



# Assessment Policy



Review Frequency: Annual

Policy written by: Quality Assurance Division / Programme Coordinators

Policy written in: September, 2009

Last review date: October, 2018

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## **Our Mission**

The European School provides an exceptional education in a nurturing and academically challenging environment, inspiring each student to achieve their personal best and become an influential and socially responsible global citizen.

## **Our Values**

Our values-driven international education is expressed through core values that are woven into every academic and extracurricular activity at the European School. We actively promote four values that form the basis of everything we do. They include:

- Leading through innovation
- Pursuing excellence
- Growing by learning
- Global citizenship

With these values at our core, we encourage independent learning and empower students to embrace responsibility. Students at the European School learn to celebrate diversity in a spirit of understanding and tolerance that helps them become citizens of the world.

## **We are committed to:**

- Offer inclusive, diverse and innovative learning communities.
- Develop, support and empower our students intellectually, creatively, socially, physically and ethically in harmony with Georgian culture.
- Focus on academic excellence and integrity.
- Creating lifelong learners.

## IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right (International Baccalaureate).

## The Learner Profile

*IB learners strive to be:*

<b>Inquirers</b>	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
<b>Knowledgeable</b>	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
<b>Thinkers</b>	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
<b>Communicators</b>	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
<b>Principled</b>	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
<b>Open-Minded</b>	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
<b>Caring</b>	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
<b>Courageous</b>	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
<b>Balanced</b>	We understand the importance of balancing different aspects of our lives — intellectual, physical, and emotional — to achieve wellbeing for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

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## **The European School Assessment Philosophy**

Assessment forms an integral aspect of teaching and learning. It calls for critical and creative thinking. As an essential part of the teaching and learning process, assessment is used to promote student learning: school assessment aims at evaluating student performance regularly to allow teachers/educators to support and enhance student learning and progress in an environment that fosters lifelong learning while encouraging critical thinking.

We believe in a holistic education, with intercultural awareness and communication at the forefront. It is important that the needs of each child are identified and to recognise that each child will achieve developmental milestones in different but relevant ways. Through effective assessment practice teachers can ensure that this goal is achievable for all European school students.

Our curriculum framework across the programmes is based on the Georgian National Curriculum standards, the International Baccalaureate Programmes which support the acquisition of knowledge and conceptual understanding through an inquiry based approach, encouraging the development of problem-solving and critical thinking skills, and Common Core standards.

These documents reflect assessment principles across the European School programmes.

## **Reasons for a Policy on Assessment and Programme Evaluation**

The main reason for having an assessment policy is to create a reference point on assessment for all members of the European School learning community. It has been created to serve as:

- Guide to assessment philosophy, standards and practices at the European School for all members of the learning community in the interests of student learning.
- A discussion document to be reflected upon continually and reviewed periodically.

## **Who is the policy for?**

This assessment policy is an open document for the whole of the learning community of European School – students, staff, administrators, parents and board.

## **Why do we assess?**

- To guide student learning and to help students develop into the best learners they can be by becoming robust, proactive, independent, internationally-minded, lifelong learners.
- To inform students, teachers, parents, school administrators and relevant external agencies about the ‘student-as-learner’ and their progress and achievement with respect to grade-level learning outcomes.
- To inform teachers and programme leaders about the courses they are responsible for designing and to allow for reflection on and revision of course design and delivery.

## How do we assess?

- Assessment at the European School is holistic in nature and aims to assess and help develop the whole child.
- Assessment is always designed and executed with the development of the ‘student-as-learner’ in mind.
- Assessments allow students to be assessed against the prescribed criteria and with clear respect to the grade-level objectives.

*Assessments are when required designed and executed with sensitivity to differences amongst children (e.g. age, development, culture, gender, linguistic, racial, class, medical and learning differences).*

- Assessments are varied but balanced allowing students a variety of ways to show their learning, but allow the practice of important methods of assessment such as essays and tests.
- Topics are designed and sequenced such that assessment of material does not become incrementally more difficult as the year progresses.
- All summative assessment is criterion-based with the criteria shared with and understood by the students prior to assessment.
- Assessments should be set at an appropriate level for the grade. No assessment should be so difficult or so easy as to be worthless.

## Ways of assessing

There are many ways to use assessment as a reflective tool to aid the learner and those who can help the learner develop holistically. Therefore, students can expect to undergo:

- **Self-Assessment** – where students assess their own learning. This is often backed up with the teacher making an assessment and discussing the two assessments together.
- **Peer Assessment** – where students are encouraged to support each other and their own learning by assessing the learning of their peers. Again, teacher assessment is often used to act as a discussion point.
- **Informal Assessment** – practice assessments (helping the student become used to a particular assessment task or as a means of reflection on learning); pre-assessments (assessing what students know and can do before teaching so as to adjust courses to students’ abilities and address misconceptions).
- **Formal Assessment** (used as summative assessment as well as for formative reasons) – various assessment tasks used to allow students to communicate their knowledge, understanding, skills and attributes against previously seen established criteria.



- **External Assessments** – There are currently no external assessments run by the European School during the PYP and Georgian Primary Year Programme. MYP students can participate in e-assessment on voluntary basis. There is no external assessment for the Georgian programme students in the middle school. DP final assessments in every subject are done externally and Diploma scores are calculated by the external examiners as well.

### How do we know that assessments are valid, reliable and varied?

Assessments are aligned with established programme objectives in each course (objectives produced by IBO, Georgian National Curriculum, Common Core)

- Teachers assess against established criteria/standards
- Departments collaborate to create assessment tasks and to standardize assessed assignments
- DP assessments are done according to the criteria and rubrics given in every subject standard and “Subject reports” published on MyIB is the support to clarify assessments.
- Reflection on the moderator’s report on Personal Project and e-assessment assignments submitted for moderation in grade ten.
- Students will know that an assessment is appropriate by understanding the criteria, rubrics and guidelines or by having created their own exemplars with the help of their teachers.

### When do we report the results of assessment?

Semester I		Semester II		
<i>October</i>	<i>December</i>	<i>January</i>	<i>April</i>	<i>June</i>
Teachers report with comments and current achievement level	Teachers generate report with summative grades and comments PYP (no grades)	PYP Teachers report on summative grades and comments PYP (no grades)	Teachers report with comments and current achievement level	Teachers report on summative achievement and comments PYP
Student-parent-teacher conferences	Full report to students and parents	Parent- Teacher Conference in PYP	Student-parent teacher conferences	Full report to students and parents
<b>Throughout the year:</b>				
Students and Parents may request an update of progress at any time				
Head/DP/MYP/PYP Coordinator may request an update on student progress at any time				

### How do we report the results of assessment?

- Students and parents are provided with access to their personal assessment record via e-journals Managebac, SchoolBook, and QuickSchools in which the achievement levels are recorded after summative assessment.

