



Assessment Policy



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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:

Inquirers	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.
Knowledgeable	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.
Thinkers	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Communicators	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.
Principled	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.
Open-Minded	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.
Caring	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.
Courageous	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.
Balanced	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.

The European School Assessment Philosophy

Based on European School mission statement, the main goal is to support each student in showing their full cognitive, personal and social potential and development. European School has a united assessment policy, which is based on the following principles:

- Wholistic assessment of the student, achieved by using variety of methods which provides development of full potential of the student, as well as ways to help them.
- Criteria based assessment, which provides transparent, objective, reliable and valid assessment;
- Implementation of development-oriented assessment system, which is provided by giving systematic feedback to students;
- Inclusion of students in the process by peer and self-assessment methods;
- Systematic analysis of student achievements and development of the process based on them;
- Every teacher at European School is ready to fully uncover potentials of students and help them use their abilities to fullest.

Reasons for a Policy on Assessment and Programme Evaluation

Assessment Policy is open for every member of European School community and its goal is to provide a transparent, objective, reliable and valid framework for assessment. 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 European School community.

Why do we assess?

- Main principles of assessment are based on constructivist educational concepts of personal development. They define main educational principles, which teaching/learning process is based on. Assessment system is organized to show how the knowledge construction process is going for students and how the knowledge is being connected to other pieces of information.
- European School community aims to provide learning process which supports mental, physical, emotional, and social development of students and let them assess their strengths and areas of improvements themselves. This will help them plan their future with more awareness and efficiency.
- European School assessment system is aimed to improve the quality of teaching. Assessment types, tools and strategies are defined. Based on analysis of the results, pedagogical methods are improved and corrected, which supports the quality of teaching.
- Information about progress of the students is systematically analyzed. This data is provided to students, parents, teachers and school administration.

Academic Honesty

Academic honesty is one of the essential values implemented by the European School across its programmes.

The aim of this academic honesty document is to promote good practice among students of the European School and emphasize the importance of acknowledging works of others by use of referencing and citing sources.

This document is not focused to define any penalties against those who practice academic dishonesty, but to promote the right understanding and prevention of the above mentioned by teaching students the right skills.



Georgian Programme Assessment

The assessment system in European School is in full coordination with the National Learning Plan. The assessment method is chosen based on the learning objectives. For each subject and grade, rubrics are formulated together with assessment criteria via coordination of specific department teacher cooperation. The process is transparent for students and parents, they are aware of criteria of assessment.

Each teacher in European School analyzes diagnostic and formative work results. Diagnostic assessment gives teachers the ability to build upon the existing knowledge of the students. Ongoing assessment is used to monitor student progress. Formative assessment is used to measure their results. By using frequent and various means of assessment, departments can identify existing problems quickly and provide measures to solve them. These are noted in teacher reports. Analysis of assessment gives each teacher ability to provide advices and recommendations to students as well as positive feedback.

Via using different sources of information, parents are always informed about academic achievement of their children, their social activities and disciplinary measures. There are systematic meeting with teachers organized to inform them about specific needs of their children and ways the school is solving certain issues.

When transferring a student from one level to another, information about their academic achievements, social activities and discipline is relied to the coordinator of next level, department heads, and homeroom teachers so that they can plan correct tactics of working with individual students.

The goals, principles and objectives of the student assessment

- 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

Formative and Summative Assessments

- 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

	Formative Assessment	Summative Assessment
Goals	<p>Improving the quality of education</p> <p>Encouraging students' progress and self-improvement</p>	Evaluating students' progress against the curriculum.
Objectives	<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 the use of three categories of knowledge;</p> <p>Evaluating students' ability to apply their knowledge effectively</p>
Success Criteria	Progress obtained compared to previous level of knowledge	Evaluating students' progress against the curriculum requirements
Types of Formative and Summative Assessments	<p>Teachers: oral or written feedback, encouraging suggestions & advice, etc.</p> <p>Students: self-assessment, peer assessment</p>	<p>Teachers: 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	High
9	
8	Above average
7	
6	Average
5	
4	Below Average
3	
2	Low
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 2nd 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.
- Additional mandatory subject assessment is not used when calculating the overall score.

