



European School LLC

შპს ევროპული სკოლა

# Assessment Policy



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## **School 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.

## **Vision**

The European School aims to empower students within an inclusive, innovative community, nurturing them as responsible global citizens who value diversity and contribute meaningfully to the world.

## **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 ES 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.

## The European School Assessment Philosophy

The European School's assessment philosophy directly supports our mission to inspire each student to achieve their personal best and become influential, socially responsible, internationally minded global citizens. We believe assessment is integral to all teaching and learning, providing insights that guide instruction and support student growth. Our assessment framework is built upon the following principles:

- Assessment serves to measure, document, and support student learning through consistent, transparent, and varied approaches that address cognitive, personal, and social development
- Criterion-referenced assessment ensures clarity of expectations and enables students to understand and take ownership of their learning journey
- Regular, specific, and actionable feedback supports continuous improvement and empowers students to reflect on and adjust their learning strategies
- Active student engagement in the assessment process through structured self-assessment and peer assessment develops metacognitive skills and promotes student agency and enhance student voice
- Data-informed decision making through systematic analysis of student achievement guides curriculum development, pedagogical approaches, and individualized support
- Differentiated assessment practices acknowledge diverse learning styles and provide multiple opportunities for students to demonstrate understanding and skills
- Incorporation of comprehensive digital assessment guidelines, digital tools and platforms, including online assessment procedures and digital data management
- Consideration of cultural and global perspectives while assessing intercultural understanding, global citizenship skill and cultural sensitivity in assessment design together with multilingual assessment opportunities

## Purpose of Assessment Policy

This comprehensive assessment policy serves as a living document that:

- Ensures consistency and coherence in assessment practices across all school programs
- Aligns with both IB assessment philosophy and CIS accreditation standards
- Promotes assessment as a tool for learning rather than just of learning
- Supports the school's commitment to academic integrity
- Guides teachers in planning, implementing, and reflecting on assessment practices
- Facilitates clear communication about assessment with all stakeholders

## Stakeholders

This policy serves as a framework for:

- Students - to understand assessment expectations and take ownership of their learning
- Teachers - to guide assessment planning, implementation, and evaluation
- Parents - to understand and support their child's learning journey

- Administration - to ensure consistent application of assessment principles
- External evaluators - to verify alignment with international standards

## Assessment Objectives

Assessment at the European School:

- Supports constructivist learning principles by documenting how students connect and apply knowledge across contexts
- Promotes student agency through regular self-reflection and goal-setting
- Provides evidence of student growth across academic, social, emotional, and physical domains
- Informs teaching practices through regular analysis of assessment data
- Ensures timely and effective communication about student progress to all stakeholders
- Supports differentiation and individualized learning approaches
- Aligns with IB approaches to assessment and CIS standards for teaching and learning

## Assessment Practices

Our assessment framework includes:

- Formative assessment that guides daily instruction and provides ongoing feedback
- Summative assessment that evaluates achievement of learning objectives
- Standardized assessments that provide external benchmarking
- Portfolio assessment that documents student growth over time
- Self and peer assessment that develops critical thinking and metacognition

## Assessment Support Systems

European School provides all necessary support systems which include:

- Technology Support by means of digital assessment tools training, technical support services, online resource access and data management systems
- Professional Development by means of regular assessment workshops, digital assessment training, intercultural competency development and collaborative planning time
- Student Support by means of assessment literacy development, digital tool training, self-assessment guidance and peer assessment training

## Academic Integrity

Academic integrity is a guiding principle in education and a choice to act in a responsible way whereby others can have trust in us as individuals. It is the foundation for ethical decision-making and behaviour in the production of legitimate, authentic, and honest scholarly work.

It is an obligation that must be embraced and fostered by the entire school community, so students continue their future life, whether in higher education or the workplace, in strict adherence to this principle (IBO).

The European School is dedicated to instilling a robust culture of academic integrity, underpinned by its five fundamental values: honesty, trust, fairness, respect, and responsibility.

To uphold the highest standards, both students and teachers are expected to:

- Adhere to the Academic Integrity Policy and guidelines of the school.
- Recognise the value and importance of producing authentic and original work.
- Conduct themselves with honesty, fairness, truthfulness, ethical behaviour, and responsibility.
- Respect and acknowledge the intellectual property of others.
- Master the conventions of academic writing.
- Utilise the approved referencing and citation standards outlined in this policy.

Assessment practices at the European School are closely aligned with the principles of academic integrity, ensuring evaluations reflect students' authentic and original efforts. Through adherence to the Academic Integrity Policy, assessments are designed to promote ethical conduct, fair evaluation, and the development of skills such as proper citation and intellectual property respect, reinforcing honesty, trust, and responsibility within the school community.

## **Monitoring and Evaluation**

To guarantee regular monitoring and evaluation of the policy effectiveness, European School established:

- Regular review process with annual policy review where all stakeholder feedback is collected, student performance is analysed
- Quality Assurance procedures with assessment moderation practices, digital security audits, cultural sensitivity reviews and student feedback analysis
- Continuous improvement with regular policy updates, professional development planning, technology integration review and student support evaluation

# Georgian Programme Assessment

## Georgian Programme Assessment Policy

The Georgian Programme at the European School is grounded in a commitment to fostering high-quality teaching and learning through continuous, multi-faceted assessment. Our Assessment Policy emphasizes student-centered practices, recognizing each learner's curiosity, interests, and experiences. By integrating both formative and summative assessments, we aim to provide timely feedback, support learners' progress, and inform evidence-based instruction and curriculum design improvements.

At the heart of our educational philosophy is the conviction that students should emerge as informed global citizens and active participants in a diverse, interconnected world. We define a global citizen as someone who values inclusivity, collaborates with others to address shared challenges, and upholds social justice. This outlook is reinforced by our focus on intercultural learning, which equips learners with the knowledge, attitudes, and skills needed to interact respectfully across cultural boundaries. Equally important, we define high-quality learning and teaching as a rigorous, innovative process that harnesses digital proficiency and nurtures each student's unique potential.

By embedding these principles into our assessment approaches, the Georgian Programme ensures that evaluations not only measure academic achievement but also cultivate the mindsets and competencies necessary for global engagement and lifelong learning. Our practices uphold validity, fairness, reliability, and transparency at every stage, reflecting our dedication to helping students become reflective thinkers, resilient individuals, and responsible contributors to their local and global communities.

## Principles, Goals, and Objectives of Student Assessment

1. The primary goal of student assessment is to manage the quality of the teaching and learning process.
2. Assessment is an integral part of the teaching and learning process.
3. In the assessment process, the student is viewed as a curious individual with their interests, character, and experiences, who should have access to a diverse range of activities and feedback opportunities.
4. The main objectives of the assessment are:
  - a. To diagnose students' achievements to improve their learning process;
  - b. To create a profile reflecting students' achievements and learning progress;
  - c. To generate data for evidence-based decision-making aimed at enhancing the quality of the learning process.

## Descriptions of Formative and Summative Assessments

Aspect	Formative Assessment	Summative Assessment
Goals	- Improving the quality of learning.	

	- Supporting students' progress and development.	- Determining the level of students' academic achievement to the subject curriculum outcomes.
<b>Objectives</b>	- Assessing the process of knowledge construction and integration of knowledge.	- Assessing the ability to integrate knowledge.
	- Identifying prior knowledge and preconceptions.	- Evaluating the ability to apply knowledge in all three categories.
	- Assessing students' ability to identify their strengths and weaknesses.	- Assessing the functional application of combined knowledge sets.
	- Evaluating students' ability to take informed steps to support their progress.	
	- Assessing the process of acquiring knowledge in all three categories.	
	- Evaluating the functional application of knowledge sets	
<b>Criteria for Success</b>	- Progress made compared to previous results or prior levels.	- The level of achievement compared to the requirements of the subject curriculum.  - The level of achievement compared to the requirements of the subject curriculum.
<b>Evaluator and Methods</b>	- <b>Teacher:</b> Oral or written feedback, encouraging suggestions, symbolic marks, etc.	- <b>Teacher:</b> Grades (may include comments describing strengths, weaknesses, and suggestions).
	- <b>Students:</b> Self-assessment and peer assessment.	