## **Home Assignments at the European School**

Overview: Tasks set for students to do as home study are part of education at ESIB in order to help students become better learners through their exploration and experiences with the subjects that we teach here.

Students should engage with these tasks in order to become better learners and better students of the subjects at hand.

### **The purpose of home assignments**

Learning activities set as home assignments will have one or all the following functions:

To help students learn through practicing, to consolidate learning, skills and strategies taught in the class.

- To help students develop skills needed for independent and collaborative learning
- To help students develop the dispositions or habits of life-long learners
- To help students develop skills needed for independent and collaborative learning

### **Home assignments and learning at home**

Home assignments should, on average, not take up all the time a young person has at home. In PYP it is important to link the classroom and pupil's home. In fact, (for all programmes PYP, MYP, DP), it is important that young people have time to pursue other types of learning such as exploring subjects and topics they are interested in, developing social skills, reading for pleasure, pursuing sports and other physical activities, taking part in community service, arts programmes and physical activities such as sports and health programmes. As young people grow older they need more time for thinking and relaxation. It is therefore very important that young people are encouraged to form habits of organization which will allow them to complete all necessary activities without becoming run down and over tired. Students and parents are informed about homework requirements and deadlines through e-journals (Managebac, SchoolBook, Quickschools)

All students have something to do. If a child arrives home and reports that they have no assignments then they should by habit spend the recommended time to read around their subject, review and interact with the notes they have from lessons, prepare for coming topics and research areas of interest or difficulty.

## **Academic Honesty**

We trust that our students have turned in work or completed a project that honestly reflects his or her personal understanding of the material studied.

We expect ALL academic work including formative and summative assessments, to follow the guidelines outlined in the school's Academic Honesty policy which all students are familiar with. A copy of this policy can be found on our school website. We expect that the work a student has completed is their own, that they have shared the workload where appropriate and that they have not allowed other students to unduly copy their work.

Furthermore, we want our students to take responsibility to correctly reference their work and to always act with integrity in regard to their own and others work. The European School strives to create inquiring, knowledgeable, principled and balanced learners who actively support the students code of ethics of the school.

Just as students and parents should make every effort to make sure that plagiarism does not occur, teachers must also encourage students to hand in their own efforts. Teachers must also be vigilant and on the look-out for plagiarism in all its forms. Teachers should also ensure that they are setting a good example by referencing the material they use.

Students should be aware that teachers may be using a variety of methods for detecting plagiarism (See Academic Honesty Policy)



## Georgian Programme Assessment

The assessment system ensures the quality of teaching and learning: it improves and monitors the quality of education. The school's existing assessment system should provide a multifaceted learning approach, ensure equal opportunities for students with diverse talents and help them showcase their skills. The assessment system evaluates students in different aspects, e.g. essays, projects, presentations, experiments, performances, writing, painting, argumentative reasoning, etc.

### The goals, principles and objectives of the student assessment

The student assessment aims to manage the quality of learning and teaching: on one hand, it improves the quality of education, and on the other hand, it monitors the quality of learning and teaching. The assessment provides data about students' individual progress.

The student assessment is an essential part of learning and teaching. In order to ensure a consistent learning environment, the assessment should be based on a constructivist approach to learning.

The main objectives of the student assessment are as follows:

- Demonstrating how students construct knowledge and connect new knowledge with existing concepts
- Before introducing new topics/materials, identifying students' existing knowledge and viewpoints
- Detecting whether students self-evaluate and identify their strong and weak points.
- Identifying whether students effectively apply their knowledge in different contexts

To fulfill main objectives, the student assessment prioritizes complex and contextual tasks which encourage students to use various components of knowledge interactively and simultaneously.

### Formative and Summative Assessments

- There are two assessment types: formative and summative.
- The summative assessment evaluates students' progress against the curriculum.
- The formative assessment evaluates the students' academic progress and is designed to improve the quality of learning.

### Formative and Summative Assessments Explained

Goals	Formative Assessment	Summative Assessment
	<p>Improving the quality of education</p> <p>Encouraging students' progress and self-improvement</p>	<p>Evaluating students' progress against the curriculum.</p>
<b>Objectives</b>	<p>Demonstrating how students construct knowledge and connect new knowledge with existing concepts</p> <p>Identifying students' existing knowledge and viewpoints</p> <p>Detecting whether students self-evaluate and identify their strong and weak points</p> <p>Identifying whether students effectively apply their knowledge in different contexts</p>	<p>Evaluating whether the student can connect different knowledge areas</p> <p>Evaluating students' ability to apply their knowledge effectively</p>
<b>Success Criteria</b>	<p>Progress obtained</p>	<p>Evaluating students' progress against the curriculum requirements</p>
<b>Types of Formative and Summative Assessments</b>	<p><b>Teachers:</b> oral or written feedback, encouraging suggestions &amp; advice, etc.</p> <p><b>Students:</b> self-assessment, peer assessment</p>	<p><b>Teachers:</b> Scores/grades (It may include: a brief overview of students' strong and weak points, a room for improvement, etc).</p>

## Academic Grading: 1-10 Grading Scale

The grading system follows a 1-10 grading scale

Scores	Achievement level
10	<b>High</b>
9	
8	<b>Above average</b>
7	
6	<b>Average</b>
5	
4	<b>Below Average</b>
3	
2	<b>Low</b>
1	

### The assessment system in primary, middle and high schools

- In grades 1-4, and the 1st semester of grade 5, only a formative assessment is applied. At the end of the academic year, teachers write brief student evaluation summaries: the evaluation identifies students' achievements and suggests ways to improve performance. The homeroom teacher, based on his/her and other subject teachers' data and evidence, should provide written evaluation summaries at the end of grade 4.
- In the 2<sup>nd</sup> semester of grade 5, and grades 6-12, formative and summative assessments are applied. Students are graded on a 1-10 scale (the lowest grade -1; the highest grade – 10)
- In grades 5-12, students are given “pass” or “fail” in a physical education subject group, “Road Signs and Road Safety” course and electives (Appendix A: Formative Assessment Primary Georgian Programme).

### Assessment Components

Over the course of the semester, students are evaluated in the following components:

- Ongoing homework
- Ongoing schoolwork
- Summative assignment

A teacher can apply a formative assessment in any component. Over the course of the semester, students are evaluated in the following components:

- Ongoing schoolwork (the 2nd semester of grade 5, grades 6-12)
- Ongoing homework (grades 7-12)

- Summative assessment (the 2nd semester of grade 5, grades 6-12)

In grades 1-4 and the 1<sup>st</sup> semester of grade 5, only a formative assessment is used to evaluate schoolwork and a summative assignment.

In the 2<sup>nd</sup> semester of grade 5 and grades 6-12, formative and summative assessments are used to evaluate schoolwork and a summative assignment.