Assessment Components

1. Over the course of the semester, students are evaluated in the following components:
 - Ongoing homework
 - Ongoing schoolwork
 - Summative assignment
2. A teacher can apply a formative assessment in any component.
3. 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)
4. Assessment components in the 3rd part of this article have the same weight.

5. In 1st semester of grade V, only formative assessment is used to evaluate homework.
6. In grades 1-4 and the 1st semester of grade 5, only a formative assessment is used to evaluate schoolwork and a summative assignment.
7. In the 2nd semester of grade 5 and grades 6-12, formative and summative assessments are used to evaluate schoolwork and a summative assignment.

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

8. 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.

9. The school curriculum - in accordance with the National Curriculum - defines the minimum amount of summative assignments per subject in middle and high schools (the 2nd semester of grade 5, grade 6).

10. The student is obliged to complete every summative assignment (the minimum amount established by the school curriculum).

11. 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.

12. 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

Based on National Curriculum, in European School 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 2nd 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 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 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 1st semester, and took German instead in the 2nd 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

1. 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.
2. 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.
3. 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.
4. 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

1. The school may conduct the following exams:
 - Semester exams
 - Year-end (final) exams
 - Fall exams
 - Grade skipping exam(extern)
2. Semester exams are conducted only when a student declares that he/she deserves a higher grade.
3. 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.
4. 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.
5. The semester grade is conducted no later than within two weeks after the semester is over.
6. School administration decides whether to schedule final exams.
7. School has right to schedule final exams for the class in no more than 2 subjects in one academic year.
8. 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.
9. In case of scheduling final exams, formative tasks include complex context. They can not be multiple choice.
10. 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.
11. The fall Exam is conducted when a student’s year-end (final) grade in one of the subjects is below 5.
12. The fall exam is defined by school Teaching Plan.
13. 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.
14. 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.
15. 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.
16. Grade skipping(extern): secondary education rules and regulations are defined by the law.
17. 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.
18. 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.

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

- 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.
- Once a student starts being homeschooled, then the requirements in Article 38, paragraph 3 do not apply to him/her.
- The school is obliged to establish a schedule according to which a school teacher conducts meeting with a student. 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).
- During homeschooling, the use of internet and video conferencing is recommended.



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.

Diagnostic test

Three times a year (Math baseline test and English reading and writing)

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
 March – Open Day
 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.

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. Classes can use hard copies (printed) of portfolios or online versions. 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 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- group 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 is 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 11th grade are semestrial. End of the year exam includes all units covered during the whole academic year
- Exams in 12th 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: analysis and approaches (HL/SL)	Visual Arts (SL/HL)
Georgian Literature (SL/HL)	Spanish ab initio (SL)	Economics (SL/HL)	Chemistry (SL/HL)	Mathematics: applications and interpretations (HL/SL)	
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

Career-Related Programme

Aims of the Career-related Programme

The Career-related Programme (CP) is a comprehensive educational framework that brings the academic rigour and global focus of the International Baccalaureate (IB) classroom to a tailored, career-focused pathway that broadens opportunities for students to combine a career-related education with a unique IB experience.

Grounded in the IB's educational principles, mission and the learner profile, the CP creates new opportunities for students to access a focused, flexible education that will give them the knowledge and practical skills they can use today and the intellectual engagement they need to grow and adapt in tomorrow's global workplace. The CP incorporates locally developed career-related coursework with a strong academic programme promoting multilingualism, global engagement and intercultural competence.

The validity of assessment outcomes can only be determined if we are clear what the purpose of the course and programme are. For this reason, we start this section by discussing the aims of the programme.

