reflections.
- b. In upper grades, journals are written by students; while in lower grades and Early Years, journals are documented by the classroom teacher.
- c. Portfolios represent a collection of learning evidence used to demonstrate the development of students' understanding and skills.
- d. The selection of evidence is carried out continuously based on indicators of the intended learning outcomes.
- e. More detailed documentation procedures are outlined in the school's Essential Agreement on Documentation.

Documentation Tools Used:

- a. Checklists: used when students conduct self-assessment, peer assessment, and reflection.
 - b. Rubrics: criterion-based assessment tools designed to monitor achievement and provide targeted feedback (*feedback to feedforward*).
 - c. Anecdotal records: brief notes based on teacher observations of significant events during the learning process.
 - d. Portfolio: a collection of evidence of learning that demonstrates students' learning journey and authentic outcomes.
- e. Assessment Reporting

Reporting student learning outcomes provides clear and meaningful information for the entire learning community. At PYP Al Irsyad Al Islamiyyah Purwokerto, reporting reflects students' progress and achievements, identifies areas for further development, and serves as a basis for reflection to improve teaching and learning programmes.

Assessment reporting involves students, teachers, and parents as partners in the learning process. Reports are presented in an honest, comprehensive, and accessible manner so that they can be clearly understood by all members of the learning community.

1) Conferences

a) Three-Way Conference (TWC)

A meeting involving teachers, students, and parents to discuss learning goals, conceptual understanding, and student progress. During this conference, the SMARTPLAN document is developed and reviewed. SMARTPLAN is a learning plan that outlines targets and strategies for improvement.

b) Student-Led Conference (SLC)

A reporting session led by the students themselves. Students present their learning outcomes to their parents, share the challenges they have encountered, and engage in self-reflection on their learning. In this process, teachers act as facilitators rather than evaluators.

c) Exhibition

Grade 6 students undertake a long-term collaborative project known as the PYP Exhibition. This project represents the culminating experience of the PYP, in which students investigate real-world issues related to the Sustainable Development Goals (SDGs) and present their findings to the school community.

d) Parent–Teacher Conference (PTC)

A formal meeting between teachers and parents conducted twice a year. Teachers provide written reports and review the progress of the previously established SMARTPLAN.

Two types of reports are provided:

- i. National Report Card, in accordance with national government regulations.
- ii. School Descriptive Report, providing qualitative feedback on students’ academic development, IB Learner Profile attributes, and Islamic character development.

2) Learning Celebration

This activity is organized to showcase and celebrate students’ learning outcomes as a form of reflection at the end of a unit of learning. Students present their work, performances, or exhibitions that demonstrate the results of their inquiry and exploration.

The following section provides further details regarding assessment reporting activities.

| PYP Reporting | | | | |
|----------------------|---|-------------------------------------|----------------------------------|--------------------------------|
| Curriculum | Semester 1 | | Semester 2 | |
| | Term 1 | Term 2 | Term 1 | Term 2 |
| | July – August – September | October – November – December | January – February – March | April – May – June |
| | Three-Way Conference (TWC) | Progress Monitoring | Progress Monitoring | Progress Monitoring |

| | | | | |
|--|--|---|---|--|
| | Goal setting <i>(tsp)</i> | SMARTPLAN Review <i>(st)</i> | SMARTPLAN Review <i>(st)</i> | SMARTPLAN Review <i>(st)</i> |
| | SMARTPLAN template printed in student journals | PTC (Parent– Teacher Conference) – 1 | Student-Led Conference (SLC) | PTC (Parent– Teacher Conference) – 2 |
| | SMARTPLAN <i>(new goals)</i> | Teacher report with SMARTPLAN review | PYP Exhibition (Grade 6) | Teacher report with SMARTPLAN review |

Descriptive assessment results at PYP Al Irsyad Al Islamiyyah Purwokerto are reported through two main components:

1. Learning Achievement – indicating the level of mastery of knowledge, conceptual understanding, and skills.
2. Student Engagement – indicating the level of student participation, interest, and motivation during the learning process.

Achievement Descriptors:

| Code | Description |
|-------------|--|
| N/A | Not assessed (for example, when the student was absent during the assessment). |
| B | Beginning to know, understand, and apply the required knowledge, understanding, and skills. |
| D | Developing the required knowledge, understanding, and skills. |
| A | Applying the required knowledge, understanding, and skills appropriately. |
| C | Consolidating the required knowledge, understanding, and skills with confidence. |
| E | Excelling in applying knowledge, understanding, and skills in both familiar and unfamiliar situations. |

Engagement Descriptors:

| Category | Description |
|--------------------|--|
| Beginning | The student participates in some learning experiences, but interest and motivation for learning are not yet evident. |
| Approaching | The student participates in several learning experiences; however, interest and motivation for learning are not yet consistent. |
| Meeting | The student participates in all learning experiences and consistently demonstrates interest and motivation in learning. |
| Exceeding | The student actively participates in all learning experiences, consistently demonstrates strong interest and motivation in learning, and shows determination to improve and achieve goals. |

f. Integration with National Standards (Conversion to a 0–100 Scale)

In accordance with national education policy, the school is required to report student learning outcomes in the form of numerical scores. Therefore, grades in the PYP reporting system are converted to the national scale (0–100) while ensuring equivalence of achievement levels as follows:

| Letter Code (IB–PYP) | Descriptor Meaning | National Score Range (0–100) |
|-----------------------------|---|-------------------------------------|
| E (Excelling) | The student demonstrates a very high level of mastery and consistently performs well across various contexts. | 90–100 |
| C (Consolidating) | The student demonstrates deep understanding and confidence in applying knowledge and skills. | 80–89 |
| A (Applying) | The student is able to apply knowledge and skills effectively. | 70–79 |
| D (Developing) | The student is developing understanding of concepts and basic skills. | 60–69 |
| B (Beginning) | The student is beginning to recognize and attempt to understand fundamental concepts and skills. | 50–59 |
| N/A | Not assessed / absent. | – |

2. Assessment in the MYP

a. Types of Assessment

- 1) Diagnostic Test (Assessment as Learning)
- 2) Formative Assessment (Assessment for learning)
- 3) Summative Assessment (Assessment of learning)

| | Assessment for learning (Monitoring) | Assessment of learning (Measuring) | Assessment as learning (Monitoring) |
|--------------------|---|--|--|
| Practice & Time | <ul style="list-style-type: none"> ● Observation ● Question and Answer ● Quiz ● Presentation ● Reflection ● Discussion ● Feedback-planning feedback <p>Time : Ongoing (during the learning process)</p> | <ul style="list-style-type: none"> ● Unit Assessment Time : at the end of each unit. ● Grade 7 - 9: End of Summative Assessment Time : End of Semester 1 ● End of year Summative Assessment | <ul style="list-style-type: none"> ● Matriculation test for grouping students in LA phase (emergent-capable-proficient) Done at the beginning of semester. ● Matriculation test for literacy, numeracy to know students' prior knowledge. Done at the beginning of academic year. ● Setting Goal Setting goal by students. Done at the beginning of semester. |

Note :

1) Diagnostic Assessment (assessment as learning)

This is done at the beginning of the school year or at the beginning of semester to identify students' ability levels and establish a differentiation plan (if necessary)

2) Formative Assessment (assessment for learning)

a) This assessment is used to find out what students already know and can do by collecting, analyzing, interpreting and using various pieces of evidence to improve student learning and help students achieve their potential.

b) All assessments are recorded clearly and accurately by the teacher in providing feedback to students as provisions for students in facing Summative Assessment, so there are no grades.

3) Summative Assessment

a) Summative assessments provide information to improve learning that measures understanding of basic ideas/concepts and encourages students to apply them.

b) Summative assessment is conducted after each unit is completed. The duration of each unit can be different based on the complexity of the unit.

c) Summative assessments are carried out by teachers with notification to students one week before implementation, namely in the form an assessment rubric or Task Specific Clarification (TSC) with the GRASPS model which contains :

Goals : assessment objectives

Role : the position or role of students in the assessment

Audience : assessment targets

Situation : the current condition

Products : work can be in the form of finished products, writing, images, infographics, interview results, and any work that supports the assessment objectives. Standards : assessment criteria according to the subject group guide.

4) Peer assessment and self assessment

a) Students are given the opportunity to assess the work of their peers (peer assessment).

- b) Students are given the opportunity to assess their own work (self-assessment), emphasizing the importance of learning reflection, students are actively involved in determining the criteria for the work to be assessed.

b. Assessment Implementation

1) Assessment Guide & Standards

Teachers use the criteria listed in the subject group guide, with the following divisions

| | | | |
|-------|--------|--------|--------|
| Grade | 7 | 8 | 9 |
| Guide | Year 1 | Year 3 | Year 5 |

2) Assessment Criteria

Assessment criteria serve as the reference used to evaluate student achievement. Each student is assessed based on clearly defined criteria that have been established and communicated in advance. These criteria provide clear guidance regarding the aspects teachers will consider when evaluating students' knowledge, depth of understanding, and their ability to respond to the unit and its key inquiry questions.

Assessment criteria also help students understand the expectations they are required to meet, enabling them to prepare more effectively and demonstrate their best performance. In many cases, students are given access to these criteria before completing the task so that the assessment process remains transparent.

Each subject group is required to assess all applicable criteria at least twice within an academic year to ensure consistency and balance in measuring student achievement.