	<b>Grades 1-4; 1<sup>st</sup> semester of grade 5</b>	<b>2<sup>nd</sup> Semester of grade 5; Grade 6</b>	<b>Middle School High School</b>
<b>Ongoing homework</b>	Formative assessment	Formative assessment	Formative and Summative assessment
<b>Ongoing Schoolwork</b>	Formative assessment	Formative and summative assessments	Formative and summative assessments
<b>Summative assignment</b>	Formative assignment	Formative and summative assessments	Formative and summative assessments

- On summative assignments complex and contextual tasks must be assigned (e.g. essays, projects, lab work, problem-solving, creating pieces of visual and applied arts, story writing, creating data-bases, field trips, trip reports, etc.) To evaluate these types of assignments, teachers should come up with relevant assessment criteria.
- The school curriculum - in accordance with the National Curriculum - defines the minimum amount of summative assignments per subject in middle and high schools (the 2<sup>nd</sup> semester of grade 5, grade 6).
- The student is obliged to complete every summative assignment (the minimum amount established by the school curriculum).
- If a student doesn't complete any of the summative assignments and tests due to his/her absence, he/she is given an opportunity to do a make-up test/exam over the course of the following month. The school test grade equals the summative grade.
- Each teacher is obliged to collect and store summative assignments (if requested, the teacher should submit them to the relevant subject department). These records should contain the following: the assignment number, the task description, achievement levels, assessment criteria, several examples of graded assignments, visual material, and students' grades.

## Summative assessment scores

In a secondary education, the following summative assessment types are used:

- Ongoing classwork, homework and summative assignment grades received by a student over the course of a semester;
- Semester grades – subject grades per semester are calculated based on semester exams and school tests over the course of a semester;
- Year-end (final) grades – the final subject grade based on semester grades. The grade 5 final grade is the only exception: it is identical to the 2<sup>nd</sup> semester grade. The exam score is calculated into the year-end (final) grade.

## The Grade Calculation

### I Semester grade calculation

- The sum of a student's scores in different components (homework, classwork and a summative assignment) is divided by the number of scores earned.
- The resulted score is rounded to a whole number (for instance, 6.15 is rounded to 6, 7.49 is rounded to 7, 8.5 is rounded to 9).
- When a student has not submitted required summative assignments: in order to calculate his/her semester grade, the sum of his/her score in different components is divided by the sum of the number of scores earned and the number of missed work.
- If the semester exam is conducted according to Article 36, paragraph 2, the semester grade is calculated the following way: the exam grade and the semester grade are added up and divided by two.

### Calculating year-end (final) grades:

- To calculate year-end (final) grades, the sum of semester grades is divided by two.
- The year-end (final) grades are rounded to the whole number (e.g. 7.25 is rounded to 7, 4.49 is rounded to 4, 9.5 is rounded to 10).
- In case of conducting an annual examination envisaged by the school curriculum, it is defined that the score of the exam is reflected on the annual score of the subject, then the annual score of the subject is three (two for each semester and one exam) score (average round).
- If a student transfers to another school during a semester, enrolls in a new subject course and his/her grades earned at the previous school are defined in Article 32, Paragraph 3, with the



average mean of 5.0 or more, it will be recorded as his/her year-end (final) grade in the subject. The receiving school should assess the student in new subjects before the semester is over.

- If a student transfers to another school when a semester is over, and enrolls in a different subject course, the semester grades earned in both are recorded as two year-end (final ) grades in two independent subjects (for instance, if a student was taking French in the 1<sup>st</sup> semester, and took German instead in the 2<sup>nd</sup> semester, then the semester grade in French is recorded as the year-end (final) grade in French, and the semester grade in German is recorded as a year-end (final) grade in German.

### **Program Score Calculation**

- To calculate the level score, the final grades in every subject are summed up, and the sum is divided by the number of scores.
- Level scores are rounded to the tenth-place value (e.g. 6.43 is rounded to 6.4, 7.58 is rounded to 7.6, 9.75 is rounded to 9.8)

### **Passing Programme and Grade Level**

The student has passed the grade level if his/her final grade in each subject (after having rounded it up) is 5.0 or higher, and the student has received a “passing grade” (Article 31, Paragraph 3, National Curriculum) in particular subjects. The student is allowed to go into the next grade level.

The student has completed Primary School if the students’ programme level grade (after having rounded it up) is 5.0 or higher, and the student has successfully finished grades 5-6. The student is now allowed to go into Middle School.

The student has completed Middle School, if his/her programme level grade (after having rounded it up) is 5.0 or higher and the student has successfully finished Middle School grade levels. The student can now obtain the Middle School diploma and go into High School.

The student has completed High School if the student’s Programme level grade (after having rounded it up) is 5.0 or higher, and the student has successfully finished High School grade levels.

### **Types of exams**

The school may conduct the following exams:

- Semester exams
- Year-end (final) exams
- Fall exams
- Grade skipping exam(extern)
- School-leaving exams

Semester exams are conducted only when a student declares that he/she deserves a higher grade. The parent/legal representative appeals to the principal in a written form within a week after the semester is over. The principal discusses the issue and makes a decision whether the student should take the semester exam or not. In case of rejection, the decision shall be well-argued.

The semester grades are calculated based on the following rule: the semester exam grade and the semester grade in a subject are summed up and divided by two.

The semester grade is conducted no later than within two weeks after the semester is over.

If a student's year-end (final) grade in a subject is below five, the school is obliged to give a student a fall exam in the subject.

The year-end (final) exam can only be conducted in Middle and High Schools. The decision about grade levels and subjects in which the exam should be conducted and whether the year-end (final) exam grade affects the final grade in the subject is made before the academic year starts.

The year-end (final) grade affects the final grade in a subject. When calculating the final grade in the subject, the year-end (final) grade and semester grades are summed up and divided by three.

The fall Exam is conducted when a student's year-end (final) grade in one of the subjects is below 5.

The fall exams are conducted at least two weeks after the academic year is over and no later than a week before the next academic year.

Before the fall exam, a student should be given no less than two weeks to prepare. The school is obliged to provide consultations for the student in a subject/subjects in which the student is about to be assessed.

The student receives the year-end (final grade) in the subject/subjects based on the fall exam results. The fall exam grade becomes the year-end (final) grade in the subject.

Grade skipping(extern): secondary education rules and regulations are defined by the law.

In addition to those individuals, who take secondary education courses/programs on their own, and then undergo grade skipping examinations to prove their academic competence, those students who fall into the category defined by National Curriculum - Article 38, paragraph 3 – also take the grade skipping exam.

In order to receive the diploma - the proof of having completed secondary education – the student should have successfully finished High School and received passing grades on school-leaving exams.

The school leaving exam dates, rules and regulations are defined by the law.

## **Recognizing Students Academic Achievements**

High grades (scores from 9 to 10) indicate that a student has successfully completed the academic year. The rules regarding how to encourage honor roll students even farther are defined by the school curriculum.