The unique feature of the CP is that it supports students to become career-ready learners, in whatever career

they have chosen. The course ensures that they develop the transferable and lifelong skills to support them throughout their employment however they choose to progress.

The programme helps students to:

- develop a range of broad work-related competencies and deepen their understanding in specific areas of knowledge through their Diploma Programme courses
- develop flexible strategies for knowledge acquisition and enhancement in varied contexts
- prepare for effective participation in the changing world of work
- foster attitudes and habits of mind that allow them to become lifelong learners willing to consider new perspectives become involved in learning that develops their capacity and will to make a positive difference.

When developing assessment models and curriculum, we intend that CP course grades and the certificate can be used to determine:

- selection for employment and employment programmes such as apprenticeships
- selection for further education in the appropriate vocational field of study
- selection for university
- whether students have already met the requirements of a university programme (either additional credit or excused from taking particular studies/courses).

Where a candidate has taken the assessment in a particular (response) language that also provides evidence, they can undertake further study in that subject or vocation in that language.

The core subjects including the reflective project

The core subjects are intended to contextualize both the DP courses and the career-related study. It is intended to act as the conduit to link all the areas of learning together.

Completing the four elements of the core is mandatory. They are:

- personal and professional skills
- service learning
- language development (English B, Spanish ab initio)
- reflective project.

The Reflective project is teacher marked and then moderated by the IB. For the other elements, the school must confirm to the IB that they have been completed satisfactorily but the IB does not verify the assessment (if any).

Each student takes at least two subject courses which are common with the DP. These CP candidates are included in the same assessment process as the DP candidates. There is no separate examination or grade award for CP.

A candidate cannot be registered simultaneously for completing the DP and the CP, despite courses being common to both. The extent of the wider programme requirements of each preclude them being completed simultaneously.

Career-related study (CRS)

The IB does not assess or apply any sort of quality-control to the outcomes of the career-related study portion of the CP. The only requirement is that the school confirms that the student has completed it. IB diploma courses are not appropriate to form part of the career-related study portion of the CP.

European School IB CP offers two CRSs

- Applied science
- Information Technology

CRS are following Pearson BTEC International Level 3 curriculum. Assessment plans are applied to ensure quality education and fair and equal environment for each student.

As a minimum requirement, the assessment plan should include

- names of all Assessors and Internal Verifiers
- scheduling for assignment hand out and submission
- scheduling for assignment hand out and submission
- deadlines for assessments
- scheduling for internal verification
- scheduling of the opportunity for resubmission
- scheduling of external assessments so that a full programme plan is shown

For programmes where units are successfully integrated, the assessment plan should provide the appropriate assessment criteria for each unit.

Internal verification

Internal verification is a quality assurance approach used to monitor assessment practices and decisions.

Good internal verification will ensure that:

- Assignment Briefs are fit for purpose
- assessment decisions accurately match learner evidence to the unit assessment criteria and assessment guidance
- Assessors are standardised to enable consistent assessment and grading across the programme.

Before commencing an assessment, the Assessor should take care to ensure each learner understands:

- the assessment requirements
- the nature of the evidence they need to produce
- the importance of time management and meeting deadlines, including the consequences for late submission
- the importance of submitting authentic work

CRS assessment

BTEC International Level 3 qualifications are assessed using a combination of *internal assessments*, which are set and marked by teachers, and *Pearson Set Assignments*, which are set by Pearson and marked by teachers.

- Mandatory units have a combination of internal and Pearson Set Assignments.
- All optional units are internally assessed.

Assignments are planned so that learners can demonstrate learning from across their programme. We have addressed the need to ensure that the time allocated to final assessment of units is reasonable so that there is sufficient time for teaching and learning, formative assessment and development of transferable skills.