The following table outlines the MYP assessment criteria according to subject groups.

| <i>Subject Group</i> | <i>Criteria (maximum level of achievement is 8 for each criteria)</i> | | | |
|--------------------------------------|---|--|--|---|
| | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> |
| <i>Language and Literature</i> | <i>Analyzing</i> | <i>Organizing</i> | <i>Producing Text</i> | <i>Using Language</i> |
| <i>Language Acquisition</i> | <i>Comprehending spoken and visual text</i> | <i>Comprehending written and visual text</i> | <i>Communicating in response to spoken and/or written and/or visual text</i> | <i>Using language in spoken and/or written form</i> |
| <i>Physical and Health Education</i> | <i>Knowing and understanding</i> | <i>Planning for performance</i> | <i>Applying and performing</i> | <i>Reflecting and improving performance</i> |
| <i>Science</i> | <i>Knowing and understanding</i> | <i>Inquiring and designing</i> | <i>Processing and evaluating</i> | <i>Reflecting on impacts of science</i> |
| <i>Arts</i> | <i>Investigating</i> | <i>Developing Skills</i> | <i>Creating / Performing</i> | <i>Evaluating</i> |
| <i>Design</i> | <i>Inquiring and Analyzing</i> | <i>Developing ideas</i> | <i>Creating the solution</i> | <i>Evaluating</i> |
| <i>Mathematics</i> | <i>Knowing and Understanding</i> | <i>Investigating Patterns</i> | <i>Communicating</i> | <i>Applying mathematics in real-life contexts</i> |
| <i>Individual and Societies</i> | <i>Knowing and Understanding</i> | <i>Investigating</i> | <i>Communicating</i> | <i>Thinking critically</i> |
| <i>MYP Projects</i> | <i>Investigating</i> | <i>Planning</i> | <i>Taking action</i> | <i>Reflecting</i> |
| <i>Interdisciplinary</i> | <i>Disciplinary grounding</i> | <i>Synthesizing</i> | <i>Communicating</i> | <i>Reflecting</i> |

3) Determination of Final Semester Grades

| Report Card (IB) | Learning Outcome Report (national) |
|--|--|
| <ul style="list-style-type: none"> All criteria must be assessed at least once per semester. Each teacher gives the best fit score, not the average score. To reach a final score of 1-7, the teacher adds up the students' final scores across all criteria A,B,C,D from the subject group and then converts them to the Boundary Guideline. | <ul style="list-style-type: none"> Using a scale of 1-100 |

Note :

| | | | | | | | |
|-----------|-----|-----|-------|-------|-------|-------|-------|
| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Boundary | 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |
| Guideline | | | | | | | |

Example : A:4, B:5, C:4, D:5 Total = 18 therefore, the final grade is 4 out of 7

4) Reporting

- a) Learning reporting from schools includes: Report Card (IB), Learning Outcome Report (National Report Card), project creation, real action (giving contribution), presentation of learning outcomes to parents, conferences, and exhibitions.
- b) The report is submitted to parents at the following times:

| Semester 1 | | Semester 2 | |
|-----------------------|------------------------|--|---|
| Term 1 | Term 2 | Term 3 | Term 4 |
| (Juli-September) | (Oktober-Desember) | (Januari-Maret) | (April-June) |
| Three Ways Conference | Checking progress | Checking progress | Checking Progress |
| | Interdisciplinary Unit | Mid term report (Student Led Conference) | Final term report and PSAJ Report (Grade 9) |
| | Final term report | TKA (Grade 9) | Community Project |

c) Project

| IDU Project | COMMUNITY PROJECT |
|--|---|
| Grade 7 - 9 | Grade 9 |
| Worked in Groups | Worked in Groups |
| is a Summative at the End of Subject unit that has been determined by the School to be exhibited at the end of Semester. | conducted for 3 months and exhibited in an exhibition and made a report that had three criteria : |

| IDU Project | COMMUNITY PROJECT |
|--|---|
| IDU criteria : A : Evaluating B : Synthesizing C : reflecting | A : Planning B : Taking Action C : Reflection |

d) Service as Action

MYP expects all students to become involved with communities with a meaningful involvement that benefits both parties. In the MYP this programme is called Service as Action. Through different community projects, students take part in activities that take place inside or outside of the school either individually or as a group. After the service, students must reflect upon activities and show evidence of their participation. This activity aims to achieve 7 learning outcomes:

- 1) Awareness
- 2) New Skills
- 3) Initiative
- 4) Commitment
- 5) Collaboration
- 6) Global Value
- 7) Ethics

e) Students-Led Conference

This student-led conference is a formal reporting session to parents to provide a sense of ownership of the student's learning assessment that has been guided and prepared by the student. The focus of the SLC is on the student's academic skills and social progress as presented by the child and responded to by the parent. This encourages students' communication skills with parents, evaluating their own progress and building critical thinking skills, confidence and self-esteem.

f) Parents Teacher Conference

Parent-Teacher Conference is a formal meeting between parents and teachers to discuss students' academic, social, and emotional development. This meeting aims to strengthen collaboration between the school and parents in supporting students' learning progress and character development.

5) Recording

Awarding achievement level and grade :

a) Mark vs level achieved

The MYP does not use the term mark as this indicates percentage. Assessment in

b) How is the criterion level total converted to a grade?

| 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 |
| 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 |

| Grade | Boundary Guidelines | Descriptor |
|-------|---------------------|---|
| | | situations, but requires support in unfamiliar situations. |
| 5 | 19-23 | <p>Produces generally high-quality work</p> <p>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.</p> |
| 6 | 24-27 | <p>Produces high-quality, occasionally innovative work</p> <p>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.</p> |
| 7 | 28-32 | <p>Produces high-quality, frequently innovative work</p> <p>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.</p> |

6) Conversion

This conversion is provided to transform student grades into the format required for the **national report card system**.

| Final Grade | National Score |
|--------------------|------------------------------------|
| 1 | $40 \leq \text{Final Grade} < 52$ |
| 2 | $52 \leq \text{Final Grade} < 56$ |
| 3 | $57 \leq \text{Final Grade} < 68$ |
| 4 | $69 \leq \text{Final Grade} < 75$ |
| 5 | $76 \leq \text{Final Grade} < 87$ |
| 6 | $85 \leq \text{Final Grade} < 92$ |
| 7 | $93 \leq \text{Final Grade} < 100$ |

Assessment in **English Language Acquisition (LA)** in the MYP uses a **phase-based system** (Phase 1–2, Phase 3–4, and Phase 5–6) according to students' language proficiency levels. Therefore, the conversion of grades for the national report card is adjusted according to the phase followed by the student, while maintaining the principle of **criterion-based assessment** in the IB framework.

| Final Grade | National Score | National Score | National Score |
|--------------------|-----------------------|-----------------------|-----------------------|
| | Ph 1–2 | Ph 3–4 | Ph 5–6 |
| 1 | 40 – 48 | 70 – 78 | 80 – 84 |
| 2 | 50 – 56 | 80 – 83 | 85 – 88 |
| 3 | 60 – 68 | 84 – 88 | 90 – 91 |
| 4 | 70 – 76 | 90 | 91 – 92 |
| 5 | 80 – 84 | 91 – 92 | 93 – 94 |
| 6 | 85 – 88 | 93 | 94 – 96 |
| 7 | 90 | 94 – 95 | 97 – 100 |

H. Assessment as a Guide for Teaching and Learning

Assessment results at Al Irsyad Al Islamiyyah Purwokerto are used not only to evaluate student achievement but also to develop and improve teaching and learning practices at both the PYP and MYP levels. Assessment data serves as a basis for pedagogical decision-making, adjustments to instructional strategies, and the planning of differentiated follow-up actions.

Teachers systematically analyse evidence of learning to:

1. identify students' strengths and learning needs;
2. adjust teaching strategies and levels of challenge;
3. ensure that differentiation and inclusion are implemented effectively;
4. support the holistic development of students' conceptual understanding, skills, and character;
5. ensure continuity of learning progression from **PYP to MYP**.

At the **PYP level**, assessment results are used to continuously monitor the development of students' inquiry and conceptual understanding. At the **MYP level**, criterion-related assessment results are analysed to ensure consistency of standards, support internal moderation processes, and strengthen students' critical thinking and academic responsibility.

To ensure that assessment is integrated into the planning and implementation of teaching and learning, the school uses the following supporting documents:

1. Unit Plan

This document outlines learning objectives, key concepts, global contexts (for MYP), and expected learning outcomes for each unit.

2. Learning Modules

Supporting documents designed to facilitate inquiry processes in the PYP and conceptual as well as analytical exploration in specific MYP subject areas.

3. Curriculum Mapping / Content Grid

A guide outlining the scope of learning content to ensure alignment between the IB curriculum and the national curriculum, while preparing students for national assessments without losing the conceptual learning approach.

4. GRASPS Framework (Goal, Role, Audience, Situation, Product/Performance, Standard & Criteria)

Used in designing authentic summative assessment tasks in both PYP and MYP, with criteria adapted according to students' developmental stages.

5. Internal Moderation Documents (MYP and Cross-Level)

Used to ensure consistency of assessment standards and fairness in assigning achievement levels.

I. Policy Review Cycle

1. Purpose of the Review

The review of the Assessment Policy aims to ensure that all assessment practices at Al Irsyad Al Islamiyyah Purwokerto:

- a. align with the International Baccalaureate Programme Standards and Practices (PSP 2014);
- b. comply with applicable national curriculum regulations;
- c. support continuity between the PYP and MYP programmes;
- d. remain relevant to students' learning needs and the school's guiding philosophy of Muttaqin–Muhsin–Mutqin.

2. Review Frequency

The Assessment Policy is reviewed **every two years**, or earlier if necessary, for example when:

- a. there are changes in IB policies or frameworks;
- b. revisions occur in the national curriculum;
- c. school evaluation and reflection indicate the need for policy updates.

3. Review Team (Persons in Charge)

The review of the Assessment Policy is conducted by a team representing the continuity between PYP and MYP, consisting of:

- a. PYP and MYP Principals
- b. PYP Coordinator
- c. MYP Coordinator
- d. School Curriculum Development Team
- e. Teacher representatives from various grade levels and subject groups
- f. Representatives from LPP Al Irsyad Al Islamiyyah Purwokerto
- g. (If necessary) an IB consultant or parent representatives

This team is responsible for ensuring that the Assessment Policy remains aligned with the Programme Standards and Practices (PSP 2014), students' developmental needs, and the continuity of implementation across programmes.

4. Review Process
 - a. Initial Reflection , collecting feedback from teachers and reviewing results from assessment moderation.
 - b. Implementation Evaluation, reviewing assessment-related documents (rubrics, portfolios, reports, and teacher reflections).
 - c. Drafting Revisions, the team develops policy updates based on reflections and IB best practices.
 - d. Approval and Endorsement, the revised policy is approved by the School Principals and the Chair of LPP Al Irsyad Al Islamiyyah Purwokerto.
 - e. Socialization and Training, the updated policy is communicated to teachers, staff, and parents through workshops or official meetings.
5. Documentation and Archiving

All review processes, revision outcomes, and decision records are stored in:

 - a. the digital folder "Assessment Policy Review Log",
 - b. minutes of curriculum team meetings, and
 - c. teachers' Essential Agreements documents.