### Levels of Academic Achievement and Assessment System

Students' academic achievements are assessed using a ten-point grading system across four levels:

Score	Assessment Level	Description of Assessment Level
10	High	The student discusses subject-related topics/issues based on fundamental concepts and independently solves learning tasks based on the content of the topics/issues.
9		
8		

7	Above Average	The student discusses subject-related topics/issues based on fundamental concepts; however, they struggle to apply the content of the topics to complete learning tasks.
6	Average	The student discusses subject-related topics/issues; however, they have shortcomings in performing learning tasks and understanding fundamental concepts.
5		
1-4	Low	The student's discussion of the subject-related topic is superficial and lacks substance.

1. In grades I-IV and the first semester of grade V, only formative assessment is applied. At the end of the academic year, subject teachers in these grades are required to provide a concise written evaluation for each student. This evaluation should describe the student's overall performance, highlight their achievements, and identify areas where additional support is needed to help the student fully realize their potential.
2. From the second semester of grade V and throughout grades VI-XII, both formative and summative assessments are employed. Students are graded on a ten-point scale, where 1 represents the lowest score and 10 is the highest.
3. Starting from the second semester of grade V through grade XII, in subjects such as Physical Education, Robotics, "Road Signs, and Traffic Safety," as well as additional educational services both included and excluded from the national curriculum, students are assessed using formative methods (written and/or oral feedback) on a pass/fail basis. In secondary-level projects, including Visual and Applied Arts, Music, and Civic Education, formative assessment (written and/or oral feedback) is also used, and evaluated on a **pass/fail** basis.

### Assessment Components

In the 2024-2025 academic year, students will be assessed through summative evaluation based on the following three components:

- Ongoing Homework Assignments – Contributing 25% to the overall assessment.
- Ongoing Classwork Assignments – Contributing 35% to the overall assessment.

Summative Assignments – Contributing 40% to the overall assessment.

Teachers may use formative assessment for any component throughout the semester.

For grades I-IV and the first semester of grade V, only formative assessments and summative assignments are used to evaluate schoolwork.

In the summative assignment component, it is mandatory to use complex, context-based tasks (e.g., writing essays, preparing projects, conducting laboratory research, writing reports, solving problems, creating visual and applied art pieces, composing stories, building databases, solving specific problems, preparing fieldwork or educational excursion reports, etc.). To comprehensively assess the work done in such assignments, teachers must develop criteria for student assessment.

Each subject department independently determines the minimum number of mandatory summative assignments for each subject during the semester for the second semester of grade V, grade VI, and basic and secondary levels.

Students are required to complete all summative assignments. If a student misses any summative assignment due to absence, the school is obligated to provide an opportunity for the student to complete the missed assignments. Summative assignment make-ups will be conducted centrally twice during the semester on dates determined by the school:

- For the first semester: in the first half of November and the second half of December;
- For the second semester: in the first half of April and the first half of June.

Each teacher is required to submit documentation of summative assignments conducted in their class to the department head and include this documentation in their portfolio. This documentation should include:

- The summative assignment number;
- The summative assignment prompt;
- The subject standard(s) being evaluated by the specific summative assignment;
- The criteria by which these assignments will be evaluated;

Additionally, analysis of the summative assignments completed by students, evaluated by the teacher, in a format developed by the school (an evaluation table showing each student's results for each criterion/topic, trends identified at the class, criterion, and individual levels; reasons for strengths and areas for improvement; and planned interventions accordingly).

### **Types of Summative Assessment Scores**

The following types of summative assessment scores are used in the Georgian Program of the European School:

- a. Ongoing Classwork, Homework, and Summative Assignment Scores – Scores received by students for ongoing classwork, homework, and summative assignments during the semester.
- b. Semester Subject Score – The evaluation received for a subject at the end of each semester.
- c. Annual Subject Score – The evaluation for a subject based on semester scores. An exception is made for the fifth grade, where the annual score is identical to the second-semester subject score. (The annual score may also reflect the annual exam score if such an exam is included in the school curriculum and the school has determined that it will influence the annual score.)
- d. Subject Stage Score – The arithmetic means of the annual subject scores received in each grade during the stage.
- e. Stage Score – The average score of all annual subject scores for all subjects studied during the stage.

### **Rules for Calculating Scores**

#### **Rules for Calculating the Semester Subject Score:**

a) The semester subject score is the sum of the final scores of each component.

#### **b) Final Score for Homework and Ongoing Classwork Components:**

The final score for these components is calculated as follows:

- The total points received in the component during the semester are divided by the number of scores received.
- The resulting average is multiplied by the component's weight. Example: If a student receives scores of 6, 7, and 6 in the ongoing classwork component during the semester, the component score is calculated as follows:
  - Total points:  $6+7+6=19$  +  $7 + 6 = 19$  +  $7+6=19$

- Divide by the number of scores:  $19/3=6.319 / 3 = 6.319/3=6.3$
- Multiply by the component's weight (e.g., 20%):  $6.3 \times 0.2 = 1.266.3 \times 0.2 = 1.266.3 \times 0.2 = 1.26$ .

**c) Final Score for the Summative Component:**

The final score for the summative component is calculated as follows:

- The total points received in completed (including make-up) summative assignments are divided by the total number of assigned summative assignments, including any uncompleted assignments.
- The resulting average is multiplied by the component's weight.  
**Important:** If a student has not completed all summative assignments, the uncompleted assignments are still included in the total count for calculation.

d) The final semester subject score must be rounded to the nearest whole number:

- Scores like 6.15 are rounded to 6,
- Scores like 7.49 are rounded to 7,
- Scores like 8.5 are rounded to 9.

**e) Special Cases for Transferring Students:**

If a transferring student joins a school where more summative assignments are required in a subject than in the previous school, the receiving school will calculate the number of summative assignments based on:

- The assignments completed at the previous school,
- The assignments completed at the receiving school from the time of transfer.

**f) In Case of a Semester Exam:**

If a semester exam is administered, the semester score is calculated by including the exam score:

- Add the exam score to the semester subject score, then divide the sum by two.

**Rules for Calculating the Annual Subject Score**

- To calculate the annual subject score, the sum of the semester subject scores is divided in two.
- The annual subject score is rounded to the nearest whole number:
- For example, 7.25 is rounded to 7, 4.49 is rounded to 4, and 9.5 is rounded to 10.
- If the school curriculum includes an annual exam and it is determined that the exam score will influence the annual subject score, then the annual subject score is the arithmetic mean of three scores (two-semester scores and one exam score), rounded to the nearest whole number.
- If a student transfers from one school to another during the semester and has already received a score for a previously studied subject, and the arithmetic mean of that score is 5.0 or higher, this score will be recorded as the annual score for the previously studied subject. Additionally, the receiving school must assess the student in the new subject if the transfer occurs before the semester ends.
- If a student transfers from one school to another after the semester ends and begins studying a different subject, the semester scores for the different subjects will be recorded as separate annual subject scores.

- For example, if a student studied French as a foreign language in the first semester and switched to German in the second semester, the semester score for French will become the annual score for French, and the semester score for German will become the annual score for German.