At the end of every semester, honor roll students in grade 8-12 receive an academic scholarship based on the Supervisory Board's decision.

A student, whose overall grade in High School is 10 without rounding it up, and receives high grades on school-leaving exams, will receive a gold medal and an appropriate certificate.

A student, whose overall grade in High School is 9.8 or more, and receives high grades on school-leaving exams, receives a silver medal and an appropriate certificate.

A student, who has successfully completed a program/programs in High School, but through academic acceleration doesn't receive gold and silver medals and certificates.

## **Absences**

Students' absences are recorded electronically, including absences defined in Paragraph 5 of this article.

The attendance is taken by a subject teacher. Each subject teacher is obliged to take attendance in the beginning of the class.

If a student has missed 30% of the class hours allocated for a particular subject in Middle or High school, the student is graded based on grade skipping exams only.

If a student has retaken those summative assignments that he/she has missed, then his/her absences aren't included into those 30% of the class hours.

When a student is absent due to their participation in national/international athletic and artistic events, and national/international academic Olympiads, his/her parent/legal representative appeals to the principal in a written form. The principal is entitled to make a final decision whether the requirements of Article 38, paragraph 3, apply to the particular student.

## **Homeschooling**

- a. The school is obliged to give students a homeschooling option when they don't have learning disabilities, but do require a medical treatment for more than a month, about which the school has been notified by a medical institution.
- b. Once a student starts being homeschooled, then the requirements in Article 38, paragraph 3 do not apply to him/her.
- c. The school is obliged to establish a schedule according to which a school teacher conducts meeting with a student.
- d. During homeschooling, the use of internet and video conferencing is recommended.

- e. When homeschooling, the school provides a student with at least one weekly lesson per subject (except for those classes that belong to a Physical Education subject group).
- f. When a student is homeschooled, and a teacher evaluates his/her performance in a Physical Education subject group, he/she should take the student's physical conditions into account.



## **IB Programmes Assessment**

In the context of the three IB programmes (PYP-MYP-DP), the prime objectives of assessment are promoting student learning and provide regular and prompt feedback on the learning process to students, parents, teachers and administration. Assessment is designed to guide planning and instruction. There are differences in the assessment process in each programme in order to meet the needs of students at particular ages, stages of development and the requirements of higher education institutions around the world. However, to ensure continuity and cohesion, a set principle of assessment that are common to all three programmes has been developed. These principles have been adapted by ES meet our needs.

*Assessment Practices:* The assessment practices are in line with PYP, MYP, DP, assessment philosophies.

### **PYP**

#### **Structure of assessment**

##### **Pre-Assessment**

Teachers assess students' prior knowledge before embarking on new learning experiences.

##### **Formative Assessment**

Ongoing and regular assessment is carried out during the teaching and learning process. This informs teachers and students about how the learning is developing, and enables the next stage in learning to be planned.

**Self-assessment:** Students reflect on their learning and assess their own work

**Peer assessment:** Students assess the work of others.

##### **Summative assessment**

Assessment is carried out at the end of a teaching and learning process, is planned for in advance, and gives teachers and students a clear insight into student understanding. The assessment is designed so that students can show their understanding in authentic contexts and apply it in new and flexible ways.

#### **Assessment Strategies**

The following assessment strategies are used to provide a range of approaches to give a balanced view of the student.

### **Observations**

All students are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group.

### **Process focused assessments**

Students' skills and developing understanding are observed in real contexts regularly, using checklists, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

### **Selected responses**

Single occasion exercises usually in the form of tests and quizzes are carried out to find out what students know or are able to do.

### **Open Ended tasks**

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way, each student's understanding and application can be individually assessed.

### **Student Portfolios**

Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time.

### **Assessment Tools**

The following assessment tools are used to record assessment information

- Rubrics

An established set of criteria for rating students in all areas. The descriptions tell the assessor what characteristics or signs to look for in students work and use a predetermined scale to rate that work. Rubrics can be developed by students as well as by teachers.

- Task Sheets

Include assessment criteria on which the student is assessed

- Checklists

Lists of information, data, attributes or elements which should be present.

- Benchmarks/ Exemplars

Samples of student work that serve as concrete standards against which other samples are judged. Teachers will develop benchmarks / exemplars during

- Anecdotal Notes

Written notes based on observation of students. These records need to be systematically compiled, organized and analyzed.

- Continuums

Visual representation of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.

- Assessment Reporting formats
- Written reports
- Parent-teacher conferences
- Student-teacher-parent conferences (Three-way conference)
- Student-led conferences
- Open days
- Exhibitions
- Information evenings / presentations/workshops

### **Primary School Reporting to parents**

The following table outlines the reporting timeline in the primary school over the year.

September Parent teacher meetings outlining curriculum and assessment practices

October -Open Day

November Students- Parent- Teacher conferences (three-way conference)

December Report card issued last day of semester 1

January - Parent- Teacher conference

April Student-led conferences

May- June -Final report issued last day of year

### **Report Cards**

#### **Grade 1- Grade 5**

Written reports are issued to parents two times a year – semester reports in December and May.

Teachers assess students against learning outcomes in all subjects. Comments are written on the development of the learner profile attributes. The report includes a student self-reflection.

#### **Exhibition**

The grade five exhibition is held in annually. This is a transdisciplinary inquiry and a summative assessment where students are required to demonstrate engagement with the five essential elements of the program: knowledge, concepts, approaches to teaching and learning, attitudes and action. The students engage in a collaborative in-depth inquiry, identifying, investigating, and offering solutions to

real-life issues or problems, and have the opportunity to synthesize and apply their learning of previous years. Grade 5 students share the exhibition with the whole school community. (**Refer to *PYP exhibition guidelines, 2008***)

## **Primary School Practices – Assessment Records:**

### **Portfolios**

Personal student portfolios are kept in the classroom by all students and teachers. The portfolios contain a collection of work from all subject areas, chosen by the student and teachers, which reflects the student's progress over time and is used for student-led and parent-teacher conferences.

Student Portfolio Guidelines:

1. The format of the portfolio is a binder or a folder with plastic files in it.
2. Every portfolio should contain a cover page and sections for each subject.
3. All work in the student portfolio should be annotated and dated with student reflection including reflection on LP attributes, attitudes and ATL skills.
4. The student and teacher are responsible for regular additions to and revision of the portfolio (update and review every Unit of Inquiry).
5. The student portfolio should include self and peer assessments, draft and final form exemplars, reflections and samples to show growth over time.
6. All teachers are responsible for monitoring student portfolio content, both for the teacher selected and student-selected entries.

## **MYP**

### **Structure of Assessment**

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

The MYP requires teachers to organize continuous assessment, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for final assessment, and more generally in their development according to the principles of the program.

