



PBISS
International School

Measurement and evaluation

1. Methods and tools for measurement and evaluation

Measurement and evaluation during learning is a measurement and evaluation that is in the learning management process. It uses a variety of assessment techniques, such as:

1) Observation: Teachers observe children while they are doing activities or playing, both in groups and individually, at different times and places, many times consistently, in order to know the children's true behavior and record what happens according to the actual events.

2) Conversation: Conversation with children individually allows teachers to know about the children's language and thinking development, as well as their surroundings.

3) Interviews or oral tests allow teachers to know about the language development, speaking skills (disabilities), intellectual development, problem-solving abilities, and thinking of each child.

4) Work files: Work reflects children's abilities, allowing teachers to know about the children's development in various aspects continuously. Work collection will be carried out periodically.

5) Using appropriate tests, such as picture tests created by teachers themselves, is a way to record scores as evidence, to cover the goals of child development.

6) Meeting and talking with parents to participate in the development, promote, support, and/or adjust students' development according to their appropriate age.

Post-learning measurement and evaluation is an assessment to determine the learning outcomes of students on a term-by-term basis. According to the measurement and evaluation criteria of the curriculum



2. Criteria for grading learning outcomes

2.1 Criteria for grading learning outcomes for basic subjects and additional courses in Years 1 - 9

Grade Range	Standards Based Grading System	Mark Range
5.1 - 6.0	Achieving above grade level	80 - 100
4.1 - 5.0	Excellent understanding of content	70 - 79
3.1 - 4.0	Sound understanding of content	60 - 69
2.1 - 3.0	Developing understanding of content	50 - 59
1.1 - 2.0	Beginning stages of understanding content	40 - 49
0.0 - 1.0	Unable to access curriculum	0 - 39

2.2 Criteria for grading learning outcomes for basic subjects, option subjects and additional courses in Years 10-11

A*-G grades	9-1 Grades	Percentage uniform mark range
A*	9	90 - 100
A	8	90 - 100
	7	80 - 89
B	6	70 - 79
C	5	60 - 69
		50 - 59
D	4	40 - 49
E	3	30 - 39
F	2	20 - 29
G	1	20 - 29
U	U	0 - 19



2.3 Criteria for grading learning outcomes for Learner Development Activities

Learner Development Activity	Grading System
Library	- Participant - Non-participant
Assembly	- Participant - Non-participant

3. External organization that measure and evaluate student achievement according to the curriculum.

Learners will be assessed on their performance by taking the following tests:

- i. Year 3-8 take the Cambridge Progression test
- ii. Year 6 take the Cambridge Primary Checkpoint test
- iii. Year 9 take the Cambridge Secondary Checkpoint test
- iv. Year 11 take the IGCSE Examination test

All exams are optional.