### **Rules for Calculating Stage Scores**

#### **a) Subject Stage Score:**

The subject stage score is the arithmetic mean of the annual subject scores received in each grade during the stage.

#### **b) Stage Score:**

The stage score is calculated as the arithmetic mean of the subject stage scores. The stage score is rounded to one decimal place.

- For example, 6.43 is rounded to 6.4, 7.58 is rounded to 7.6, and 9.75 is rounded to 9.8.

### **Advancement in Class and Stage**

1. In the Georgian Programme of the European School, a class is considered completed if the annual score in each subject is 5.0 or higher, or if a non-differentiated assessment results in a "Pass." Repeating a completed class is not allowed.

#### **a) Primary Stage:**

The primary stage is considered completed if the stage score (after rounding) is 5.0 or higher, and grades V-VI are successfully completed according to the National Curriculum, allowing the student to advance to the basic stage.

#### **b) Basic Stage:**

The basic stage is considered completed if the stage score (after rounding) is 5.0 or higher, and all grades within the basic stage are completed, granting the student the right to receive a Basic Education Certificate and/or advance to the secondary stage.

#### **c) Secondary Stage:**

The secondary stage is considered completed if the stage score (after rounding) is 5.0 or higher and all grades within the secondary stage are completed.

0. If a student has an annual score below 5.0 in any subject, the school is obligated to offer a remediation program before conducting a fall examination. The remediation program is tailored to address the specific learning challenges identified during the educational process.

0. In the case of a transferring student involved in a remediation program, the receiving school must enroll the student in the appropriate age-grade and ensure that the subject(s) requiring remediation are addressed accordingly.

#### **0. Special Cases for Students with Special Educational Needs (SEN):**

In exceptional cases, SEN students may not have a semester score in one or more subjects. Such exceptions are made based on the conclusion of a multidisciplinary team. In these cases, the semester score for the subject is considered the annual score. If an SEN student is not assessed in each subject during the semester, this does not prevent them from advancing to the next grade.

#### **0. Attendance Requirements:**

In basic and secondary stages, if a student has missed 30% or more of the total allocated hours for a specific subject during the academic year, they are assessed only through an external exam.

a) The 30% absence includes both excused and unexcused absences. However, participation in national or international events (e.g., sports, scientific, or artistic conferences, competitions, etc.), verified by relevant documentation and authorized by the school director, is not included in this calculation. Similarly, absences for which a summative task was rescheduled are also excluded.

b) SEN students with documented health vulnerabilities are exempt from the requirements set out in Clause 5.

c) If requested by a parent, the school is obligated to transfer the student to a home-schooling regime if the student requires ambulatory or inpatient treatment for more than one month or if there is a reasonable cause supported by appropriate documentation.

### **Types of Examinations**

1. The European School may conduct the following types of examinations:

- a) Semester Examination;
- b) Annual (End-of-Year) Examination;
- c) Fall Examination;
- d) External Examination.

2. A **semester examination** is scheduled only if the student believes they deserve a higher grade.

3. To schedule a semester examination, the student's parent or legal guardian must submit a written request to the Director of the European School:

- For first-semester grades: within one week of the start of the second semester.
- For second-semester grades: within one week after the end of the semester.

The Director reviews the request and decides whether to permit or deny the student's participation in the semester examination. In case of denial, the decision must be justified.

4. The first-semester examination is scheduled within two weeks after the start of the second semester, and the second-semester examination no later than two weeks after the semester ends.

5. If the student is granted permission to take the examination, the school is responsible for ensuring that the examination is conducted objectively and impartially.

6. If the student takes the examination to improve their grade, the score received on the examination becomes the semester score.

7. The decision to schedule or not schedule an **annual examination** is made by the school.

8. Information about the scheduling of the annual examination is reflected in the school curriculum.

9. No more than two subjects may have an annual examination scheduled for a class during one academic year.

10. An **annual examination** may only be scheduled for the middle and/or secondary levels. If an annual examination is scheduled for a subject, the school curriculum must specify the grade(s) and subject(s) where the examination will be conducted, as well as whether the examination score will influence the annual subject score. The class must be informed of the examination at least two months in advance.

11. If the school curriculum stipulates that the annual examination score affects the annual subject score, the calculation will include the annual examination score added to the semester scores, divided by three.

12. A **fall examination** is scheduled if the student's annual subject score is below 5.
13. The fall examination must be conducted no earlier than two weeks after the end of the academic year and at least one week before the start of the next academic year.
14. Students must be given a preparation period of no less than two weeks before the fall examination. The school is obligated to enroll the student in a remediation program.
15. The student's annual subject score is determined based on the fall examination. The score received on the fall examination becomes the annual subject score.
16. The rules and conditions for obtaining general education through the **external examination** are defined by law.
17. In addition to individuals who independently complete programs for specific grade(s) and take the external examination to confirm their education and advance to the next grade or level, the external examination is also required for students who miss 30% or more of the total hours allocated for a specific subject during the academic year.
18. To receive a full general education certificate (Diploma/Attestation), a student must successfully complete the secondary level.

### **Recognition of Students' Academic Achievements**

1. A high level of achievement (scores ranging from 9 to 10) signifies graduating with honors for the academic year or stage.
2. A student whose overall secondary stage average score is 10 (without rounding) receives a **Gold Medal** and an accompanying certificate.
3. A student whose overall secondary stage average score is 9.8 or higher receives a **Silver Medal** and an accompanying certificate.
4. Individuals who complete the general education program for a secondary stage class or subject(s) with honors through an external examination are **not eligible** to receive Gold or Silver Medals or the corresponding certificates. This restriction does not apply to individuals who, after having their foreign general education recognized under the "Rule and Fees for Verifying the Authenticity of Educational Documents Issued in Georgia and Recognizing Education Received Abroad" (Order No. 98/n of the Minister of Education and Science of Georgia, dated October 1, 2010), complete mandatory subjects under the National Curriculum through an external examination if equivalency with those subjects was not established by Georgian legislation.

### **Attendance Policy**

1. Student absences are recorded in the attendance log.
2. The responsibility for daily attendance recording during lessons lies with the subject teacher. Each teacher must record student attendance at the beginning of the lesson (within the first 10 minutes).
3. For middle and secondary levels, if a student misses 30% or more of the total hours allocated for a specific subject during the academic year, the student will be assessed only through an external examination.
  - a) This rule does not apply to absences during which summative tasks were conducted, provided the student has subsequently made up those tasks.

b) This rule does not apply to students participating in national and international sports, artistic, or scientific events, as well as in national and international subject-based Olympiads. In such cases, if the absence is due to these activities, the student's legal representative must submit a written request to the school director. The director has the authority to exempt the student from the requirements outlined in this rule.

### **Home-Based Learning Policy**

1. The school is obligated to transfer students to a home-based learning regime if they are not classified as students with special educational needs but require medical treatment for more than one month. This must be documented by a certificate issued by a medical institution.
2. From the moment a student transitions to home-based learning, the requirement for external examination due to 30% absences no longer applies.
3. When a student is placed on home-based learning, the school will establish a schedule, according to which designated teacher(s) will conduct visits to the student.
4. During the home-based learning process, the use of remote teaching methods (internet and video conferencing) is recommended.
5. The school ensures that for each subject (except for those within the physical education group), students in home-based learning receive at least one lesson per week, aligned with the standard weekly schedule for the respective grade level.
6. The school facilitates the administration or make-up of summative assignments for students in home-based learning.
7. For subjects within the physical education group, the teacher must take the student's physical condition into account when evaluating their performance in home-based learning.