The MYP offers a criterion-related model of assessment. Teachers are responsible for structuring varied and valid assessment tasks that will allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and



investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection (For more on using MYP Assessment criteria, see Appendix C)

### **What is criterion-based assessment?**

- Individual student work is not compared to other students' work, but it is compared to set standards (the assessment criteria).
- Each subject has four different criteria, published in the subject guides, each with different strands which are the conditions that must be met for an expected result.
- Task specific rubrics are prepared by the teacher for each task in accordance with the criterion descriptors given in each subject area.

MYP assessment encourages teachers to monitor students' developing understanding and abilities throughout the programme. Through effective formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.

Student peer and self-assessment can be important elements of formative assessment plans.

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-groups specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback.

Providing students with the criteria and task-specific requirements helps students know, before attempting the work, what needs to be done to demonstrate their understanding of the objectives. It also helps teachers clarify and express their expectations about assignments in a way that students can understand. Students receive feedback on their performance assessed against the criterion level descriptors (A Guide to MYP Assessment.)

As formative assessment is largely centered around providing students, teachers, and parents feedback on student progress towards the learning objectives and skill development, the results of formative assessment may not be used to calculate a final achievement level for the semester. Teachers may choose to provide this formative feedback in a variety of ways including, but not limited to, individual student conferences, written comments, or peer-review.

Additionally, PYP/MYP/DP teachers provide feedback using the expectations scale on ManageBac.

As the system of formative and summative assessment may be new for many in our school community, it is important to provide school stakeholders with the opportunity to learn more about it. The PYP/MYP/DP teaching faculty will communicate subject-specific assessment requirements to students and parents through ManageBac, subject-course outlines, open-house evenings, parent-teacher-student conferences, email and individual meetings, when required.

Additionally, the programme Coordinators will provide information sessions, on an ongoing basis, to the community. The School Assessment Policy, the European School Academic Honesty Policy, the European School Inclusive Policy, and the Student Handbook will be accessible to all school stakeholders via the European School website.

### **Assessment strategies**

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

#### **Observation**

Teachers may choose to observe all students regularly and often, taking a wide-angle view (for example, focusing on the whole class) or a close-up view (for example, focusing on one student or one activity). Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.

#### **Selected response**

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

#### **Open-ended tasks**

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

#### **Performance**

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student.

### **Process journals**

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.

Through ATL, all teachers are responsible for actively involving students in all stages of the learning process.

The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection.

### **Portfolio assessment**

Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning

### **Use of Assessment Results**

The results of formative and summative assessment will be used for a variety of purposes. Both forms of assessment provide feedback to teachers, students, and their parents/guardians about student growth in skill development and content-area learning outcomes. Additionally, the results of assessment are used to shape unit planning and curriculum development, as well as provide support and extension opportunities for students.

### **Reporting format**

- Report cards—in which all teachers contribute assessment data from their subject, and which may or may not include grades.
- Parent conferences—in which teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student’s work.
- Student-led conferences—in which students share assessment data about their learning with their parents, possibly supported with a portfolio of achievement.

### **DP**

European School Diploma Programme in full accordance with IB standards and procedures practices assessment of students. Assessment is a process of gathering students’ achievement for evaluation. They are carried out in different formats – test, oral task, examination, homework, essay, etc. Assessment comprises both internal (by a teacher) and external examination. Some tasks are assessed by a teacher and then moderated by external examiner. Length of assessment is different - it may be carried out for less than an hour or over a prolonged period. Purpose of assessment is evaluation and reflection rather than just grading and marking. They are divided into two main types – formative and summative. Both types are used during all 4 semester courses. Frequency of assessment tasks varies from subject to subject. Summative assessment is conducted after completion of sub-unit or unit.

All summative assessment tasks are measured against criteria, except those which require an external DP exam mark scheme. These criteria are derived directly from the IB and describe what is expected of students at each achievement level.

They are selected very carefully to fully address purposes they were conducted for and support education. It must reflect current knowledge level, be in accordance with a subject or programme specificity, guide without day to day process description.

As Diploma Programme courses have unique assessment criteria and weightings, DP teachers provide information, relative to their subject groups, about summative assessment practices in their course outlines. Teachers use the summative assessment grades to award a final level of achievement at the end of each semester.

### Assessment principles and practices

Assessment principles are what we think are important in creating, delivering, marking and grading qualifications and assessments. They come from what we think is important about an IB education and the most important principle is that assessments should support education, not distort it.

Assessment practices are the way in which we deliver our principles in a meaningful and practical way. They take into account the conflicting demands and practical limitations of working in the world while maintaining the IB philosophy of being principled.

European School considers independent nature of teaching, learning and assessment. Global content of assessment philosophy at European School is reflected in recognition of our students' different cultural background and experience, learning skills and expectations as well as a necessity to receive constructive and positive feedbacks.

### Diploma Programme Assessment Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations. The IB diploma is awarded based on performance across all parts of the DP.
- Each subject is graded 1–7, with 7 being the highest grade.

### Grades

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum). Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

Point	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Weak
2	Poor
1	Very Poor

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

### **Additional requirements**

The additional requirements for the award of the diploma are as follows.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

If student scores lower than ‘4’ that is considered as a minimum requirement for prediction of the student’s successful pass of external examination, the student’s parents are notified over the risk. DP Coordinator and subject teachers appoint special interview or consultancy session with the student advising to change learning methods and attitude and improve performance.

### **Exams**

- Exams in 11<sup>th</sup> grade are semestrial. End of the year exam includes all units covered during the whole academic year
- Exams in 12<sup>th</sup> grade are held in March as Mock Exams. The mock exams include all units covered during Grade 11 and Grade 12.
- The exams are held in accordance of standard IB graduate exam procedures and rules.
- Exam papers are prepared and assessed by European School International Baccalaureate Diploma Programme subject teachers
- Grade boundaries and assessment procedures are clearly communicated to the DP students by the subject teachers.
- Written exam papers are archived in DP office till the student’s graduation

### Mock exams

In order to help students, prepare for the actual IB exams in April/May, we offer the grade 12 students the opportunity to sit practice exams in every course for which they are registered.

These mock exams can help students understand in which areas they may need improvement, and they can also give some indication of student performance on the graduate exams.

Students in grade 12 sit full Mock Exams in March;

These exams are exactly like the IB finals, and are graded accordingly;

### IB graduation exams at the European School

- Student must arrive at least 30 minutes earlier before exam start time
- Students enter exam room 10 minutes before exam time according to invigilator instruction and a sitting plan
- Students are not allowed to communicate with each other once she/he enters the exam room
- Students are notified in advance via e-mail and board display about Conduct of Examinations, Examination Session Stationary and all relevant details provided in Preparing Examination Session.