J. Glossary of Terms

| Term / Abbreviation | Definition / Description |
|---------------------|---|
| PSAJ | Abbreviation for Final Level Summative Assessment , which refers to the standardized assessment conducted at the end of the primary level (Grade 6). |
| HRT | Homeroom Teacher , the main classroom teacher responsible for guiding and monitoring students' academic and character development. |
| PSAJ | Abbreviation for End of Level Summative Assessment , conducted at the end of the primary level (Grade 6). |
| PSAS | Abbreviation for End of Semester Summative Assessment , conducted at the end of Semester 1. |
| PSAT | Abbreviation for End of Year Summative Assessment , conducted at the end of Semester 2. |
| TWC | Three-Way Conference , a conference involving teachers, students, and parents to establish learning goals and reflect on student progress. |

| Term / Abbreviation | Definition / Description |
|---|---|
| SDG | Sustainable Development Goals , global development goals established by the United Nations (UN). |
| SLC | Student-Led Conference , a reporting conference in which students present and reflect on their learning progress to their parents. |
| SMART Plan | A learning goal planning document agreed upon by teachers, students, and parents. SMART stands for Specific, Measurable, Achievable, Relevant, and Time-bound . |
| SOLO Taxonomy | A model used to assess the depth of students' understanding (Structure of Observed Learning Outcomes). |
| Moderation | A process in which teachers review assessment evidence together to ensure consistency and reliability in internal assessment standards. |
| Exhibition | PYP Exhibition , a collaborative project undertaken by Grade 6 students as the culminating experience of the PYP, where students present the outcomes of their inquiry to the school community. |
| Service as Action | A core component of the MYP in which students apply their learning through meaningful service and responsible action within the school or wider community. |
| IDU Project (Interdisciplinary Unit Project) | A learning experience in the MYP that integrates knowledge, concepts, and skills from two or more subject groups to address complex questions or real-world problems. Students demonstrate interdisciplinary understanding through a project or performance task. |
| Community Project | A culminating project in MYP Year 4 (Grade 9) in which students investigate a community issue and take action to address it. The project encourages students to apply inquiry, research, and reflection while engaging with their local or global community. |

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**LPP AL IRSYAD
AL ISLAMIYYAH
PURWOKERTO**

2025

KEBIJAKAN PENILAIAN

**PYP-MYP
AL IRSYAD AL ISLAMIYYAH
PURWOKERTO**

KATA PENGANTAR
KETUA LPP AL IRSYAD AL ISLAMIYYAH
PURWOKERTO

Bismillahirrahmanirrahim

Segala puji bagi Allah Subhanahu wa Ta'ala yang telah melimpahkan rahmat, hidayah, dan pertolongan-Nya sehingga kami dapat menyusun Kebijakan Penilaian ini sebagai pedoman bagi seluruh warga belajar di PYP-MYP Al Irsyad Al Islamiyyah Purwokerto.

Kebijakan penilaian ini disusun untuk memastikan bahwa proses penilaian di sekolah kami berjalan secara objektif, menyeluruh, adil, dan berorientasi pada perkembangan peserta didik. Penilaian tidak hanya dipandang sebagai sarana untuk mengukur hasil belajar, tetapi juga sebagai bagian integral dari proses pembelajaran yang mendukung tumbuhnya kesadaran diri, refleksi, dan perbaikan berkelanjutan.

Melalui integrasi nilai-nilai Islam (*Muttaqin, Muhsin, dan Mutqin*), serta filosofi IB, asesmen di sekolah ini diarahkan untuk membentuk peserta didik yang beriman, berakhlak mulia, berwawasan global, dan mampu memberikan kontribusi positif bagi masyarakat.

Kami menyadari bahwa keberhasilan pelaksanaan penilaian tidak lepas dari peran serta seluruh pihak: guru, siswa, orang tua, dan sekolah sebagai komunitas pembelajar. Karena itu, kebijakan ini disusun dengan melibatkan prinsip kolaborasi, refleksi, dan komitmen bersama untuk menciptakan lingkungan belajar yang inklusif, transparan, dan memotivasi setiap individu untuk mencapai potensi terbaiknya.

Harapan kami, dokumen ini dapat menjadi panduan operasional yang jelas bagi seluruh pendidik dan pemangku kepentingan dalam melaksanakan proses asesmen, serta menjadi pijakan dalam meningkatkan kualitas pembelajaran di PYP-MYP Al Irsyad Al Islamiyyah Purwokerto. Semoga Allah Subhanahu wa Ta'ala senantiasa meridhoi langkah kita dalam membina generasi yang berkarakter Islami, cerdas, berdaya saing global, dan membawa rahmat bagi semesta.

Lajnah Pendidikan dan Pengajaran

Al Irsyad Al Islamiyyah Purwokerto

Ketua,



Fahmi Abdul Karim Altway, S.T.

NIA : 103.07.2803737

LEMBAR PENGESAHAN
KEBIJAKAN PENILAIAN
PYP-MYP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

Kebijakan Penilaian ini disusun oleh tim yang telah disesuaikan dengan kondisi di lapangan serta Standar dan Praktik IB untuk Proses pembelajaran dan pengajaran. Kebijakan Penilaian ini diharapkan mampu digunakan sebagai pedoman dalam proses pembelajaran dan pengajaran. Dengan memperhatikan hasil penyusunan kebijakan oleh Tim Penyusun Kebijakan PYP-MYP Al Irsyad Al Islamiyyah Purwokerto yang juga telah dipaparkan dan disepakati oleh leader, maka ditetapkan dan disahkan untuk dilaksanakan di PYP-MYP Al Irsyad Al Islamiyyah Purwokerto mulai pada Tahun Ajaran 2025/2026.

Disahkan di Purwokerto, Oktober 2025.

Disahkan oleh,

Ketua LPP Al Irsyad Al Islamiyyah



Fahmi Abdul Karim Altway, S.T.

NIA : 103.07.2803737

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KEBIJAKAN PENILAIAN

PYP-MYP AL IRSYAD AL ISLAMIYYAH PURWOKERTO

A. Filosofi Penilaian

Di PYP-MYP Al Irsyad Al Islamiyyah Purwokerto, penilaian merupakan bagian yang tidak terpisahkan dari proses pembelajaran. Penilaian bukan sekadar alat untuk mengukur hasil belajar, melainkan sarana untuk memahami, membimbing, dan menumbuhkan potensi setiap siswa agar berkembang secara menyeluruh, baik dari aspek akademik, sosial, emosional, spiritual, maupun karakter.

Penilaian di sekolah ini berpijak pada keyakinan bahwa setiap anak adalah amanah Allah ﷻ yang memiliki kemampuan, karakter, dan gaya belajar yang unik. Oleh karena itu, penilaian harus dilaksanakan secara adil, autentik, berkesinambungan, dan kontekstual, selaras dengan prinsip International Baccalaureate (IB) pada Primary Years Programme (PYP) dan Middle Years Programme (MYP), serta berlandaskan nilai-nilai Islam yang luhur.

Filosofi asesmen kami berlandaskan pada nilai-nilai utama Al Irsyad Al Islamiyyah Purwokerto:

1. Muttaqin, hasil asesmen diharapkan menumbuhkan kesadaran spiritual, integritas, dan rasa syukur atas ilmu sebagai amanah dari Allah ﷻ.
2. Muhsin, penilaian dilaksanakan dengan kejujuran, ketulusan, objektivitas, dan rasa tanggung jawab, mencerminkan akhlak mulia dalam setiap proses akademik.
3. Mutqin, penilaian dirancang untuk mendorong siswa mencapai kualitas terbaik dalam berpikir, bertindak, berkarya, serta menunjukkan ketekunan dalam proses belajar.

Dalam kesinambungan PYP–MYP, filosofi ini diterapkan secara progresif:

1. Pada jenjang PYP, penilaian menekankan pemantauan proses inkuiri, refleksi diri, dan umpan balik deskriptif.
2. Pada jenjang MYP, penilaian berkembang menjadi penilaian berbasis kriteria (criterion-related assessment) yang menuntut analisis konseptual, argumentasi, dan tanggung jawab akademik yang lebih mandiri.

Dengan filosofi ini, penilaian di Al Irsyad Al Islamiyyah Purwokerto menjadi sarana untuk menumbuhkan pembelajar yang reflektif, berintegritas, berpikir kritis, serta berkontribusi positif bagi lingkungannya, selaras dengan Profil Pelajar IB dan karakter Islam yang rahmatan lil 'alamin.

B. Landasan Kebijakan Asesmen

1. Landasan Hukum

Berikut beberapa landasan hukum terkait kebijakan asesmen:

a. Qur'an dan Surah

- 1) Umar bin Khattab r.a. berkata: "Hisablah dirimu sebelum kamu dihisab (diperhitungkan) dan timbanglah (amalmu) sebelum ditimbang bagimu." (HR.Tirmidzi)
- 2) "Dan bahwa manusia hanya memperoleh apa yang telah diusahakannya." (QS.An-Najm: 39)
- 3) Adapun orang yang merasa dirinya serba cukup (para pembesar Quraisy). Engkau (Nabi Muhammad) memberi perhatian kepadanya. Padahal, tidak ada (cela) atasmu kalau dia tidak menyucikan diri (beriman). Adapun orang yang datang kepadamu dengan bersegera (untuk mendapatkan pengajaran), sedangkan dia takut (kepada Allah), malah engkau (Nabi Muhammad) abaikan. Sekali-kali jangan (begitu)! Sesungguhnya (ajaran Allah) itu merupakan peringatan. (QS. `Abasa: 5 - 11)

b. Undang - Undang

- 1) Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (UU Sisdiknas)
 - a) Pasal 1 ayat 20: Penilaian hasil belajar peserta didik adalah proses pengumpulan informasi atau data tentang capaian belajar peserta didik dalam aspek sikap, pengetahuan, dan keterampilan
 - b) Pasal 58 ayat 1: Penilaian hasil belajar peserta didik dilakukan oleh pendidik untuk memantau proses, kemajuan belajar, dan perbaikan hasil belajar peserta didik secara berkesinambungan.
- 2) Peraturan Pemerintah Republik Indonesia Nomor 57 Tahun 2021 tentang Standar Nasional Pendidikan Pasal 10: Standar penilaian pendidikan mencakup prinsip, mekanisme, prosedur, dan instrumen penilaian hasil belajar peserta didik.
- 3) Peraturan Menteri Pendidikan dan Kebudayaan (Permendikbud) Nomor 23 Tahun 2016 tentang Standar Penilaian Pendidikan
 - a) Mengatur tentang penilaian hasil belajar oleh pendidik, satuan pendidikan, dan pemerintah.
 - b) Menekankan autentikasi penilaian, berbasis proses, serta berorientasi pada pengembangan kompetensi.xxvii

- 4) Permendikbud Ristek Nomor 21 Tahun 2022 tentang Standar Proses: mengatur prinsip pembelajaran yang mendukung pembelajaran berdiferensiasi, pembelajaran berbasis proyek, dan pembelajaran yang berorientasi pada karakter siswa
 - 5) Permendikbud Ristek Nomor 12 Tahun 2024 tentang Kurikulum pada PAUD, SD, SMP, SMA, dan SMK (Kurikulum Merdeka): menekankan pentingnya asesmen formatif dan sumatif yang mendukung pembelajaran holistik dan berdiferensiasi.
- c. Programme Standards and Practices (2014)
1. C4.1: Sekolah memiliki kebijakan penilaian yang mencerminkan filosofi dan praktik IB.
 2. C4.2: Penilaian digunakan untuk mendukung dan meningkatkan pembelajaran siswa.
 3. C4.3: Sekolah menggunakan berbagai strategi dan alat penilaian yang sesuai dengan kebutuhan dan konteks siswa.
 4. C4.4: Penilaian direncanakan dan dilaksanakan sebagai bagian integral dari proses pembelajaran.
 5. C4.5: Guru mendokumentasikan dan menganalisis pembelajaran siswa dari waktu ke waktu untuk merancang pengalaman belajar berbasis data.
 6. C4.6: Sekolah memiliki sistem pelaporan yang efektif, konstruktif, dan sesuai dengan kebutuhan komunitas belajar.
 7. C4.7: Sekolah menggunakan hasil penilaian untuk meninjau efektivitas program dan strategi pengajaran.
 8. C4.8: Sekolah secara rutin meninjau sistem dan praktik penilaian untuk menjamin keadilan, konsistensi, dan akurasi.
 9. C4.9: Sekolah mendukung pelaksanaan asesmen nasional atau eksternal sesuai peraturan yang berlaku sambil menjaga keseimbangan terhadap kesejahteraan siswa.
 10. C4.10: Sekolah menyediakan kesempatan bagi siswa untuk mengonsolidasikan pembelajaran mereka melalui berbagai bentuk penilaian.