Principles of BTEC internal assessment (applies to all units)

Assessment through assignments

For all units, the format of assessment is an assignment taken after the content of the unit, or part of the unit if several assignments are used, has been delivered. An assignment may take a variety of forms, including practical and written types. An assignment is a distinct activity, completed independently by learners, that is separate from teaching, practice, exploration and other activities that learners complete with direction from teachers.

An assignment is issued to learners as an assignment brief with a defined start date, a completion date and clear requirements for the evidence that they need to provide.

There may be specific observed practical components during the assignment period.

Assignments can be divided into tasks and may require several forms of evidence.

A valid assignment will enable a clear and formal assessment outcome, based on the assessment criteria. For most units, teachers will set the assignments. For Pearson Set Assignment units, Pearson will set the assignment.

Assessment decisions through the application unit-based criteria

Assessment decisions for BTEC International Level 3 qualifications are based on the specific criteria given in each unit and set at each grade level. To ensure that standards are consistent in the qualification and across the suite as a whole, the criteria for each unit have been defined according to a framework. The way in which individual units are written provides a balance of assessment of understanding, practical skills and vocational attributes appropriate to the purpose of qualifications.

The assessment criteria for a unit are hierarchical and holistic. For example, if an M criterion requires the learner to show 'analysis' and the related P criterion requires the learner to 'explain', then to satisfy the M criterion, a learner will need to cover both 'explain' and 'analyse'. The unit assessment grid shows the relationships between the criteria so that assessors can apply all the criteria to the learner's evidence at the same time. Assessors must show how they have reached their decisions using the criteria in The assessment records. When a learner has completed all the assessment for a unit, then the assessment team will give a grade for the unit. This is given according to the highest level for which the learner is judged to have met all the criteria. Therefore:

- to achieve a Distinction, a learner must have satisfied all the Distinction criteria (and therefore the Pass and Merit criteria); these define outstanding performance across the unit as a whole
- to achieve a Merit, a learner must have satisfied all the Merit criteria (and therefore the Pass criteria) through high performance in each learning aim
- to achieve a Pass, a learner must have satisfied all the Pass criteria for the learning aims, showing coverage of the unit content and therefore attainment at Level 3 of the qualification.

The award of a Pass is a defined level of performance and cannot be given solely on the basis of a learner completing assignments. Learners who do not satisfy the Pass criteria should be reported as Unclassified.

The BTEC assessment team

It is important that there is an effective team for internal assessment. There are three key roles involved in implementing assessment processes, each with different interrelated responsibilities; the roles are listed below. There is detailed information in the *Pearson International Quality Assurance Handbook*.

- The Lead Internal Verifier (the Lead IV) has overall responsibility for the programme, its assessment and internal verification, record keeping and liaison with the Standards Verifier, ensuring requirements are met. The Lead IV registers with Pearson annually. The Lead IV acts as an assessor, standardizes and supports the rest of the assessment team, making sure that they have the information they need about assessment requirements and organizes training, making use of Pearson's standardisation, guidance and support materials.
- Internal Verifiers (IVs) oversee all assessment activities in consultation with the Lead IV. They check that assignments and assessment decisions are valid and that they meet the requirements. IVs will be standardised by working with the Lead IV. Normally, IVs are also assessors but they do not verify their own assessments.
- Assessors set or use assignments to assess learners. Before making any assessment decisions, assessors participate in standardisation activities led by the Lead IV. They work with the Lead IV and IVs to ensure that the assessment is planned and carried out in line with Pearson's requirements.

Making assessment decisions using criteria

Assessors make judgements using the criteria. The evidence from a learner can be judged using all the relevant criteria at the same time. The assessor needs to make a judgement against each criterion that evidence is present and sufficiently comprehensive. For example, the inclusion of a concluding section may be insufficient to satisfy a criterion requiring 'evaluation'.

Assessors should use the following information and support in reaching assessment decisions:

- the *Essential information for assessment decisions* section in each unit gives examples and definitions related to terms used in the criteria
- the explanation of key terms in *Appendix 3: Glossary of terms used*
- examples of assessed work provided by Pearson

- The Lead IV and assessment team's collective experience, supported by the standardisation materials provided by Pearson.