### DP Course description offered at the European School

GROUP 1	GROUP 2	GROUP 3	GROUP 4	GROUP 5	GROUP 6
English Literature (SL/HL)	English B (SL/HL)	Business Management (SL/HL)	Biology (SL/HL)	Mathematics Studies (SL)	Visual Arts (SL/HL)
Georgian Literature (SL/HL)	Spanish ab initio (SL)	Economics (SL/HL)	Chemistry (SL/HL)	Mathematics (SL/HL)	
Persian Literature (SL/HL)		Geography (SL/HL)	Computer Science (SL/HL)		



Russian Literature (SL/HL)		History (SL/HL)	Physics (SL/HL)		
School-supported self taught (SL) *		Psychology (SL/HL)			

*\* For students for whom English is not their first language, a school supported self-taught option is available (at SL only). In this instance the student engages a tutor to meet the requirements of this part of the diploma for their mother tongue. Students without a proven qualification tutor are strongly recommended not to choose the option.*

For more details on course assessment see Appendix D



### **American High School Programme Assessment**

American High School students are graded daily in every subject they have in their schedule on that day. Grading categories vary depending on teachers' preferences and subject requirements. Everyday grading serves a purpose of assessing students' readiness and the engagement during the lesson. They can choose from the following criteria:

- **Unit test**
- **Participation**
- **Presentation**
- **Quiz**
- **Project**
- **Lab**
- **Journals**
- **Homework quiz**
- **Homework**
- **Final paper**
- **Essay/Paper**
- **Classwork**
- **Midterm Exam**
- **Final Exam**

Teachers can customize how their final grade will be counted by assigning several or each of the above categories the percentages. High percentage criteria will have more impact on the final grade. Rubrics for different types of assessment are provided in syllabi of every subject.

### **Grading systems**

In all the subjects in American High School the gradebook is differentiated. The only different subjects are the following: Physical Education (Undifferentiated – value varies from 1-100), Junior Project (Undifferentiated – value varies from 0 to 300), Senior Project (Undifferentiated – value varies from 0 to 300), Robotics (Undifferentiated – value varies from 1-100). These

subjects are presented as Pass/No pass value in the final transcript. Pass is counted from 60% and more of the numeric value reached. The numeric value does not make a difference for GPA as undifferentiated subjects do not add GPA points, they only give credits to students.

Projects are assessed by separate rubrics, which are available for every student and teacher. The rubrics there include: Topic Submission, References, Thesis Statement, Paper Draft, Final Paper, and Presentation.

Students' final grades are calculated by every grade that was entered in Quickschools (an online journal) during the semester in every subject. Final grade of the year is calculated as an average of both semesters. Grade is shown as a number (from 0 to 100) and a letter (from F to A). The accordance between them is provided below in a grade scale.

According to the final grades of the differentiated gradebook subjects, students' Grade Point Average (GPA) is calculated. Grade conversion to GPA is shown in Grade Scale below. Some subjects have more weigh in calculating GPA. Honor Subjects count by 0.5 more weigh and Advanced Placement subjects count by 1 more weigh in weighted GPA presented in final transcript. Regular GPA is counted from 4.00 points while the weighted GPA is counted from 5.00 points.

## Grade Scale

Grades

Percentage out of 100	Letter Grade	Conversion to 4.0 scale
93-100	<b>A</b>	4.0
90-92.99	<b>A-</b>	3.7
87-89.99	<b>B+</b>	3.3
83-86.99	<b>B</b>	3.0
80-82.99	<b>B-</b>	2.7
77-79.99	<b>C+</b>	2.3
73-76.99	<b>C</b>	2.0
70-72.99	<b>C-</b>	1.7
67-69.99	<b>D+</b>	1.3
63-66.99	<b>D</b>	1.0

## Grading Mode

Courses are offered with one of the following grading options:

### Differentiated—Letter Grade

Letter grades of A-F are used to indicate academic performance in a course. A-F grades are included when calculating GPA.

### Undifferentiated—PNP – Pass / No Pass

Pass/No Pass grades are used to indicate successful completion or failure to complete a course. They are not included in GPA calculations.

60-62.99	<b>D-</b>	0.7
0-59.99	<b>F</b>	0.0

### Other Letter Grades

Grade	Meaning	Value in GPA	Credit Value
<b>E</b>	Excused Absence	Not counted	No credit
<b>U</b>	Unexcused Absence	Counted as 0	No credit
<b>I</b>	Incomplete	Not counted*	No credit
<b>P</b>	Pass	Not counted	Credit
<b>NP</b>	No Pass	Not counted	No credit

### Definition for Other Letter Grades

**Excused Absence (E):** Issued when a student is marked with an excused absence only for assessments (such as participation) that require the student's presence in class and cannot be made up in a following class session.

**Unexcused Absence (U):** Issued when a student is marked with an unexcused absence only for assessments (such as participation) that require the student's presence in class and cannot be made up in a following class session.

**Incomplete (I):** Issued when a student has not completed an assignment and is given a longer period of time in which to complete the assignment OR when a student must re-do an assignment because of an act of academic dishonesty (See Academic Honesty definition and policy).

\*All Incomplete (I) grades will be converted to 0 on the final day of the semester.

**Pass (P):** The grade of P is used to indicate successful completion of a course. A grade of P carries credit, but is not included when calculating GPA.

**No Pass (NP):** The grade of NP is used to indicate unsatisfactory performance in a course. A grade of NP results in no-credit earned and is not included when calculating GPA.

## **Appendix A: Formative Assessment Primary Georgian Programme**

### **In Elementary School students are evaluated through formative assessments.**

The formative assessment motivates students to succeed, encourages them to improve performance, and helps them develop self- and peer-assessment skills.

The formative assessment goals are as follows:

- Evaluating learning
- Monitoring progress
- Developing independent thinking and collaboration skills
- Developing self-evaluation skills and metacognitive thinking

The formative assessment strategies are as follows:

1. Defining, sharing and comprehending learning objectives and success criteria together with students
2. Creating effective classroom discussions, activities and assignments to allow students to showcase their factual knowledge
3. Providing students with effective and constructive feedback to encourage self-improvement
4. Encouraging a classroom culture of responsibility
5. Encouraging peer teaching

### **A teacher must provide clear, detailed and criteria-based feedback:**

- Students should know where they are on their learning path
- Students should be able to compare their responses to correct answers
- Students should know how to reach their ultimate goals

The formative assessment controls and monitors students' progress and strengthens the quality of education. The formative assessment may include: oral feedback, advice, observation papers, self- and peer-assessment, etc.

### **How to support progress after the assessment?**

- Coming up with various activities
- Changing teaching strategies
- Providing advice

### **Defining success criteria**

The success criteria can be defined based on students' progress.

### **Before the assessment, a teacher should:**

- identify what he/she is evaluating
- set goals and indicators
- plan the assessment
- plan how to utilize assessment results
  
- The ultimate goals of teaching are based on subject standards and desired outcomes. When students are assessed on what they have learned, the assessment is in tune with desired goals and objectives.