### **Excused and Unexcused Absences**

1. A student's absence from school or early departure is considered an **excused absence** if supported by a written request from the student's parent/legal representative or a medical certificate.
2. A student's absence from school or early departure is considered an **unexcused absence** if it occurs without a written request from the parent/legal representative or without a medical certificate.
3. Each instance of an unexcused absence is recorded by the stage coordinator, and appropriate measures outlined in the school's internal regulations will be applied to the student.
4. If a student is expected to be absent from school (and this is known in advance by the parent/legal representative), the parent/legal representative must notify the relevant stage coordinator and the homeroom teacher via email, stating the reason for the absence. Otherwise, the absence will be considered unexcused.
5. If a student is dismissed from school or a class at the request of the parent/legal representative, the parent/legal representative must notify the stage coordinator and the homeroom teacher via email or phone in advance (at least the day before, or on the same day within a reasonable timeframe).

6. In the case of a student's illness during school hours, the school doctor has the authority to dismiss the student, provided a medical note is issued. In such cases, the homeroom teacher, school doctor, or stage coordinator will contact the parent/legal representative via available communication channels to inform them of the student's condition. The student will be allowed to leave the school premises only after the parent/legal representative has been informed.

### **Use of Assessment Results**

The results of formative and summative assessments will be used for various purposes. Both forms of assessment provide feedback to teachers, students, and their parents/guardians regarding the student's growth in skill development and achievement of learning outcomes within subject areas.

In addition, assessment results are used for:

- Planning instructional units,
- Developing the curriculum, and
- Ensuring support and opportunities for the student's further growth and development.

### **Assessment Reporting Formats**

The Georgian Programme of the European School employs various formats for assessment reporting, including:

- **Electronic Journals**
- **Written Reports**
- **Parent Conferences**
- **Student-Teacher-Parent Conferences (Three-Way Conferences)**
- **Student-Led Conferences/Assemblies**
- **Open House Days**
- **Information Evenings/Presentations/Workshops**

### **Written Reports for Parents**

The table below outlines the reporting timeline in the primary school throughout the academic year:

<b>Month</b>	<b>Reporting Format</b>
September	Open House Day - General Parent Conference
September	Parent-teacher meetings to present the curriculum and assessment practices
November	Three-Way Conference: Student-Parent-Teacher
December	Student Conference (Assembly)
December	Progress Report issued on the last day of the first semester
February	Parent Conference
April-May	Student Conference (Assembly)
April	Three-Way Conference: Students, Parents, and Teachers

June	Final Report issued on the last day of the academic year
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## Written Report Cards

### Grades 1-5

Parents receive written reports twice a year, including semester reports in **December** and **June**. Teachers evaluate students' progress in all subjects based on learning outcomes, with comments tailored to the student's profile.

### Grades 6-12

In addition to written reports, parents of students in grades 6-12 also receive information about summative assessments reflecting the student's academic performance.

## Student Assembly

The **Class Assembly (Exhibition)** is held annually. It is a transdisciplinary inquiry and summative assessment that requires students to actively engage and demonstrate their cognitive and creative skills concerning the five essential elements of the program: **Knowledge, Concepts, Approaches to Teaching and Learning, Attitudes, and Values**.

## Portfolios

Each student's **personal portfolio** is maintained in the classroom by both students and teachers. The portfolio is a collection of selected work from all subject areas, showcasing the student's progress over time. It is used for **student-parent-teacher conferences**.

### Portfolio Guidelines

1. **Format:** Portfolios are organized in binders or folders with plastic sleeves.
2. **Structure:** Each portfolio must include a cover and sections for each subject.
3. **Content:** All student work included in the portfolio must be annotated, dated, and accompanied by the student's reflections.
4. **Responsibility:** Both students and teachers are responsible for regularly adding to and reviewing the portfolio.
5. **Components:** The portfolio must include self-assessments, peer evaluations, projects, and finalized work samples that demonstrate growth over time.
6. **Teacher Oversight:** Teachers are responsible for monitoring the content of the student's portfolio.

## Key Principles

- A student's individual work cannot be compared to that of other students.

- The portfolio serves as a tool for comparing a student's current work with their previous performance to identify progress and growth dynamics over time.

### Verification Mechanisms for the Assessment System

Assessment is an approach to evaluating the achievement of learning outcomes, where the process is fully oriented toward confirming the attainment of those outcomes. The assessment system must be valid, reliable, objective, fair, and transparent:

- **Validity:** Determines whether the assessment procedure measures what it is intended to measure. The assessment system is valid if the tool used is relevant to confirming the learning outcome being assessed.
- **Reliability:** The assessment system is reliable if the results are supported by adequate evidence.
- **Fairness:** Ensures that the assessment procedure is conducted ethically and impartially.
- **Transparency:** Means that detailed information about the assessment, such as the competencies being evaluated, timing, conditions, requirements, and other relevant data, is known in advance to the person being assessed.

Verification is a mechanism to ensure that the assessment system used in the school complies with the standards established.

The verification mechanism is part of the internal quality assurance system. The director is responsible for overseeing this mechanism, but other individuals such as program coordinators, quality management officers, subject experts, and others may also be involved.

The process eliminates conflicts of interest; the verifier cannot be the person who developed or participated in the development of the assessment tool.

### Verification Process

The verification process involves the following steps:

- Selecting the responsible verifier(s).
- Establishing principles of selection (risk-based approach).
- Conducting verification.
- Preparing a conclusion.
- Discussing the conclusion.
- Developing an action plan.
- Monitoring the implementation of the action plan.

Verification is conducted in three main areas:

- a) **Assessment Tool Verification** – The verifier assesses whether the tool is valid.
- b) **Process Verification** – This involves classroom observations and, if necessary, student interviews.
- c) **Evidence Verification** – Reviewing the validity of student portfolios (assignments, tasks, and other evidence completed within the subject).

Since verifying all tools and evidence is practically impossible, the process is selective. The verifier first assesses the volume of work for the year and determines the number of tools or pieces of

evidence that can be verified based on available resources. After this, risk analysis is conducted to identify tools and evidence with a high likelihood of inconsistencies.

### Risk Registry

Circumstance	Potential Risk	Risk Level (Score)
New teacher factor	Potential for inconsistencies in assessment	Circumstances may be categorized as low, medium, high, or critical coefficients and assigned respective scores. For example:
		Low: 1 point
		Medium: 2 points
		High: 3 points
		Critical: 4 points

Circumstances may be categorized as low (1 point), medium (2 points), high (3 points), or critical (4 points) risks, based on their potential impact.

### Selective Verification

Verification is selective; for example, 20% of the total evidence produced by a tool might be assessed. If negative results are found, all evidence under that tool is reviewed, and appropriate follow-up actions are determined.

In large classes, schools may apply specific criteria to select students for verification. For instance, they might review the first 10 students alphabetically or use other predefined methods.

Without verification, it is impossible to guarantee that assessment requirements are met. Verification includes selecting assessment samples, monitoring practices, and studying teacher methods to ensure assessments are accurate, valid, and consistent.

### Ensuring Quality in Assessment

The verification process ensures that:

- Teachers receive continuous support to improve their practices.
- Assessment and registration procedures are fair, consistent, and valid.
- Evidence is valid, sufficient, current, consistent, and authentic.
- Records of assessments and verifications are maintained and made available for analysis and external review.

Internal verifiers assist teachers in curriculum planning and implementation to ensure all responsibilities related to teaching quality and assessment are clear. They also monitor consistency and validity across all teachers within the school.

Verifiers must keep detailed records of assessments and verifications. To avoid conflicts of interest, verifiers must not participate in the evaluation of assessments they were involved in creating.