C. Definisi Asesmen

Asesmen adalah proses berkelanjutan untuk mengumpulkan, menganalisis, mengkaji, dan melakukan tindakan atas bukti pembelajaran siswa guna menginformasikan pengajaran (Learning and Teaching, p.74). Di kelas, asesmen

merupakan proses memperoleh informasi yang digunakan untuk mengambil keputusan pendidikan tentang siswa, memberikan umpan balik kepada siswa, serta menilai efektivitas pengajaran (Nitko & Brookhart, 2011).

D. Tujuan Asesmen

Asesmen menjadi dasar dalam merancang pembelajaran. Asesmen dilakukan untuk mengetahui:

1. apa yang siswa ketahui,
2. apa yang siswa pahami,
3. apa yang dapat mereka lakukan pada berbagai tahapan proses pembelajaran.

Tujuan asesmen mencakup:

1. Siswa

Bagi siswa, asesmen menjadi sarana untuk memahami diri mereka sebagai pembelajar. Melalui asesmen, siswa dapat merefleksikan apa yang sudah mereka kuasai dan apa yang masih perlu ditingkatkan. Proses ini membantu mereka menetapkan tujuan belajar yang lebih terarah serta membangun kemandirian dalam mengambil keputusan terkait strategi belajar. Dengan keterlibatan aktif, siswa terdorong untuk terus berkembang dan menjadikan umpan balik sebagai motivasi untuk mencapai hasil yang lebih baik.

2. Guru

Bagi guru, asesmen adalah alat penting untuk memperoleh gambaran menyeluruh tentang capaian siswa. Informasi ini membantu guru mengenali kebutuhan belajar yang beragam, menyesuaikan metode pengajaran, dan memberikan umpan balik yang spesifik serta bermakna. Melalui asesmen, guru juga dapat merefleksikan efektivitas strategi pembelajaran yang digunakan, sehingga proses mengajar tidak hanya berfokus pada penyampaian materi, tetapi juga memastikan bahwa setiap siswa mendapatkan pengalaman belajar yang sesuai dengan kebutuhannya.

3. Orang Tua

Bagi orang tua, asesmen memberikan pemahaman yang lebih jelas tentang perkembangan anak. Dengan mengetahui tujuan belajar serta capaian yang diraih, orang tua dapat memberikan dukungan yang tepat di rumah. Asesmen juga membuka komunikasi yang lebih erat antara guru dan orang tua, sehingga tercipta kolaborasi dalam mendampingi anak mencapai potensi terbaiknya. Dengan demikian, orang tua

tidak hanya menjadi pengamat, tetapi juga berperan aktif dalam pertumbuhan akademik dan karakter anak.

4. Sekolah

Bagi sekolah, asesmen menjadi dasar untuk mengevaluasi kurikulum dan efektivitas pengajaran secara keseluruhan. Data asesmen dapat digunakan untuk mengidentifikasi area yang perlu diperbaiki, menetapkan prioritas dalam pengembangan profesional guru, serta menentukan kebijakan yang mendukung kebutuhan siswa. Dengan menjadikan asesmen sebagai budaya refleksi, sekolah bertransformasi menjadi komunitas pembelajar yang berorientasi pada peningkatan kualitas pendidikan dan keberhasilan peserta didik secara berkelanjutan.

E. Prinsip Penilaian

Prinsip penilaian di Al Irsyad Al Islamiyyah Purwokerto mengacu pada filosofi dan praktik penilaian International Baccalaureate (IB) yang disesuaikan dengan konteks nasional dan nilai-nilai Islam, serta berlaku pada jenjang PYP dan MYP dengan penyesuaian tahap perkembangan peserta didik.

Prinsip-prinsip tersebut adalah sebagai berikut:

1. Penilaian sebagai proses berkelanjutan

Penilaian merupakan proses terus-menerus untuk mengumpulkan, menganalisis, mengkaji, dan menindaklanjuti bukti pembelajaran siswa guna menginformasikan dan meningkatkan pengajaran.

2. Menggunakan tiga pendekatan utama penilaian

Penilaian mencakup:

- a. *Assessment for learning* (untuk mendukung proses belajar),
- b. *Assessment of learning* (untuk mengukur pencapaian),
- c. *Assessment as learning* (untuk mengembangkan refleksi dan kemandirian belajar).

3. Berbasis pemahaman konseptual dan kriteria yang jelas

Pada PYP, penilaian menekankan pemantauan perkembangan pemahaman konseptual melalui inkuiri dan umpan balik deskriptif.

Pada MYP, penilaian dilaksanakan menggunakan pendekatan berbasis kriteria (*criterion-related assessment*) sesuai dengan subject guide IB, dengan standar pencapaian yang transparan dan terstruktur.

4. **Melibatkan kolaborasi antara guru dan siswa**
Penilaian dirancang dan dilaksanakan melalui interaksi aktif antara guru dan siswa, termasuk dalam penyusunan tujuan belajar dan kriteria keberhasilan.
5. **Mendorong keterlibatan aktif dan refleksi siswa**
Siswa secara aktif terlibat dalam proses penilaian melalui refleksi diri, penilaian teman sebaya, penetapan tujuan belajar, serta tindak lanjut pembelajaran.
6. **Memberikan umpan balik yang bermakna dan berorientasi ke depan**
Guru dan siswa saling memberikan umpan balik (*feedback*) yang konstruktif untuk menghasilkan perbaikan berkelanjutan (*feedforward*).
7. **Transparan dan terkomunikasikan dengan jelas**
Tujuan belajar, kriteria keberhasilan, dan standar pencapaian dikomunikasikan secara terbuka kepada siswa dan orang tua.
8. **Bersifat backward dan forward looking**
Penilaian dirancang berdasarkan tujuan akhir pembelajaran (*backward design*) serta digunakan untuk merencanakan langkah pembelajaran selanjutnya.
9. **Memperhatikan diferensiasi dan inklusi**
Penilaian mempertimbangkan keberagaman kebutuhan, gaya belajar, dan tahap perkembangan siswa untuk memastikan keadilan dan kesetaraan kesempatan.

Asesmen di sekolah ini dirancang agar memenuhi karakteristik berikut (Meyer, Rose, & Gordon, 2014, p.139):

1. Dapat diakses oleh semua siswa melalui desain, konten, dan media yang inklusif.
2. Berkelanjutan, beragam, dan relevan dengan konteks pembelajaran.
3. Melibatkan siswa secara aktif dalam prosesnya.
4. Berfokus pada kemajuan dan perkembangan siswa, bukan hanya hasil akhir.
5. Memungkinkan berbagai titik masuk dan keluar sesuai kemampuan siswa.
6. Fleksibel dalam bentuk ekspresi dan demonstrasi pemahaman.
7. Mengukur konstruk yang tepat sesuai tujuan pembelajaran.
8. Eksplisit dalam tujuan, kriteria, dan hasil yang diharapkan.
9. Mengukur baik proses maupun produk pembelajaran.

Sekolah meyakini bahwa setiap siswa harus memiliki kesempatan yang adil untuk menunjukkan pencapaiannya. Oleh karena itu, akses inklusif dan penyesuaian yang wajar (*reasonable adjustments*) disediakan untuk meminimalkan hambatan belajar, sesuai dengan Kebijakan Akses dan Inklusi sekolah.

F. Peran dalam Melakukan Penilaian

1. Peran Siswa

Siswa memiliki peran aktif dalam proses asesmen, bukan hanya sebagai objek yang dinilai, tetapi juga sebagai subjek yang terlibat. Mereka diajak untuk melakukan refleksi diri, memahami kekuatan dan kelemahan yang dimiliki, serta menetapkan tujuan pembelajaran yang sesuai. Siswa berpartisipasi dalam *self-assessment* maupun *peer assessment*, yang melatih mereka untuk memberikan dan menerima umpan balik secara konstruktif. Dengan cara ini, siswa belajar menjadi pembelajar mandiri, bertanggung jawab terhadap proses belajarnya, dan termotivasi untuk terus memperbaiki diri.

2. Peran Guru

Guru berperan sebagai perancang, pelaksana, sekaligus fasilitator dalam proses asesmen. Guru menyusun instrumen asesmen yang bervariasi dan relevan untuk mengukur pengetahuan, keterampilan, dan sikap siswa. Selain itu, guru menggunakan hasil asesmen untuk memahami kebutuhan belajar siswa, menyesuaikan metode pengajaran, serta memberikan umpan balik yang spesifik, jelas, dan membangun. Guru juga berperan dalam membimbing siswa agar mampu merefleksikan hasil belajarnya, sehingga asesmen tidak hanya bersifat evaluatif tetapi juga formatif yang mendorong kemajuan belajar.

3. Peran Orang Tua

Orang tua berperan sebagai mitra sekolah dalam mendukung keberhasilan anak. Melalui asesmen, orang tua mendapatkan informasi yang lebih jelas tentang tujuan pembelajaran dan perkembangan anaknya. Dengan informasi ini, orang tua dapat membantu anak belajar di rumah, memberikan dorongan moral, dan menyediakan lingkungan belajar yang kondusif. Orang tua juga dapat berbagi wawasan dan pengalaman dengan sekolah, sehingga mendukung anak dalam menghadapi tantangan belajar. Kolaborasi antara orang tua dan guru melalui hasil asesmen akan semakin memperkuat perkembangan akademik maupun karakter siswa.