- Goal indicators: with the help of assessment rubrics, teachers should define assessment criteria and identify students' progress against them.
- Assessment rubrics and how to use them are explained in this guide.
- Assessment techniques: various assessment tools can be applied. The teacher should evaluate those tools, allocate time to apply them, and analyze results.
- Analyzing results: in order to analyze results and plan learning accordingly, a teacher should organize and sort data.

### **The formative assessment types**

#### **Written and oral feedback**

**Written feedback** – to follow up on students' assignments, teachers provide written feedback; the feedback identifies students' mistakes and possible ways to correct them. Afterward, teachers give assignments back to students and allocate time for them to fix errors. In the end, teachers review students' final drafts.

#### **Assignment types**

Homework, independent work, a portfolio, etc.

According to assessment criteria, teachers outline students' strong areas, and based on their needs, provide advice. Teachers may use the following strategies to help students overcome their challenges: **a reminder, written questionnaires, breaking tasks down into smaller pieces, providing examples, etc.**

Teachers use **oral feedback** to reflect on students' activities. In addition to written feedback strategies, teachers may use the following phrases:

- a. Why do you think so?
- b. Thank you for submitting your assignment. Take one more look: are you sure you did everything correctly?
- c. Thank you for completing your assignment. I see some mistakes, however. Please, review your work one more time.
- d. What would you change about your work?

Oral feedback provides ample room for effective communication with students.

#### **Peer- and Self-assessment**

To help students develop peer- and self-assessment skills, relevant schemes, rubrics and questionnaires are applied. The following questions are used:

Why should I know this? Why should I do this?

If I cannot complete this, will it impede my learning? What steps do I need to take to complete the assignment? What resources do I need? How do I have to prepare myself for the task?

What challenges may I encounter in the process? How do I overcome these challenges? Whose help can I rely on?

Can I identify why I made mistakes?

What did I learn new today?

Was there anything that impeded my learning?

Assessment rubrics are elaborated based on lesson goals and objectives. Students fill out rubrics to identify how well they've completed the assignment.

For example:

An assignment	I completed the assignment very well	I completed the assignment well	I completed the assignment partly	I need more time to study

**Peer collaboration** enriches student learning – students strengthen their existing knowledge, identify strengths and weaknesses in others’ work and evaluate progress.

The following peer-assessment techniques are being applied: exchanging assignments, interviewing one another, oral peer-assessment based on assessment rubrics, etc.

### **Observation as a means of the formative assessment**

Observation is applied as a formative assessment tool. Teachers can decide upon what they want to observe in particular – the whole class, the dynamics of communication in the classroom, etc. They’re free to provide a commentary in front of the entire class, organize individual discussions, sum up the results of their observation and use them to improve student performance.

Observation results may be presented by analytic or holistic assessment rubrics.

Students receive summative assessment twice an academic year – in the beginning and toward the end. The assessment is based on discipline objectives and indicators outlined in National Curriculum. Students are assessed in four areas: *not applicable*, *needs improvement*, *good*, *excellent*. Relevant boxes are ticked. An additional space is added for more detailed information; a teacher can provide his/her recommendations and suggestions and point out students’ talents and abilities. The assessment system is transparent and accessible for parents. Parents have an opportunity to monitor progress of their child before the summative assessment: electronic journal and parent meetings.

They can also look into their children’s notebooks – this is where teachers often leave comments.

The assessment criteria, along with the set of skills that students should acquire according to the subject standards, are provided below.

## **Georgian Language and Literature**

### **Objectives**

- Developing basic communication skills: listening, speaking reading, writing
- Developing written and oral communication skills
- Developing an ability to form a coherent opinion and compose a written text
- Developing independent, creative and reflective thinking skills
- Cultivating a love of reading
- Developing an ability to appreciate and understand literature as an art form
- Developing an ability to understand ever-changing national and international cultures

The main objective of teaching Georgian Language and Literature is to develop oral, reading and writing skills.

Georgian Language and Literature course has its specifics in Grade 1. Therefore, the assessment form is a little different.

**Grade 1**

Name ----- Family Name -----

Assessment components	Excellent	Good	Needs improvement
Recognizes and names letters and identifies sounds			
Breaks words down into individual sounds – Phoneme Segmentation			
Reads words Divides words into syllables			
Reads texts Answers questions around the text			
Matches sounds to their corresponding letters			
Knows how to form each letter Knows basic concepts of handwriting (spacing between letters, words and lines)			
Writes words and sentences independently			

**Georgian Language and Leature**

The assessment form for Grades 2-4

Student name \_\_\_\_\_

Grade \_\_\_\_\_

Criteria	Not applicable	Needs Improvement	Good	Excellent
<b>Reading</b>				



Reads a text fluently				
Improves the tone and quality of his/her speaking voice				
Asks questions around the text and finds answers				
Can identify narrative and expository texts				
Can identify fiction and non-fiction				
Pays attention to unfamiliar words and sentences and tries to grasp their meaning				
Demonstrates his/her attitude/opinion toward the text				

<b>Criteria</b>	<b>Not Applicable</b>	<b>Needs Improvement</b>	<b>Good</b>	<b>Excellent</b>
<b>Writing</b>				
Can compose small texts independently and express his/her opinions clearly				
Uses correct grammar and orthography				
Follows the rules of punctuation				

Uses relevant vocabulary words Produces coherent sentences				
Reviews his/her writing Identifies and corrects simple mistakes				
Can create/design various expository texts: postcards, an agenda, lists, etc.				

<b>Criteria</b>	<b>Non Applicable</b>	<b>Needs Improvement</b>	<b>Good</b>	<b>Excellent</b>
<b>Oral</b>				
Can comprehend and retell stories				
Uses an active vocabulary and linguistic forms				
Can identify who speaks and who is spoken to Can identify conversation topics				

Additional information

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### **Mathematics**

#### **Skills**

- Knowing and applying basic mathematical concepts

- Making connections between mathematical concepts
- Communicating mathematical ideas and knowing the language of mathematics
- Reasoning
- Describing and explaining patterns
- Understanding tasks
- Breaking complex concepts down
- Finding solutions to mathematical problems
- Finding optimal solutions to mathematical problems; accuracy
- Using information technology

Other skills that are also evaluated:

1. Creative thinking
2. Collaboration (collaborating with partners and group members)
3. Strategic thinking
4. Engagement

Student name \_\_\_\_\_

Grade \_\_\_\_\_

	<b>Not Applicable</b>	<b>Needs Improvement</b>	<b>Good</b>	<b>Excellent</b>
<b>Numbers and operations</b>				
Can identify and write numbers				
Can count forward and backward Can identify consecutive numbers				
Understands the meanings behind addition, subtraction, multiplication, division				
Does addition and subtraction operations and understands number relationships				

Can count and compare mathematical amounts and numbers				
Analyzes and solves mathematical problems by choosing appropriate solutions				
Recognizes and counts bills and coins  Participates in money math games				
<b>Regularity and Algebra</b>				
Finds next numbers in a sequence				
<b>Geometry and space</b>				
Identifies and describes plane shapes				
Identifies and describes solid shapes				
Measures and compares shape sizes				
<b>Data analysis, probability and statistics</b>				
Can gather qualitative data				
Can organize qualitative data				

### Additional information

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## Sciences

### Skills

- Developing observation and description skills
- Developing classification skills
- Providing analysis; formulating a hypothesis
- Developing planning skills
- Developing experimental skills
- Developing skills in making conclusions
- Developing communication skills
- Cultivating a love for science
- Understanding the importance of science
- Developing positive attitudes toward scientific research
- Developing collaboration skills
- Developing an understanding of healthy lifestyle
- Encouraging students to care about the environment
- The teacher creates different evaluation forms for grade levels.