Verification results are summarized in a clear and comprehensive conclusion that indicates whether student assessments were valid, reliable, transparent, fair, and objective. Any problematic issues must be identified, and recommendations for improvement included.

### **Conclusion and Follow-Up**

Verification results are reviewed within the institution, involving teachers and, if necessary, external experts such as university or college representatives. Problems are addressed, and adjustments are made to regulations if needed. Based on the conclusions and discussions, the curriculum is revised to enhance the assessment system.

# International Baccalaureate Programmes: PYP, MYP, DP, CP

## Assessment Philosophy and IB Alignment

Our assessment practices across all IB programs (PYP, MYP, DP, and CP) actively support the IB Mission by fostering international-mindedness through tasks that explore global contexts and value diverse cultural perspectives. We design culturally sensitive assessments that recognize different ways of knowing and celebrate multilingual capabilities. Student agency is embedded through involvement in assessment design, choice in demonstration of learning, and regular self and peer assessment opportunities.

By emphasizing both process and product while fostering a growth mindset, our assessment framework develops lifelong learners who can reflect on and direct their own learning journey. This comprehensive approach prepares students to engage meaningfully with our interconnected world while maintaining high academic standards.

## Assessment and the Learner Profile

Through language learning and assessment across the IB continuum (PYP, MYP, DP, and CP), students develop and demonstrate the attributes of the **IB Learner Profile**. As **communicators**, students express their understanding with confidence across languages and cultures, engaging in meaningful dialogue through various forms of assessment. Students become **knowledgeable** through their growing command of language systems and cultural contexts, while developing as **inquirers** by investigating language patterns and cultural perspectives through formative and summative tasks. Assessment encourages students to be **risk-takers** as they experiment with new linguistic structures and demonstrate their learning in authentic contexts. As **thinkers**, they analyze language critically and solve communication challenges creatively, while their role as **reflective** learners is enhanced through self-assessment and peer feedback. The assessment of language learning promotes **open-mindedness** by engaging students with diverse perspectives and ways of expression. Students demonstrate being **principled** through academic honesty in their language production and **caring** through thoughtful communication across cultures. A **balanced** approach to language assessment supports students in developing both their mother tongue and additional languages, preparing them as multilingual learners for global engagement.

## Global citizenship and intercultural learning

Assessment at European School IB Programmes integrates global citizenship and intercultural learning through culturally responsive assessment tasks that encourage students to demonstrate understanding from multiple perspectives. Students regularly reflect on their growth as global citizens through uploaded tasks and reflections on ManageBac, where they document their development of international-mindedness and cross-cultural skills. Our assessment practices leverage technology tools including online formative assessments, digital submission platforms, and data analytics to provide timely feedback and track student progress.

Students are active participants in the assessment process - they choose how to demonstrate their learning when appropriate, engage in self and peer assessment, and provide regular feedback on assessment practices through student surveys and focus groups. The effectiveness of our assessment system is systematically evaluated through analysis of student achievement data, regular subject group and grade-level assessment audits, parent and student feedback surveys, and annual review meetings where assessment practices are examined against current research and best practices.

MYP Leadership Team works with teaching teams to analyze this data and implement improvements to assessment design, feedback methods, and reporting processes. This cycle of continuous improvement ensures our assessment practices remain current, culturally responsive, and focused on developing students' full potential as learners and global citizens.

## **Implementation Through Assessment Practices**

Assessment practices across our IB programs (PYP, MYP, DP, and CP) are implemented through a comprehensive framework that combines criterion-based assessment with both formative and summative approaches. Teachers provide regular feedback and opportunities for reflection, while employing differentiated assessment strategies to support diverse learning needs. We maintain a balance of assessment types and ensure clear communication with students, parents, and other stakeholders throughout the learning process.

To maintain the effectiveness of our assessment system, we conduct regular reviews of our practices and invest in professional development focused on IB assessment principles. Teachers engage in collaborative planning and standardization to ensure consistency, while actively seeking feedback from students, parents, and colleagues. This commitment to continuous improvement ensures our assessment practices remain dynamic and responsive to our learning community's needs.

## **Primary Years Programme Assessment (PYP)**

In our PYP community, assessment is woven into the fabric of daily learning and teaching. We view assessment not as a standalone event, but as an ongoing journey that supports both students and teachers in understanding and improving learning. Our approach celebrates the diverse ways students demonstrate their understanding, ensuring that every child has multiple opportunities to show their growth and achievement. We believe assessment should empower students to take ownership of their learning while providing teachers with meaningful insights to guide instruction.

### **Structure of assessment**

The assessment journey in our PYP program begins with understanding what students already know and can do. Through pre-assessment, teachers gather insights about students' prior knowledge and experiences, using this information to tailor learning experiences to student needs. As learning unfolds, ongoing formative assessment provides regular feedback to both students and teachers, allowing for timely adjustments to teaching and

learning strategies. At key points in the learning journey, summative assessments provide opportunities for students to demonstrate their understanding in meaningful contexts.

### **Pre-Assessment**

At the beginning of each unit, teachers conduct pre-assessments to understand students' prior knowledge and experiences. This information guides unit planning and helps teachers design appropriate learning experiences. Throughout the learning journey, teachers use various formative assessment strategies including observations, performance tasks, and student self-reflection to monitor progress and adjust instruction. Students actively participate in the assessment process through self-assessment and peer feedback, developing their ability to reflect on and direct their own learning. 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**

Our assessment strategies include systematic observations of individual students and groups, process-focused assessments that emphasize skill development, selected responses through traditional tests and quizzes, and open-ended tasks that allow students to demonstrate understanding in unique ways. Teachers document student learning using multiple tools including digital portfolios, rubrics, anecdotal records, and continuums that show progression of learning over time.

Student portfolios serve as a key tool in documenting the learning journey. These collections, maintained in both digital and physical formats, include carefully selected work samples, student reflections, and evidence of growth across all subject areas. Students and teachers collaboratively select portfolio entries that demonstrate understanding, skill development, and growth in the learner profile attributes.

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.

**Baseline 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 and narrative notes. 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 digital portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time.

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.

### **Primary School Reporting to Parents**

This ensures that parents are consistently informed about their child's academic progress, strengths, and areas for improvement. By maintaining an open and transparent line of communication, we foster a partnership between the school and families, which supports the holistic development of the students. Weekly and bi-monthly updates provide timely insights, allowing parents to celebrate their child's achievements and address any challenges promptly.

Behavior notes or commendations serve as additional tools to highlight specific instances that require attention or recognition, ensuring a balanced approach to feedback. This structured reporting system not only keeps parents engaged in their child's education but also helps create a supportive environment where students can thrive academically, socially, and emotionally.

We hold regular **parent-teacher meetings and conferences, three-way and student-led conferences, as well as semester reports issued twice a year.** Written reports offer comprehensive feedback on subject-specific achievements, the development of learner

profile attributes, and progress in approaches to learning.

## **Exhibition**

The Grade 5 exhibition represents the culmination of the PYP journey. This transdisciplinary inquiry allows students to demonstrate their understanding and skills developed throughout the programme. Students engage in collaborative investigation of real-world issues, applying their knowledge and taking action in meaningful ways. The exhibition is assessed through multiple approaches including process documentation, presentation of findings, and reflection on learning.

## **Primary School Practices - Assessment Records Portfolios**

Teachers regularly review and refine assessment practices through collaborative planning, professional development, and analysis of student performance data. This ongoing evaluation ensures our assessment methods remain effective and aligned with program goals while supporting each student's individual growth and development.