Pass and Merit criteria relate to individual learning aims. The Distinction criteria as a whole relate to outstanding evidence across the unit. Therefore, criteria may relate to more than one learning aim (for example A.D1) or to several learning aims (for example DE.D3). Distinction criteria make sure that learners have shown that they can perform consistently at an outstanding level across the unit and/or that they are able to draw learning together across learning aims.

• **Internal assessment**

All units in the sector are internally assessed and subject to external standards verification. Selection of most appropriate assessment methods according to the learning set out in the unit is essential. This ensures that learners are assessed using a variety of methods to help them develop a broad range of transferable skills. Learners could be given opportunities to:

- write up the findings of their own research
- use case studies to explore complex or unfamiliar situation
- carry out projects for which they have choice over the direction and outcomes
- demonstrate practical and technical skills using appropriate tools/processes, etc.

Grading decisions are based on the requirements and supporting guidance given in the units. Learners may not make repeated submissions of assignment evidence.

All assessment is internal but some mandatory units have extra controls on assessment and are assessed using Pearson Set Assignments. Additionally, some units are synoptic. All learner work must be available for standardisation in English. A learner taking the qualification/s may be assessed in sign language where it is permitted for the purpose of reasonable adjustment.

Grading for units and qualifications

Achievement of the qualification requires demonstration of depth of study in each unit, assured acquisition of a range of practical skills required for employment or for progression to higher education, and successful development of transferable skills.

Learners who achieve a qualification will have achieved across mandatory units, including synoptic assessment, where applicable.

Units are assessed using a grading scale of

- Distinction (D),
- Merit (M)
- Pass (P)
- Unclassified (U).

• All mandatory and optional units contribute proportionately to the overall qualification grade, for example, a unit of 120 GLH will contribute double that of a 60 GLH unit.

Qualifications in the suite are graded using a scale of P to D*, **or** PP to D*D*, **or** PPP to D*D*D*. Please see *Section 9 Understanding the qualification grade* for more details.

The relationship between qualification grading scales and unit grades is the subject to regular review as part of Pearson's standards monitoring processes, on the basis of learner performance and in consultation with key users of the qualifications.

Access to BTEC assessment

Assessments need to be administered carefully to ensure that all learners are treated fairly, and that results and certification are issued on time to allow learners to progress to their chosen progression opportunities.

Our equality policy requires that all learners should have equal opportunity to access our qualifications and assessments, and that our qualifications are awarded in a way that is fair to every learner. We are committed to making sure that:

- learners with a protected characteristic are not, when they are undertaking one of our qualifications, disadvantaged in comparison to learners who do not share that characteristic

- all learners achieve the recognition they deserve for undertaking a qualification and that this achievement can be compared fairly to the achievement of their peers.

Principles of IB CP assessment implementation

CP Assessment procedures is written for programme coordinators implementing the CP in their school. All school staff can access *CP Assessment procedures* through the programme resource centre. Login details are required.

There is no points score associated with the CP certificate.

The CP certificate will be awarded to a candidate provided all of the following requirements have been met.

- The school has confirmed that the candidate has completed the specified career-related study.
- The candidate has been awarded a grade 3 or more in at least two DP courses.
- The candidate has been awarded at least a D grade for the reflective project.
- The school has confirmed that all personal and professional skills, service learning and language development requirements have been met.
- The candidate has not received a penalty for academic misconduct from the final award committee.

The career-related diplomas and reflective project grades are confirmed by the same final award committee.

Coursework assessment

Coursework undertaken by candidates during the CP is subject to either external assessment or internal assessment (IA) and moderation.

Internal assessment occurs when teachers mark the coursework of their candidates and submit the IA marks to IBIS. A sample of internally assessed coursework will be required for moderation—the process of validating IA marks and applying a moderation factor (if required). Moderation allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard.