4. Peran Sekolah

Sekolah berperan sebagai lembaga yang memastikan asesmen dilaksanakan secara adil, transparan, dan inklusif. Sekolah menyusun kebijakan asesmen yang mengacu pada standar IB sekaligus menyesuaikan dengan konteks lokal. Selain itu, sekolah menggunakan data asesmen untuk mengevaluasi efektivitas kurikulum, mengidentifikasi kebutuhan sumber daya, serta merencanakan pengembangan

profesional guru. Sekolah juga menciptakan budaya refleksi, di mana asesmen tidak hanya dilihat sebagai penilaian hasil belajar, tetapi juga sebagai alat untuk meningkatkan kualitas pembelajaran dan menumbuhkan komunitas pembelajar yang kolaboratif.

G. Proses Penilaian

1. Penilaian di PYP

a. Ruang Lingkup Penilaian

Penilaian dalam Primary Years Programme (PYP) di Al Irsyad Al Islamiyyah Purwokerto menekankan pentingnya pemantauan dan pendokumentasian proses inkuiri. Melalui observasi yang cermat terhadap proses belajar, guru memantau perkembangan kemampuan siswa dengan mempertimbangkan hal-hal berikut:

- 1) Rasa ingin tahu siswa selama proses eksplorasi;
- 2) Kesadaran siswa bahwa masalah membutuhkan solusi yang terintegrasi antara bidang pelajaran;
- 3) Pemahaman konseptual dan pengetahuan siswa terhadap topik yang dipelajari;
- 4) Kemandirian dan kemampuan siswa untuk bekerja sama dengan orang lain.

Pemantauan (*monitoring*), pendokumentasian (*documenting*), dan pengukuran (*measuring*) difokuskan pada bagaimana konsep diingat, dijelaskan, diterapkan, dan ditransfer melalui pengalaman belajar yang autentik. Kegiatan pemantauan dan dokumentasi dilakukan secara berkelanjutan untuk menelusuri perkembangan keterampilan, pengetahuan, dan sikap siswa dari waktu ke waktu.

b. Perencanaan Asesmen

PYP Al Irsyad Al Islamiyyah Purwokerto meyakini bahwa asesmen merupakan bagian yang terintegrasi dalam perencanaan pembelajaran. Kolaborasi antar guru dilakukan di awal setiap Unit of Inquiry (UOI) untuk merancang tujuan belajar, pemahaman konseptual, dan keterampilan yang diharapkan dicapai oleh siswa. Perencanaan ini dituangkan dalam dokumen Rencana Pembelajaran (unit plan). Rencana Pembelajaran mencakup:

- a. Perencanaan pengetahuan, pemahaman, dan keterampilan yang akan dikembangkan sepanjang unit;

- b. Perencanaan kriteria penilaian dalam bentuk rubrik yang disusun menggunakan SOLO Taxonomy, sehingga indikator keberhasilan jelas dan dipahami oleh guru maupun siswa.

c. Jenis Asesmen

| | Asesmen untuk Pembelajaran (Pemantauan) | Asesmen tentang Pembelajaran (Pengukuran) | Asesmen sebagai Pembelajaran (Pemantauan/Refleksi) |
|----------------------------|--|--|---|
| Praktik & Waktu | <ul style="list-style-type: none"> • Observasi • Tanya jawab • Refleksi • Diskusi • Umpan balik dan perencanaan perbaikan <p>Waktu: Berlangsung terus-menerus selama proses pembelajaran</p> | <ul style="list-style-type: none"> • Asesmen Unit Waktu: Akhir unit atau akhir LOI • Kelas 1–6: PSAS (<i>Penilaian Sumatif Akhir Semester</i>) Waktu: Akhir Semester 1 • PSAT: (<i>Penilaian Sumatif Akhir Tahun</i>) Waktu: Akhir Semester 2 • Kelas 6: PSAJ (<i>Penilaian Sumatif Akhir Jenjang</i>) Waktu: Akhir jenjang SD | <ul style="list-style-type: none"> • Menetapkan tujuan belajar • Refleksi diri • Penilaian antar teman <p>Waktu: Berlangsung terus-menerus selama proses pembelajaran</p> |

PYP Al Irsyad Al Islamiyyah Purwokerto juga mendukung pelaksanaan asesmen yang ditetapkan oleh pemerintah. Asesmen yang dirancang oleh tim guru disesuaikan dengan usia dan tahap perkembangan siswa, selaras dengan capaian kurikulum nasional, serta memperhatikan profil belajar masing-masing siswa.

Sekolah bertanggung jawab memastikan bahwa setiap tugas asesmen relevan, bermakna, dan mendukung pertumbuhan menyeluruh peserta didik.

Namun, dalam pelaksanaan asesmen terstandar (ujian pemerintah), sekolah dan guru diharapkan untuk mempertimbangkan hal-hal berikut:

- 1) bagaimana meminimalkan dampak asesmen terhadap kesejahteraan siswa (student well-being);
- 2) bagaimana memanfaatkan data hasil ujian secara efektif untuk memperoleh gambaran utuh (holistic view) mengenai perkembangan belajar siswa.

Pendekatan ini menegaskan bahwa asesmen, baik yang bersumber dari kurikulum nasional maupun IB, memiliki tujuan yang sama: mendorong siswa menjadi pembelajar yang *Muttaqin*, *Muhsin* dan *Mutqin*.

d. Dokumentasi Proses Asesmen

| Format Dokumentasi | Alat Dokumentasi |
|--|--|
| <ul style="list-style-type: none">• Catatan belajar atau jurnal• Portofolio | <ul style="list-style-type: none">• Contoh karya (exemplar)• Daftar cek (checklist)• Rubrik• Catatan anekdot• Portofolio |

Prosedur Dokumentasi:

- a. Catatan belajar atau jurnal merupakan narasi yang memuat pengalaman belajar dan refleksi siswa.
- b. Untuk kelas tinggi, jurnal ditulis oleh siswa; sedangkan untuk kelas rendah dan Early Years, dilakukan oleh guru kelas.
- c. Portofolio merupakan kumpulan bukti belajar yang digunakan untuk menunjukkan perkembangan pemahaman dan keterampilan siswa.
- d. Pemilihan bukti dilakukan secara berkelanjutan berdasarkan indikator pencapaian tujuan belajar.
- e. Prosedur dokumentasi yang lebih rinci tertuang dalam Perjanjian Dasar (Essential Agreement) Dokumentasi Sekolah.

Alat dokumentasi yang digunakan meliputi:

- a. Daftar cek (Checklist): digunakan saat siswa melakukan self-assessment, peer-assessment, dan refleksi.
- b. Rubrik: kriteria penilaian yang disusun secara terencana untuk memantau capaian dan memberikan umpan balik terarah (feedback to feed forward).
- c. Catatan anekdot: catatan singkat berdasarkan pengamatan guru terhadap peristiwa penting dalam proses belajar siswa.
- d. Portofolio: kumpulan bukti belajar yang menampilkan perjalanan dan hasil belajar siswa secara autentik.

e. Pelaporan Asesmen

Pelaporan hasil belajar memberikan informasi yang jelas bagi seluruh komunitas belajar. Di PYP Al Irsyad Al Islamiyyah Purwokerto, pelaporan mencerminkan kemajuan dan pencapaian siswa, mengidentifikasi area pengembangan, serta menjadi dasar refleksi bagi perbaikan program pembelajaran.

Pelaporan asesmen melibatkan siswa, guru, dan orang tua sebagai mitra dalam proses belajar. Laporan disajikan secara jujur, komprehensif, dan mudah dipahami oleh semua pihak.

1) Konferensi

a) Three-Way Conference (TWC)

Pertemuan antara guru, siswa, dan orang tua untuk membahas tujuan belajar, pemahaman, serta perkembangan siswa. Dalam konferensi ini disusun dan ditinjau dokumen SMARTPLAN, yaitu rencana belajar yang berisi target dan strategi perbaikan.

b) Student-Led Conference (SLC)

Sesi pelaporan yang dipimpin oleh siswa sendiri. Siswa menampilkan hasil belajarnya kepada orang tua, menyampaikan tantangan yang dihadapi, dan melakukan refleksi diri. Guru berperan sebagai pembimbing, bukan penilai.

c) Exhibition

Siswa kelas 6 melaksanakan proyek kolaboratif jangka panjang yang dikenal dengan PYP Exhibition. Proyek ini merupakan puncak pembelajaran PYP, di mana siswa meneliti isu nyata yang relevan dengan Tujuan

Pembangunan Berkelanjutan (SDGs) dan mempresentasikannya kepada komunitas sekolah.

d) Parent–Teacher Conference (PTC)

Pertemuan formal antara guru dan orang tua yang dilaksanakan dua kali setahun. Guru memberikan laporan tertulis dan meninjau kemajuan SMARTPLAN yang telah disusun sebelumnya.

Terdapat dua jenis laporan:

- i. Rapor Nasional: mengikuti ketentuan pemerintah.
- ii. Rapor Deskriptif Sekolah: berisi umpan balik kualitatif tentang perkembangan akademik, atribut profil pelajar IB, dan karakter Islami siswa.

2) Perayaan Pembelajaran (Learning Celebration)

Kegiatan ini diadakan untuk menampilkan dan merayakan hasil belajar siswa sebagai bentuk refleksi akhir dari unit pembelajaran. Siswa menampilkan karya, pertunjukan, atau pameran hasil eksplorasi inkuiri mereka.

Berikut detail terkait kegiatan pelaporan penilaian:

| Pelaporan PYP | | | | |
|----------------------|--|--|-------------------------------------|--|
| Kurikulum | Semester 1 | | Semester 2 | |
| | Term 1 | Term 2 | Term 1 | Term 2 |
| | Juli – Agustus – September | Oktober – November – Desember | Januari – Februari – Maret | April – Mei – Juni |
| | Three-Way Conference (TWC) | Monitoring Kemajuan | Monitoring Kemajuan | Monitoring Kemajuan |
| | Penetapan tujuan (<i>tsp</i>) | Tinjauan SMARTPLAN (<i>st</i>) | Tinjauan SMARTPLAN (<i>st</i>) | Tinjauan SMARTPLAN (<i>st</i>) |
| | Template SMARTPLAN dicetak pada jurnal siswa | PTC (Parent–Teacher Conference) – 1 | Student-Led Conference (SLC) | PTC (Parent–Teacher Conference) – 2 |
| | SMARTPLAN (tujuan baru) | Laporan guru kelas disertai tinjauan SMARTPLAN | PYP Exhibition (Kelas 6) | Laporan guru kelas dan SMARTPLAN baru |

(*tsp*) = teacher – students – parents

Hasil penilaian deskriptif di PYP Al Irsyad Al Islamiyyah Purwokerto dilaporkan melalui dua komponen utama:

1. **Pencapaian Pembelajaran (Achievement)** – menunjukkan tingkat penguasaan pengetahuan, pemahaman, dan keterampilan.
2. **Keterlibatan Siswa (Engagement)** – menunjukkan tingkat partisipasi, minat, dan motivasi siswa selama proses belajar.