1. Personal student portfolios are digital and completed via ManageBac.
2. The portfolios contain a collection of work from all the PYP 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.
3. All work in the student portfolio should be annotated.
4. The student and teacher are responsible for regular additions to and revision of the portfolio (update and review every Unit of Inquiry).
5. All teachers are responsible for monitoring student portfolio content both for the teacher-selected and student-selected entries.

This approach to assessment reflects our commitment to developing knowledgeable, principled, and reflective learners who understand how to evaluate their own progress and set meaningful goals for continued growth. Through our comprehensive assessment system, we support students in becoming independent, lifelong learners prepared to engage successfully with future challenges.

## **Assessment of Students with Special Educational Needs (SEN)**

In alignment with PYP philosophy, our assessment practices maintain high standards while ensuring all students can demonstrate their learning effectively. Our core approach centers on providing targeted accommodations that enable students to showcase their understanding in ways that best match their individual needs, with all modifications and strategies carefully documented in Individual Learning Plans (ILPs). Through ongoing collaboration between classroom teachers and the Wellbeing team, we implement a comprehensive range of accommodations including extended time allowances, diverse demonstration methods, supportive technology integration, modified learning environments, scaffolded tasks, and organizational support tools.

This process begins with the Wellbeing team's thorough evaluation of individual student needs, followed by collaborative planning between teachers and Wellbeing specialists (including SEN,

if needed). We maintain clear communication of progress via ManageBac & regular meetings with students and families about support strategies, regularly monitor the effectiveness of accommodations, and maintain detailed documentation in student records. This systematic approach ensures that each student receives appropriate support while maintaining the academic integrity of our program.

### **PYP assessment for students with English as Additional Language (EAL) Needs:**

Students identified as EAL Learners through English Language Placement test receive specialized support and modified assessment approaches within the PYP framework. During their English language development journey, teachers provide detailed descriptive feedback (via ManageBac) that focuses on both conceptual understanding and language growth across all units of inquiry. Students' language progress is monitored through regular assessments conducted throughout the academic year, with particular attention to their development in listening, speaking, reading, and writing skills.

As students demonstrate increasing English proficiency and their ability to engage fully with grade-level inquiries, they gradually transition to standard assessment practices. This differentiated approach ensures that language learners can effectively demonstrate their understanding of concepts and skills while continuing to develop their English proficiency.

Throughout this process, students are encouraged to use their home/personal language to support their learning and demonstrate understanding when appropriate. The assessment strategy maintains the academic depth of the PYP while supporting meaningful language development, aligning with both IB requirements and our school's Language Policy.

### **PYP assessment data analysis:**

In the Primary Years Programme, assessment data analysis encompasses a comprehensive review of student learning through multiple assessment tools including pre-assessment tasks, formative assessments throughout units of inquiry, and summative assessment data. These assessments provide valuable insights into students' conceptual understanding, skill development, and growth as learners across all elements of the programme. Teachers systematically collect and analyze evidence of student learning through observations, performance tasks, portfolios, and unit-specific assessments.

This data informs our understanding of each student's progress. Regular analysis of this assessment information (during Wellbeing, Attendance and Academic progress meetings and Grade-level meetings) guides teaching strategies, supports differentiated instruction, and helps identify areas where additional support or challenge may be needed.

Teachers collaborate to examine assessment data during planning meetings, using these insights to modify and enhance learning experiences, ensuring they remain responsive to student needs while maintaining the depth and rigor of the PYP framework.

## **Student Attendance and Assessment**

Student attendance is recorded daily via ManageBac, with homeroom and subject teachers taking morning attendance and monitoring presence throughout the day. Regular attendance is essential for maintaining continuity in learning and assessment within the PYP framework.

In cases where a student's attendance falls below 70% of instructional time, the assessment process is modified to ensure fair and accurate representation of student learning. When students complete missed summative tasks that demonstrate their understanding of unit concepts and skills, these are considered in the overall assessment process despite absences.

For students participating in significant external events (such as sports competitions, artistic performances, or academic competitions), parents must submit written documentation to the Head of PYP and PYP Coordinator, who will determine appropriate accommodations for missed assessments and learning experiences.

### **PYP Homeschooling**

For students requiring extended medical treatment (periods exceeding one month), as documented by medical professionals, the school provides a comprehensive home learning program via ManageBac. This program maintains the integrity of the PYP while accommodating the student's medical needs. The PYP Coordinator develops a structured schedule that includes:

- 30 minutes online consultations with homeroom and subject teachers to maintain involvement in units of inquiry
- Access to daily learning materials and resources via ManageBac
- Modified assessment approaches that align with the student's circumstances
- Regular communication between teachers, families, and support staff
- Documented evidence of learning through portfolios and digital submissions

During this period, students receive modified but equivalent learning experiences and assessment opportunities, ensuring they can demonstrate their understanding and skills within the PYP framework while accommodating their medical needs.

### **Recognizing Students Academic Achievements**

#### 1. Student Council Membership

- Recognize elected student council members during assemblies, Padlet galleries, and newsletters.
- Provide badges or certificates acknowledging their leadership roles.
- Celebrate their contributions to school life, such as organizing events or representing student voices.

#### 2. Certificates

- Present certificates for outstanding performance and participation in different academic or sport activities, demonstrating learner profiles, and attributes such as commitment, creativity, or perseverance.
- Host assemblies and acknowledge students' efforts in different areas.

### 3. Participation in Competitions

- Acknowledge participants and winners in internal and external competitions during assemblies or monthly Padlet galleries.
- Provide certificates, medals, or trophies for their involvement and success.
- Highlight achievements in the monthly Padlet galleries, newsletter, and school website.

### 4. Portfolios

- Celebrate the completion of student portfolios with three-way and student-led conferences.
- Invite parents to view their child's progress and growth during a special event.
- Provide feedback and commendation through written notes from teachers and peers.

### 5. Learner Profiles Recognition

- Develop certificates focusing on specific learner profile attributes (e.g., Thinker of the Month, Caring, Communicator).
- Encourage peer nominations for students embodying these attributes.
- Use Class Dojo or in-class charts to highlight consistent demonstration of learner profiles and Approaches to Learning skills.

### 6. Grade 5 Exhibition

- Organize a formal Exhibition Day where students present their projects to the school community.
- Provide appraising feedback for various aspects during the process.
- Highlight individual and group efforts during the graduation ceremony.

### 7. Grade 5 Graduation Ceremony

- Acknowledge students' journey through the PYP with personalized awards.
- Include speeches or video compilations highlighting their achievements and memorable moments and post them on Class Dojo.

### 8. Class Dojo and In-Class Award Systems

- Use Class Dojo to reward positive behaviors and academic milestones in real time.
- Create fun, in-class awards to encourage a motivational but inclusive environment.
- Host weekly or monthly recognition days to distribute small tokens or certificates.

### 9. Ongoing Encouragement

- Incorporate daily or weekly affirmations during class to appreciate individual and group efforts.
- Use class and corridor displays to showcase student work and progress.
- Celebrate effort and improvement, not just results, to reinforce a growth mindset.

By integrating these recognition strategies PYP students stay motivated and develop a deeper sense of accomplishment and pride in their achievements.

## Middle Years Programme Assessment (MYP)

### Philosophy and Principles

MYP assessment is an integral part of the teaching and learning process, designed to support student growth through regular, meaningful feedback. Following criterion-based assessment using IB MYP criteria, teachers create tasks that align learning objectives with measurable outcomes while promoting higher-order thinking and conceptual understanding.

The assessment system values both the process and product of learning, encouraging students to develop critical and creative thinking skills through real-world contexts. Our approach reflects international-mindedness by embracing cultural and linguistic diversity, while supporting interdisciplinary connections and skill transfer across subjects.