Within a school, all teachers of a subject must standardize their marking so they are consistent with each other.

All externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners.

Assessment of DP subjects and the CP core

DP subjects and the core are assessed as outlined below. Please note that the career-related study is assessed (or validated) by the school, **not** by the IB.

The chosen DP subjects are assessed as set out in their subject guides, combining external and internal assessment requirements. Details of the assessment of DP subjects can be found in part C of the *CP Assessment procedures* and in the relevant subject guides.

The reflective project is internally assessed but externally moderated by the IB. Details of the assessment of the reflective project for 2020 can be found in section “C7” and the *Reflective project guide*.

Personal and professional skills is internally assessed by the school (formative assessment techniques are encouraged).

Language development is internally assessed (either by the school or the external provider) and authenticated by the school.

The core components of personal and professional skills, service learning and language development must be satisfactorily completed as part of the requirements for the award of the CP. The school determines whether personal and professional skills, service learning and language development have been satisfactorily completed. This is then reported to the IB through IBIS.

Internal assessment (CP/DP)

Teachers and coordinators should refer to this section and to the appropriate subject sections of the CP *Assessment procedures* to familiarize themselves with the requirements for internal assessment and predicted grades.

The involvement of teachers in the internal assessment and grading of their candidates is a key part of the CP assessment process.

This occurs in three ways.

1. Teachers submit marks for internal assessment on the work done by candidates for a subject and level (SL/HL).
2. Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in *Diploma Programme grade descriptors* (December 2017).
3. Teachers are encouraged to write comments on all candidates' work submitted for internal assessment to indicate how marks have been allocated. These comments are very helpful to the examiners who moderate this work.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation.

Teachers for each subject and level with an internal assessment component must ensure that the candidates' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides provided on the programme resource centre.

Teachers must assess candidates' work using the IB assessment criteria for that subject and level. Teachers' marks must be awarded within the range of minimum and maximum marks available. Fractions, decimal places or estimates are not to be used. Teachers' assessment must be based on work actually done by the candidates.

Candidates must complete all work for internal assessment in the language for which they have been registered for that subject and level.

Teachers must award marks even if the work, or participation, is incomplete. If a candidate submits no work, an "F" must be entered on IBIS for the mark. This will result in no grade being awarded for the subject and level.

Predicted grades

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the DP subject. A predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Predicted grades are required for all DP subjects. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

Authentication

CP coordinators and subject teachers are responsible for supporting candidates in the preparation of their work for assessment and for ensuring that all candidates' work complies with the requirements of the subject guide.

External Assessment

A candidate's work is externally assessed if it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned. (Assessment of a candidate's work by a teacher within the school

is referred to as internal assessment.)

Examinations

All CP candidates are required to participate in final examination process including attendance of DP subject examinations.

Academic misconduct

During a written or an oral examination, academic misconduct may occur (for example, taking unauthorized material into the examination or showing disruptive behaviour) that is witnessed by the coordinator and/or invigilators of the examination.

Alleged misconduct during an examination must be reported to the Assessment Division, IB Global Centre, Cardiff, by sending a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident.

Any evidence, such as photographs of unauthorized materials, must be included with the report. Coordinators and candidates should be aware that a candidate will be in breach of regulations if an unauthorized item (such as an electronic device, other than a permitted calculator, notes, a mobile/cell phone, smart watch) is taken into an examination room, regardless of whether an attempt is made to use that item.

Upon review of the report, the IB will contact the school to inform them about the next stage of the investigation.

Inclusion policy

The IB believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Where standard examination conditions and assessment procedures would put candidates at a disadvantage and would prevent them from being able to demonstrate their skills and knowledge adequately, reasonable forms of access arrangements may be authorized.

Candidates may need access arrangements due to learning support requirements such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavioural challenges
- physical and sensory challenges
- medical and mental health difficulties, including temporary medical conditions (with onset or occurrence up to three months before IB examinations offered in May/November)
- additional language learning.