Deskriptor Pencapaian (Achievement Descriptors)

| Kode Huruf | Deskripsi |
|-------------------|--|
| N/A | Tidak dinilai (misalnya, siswa tidak hadir pada saat asesmen dilakukan) |
| B | Mulai mengenal, memahami, dan melakukan (<i>Beginning to know, understand, and do</i>) |
| D | Sedang mengembangkan pengetahuan, pemahaman, dan keterampilan yang diperlukan (<i>Developing the required knowledge, understanding, and skills</i>) |
| A | Mampu menerapkan pengetahuan, pemahaman, dan keterampilan dengan tepat (<i>Applying the required knowledge, understanding, and skills</i>) |
| C | Mampu mengonsolidasikan pengetahuan, pemahaman, dan keterampilan dengan percaya diri (<i>Consolidating the required knowledge, understanding, and skills with confidence</i>) |
| E | Menunjukkan keunggulan dalam pengetahuan, pemahaman, dan keterampilan baik pada situasi yang dikenal maupun yang baru (<i>Excelling in familiar and unfamiliar situations</i>) |

Deskriptor Keterlibatan (Engagement Descriptors)

| Kategori | Deskripsi |
|--------------------|---|
| Beginning | Siswa berpartisipasi dalam sebagian pengalaman belajar, namun minat dan motivasi untuk belajar belum tampak. |
| Approaching | Siswa berpartisipasi dalam sebagian pengalaman belajar. Minat dan motivasi untuk belajar belum konsisten. |
| Meeting | Siswa berpartisipasi dalam seluruh pengalaman belajar dan secara konsisten menunjukkan minat dan motivasi untuk belajar. |
| Exceeding | Siswa berpartisipasi aktif dalam seluruh pengalaman belajar, menunjukkan minat dan motivasi tinggi secara konsisten, serta memiliki tekad kuat untuk meningkatkan diri dan mencapai tujuan. |

f. **Integrasi dengan Nilai Nasional (Konversi ke Skala 0–100)**

Dalam konteks kebijakan nasional, sekolah tetap wajib melaporkan hasil belajar dalam bentuk nilai numerik. Nilai huruf pada sistem pelaporan PYP dikonversi ke skala nasional (0–100) dengan memperhatikan kesetaraan capaian sebagai berikut:

| Kode Huruf (IB–PYP) | Makna Deskriptor | Rentang Nilai Nasional (0–100) |
|--------------------------|--|--------------------------------|
| E (Excelling) | Siswa menunjukkan penguasaan sangat baik dan konsisten di berbagai konteks | 90 – 100 |
| C (Consolidating) | Siswa menunjukkan pemahaman mendalam dan percaya diri | 80 – 89 |
| A (Applying) | Siswa mampu menerapkan pengetahuan dan keterampilan dengan baik | 70 – 79 |
| D (Developing) | Siswa mulai menunjukkan penguasaan konsep dan keterampilan dasar | 60 – 69 |
| B (Beginning) | Siswa mulai mengenal dan berusaha memahami konsep dasar | 50 – 59 |
| N/A | Tidak dinilai / tidak hadir | – |

Konversi ini digunakan hanya untuk kebutuhan pelaporan resmi ke sistem nasional, sedangkan laporan PYP tetap menggunakan indikator huruf dan deskripsi kualitatif. Proses konversi dilakukan dengan prinsip **kesetaraan makna capaian (meaning equivalence)**, bukan sekadar perhitungan matematis.

2. Penilaian di MYP

a. Jenis-Jenis Penilaian

- 1) Tes Diagnostik (Assessment as Learning)
- 2) Penilaian Formatif (Assessment for Learning)
- 3) Penilaian Sumatif (Assessment of Learning)

| | Assessment for learning (Monitoring) | Assessment of learning (Measuring) | Assessment as learning (Monitoring) |
|--------------------------|---|---|--|
| Bentuk praktik dan waktu | <ul style="list-style-type: none"> • Observasi • Tanya jawab • Kuis • Presentasi • Refleksi • Diskusi | <ul style="list-style-type: none"> • Penilaian Unit <p>Waktu: Dilaksanakan pada akhir setiap unit</p> | <ul style="list-style-type: none"> • Tes matrikulasi untuk pengelompokan siswa dalam fase LA (emergent– |

| | | | |
|--|---|--|---|
| | <ul style="list-style-type: none"> Umpan balik dan perencanaan tindak lanjut <p>Waktu: Berlangsung terus-menerus selama proses pembelajaran</p> | <ul style="list-style-type: none"> Kelas 7–9: Penilaian Sumatif Akhir Semester <p>Waktu: Akhir Semester 1</p> <p>Penilaian Sumatif Akhir Tahun</p> <p>Waktu: Akhir Semester 2</p> | <p>capable–proficient) Dilaksanakan pada awal semester</p> <ul style="list-style-type: none"> Tes matrikulasi literasi dan numerasi untuk mengetahui kemampuan awal siswa Dilaksanakan pada awal tahun ajaran Penetapan tujuan belajar oleh siswa (<i>goal setting</i>) Dilaksanakan pada awal semester |
|--|---|--|---|

Catatan:

1) Penilaian Diagnostik (*Assessment as Learning*)

Penilaian ini dilaksanakan pada awal tahun ajaran atau awal semester untuk mengidentifikasi tingkat kemampuan siswa serta menetapkan rencana diferensiasi pembelajaran (jika diperlukan).

2) Penilaian Formatif (*Assessment for Learning*)

- a) Penilaian ini digunakan untuk mengetahui apa yang telah diketahui dan dapat dilakukan siswa melalui proses pengumpulan, analisis, interpretasi, serta penggunaan berbagai bukti pembelajaran guna meningkatkan proses belajar dan membantu siswa mencapai potensi terbaiknya.
- b) Seluruh penilaian dicatat secara jelas dan akurat oleh guru sebagai dasar pemberian umpan balik kepada siswa dalam persiapan menghadapi penilaian sumatif. Penilaian formatif tidak diberikan nilai angka.

3) Penilaian Sumatif (*Assessment of Learning*)

- a) Penilaian sumatif memberikan informasi untuk meningkatkan pembelajaran dengan mengukur pemahaman siswa terhadap ide atau konsep utama serta mendorong siswa untuk menerapkannya.

- b) Penilaian sumatif dilaksanakan setelah setiap unit pembelajaran selesai. Durasi setiap unit dapat berbeda-beda tergantung pada tingkat kompleksitasnya.
- c) Penilaian sumatif dilaksanakan oleh guru dengan pemberitahuan kepada siswa satu minggu sebelum pelaksanaan, dalam bentuk rubrik penilaian atau *Task Specific Clarification (TSC)* menggunakan model GRASPS yang mencakup:
 - i. **Goals** : tujuan penilaian
 - ii. **Role** : peran atau posisi siswa dalam tugas penilaian
 - iii. **Audience** : sasaran atau target penilaian
 - iv. **Situation** : kondisi atau konteks yang diberikan
 - v. **Products/Performance** : bentuk karya yang dihasilkan, dapat berupa produk akhir, tulisan, gambar, infografis, hasil wawancara, atau karya lain yang mendukung tujuan penilaian
 - vi. **Standards & Criteria** : kriteria penilaian sesuai dengan panduan kelompok mata pelajaran (*subject group guide*)

4) Penilaian Teman Sebaya dan Penilaian Diri (*Peer Assessment dan Self-Assessment*)

- a) Siswa diberikan kesempatan untuk menilai hasil kerja teman sebayanya (*peer assessment*).
- b) Siswa juga diberikan kesempatan untuk menilai hasil kerjanya sendiri (*self-assessment*), dengan menekankan pentingnya refleksi pembelajaran. Siswa secara aktif dilibatkan dalam penentuan kriteria terhadap tugas yang akan dinilai.

b. Implementasi Penilaian

1) Panduan dan Standar Penilaian

Guru menggunakan kriteria penilaian yang tercantum dalam panduan kelompok mata pelajaran (*subject group guide*), dengan pembagian sesuai tingkat kelas dan fase yang berlaku pada MYP.

| | | | |
|-------|--------|--------|--------|
| Grade | 7 | 8 | 9 |
| Guide | Year 1 | Year 3 | Year 5 |

2) Kriteria Penilaian

Kriteria penilaian merupakan acuan yang digunakan untuk menilai capaian siswa. Setiap siswa dinilai berdasarkan kriteria yang telah ditetapkan dan dikomunikasikan sebelumnya. Kriteria ini memberikan panduan yang jelas mengenai aspek apa saja yang akan diperhatikan guru dalam menilai pengetahuan, pemahaman yang mendalam, serta kemampuan siswa terhadap unit dan pertanyaan kunci unit tersebut.

Kriteria penilaian juga membantu siswa memahami harapan yang harus dicapai, sehingga mereka dapat mempersiapkan diri dengan lebih baik dan menunjukkan performa terbaiknya. Dalam banyak kesempatan, siswa diberikan akses terhadap kriteria tersebut sebelum tugas dilaksanakan agar proses penilaian berlangsung secara transparan.

Setiap kelompok mata pelajaran (*subject group*) wajib menilai seluruh kriteria penilaian yang berlaku, minimal dua kali dalam satu tahun ajaran, untuk memastikan konsistensi dan keseimbangan dalam pengukuran capaian siswa.