Through ManageBac, teachers regularly communicate assessment methods and results to students and parents, ensuring transparency and collaboration. This comprehensive assessment framework aligns with IB philosophy, and other school policies, supporting the holistic development of each student while promoting positive attitudes toward learning.

### MYP Assessment Strategies

The MYP employs diverse assessment strategies to create a comprehensive understanding of student achievement and growth. These complementary approaches work together to provide teachers with a holistic view of each student's progress. Teachers select and combine various assessment methods based on learning objectives, subject requirements, and student needs. While the following strategies represent our core assessment approaches, teachers are encouraged to innovate and adapt these methods to best serve their students' learning journey.

Teachers employ multiple assessment strategies including:

**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. Teachers document observations of students' learning using checklists, rubrics, and narrative notes etc.

**Performance Assessment:** 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, and they always include a clear success criteria shared in advance. Such performances serve two functions: they build students.

**Process-focused Assessment:** 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, allowing students of regular recording of learning observations, and can be used for meaningful and purposeful reflection.

**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 usually gives quick feedback opportunities and it's 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 can have multiple forms of expression and may be combined with other strategies, such as performance assessments.

**Portfolio assessment (or Personal Project - PP):** 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 and are used for students' Personal Projects.

## MYP Assessment criteria & objectives

Each MYP subject group uses four assessment criteria (A, B, C, and D) that are prescribed in the IB subject guides and each criterion has a maximum achievement level of 8.

For MYP years 1, 3, and 5, teachers develop assessment tasks that align with the prescribed MYP objectives and criteria for their subject group, ensuring appropriate progression through the programme (see the table below).

Objectives of year 1	Objectives of year 3	Objectives of year 5
Grade 6	Grade 7-8	Grade 9-10

Teachers apply criteria following guidelines from IB Subject Guides and Subject Sections on MYIB in "Teachers Support Materials"; application of strands depends on the nature of the task and teachers' professional vision. Please see the table of Subject and Project Criteria below.

MYP Criteria & subject groups	Criterion A Maximum 8	Criterion B Maximum 8	Criterion C Maximum 8	Criterion D Maximum 8
Language & Literature	Analyzing	Organizing	Producing text	Using language

<b>Language Acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Enquiring and designing	Processing and evaluating	Reflecting on the impact of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life context
<b>Arts</b>	Investigating	Developing	Creating/ Performing	Evaluating
<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying for performance	Reflecting and improving performance
<b>Design</b>	Enquiring and analyzing	Developing ideas	Creating the solution	Evaluating
<b>MYP Projects</b>	Planning	Applying skills	Reflecting	-
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	-

In the 1-st semester every criterion with each strand must be covered minimum once. Teachers must assess all strands of all four criteria at least twice in each year of the MYP to ensure balanced assessment. In grade 6, we implement assessment criteria smoothly (strand by strand) to prepare students for the full MYP criteria while considering their developmental stage and transition from primary education.

Student achievement in each of the criteria is measured against the published band descriptors, using a best-fit approach to determine the appropriate level.

## **MYP Assessment & deadlines**

At European School, MYP assessment deadlines are designed to promote student learning and responsibility while ensuring fair and consistent assessment practices.

All assignments must be submitted by the stated deadline, which teachers communicate clearly through ManageBac with adequate notice (minimum two weeks for major assessments). Parents may request extensions at least 48 hours before the deadline for valid circumstances such as illness, family emergencies, or approved school activities, with proper documentation; by contacting the subject specialist directly via email. In order to get permission for summative task deadline extensions parents should contact MYP Coordinator via email, cc'ing subject teacher and homeroom teacher.

Late submissions follow a three-step procedure:

- first instance results in a 24-hour grace period with parent notification
- second instance requires a meeting with teachers and development of an action plan
- persistent issues involve MYP Coordinator intervention and academic support measures

Late submission does not negatively impact on the level of achievement of any submitted task.

Students with learning support requirements or exceptional circumstances receive appropriate accommodations through consultation with the MYP Coordinator.

## **MYP Assessment Recording**

The MYP assessment framework includes two types of assessment: Formative (includes self and peer assessment) and Summative.

- Formative Assessments occur during the unit and can be either criterion-based or non-criterion-based, depending on the task and learning objectives;
- Summative Assessments take place at the end of the unit and are always criterion-based (includes task - specific clarifications as s must).

Students must be assessed for each criterion (with every strand) at least once per semester and twice (with every strand) per academic year. Teachers are expected to provide regular feedback through comments, either for the whole class/group or individually for specific students. Additionally, teachers use binary assessment to indicate the completion status of tasks, distinguishing between complete and incomplete work; incomplete cases should be commented on by the teacher.

Teachers must provide feedback to students and parents via comments and/or criterion based assessment, based on the following requirement:

- weekly comments for subjects that are taught 5 lessons per week, or more
- bi-monthly comments for subject that are taught less than 5 lessons per week, including extracurricular subjects
- Process Journals are considered obligatory components for Arts and Design subject groups, and for Personal Project

Final achievement levels in each criterion are determined at the end of each semester based on patterns of performance observed in both formative and summative tasks, including binary assessments, alongside the teacher's professional judgment. To calculate the criterion levels total for each student, teachers combine the final achievement levels across all criteria within a subject group. This total is then converted to an overall MYP grade (1-7) using the grade boundary guidelines outlined in MYP: From Principles into Practice. Teachers use ManageBac for assessment documentation, ensuring regular updates of achievement levels and clear record-keeping for both formative and summative assessments. Students also maintain portfolios to provide evidence of their academic growth throughout the year.

## **MYP assessment for students with Special Educational Needs (SEN):**

Assessment accommodations for SEN students in the MYP are designed to provide fair and equal opportunities while maintaining program standards. The approach aligns with both IB requirements and our school's Inclusion Policy.

Key Assessment Principles:

- Assessment criteria remain the same as for all MYP students
- Accommodations focus on HOW students demonstrate learning, not WHAT they must achieve
- Modifications are documented in Individual Learning Plans (ILPs)
- Regular collaboration occurs between subject teachers and well being center

Common Accommodations Include:

- Extended time for assessments (typically 25% additional time)
- Alternative formats for presenting work
- Use of assistive technology
- Quiet assessment spaces
- Breaking tasks into manageable chunks
- Support with organization and planning

Assessment Process:

1. Wellbeing center team reviews student needs
2. Subject teachers and SEN specialists collaborate on accommodations
3. Modifications are clearly communicated to students and parents
4. Regular review of effectiveness of accommodations
5. Documentation maintained on ManageBac

The goal is to support SEN students in demonstrating their true capabilities while maintaining the academic rigor of the MYP programme. All accommodations must be approved by the MYP Coordinator and documented appropriately.

### **MYP assessment for students with English as Additional Language (EAL) Needs:**

MYP students identified as EAL through English Placement Tests receive specialized language support and modified assessment approaches. While developing their English proficiency, these students are assessed through detailed teacher comments rather than achievement levels in most MYP subjects (excluding Language Acquisition and Language & Literature in Georgian & Russian). Progress is monitored through follow-up Placement Tests conducted every three months. Once students demonstrate the required English proficiency level to meet MYP subject-specific objectives, they transition to standard criterion-based assessment. This approach ensures EAL students can demonstrate their subject knowledge while developing their English language skills, maintaining academic rigor while supporting language development. The approach aligns with both IB requirements and our school's Language Policy.

### **MYP Internal Standardization**

The process of MYP internal standardization in subject groups is carried out as a guarantee of IB/MYP criterion assessment standards. The purpose is to standardize procedures of how teachers apply subject criteria, award students' levels of achievement and final grades. Internal standardization promotes constancy and builds common understandings about students' achievements with respect to MYP objectives.