For example: the assessment form for Grade 1

### Sciences Grade 1

**First Name** -----      **Last Name** -----

To support student behavior in the classroom, we use various methods one of which is behavioural charts with different symbols (smiles). It is used to motivate students and promotes a positive

If adults encourage good behavior, students will grow into independent, initiative, and responsible individuals. If children are criticized for showing initiative, however, they may no longer feel comfortable among adults. Therefore, teachers' feedback and advice play a key role in student's academic, social and emotional development. Teachers should master and enrich the formative assessment strategies.

<b>Assessment Criteria</b>	<b>Excellent</b>	<b>Good</b>	<b>Needs Improvement</b>
Can orientate in space – the school/school yard			
Can recognize the four seasons of the year and name their characteristics			
Can select clothes for the seasons of the year			
Can identify the five sensory organs and describe their functions			

## Appendix B: Using MYP assessment criteria

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

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Knowing and understanding	Developing skills	Thinking creatively	Responding

<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>MYP projects</b>	Investigating	Planning	Taking action	Reflecting
<b>Interdisciplinary</b>	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

Schools must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate.



## Appendix C: Course assessment IB Diploma Programme

### GROUP 1

#### Language A: literature

##### HL

External Assessment: overall	70 %
<i>Paper 1 Literary commentary</i>	20%
<i>Paper 2 Essay</i>	25%
Written Assignment	25%
Internal Assessment	30 %
Individual oral commentary and discussion	15%
Individual Oral Presentation	15%

##### SL

External Assessment	70 %
<i>Paper 1 Literary commentary</i>	20%
<i>Paper 2 Essay</i>	25%
Written Assignment	25%
Internal Assessment	30 %
Individual oral commentary and discussion	15%
Individual Oral Presentation	15%

### GROUP 2

#### Language acquisition and Language ab initio

##### HL / SL

External Assessment	75 %
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<i>Paper 1</i>	25%
<i>Paper 2</i>	50%
Internal Assessment	25 %

### GROUP 3

#### Business management

##### HL/SL

External assessment	75%
<i>Paper 1</i>	30%
<i>Paper 2</i>	45%
Internal assessment	25%

#### Geography

##### SL

External assessment	75%
<i>Paper 1</i>	35%
<i>Paper 2</i>	40%
Internal assessment	25%

*Fieldwork Written report*

##### HL

External assessment	80%
<i>Paper 1</i>	35%
<i>Paper 2</i>	25%
<i>Paper 3</i>	20%
Internal assessment	20%

*Fieldwork Written report*

History

SL

*External assessment* 75%*Paper 1* 30%*Paper 2* 45%

Internal assessment 25%

HL

External assessment 80%

Paper 1 20%

Paper 2 25%

Paper 3 35%

Internal assessment 20%

Economics

SL

External assessment 80%

*Paper 1* 40%*Paper 2* 40%

Internal assessment 20%

HL

External assessment 80%

*Paper 1* 30%*Paper 2* 30%*Paper 3* 20%

Internal assessment 20%

Psychology

SL

External assessment 75%

*Paper 1* 50%*Paper 2* 25%

Internal assessment 25%

HL

External assessment 80%

*Paper 1* 40%*Paper 2* 20%*Paper 3* 20%

Internal assessment 20%

## GROUP 4

Biology

SL

External assessment 80%

*Paper 1* 20%*Paper 2* 40%*Paper 3* 20%

Internal assessment 20%

HL

External assessment	80%
<i>Paper 1</i>	20%
<i>Paper 2</i>	36%
<i>Paper 3</i>	24%
Internal assessment	20%

### Chemistry

SL

External assessment	80%
<i>Paper 1</i>	20%
<i>Paper 2</i>	40%
<i>Paper 3</i>	20%
Internal assessment	20%

HL

External assessment	80%
<i>Paper 1</i>	20%
<i>Paper 2</i>	36%
<i>Paper 3</i>	24%
Internal assessment	20%

### Computer science

SL

External assessment	70%
<i>Paper 1</i>	45%
<i>Paper 2</i>	25%
Internal assessment	30%

## HL

External assessment	80%
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<i>Paper 1</i>	40%
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<i>Paper 2</i>	20%
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<i>Paper 3</i>	20%
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Internal assessment	20%
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Physics

## SL

External assessment	80%
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<i>Paper 1</i>	20%
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<i>Paper 2</i>	40%
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<i>Paper 3</i>	20%
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Internal assessment	20%
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## HL

External assessment	80%
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<i>Paper 1</i>	20%
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<i>Paper 2</i>	36%
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<i>Paper 3</i>	24%
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Internal assessment	20%
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## GROUP 5

Mathematical Studies SL

External assessment	80%
Paper 1	40%
Paper 2	40%
Internal assessment	20%

### Mathematics SL

External assessment	80%
Paper 1	40%
Paper 2	40%
Internal assessment	20%

### Mathematics HL

External assessment	80%
Paper 1	30%
Paper 2	30%
Paper 3	20%
Internal assessment	20%

## GROUP 6

### Visual arts

#### SL

External assessment	60%
<i>Part 1: Comparative study</i>	20%
<i>Part 2: Process portfolio</i>	40%
Internal assessment	40%

Part 3: Exhibition

**HL**

External assessment	60%
<i>Part 1: Comparative study</i>	20%
<i>Part 2: Process portfolio</i>	40%
Internal assessment	40%

**CORE**

Extended Essay+TOK up to 3 points

CAS Approval from CAS and DP Coordinators



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## **Addendum to the Assessment Policy for the IB Diploma Programme**

### **Procedures for the Internal Assessment (IA) deadlines**

- First deadline missed (e.g. 1<sup>st</sup> draft of IA): Meeting with the Head of IB Programmes and letter to parents.
- 2<sup>nd</sup> deadline missed: Parents' meeting with the Head of IB Programmes and in-school suspension (1 day)
- 3<sup>rd</sup> deadline missed: Out-of-school suspension (2 days)
- 4<sup>th</sup> deadline missed: Referral to the school Director for further action