Berikut adalah tabel kriteria penilaian berdasarkan kelompok mata pelajaran MYP.

| <i>Subject Group</i> | <i>Criteria (maximum level of achievement is 8 for each criteria)</i> | | | |
|--------------------------------------|---|--|--|---|
| | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> |
| <i>Language and Literature</i> | <i>Analyzing</i> | <i>Organizing</i> | <i>Producing Text</i> | <i>Using Language</i> |
| <i>Language Acquisition</i> | <i>Comprehending spoken and visual text</i> | <i>Comprehending written and visual text</i> | <i>Communicating in response to spoken and/or written and/or visual text</i> | <i>Using language in spoken and/or written form</i> |
| <i>Physical and Health Education</i> | <i>Knowing and understanding</i> | <i>Planning for performance</i> | <i>Applying and performing</i> | <i>Reflecting and improving performance</i> |
| <i>Science</i> | <i>Knowing and understanding</i> | <i>Inquiring and designing</i> | <i>Processing and evaluating</i> | <i>Reflecting on impacts of</i> |

| <i>Subject Group</i> | <i>Criteria (maximum level of achievement is 8 for each criteria)</i> | | | |
|---------------------------------|---|-------------------------------|------------------------------|---|
| | <i>A</i> | <i>B</i> | <i>C</i> | <i>D</i> |
| | | | | <i>science</i> |
| <i>Arts</i> | <i>Investigating</i> | <i>Developing Skills</i> | <i>Creating / Performing</i> | <i>Evaluating</i> |
| <i>Design</i> | <i>Inquiring and Analyzing</i> | <i>Developing ideas</i> | <i>Creating the solution</i> | <i>Evaluating</i> |
| <i>Mathematics</i> | <i>Knowing and Understanding</i> | <i>Investigating Patterns</i> | <i>Communicating</i> | <i>Applying mathematics in real-life contexts</i> |
| <i>Individual and Societies</i> | <i>Knowing and Understanding</i> | <i>Investigating</i> | <i>Communicating</i> | <i>Thinking critically</i> |
| <i>MYP Projects</i> | <i>Investigating</i> | <i>Planning</i> | <i>Taking action</i> | <i>Reflecting</i> |
| <i>Interdisciplinary</i> | <i>Disciplinary grounding</i> | <i>Synthesizing</i> | <i>Communicating</i> | <i>Reflecting</i> |

3) Penentuan Nilai Akhir Semester

| Rapor (IB) | Laporan Hasil Belajar (Nasional) |
|---|---|
| <ul style="list-style-type: none"> • Semua kriteria harus dinilai minimal satu kali dalam setiap semester. • Setiap guru memberikan skor menggunakan pendekatan <i>best fit</i>, bukan rata-rata nilai. • Untuk memperoleh nilai akhir skala 1–7, guru menjumlahkan skor akhir siswa pada seluruh kriteria (A, B, C, D) dalam kelompok mata pelajaran, kemudian mengonversinya ke <i>Boundary Guideline</i>. | <ul style="list-style-type: none"> • Menggunakan skala nilai 1–100 |

Catatan:

| | | | | | | | |
|-----------|-----|-----|-------|-------|-------|-------|-------|
| Grade | 1 | 2 | 3 | 4 | 5 | 6 | 7 |
| Boundary | 1-5 | 6-9 | 10-14 | 15-18 | 19-23 | 24-27 | 28-32 |
| Guideline | | | | | | | |

Contoh : A:4, B:5, C:4, D:5, Total = 18 jadi nilai akhir adalah 4 dari 7

4) Pelaporan

- a) Pelaporan hasil belajar di sekolah meliputi: Rapor IB (*Report Card*), Laporan Hasil Belajar Nasional (*Learning Outcome Report*), proyek pembuatan karya, aksi nyata (kontribusi yang diberikan siswa), presentasi hasil belajar kepada orang tua, konferensi, serta pameran pembelajaran (*exhibition* atau *showcase of learning*).
- b) Laporan hasil belajar disampaikan kepada orang tua pada waktu-waktu berikut:

| Semester 1 | | Semester 2 | |
|-----------------------|--------------------------------|--|---------------------------|
| Term 1 | Term 2 | Term 3 | Term 4 |
| (Juli-September) | (Oktober-Desember) | (Januari-Maret) | (April-June) |
| Three Ways Conference | Checking progress | Checking progress | Checking Progress |
| | Interdisciplinary Unit (G7-G9) | Mid term report (Student Led Conference) | Community Project (G9) |
| | Parent Teacher Conference | TKA (G9) | Parent Teacher Conference |

- c) Proyek

| IDU Project | COMMUNITY PROJECT |
|--|--|
| Kelas 7–9 | Kelas 9 |
| Dilaksanakan secara berkelompok. Merupakan penilaian sumatif pada akhir unit mata pelajaran tertentu | Dilaksanakan secara berkelompok. Proyek ini berlangsung selama ± 3 bulan dan dipresentasikan dalam |

| IDU Project | COMMUNITY PROJECT |
|--|--|
| <p>yang telah ditentukan oleh sekolah dan dipresentasikan dalam bentuk pameran pada akhir semester.</p> <p>Kriteria IDU: A : Evaluating (Evaluasi) B : Synthesizing (Sintesis) C : Reflecting (Refleksi)</p> | <p>bentuk pameran serta laporan tertulis dengan tiga kriteria penilaian, yaitu:</p> <p>A : Planning (Perencanaan) B : Taking Action (Pelaksanaan Aksi) C : Reflection (Refleksi)</p> |

d) Service as Action

Program MYP mengharapkan seluruh siswa terlibat dalam kegiatan pelayanan masyarakat yang bermakna dan memberikan manfaat bagi semua pihak. Dalam MYP, program ini disebut *Service as Action*.

Melalui berbagai proyek komunitas, siswa berpartisipasi dalam kegiatan yang berlangsung di dalam maupun di luar sekolah, baik secara individu maupun kelompok. Setelah kegiatan berlangsung, siswa wajib melakukan refleksi dan menunjukkan bukti partisipasi mereka.

Kegiatan ini bertujuan untuk mencapai 7 hasil belajar (*learning outcomes*), yaitu:

- 1) Kesadaran diri (*Awareness*)
- 2) Pengembangan keterampilan baru (*New Skills*)
- 3) Inisiatif (*Initiative*)
- 4) Komitmen (*Commitment*)
- 5) Kolaborasi (*Collaboration*)
- 6) Nilai global (*Global Value*)
- 7) Etika (*Ethics*)

e) Student-Led Conference (SLC)

Student-Led Conference merupakan sesi pelaporan formal kepada orang tua yang dipimpin oleh siswa. Kegiatan ini bertujuan menumbuhkan rasa kepemilikan terhadap proses dan hasil belajar siswa, yang telah dipersiapkan dan dibimbing oleh guru.

Fokus SLC mencakup perkembangan akademik dan sosial siswa, yang dipresentasikan langsung oleh siswa serta ditanggapi oleh orang tua. Kegiatan ini mendorong kemampuan komunikasi siswa, kemampuan refleksi diri, berpikir kritis, rasa percaya diri, dan penghargaan terhadap proses belajarnya.

f) Parents–Teacher Conference (PTC)

Parents–Teacher Conference merupakan pertemuan formal antara orang tua dan guru untuk membahas perkembangan akademik, sosial, dan emosional siswa. Pertemuan ini bertujuan memperkuat kolaborasi antara sekolah dan orang tua dalam mendukung kemajuan belajar serta pengembangan karakter siswa.

5) Pencatatan (Recording)

Pemberian Tingkat Pencapaian dan Nilai:

a) Mark vs Level Achieved

MYP tidak menggunakan istilah *mark* karena istilah tersebut menunjukkan persentase. Penilaian dalam MYP menggunakan tingkat pencapaian (*level of achievement*).

b) Bagaimana total tingkat kriteria dikonversi menjadi nilai?

| Grade | Boundary Guidelines | Deskriptor |
|-------|---------------------|---|
| 1 | 1–5 | Menghasilkan karya dengan kualitas sangat terbatas. Menunjukkan banyak kesalahpahaman yang signifikan atau kurang memahami sebagian besar konsep dan konteks. Sangat jarang menunjukkan kemampuan berpikir kritis atau kreatif. |
| 2 | 6–9 | Menghasilkan karya dengan kualitas terbatas. Menunjukkan kesalahpahaman atau kesenjangan pemahaman yang signifikan pada banyak konsep dan konteks. Jarang |

| Grade | Boundary Guidelines | Deskriptor |
|-------|---------------------|--|
| | | menunjukkan kemampuan berpikir kritis atau kreatif. Umumnya kurang fleksibel dalam menggunakan pengetahuan dan keterampilan, serta jarang menerapkannya. |
| 3 | 10–14 | <p>Menghasilkan karya dengan kualitas yang dapat diterima.</p> <p>Mengomunikasikan pemahaman dasar terhadap banyak konsep dan konteks, meskipun terkadang masih terdapat kesalahpahaman atau kesenjangan yang signifikan. Mulai menunjukkan kemampuan berpikir kritis dan kreatif secara dasar. Sering kurang fleksibel dalam menggunakan pengetahuan dan keterampilan, serta masih memerlukan dukungan bahkan dalam situasi kelas yang familiar.</p> |
| 4 | 15–18 | <p>Menghasilkan karya dengan kualitas baik.</p> <p>Mengomunikasikan pemahaman dasar terhadap sebagian besar konsep dan konteks dengan sedikit kesalahpahaman dan kesenjangan kecil. Sering menunjukkan kemampuan berpikir kritis dan kreatif secara dasar. Menggunakan pengetahuan dan keterampilan dengan cukup fleksibel dalam situasi kelas yang familiar, namun masih memerlukan dukungan dalam situasi yang tidak familiar.</p> |
| 5 | 19–23 | <p>Menghasilkan karya dengan kualitas tinggi secara umum.</p> <p>Mengomunikasikan pemahaman yang mantap terhadap konsep dan konteks. Menunjukkan</p> |

| Grade | Boundary Guidelines | Deskriptor |
|----------|---------------------|--|
| | | kemampuan berpikir kritis dan kreatif, terkadang dengan tingkat kecanggihan tertentu. Menggunakan pengetahuan dan keterampilan dalam situasi kelas dan kehidupan nyata yang familiar, serta dengan dukungan pada beberapa situasi kehidupan nyata yang tidak familiar. |
| 6 | 24–27 | <p>Menghasilkan karya berkualitas tinggi dan sesekali inovatif.</p> <p>Mengomunikasikan pemahaman yang luas terhadap konsep dan konteks. Sering menunjukkan kemampuan berpikir kritis dan kreatif dengan kecanggihan. Menggunakan pengetahuan dan keterampilan dalam situasi kelas dan kehidupan nyata yang familiar maupun tidak familiar, seringkali secara mandiri.</p> |
| 7 | 28–32 | <p>Menghasilkan karya berkualitas tinggi dan seringkali inovatif.</p> <p>Mengomunikasikan pemahaman yang komprehensif dan mendalam terhadap konsep dan konteks. Secara konsisten menunjukkan kemampuan berpikir kritis dan kreatif yang canggih. Sering mentransfer pengetahuan dan keterampilan secara mandiri dan ahli dalam berbagai situasi kelas maupun kehidupan nyata yang kompleks.</p> |