However, access arrangements are not restricted to students with identified challenges. They should be provided to any student who requires support and where the need can be justified based on the eligibility criteria articulated in the *Access and inclusion policy*.



American High School Assessment

Grading Criteria

American High School educational program results correspond to the knowledge and skills, which the students acquire during their education process.

American High School students are assessed daily in every subject in their schedule. Grading criteria are different based on subjects and are based on/correspond to Common Core (mathematics, foreign languages and literature and social sciences) and Next Generation (sciences) standard requirements. To calculate final score, the following components are used:

- Participation
- Classwork
- Homework
- Presentation
- Project
- Essay
- Unit test
- Quiz
- Homework Quiz
- Final Essay
- Midterm Exam
- Final Exam
- Lab Report
- Journal

Based on the subject requirements, final grade formula is calculated using different components. Final percentage (100%) is divided between these components. Grading components are shown in each syllabus and electronic journal. Final grade formulas are approved by academic dean at the same time as subject syllabi. Each subject syllabus is sent to parents and students in the beginning of the year.

Grading systems

There are two types of grading in American High School: Differentiated – with letter grades and undifferentiated – with Pass/Fail system. Undifferentiated scale is used for the following subjects 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), and Georgian language for foreign language students (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.

For other subjects in American High School, differentiated – letter scale is used.

Grade Scale

Grades

Percentage out of 100	Letter Grade	Conversion to 4.0 scale
93-100	A	4.0
90-92.99	A-	3.7
87-89.99	B+	3.3
83-86.99	B	3.0
80-82.99	B-	2.7
77-79.99	C+	2.3
73-76.99	C	2.0
70-72.99	C-	1.7
67-69.99	D+	1.3
63-66.99	D	1.0
60-62.99	D-	0.7
0-59.99	F	0.0

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.

Other Letter Grades

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

The assessment form for Grades 2-4

Student name _____ Grade _____

Criteria	Not applicable	Needs Improvement	Good	Excellent
Reading				

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				

Criteria	Not Applicable	Needs Improvement	Good	Excellent
Writing				
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.				

Criteria	Non Applicable	Needs Improvement	Good	Excellent
Oral				
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

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 _____

	Not Applicable	Needs Improvement	Good	Excellent
Numbers and operations				
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				
Regularity and Algebra				
Finds next numbers in a sequence				
Geometry and space				
Identifies and describes plane shapes				
Identifies and describes solid shapes				
Measures and compares shape sizes				
Data analysis, probability and statistics				
Can gather qualitative data				
Can organize qualitative data				

Additional information

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.

Assessment Criteria	Excellent	Good	Needs Improvement
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.

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

Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	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</i>
2 <i>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

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

External assessment	80%
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Paper 1	20%
---------	-----

Paper 2	25%
---------	-----

Paper 3	35%
---------	-----

Internal assessment	20%
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Economics

SL

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

External assessment	80%
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<i>Paper 1</i>	30%
----------------	-----

<i>Paper 2</i>	30%
----------------	-----

<i>Paper 3</i>	20%
----------------	-----

Internal assessment	20%
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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%

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%
----------------	-----

<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%
---------------------	-----

<i>Paper 1</i>	20%
----------------	-----

<i>Paper 2</i>	36%
----------------	-----

<i>Paper 3</i>	24%
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Internal assessment	20%
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GROUP 5

Mathematical Studies SL

External assessment	80%
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Paper 1	40%
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Paper 2	40%
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Internal assessment	20%
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Mathematcs 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. 1st draft of IA): Meeting with the Head of IB Programmes and letter to parents.
- 2nd deadline missed: Parents' meeting with the Head of IB Programmes and in- school suspension (1 day)
- 3rd deadline missed: Out-of-school suspension (2 days)
- 4th deadline missed: Referral to the school Director for further action