6) Konversi

Konversi ini disediakan untuk mengubah nilai siswa ke dalam format yang digunakan pada laporan hasil belajar nasional.

| Final Grade | Nilai nasional |
|-------------|------------------------------------|
| 1 | $40 \leq \text{Final Grade} < 52$ |
| 2 | $52 \leq \text{Final Grade} < 56$ |
| 3 | $57 \leq \text{Final Grade} < 68$ |
| 4 | $69 \leq \text{Final Grade} < 75$ |
| 5 | $76 \leq \text{Final Grade} < 87$ |
| 6 | $85 \leq \text{Final Grade} < 92$ |
| 7 | $93 \leq \text{Final Grade} < 100$ |

Penilaian pada mata pelajaran English Language Acquisition (LA) dalam MYP menggunakan sistem berbasis fase (Phase 1–2, Phase 3–4, dan Phase 5–6) sesuai tingkat kemahiran bahasa siswa. Oleh karena itu, konversi nilai ke dalam laporan hasil belajar nasional disesuaikan dengan fase yang diikuti siswa, dengan tetap menjaga prinsip penilaian berbasis kriteria IB.

| Final Grade | Nilai Nasional Ph 1-2 | Nilai Nasional Ph 3-4 | Nilai Nasional Ph 5-6 |
|-------------|-----------------------|-----------------------|-----------------------|
| 1 | 40 – 48 | 70 – 78 | 80 – 84 |
| 2 | 50 – 56 | 80 – 83 | 85 – 88 |
| 3 | 60 – 68 | 84 – 88 | 90 – 91 |
| 4 | 70 – 76 | 90 | 91 – 92 |
| 5 | 80 – 84 | 91 – 92 | 93 – 94 |
| 6 | 85 – 88 | 93 | 94 – 96 |
| 7 | 90 | 94 – 95 | 97 – 100 |

H. Penilaian sebagai Pengarah Pembelajaran dan Pengajaran

Hasil penilaian di Al Irsyad Al Islamiyyah Purwokerto digunakan tidak hanya untuk menilai capaian siswa, tetapi juga untuk mengembangkan dan memperbaiki praktik pembelajaran pada jenjang PYP dan MYP. Data penilaian menjadi dasar dalam pengambilan keputusan pedagogis, penyesuaian strategi pembelajaran, serta perencanaan tindak lanjut yang berdiferensiasi.

Guru secara sistematis menganalisis bukti pembelajaran untuk:

1. Mengidentifikasi kekuatan dan kebutuhan belajar siswa
2. Menyesuaikan strategi pengajaran dan tingkat tantangan
3. Memastikan diferensiasi dan inklusi berjalan efektif
4. Mendukung perkembangan konseptual, keterampilan, dan karakter siswa secara menyeluruh
5. Menjamin kesinambungan perkembangan dari PYP ke MYP

Pada jenjang PYP, hasil penilaian digunakan untuk memantau perkembangan inkuiri dan pemahaman konseptual siswa secara berkelanjutan. Pada jenjang MYP, hasil penilaian berbasis kriteria dianalisis untuk memastikan konsistensi standar, melakukan moderasi internal, serta mendukung perkembangan kemampuan berpikir kritis dan tanggung jawab akademik siswa.

Untuk memastikan penilaian terintegrasi dalam perencanaan dan pelaksanaan pembelajaran, sekolah menggunakan dokumen pendukung sebagai berikut:

1. Rencana Pembelajaran (Unit Plan)
Memuat tujuan belajar, konsep utama, konteks global (untuk MYP), serta hasil belajar yang diharapkan pada setiap unit.
2. Modul Pembelajaran
Dokumen pendukung untuk membantu proses inkuiri (PYP) maupun eksplorasi konseptual dan analitis (MYP) dalam mata pelajaran tertentu.
3. Grid / Pemetaan Materi
Panduan cakupan materi yang memastikan keselarasan antara kurikulum IB dan kurikulum nasional, serta mempersiapkan siswa menghadapi penilaian nasional tanpa meninggalkan pendekatan konseptual.
4. Kerangka GRASPS (Goal, Role, Audience, Situation, Product/Performance, Standard & Criteria)
Digunakan dalam perancangan tugas penilaian sumatif yang autentik, baik pada PYP maupun MYP, dengan penyesuaian kriteria sesuai tahap perkembangan.
5. Dokumen Moderasi Internal (MYP dan lintas jenjang)
Digunakan untuk memastikan konsistensi standar penilaian dan kesetaraan dalam pemberian level pencapaian.

I. Siklus Tinjauan Kebijakan

1. Tujuan Peninjauan

Peninjauan kebijakan penilaian bertujuan untuk memastikan bahwa seluruh proses penilaian di Al Irsyad Al Islamiyyah Purwokerto:

- a. Selaras dengan International Baccalaureate Programme Standards and Practices (PSP 2014),
- b. Memenuhi ketentuan kurikulum nasional yang berlaku,
- c. Mendukung kesinambungan PYP–MYP,
- d. Relevan dengan kebutuhan belajar siswa serta filosofi Muttaqin–Muhsin–Mutqin.

2. Frekuensi Peninjauan

Kebijakan penilaian ditinjau **setiap dua tahun sekali**, atau **lebih cepat jika diperlukan**, misalnya:

- a. terdapat perubahan kebijakan IB,
- b. adanya revisi kurikulum nasional,
- c. hasil refleksi evaluasi sekolah menunjukkan perlunya pembaruan.

3. Tim Peninjau (PIC)

Peninjauan kebijakan penilaian dilakukan oleh tim yang merepresentasikan kesinambungan PYP–MYP, terdiri atas:

- a. Kepala Sekolah PYP dan MYP
- b. Koordinator PYP
- c. Koordinator MYP
- d. Tim Pengembang Kurikulum Sekolah
- e. Perwakilan guru dari berbagai jenjang dan mata pelajaran
- f. Perwakilan LPP Al Irsyad Al Islamiyyah Purwokerto
- g. (Jika diperlukan) konsultan IB atau perwakilan orang tua

Tim ini bertanggung jawab memastikan bahwa kebijakan penilaian selaras dengan Programme Standards and Practices (PSP 2014), kebutuhan perkembangan siswa, serta kesinambungan implementasi antar jenjang.

4. Langkah-Langkah Peninjauan

- 1) **Refleksi Awal** – Mengumpulkan masukan dari guru dan hasil moderasi penilaian.
- 2) **Evaluasi Implementasi** – Meninjau dokumen penilaian (rubrik, portofolio, laporan, refleksi guru).

- 3) **Penyusunan Revisi** – Tim menyusun pembaruan sesuai hasil refleksi dan praktik terbaik IB.
- 4) **Persetujuan dan Pengesahan** – Revisi disetujui oleh Kepala Sekolah dan Ketua LPP Al Irsyad Al Islamiyyah Purwokerto.
- 5) **Sosialisasi dan Pelatihan** – Kebijakan baru disampaikan kepada seluruh guru, staf, dan orang tua melalui workshop atau pertemuan resmi.

5. Dokumentasi dan Arsip

Seluruh proses peninjauan, hasil revisi, dan catatan keputusan disimpan dalam:

- 1) Folder digital "**Assessment Policy Review Log**",
- 2) Notulen rapat tim kurikulum, dan
- 3) Dokumen *Essential Agreements* guru.

J. Glosarium Istilah

| Term / Singkatan | Definition / Deskripsi |
|------------------|--|
| PSAJ | Singkatan dari <i>Final Level Summative Assessment</i> (Penilaian Sumatif Akhir Jenjang). Merupakan bagian dari penilaian standar pemerintah yang dilaksanakan pada akhir jenjang (Kelas 6). |
| HRT | <i>Home Room Teacher</i> / Guru Kelas utama yang membimbing dan memantau perkembangan akademik dan karakter siswa. |
| PSAJ | Singkatan dari <i>End of Level Summative Assessment</i> (Penilaian Sumatif Akhir Jenjang) yang dilaksanakan pada akhir jenjang SD (Kelas 6). |
| PSAS | Singkatan dari <i>End of Semester Summative Assessment</i> (Penilaian Sumatif Akhir Semester) yang dilaksanakan pada akhir semester 1. |
| PSAT | Singkatan dari <i>End of Year Summative Assessment</i> (Penilaian Sumatif Akhir Tahun) yang dilaksanakan pada akhir semester 2. |
| TWC | <i>Three Ways Conference</i> — Konferensi tiga arah antara guru, siswa, dan orang tua untuk menetapkan tujuan belajar dan refleksi kemajuan. |
| SDG | <i>Sustainable Development Goals</i> — Tujuan Pembangunan Berkelanjutan yang dicanangkan oleh Perserikatan Bangsa-Bangsa (PBB). |

| Term / Singkatan | Definition / Deskripsi |
|---|--|
| SLC | <i>Student Led Conference</i> — Konferensi pelaporan hasil belajar yang dipimpin oleh siswa sendiri sebagai bagian dari refleksi pembelajaran. |
| SMART Plan | Dokumen perencanaan tujuan belajar yang disepakati oleh guru, siswa, dan orang tua. SMART = <i>Specific, Measurable, Achievable, Relevant, Time-bound</i> . |
| SOLO Taxonomy | Model taksonomi yang digunakan untuk menilai kedalaman pemahaman siswa (Structure of Observed Learning Outcomes). |
| Moderation | Prosedur peninjauan antar guru untuk menyamakan standar penilaian internal. Moderasi dilakukan untuk menjamin konsistensi dan keadilan penilaian. |
| Exhibition | <i>PYP Exhibition</i> — Proyek kolaboratif siswa Kelas 6 sebagai puncak pembelajaran PYP yang menampilkan hasil inkuiri kepada komunitas sekolah. |
| Service as Action | Komponen penting dalam MYP yang mendorong siswa untuk menerapkan pembelajaran mereka melalui layanan dan tindakan nyata yang bermakna di lingkungan sekolah maupun masyarakat. |
| IDU Project (Interdisciplinary Unit Project) | Kegiatan pembelajaran dalam MYP yang mengintegrasikan konsep, pengetahuan, dan keterampilan dari dua atau lebih kelompok mata pelajaran untuk menjawab pertanyaan kompleks atau permasalahan dunia nyata. Hasil pembelajaran biasanya ditunjukkan melalui proyek atau tugas kinerja. |
| Community Project | Proyek puncak pada MYP Year 4 (kelas 9) di mana siswa menyelidiki suatu isu di masyarakat dan melakukan tindakan nyata untuk memberikan kontribusi positif. Proyek ini mengembangkan keterampilan inkuiri, penelitian, refleksi, serta kepedulian terhadap komunitas. |

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