**Internal standardization consists of:**

**Standardization of criteria application.** During the collaborative development of subject overview,

subject teachers discuss and define summative assessment tasks which help students to demonstrate conceptual understanding of the statements of inquiry and meet subject objectives. Teachers define subject criteria (and strands) for the tasks based on recommendations from the subject guide. During the collaborative unit planning, subject teachers discuss and develop summative assessment tasks where students will be able to demonstrate conceptual understanding of the statement of inquiry and meet subject objectives. Teachers develop a list with summative task requirements including assessment rubric.

**Standardization of students' levels of achievement.** When the summative assessment task is completed by students, teachers start the assessment procedure using the assessment rubric.

When the assessment procedure is done the teachers choose two comparatively good, two comparatively weak and two average students' works (including students' works that might have some concern for assessment). The internal assessment standardization takes place after every unit and in every grade. These assessed students' works are to be discussed during the subject group meeting. Every teacher is to reassess students' works of another teacher in the subject group. After that the discussion takes place; the subject teacher completes Internal assessment protocol and shares it with the Head of MYP, MYP coordinator and Head of Department. If there are any disagreements about the award of students' levels of achievement teachers decide to change levels of achievement in collaboration with the Head of Department

**Final standardization.** Final standardization takes place before final achievement levels are awarded (annually in December and May). For this purpose, teachers choose only complicated and debatable cases (including students whose final grades need to be discussed if there is any teacher's concern). Teachers use assessment data (assessed tasks on ManageBac) with awarded levels for the chosen students. The chosen students' final awarded levels and final grades are to be discussed during the subject group meeting. If there are any disagreements about final awarded levels or final grades teachers decide to change levels and /or grades in collaboration with the head of department and Head of MYP.

## **MYP Assessment data analysis**

In MYP, data assessment analysis consists of Placement, Baseline Tests, and Analysis of Predicted and Final Grades, which provide valuable insights into students' initial knowledge, skills, and understanding at the start of the academic year. These tests serve as a foundation for identifying strengths, areas for growth, and any learning gaps. The data gathered from these assessments is systematically analyzed to inform instructional planning, differentiation strategies, and targeted support for students.

This ongoing analysis(during Wellbeing, Attendance and Academic progress meetings, Grade-level, Subject Groups and Staff meetings) ensures that teaching practices are aligned with student needs and that progress is effectively monitored throughout the year. The insights derived from assessment data also contribute to refining curriculum delivery and maintaining high standards of learning outcomes.

## **MYP Reporting**

The MYP at European School implements a comprehensive reporting system that communicates student achievement effectively to all stakeholders.

MYP report reflects student progress through multiple perspectives: MYP criterion-based grades (1-7), detailed achievement levels for subject-specific criteria (0-8), and Approaches to Learning (ATL) skills development, Learner Profile attributes' formation, Wellbeing and homeroom teachers' comments, SA advisors and PP supervisors feedback.

Progress is communicated through ManageBac by sending report cards by the end of 1st semester and by the end of academic year with follow up parent-teacher conferences, and/or student-led conferences.

Each reporting period includes detailed teacher comments on student progress, highlighting strengths and areas for growth. This balanced approach ensures parents and students receive clear, meaningful feedback about academic achievement and skill development throughout the academic year.

**Predicted grade** (1-7), is awarded at the end of the first semester based on the student's performance and achievements during that period. These grades are determined by the level of achievement in each assessed criterion, with each criterion being assessed at least once during the semester. Teachers assign predicted grades in alignment with the MYP criteria descriptors, relying on professional judgment rather than mathematical calculations to evaluate performance.

**Final grade** (1-7), is awarded at the end of the academic year, reflecting the student's achievements across both semesters. These grades are based on the levels of achievement in each assessed criterion, with each criterion being assessed at least twice during the year. As with predicted grades, the final level of achievement is determined in accordance with the MYP criteria descriptors, and mathematical calculations are not used to assign grades. See below:

<b>MYP final (or predicted) grade</b>		
When awarding the final (or predicted) grade every teacher follows the IB/MYP requirements: make judgments on the various tasks, determine the single most appropriate level for each criterion (where the judgments for a criterion differ, the teacher must decide which level best represents the student's final standard of achievement), then final levels for each criterion are added together to give a final criterion levels total for the subject for each student. All MYP subject teachers use the prescribed MYP 1-7 scale grade boundaries (MYP: From Principle into Practice, page 93).		
<b>Grade</b>	<b>Boundary guidelines</b>	<b>Descriptor</b>
<b>1</b>	<b>1-5</b>	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
<b>2</b>	<b>6-9</b>	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>3</b>	<b>10-14</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
<b>4</b>	<b>15-18</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>5</b>	<b>19-23</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real world situations.
<b>6</b>	<b>24-27</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world

		situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## **MYP Absenteeism**

Students' absences are recorded electronically (via ManageBac), with attendance taken by both the homeroom teacher (in the morning) and subject teachers (at the beginning of each class).

If a student misses 30% of the allocated class hours for a particular subject, they cannot be graded and will receive "N/A" (not applicable). However, if the student successfully completes any missed summative assignments, these absences are not counted toward the 30% threshold.

For absences related to participation in national or international athletic, artistic, or academic events, a parent or legal representative must submit a written appeal to the Head of the Programme, who holds the final authority to make a decision regarding the absences.

## **MYP Homeschooling**

The MYP school offers a homeschooling option to students who don't have learning disabilities but require medical treatment for more than a month, as notified by a medical institution.

The MYP Coordinator establishes a timetable for regular meetings with the student and shares it with all the stakeholders. During homeschooling, the school provides at least one weekly online lesson per subject (including Physical and Health Education, based on the subject IB requirements) and daily access to learning materials (class works and homework) via ManageBac.

During this period the student's absence is marked excused on ManageBac; assessment is done according to the student's performance considering online submissions on ManageBac and performance during the online lessons.

## **Recognizing Students Academic Achievements in grade 10**

The MYP Grade 10 Graduate Portfolio at European School provides a comprehensive overview of student achievement and readiness for further studies. This portfolio includes:

Academic Components:

- Predicted grades (4-7 scale) for all subject groups
- Final Personal Project achievement level
- Service as Action completion documentation

References & Recommendations:

- Homeroom teacher evaluation of student's overall development
- School counselor's assessment of academic and personal growth
- Specific subject teacher recommendations from:
- English teacher (language proficiency and academic skills)

- Mathematics teacher (analytical and problem-solving abilities)

All components must demonstrate consistent achievement and readiness for the chosen pathway (IB DP, CP, American School of Advanced Studies, or Georgian Program). This portfolio serves as a key document for internal progression decisions and provides valuable insights for academic planning and student support.

Achievements are celebrated through formal recognition at the end-of-year ceremony, MYP (school-based) Graduate's Certificate, SA Certificate, and acknowledgment in school publications. This recognition aims to motivate students and celebrate their commitment to academic excellence as they transition to their next educational phase.

## **Diploma Programme Assessment (DP)**

The European School Diploma Programme is in full accordance with the IB standards and procedures and 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 an external examiner. Length of assessment is different - it may be carried out for less than an hour or over a prolonged period. Purpose of the 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 a 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 the current knowledge level and be in accordance with a subject or programme guide.

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.

The European School considers the independent nature of teaching, learning and assessment. The 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 feedback.

### **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.

<b>Point</b>	<b>Description</b>
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 a 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 of the risk. DP Coordinator and subject teachers appoint special interview or consultancy sessions with the student advising to change learning methods and attitude and improve performance.

### Exams

- Exams in 11th grade are sequential. End of the year exam includes all units covered during the whole academic year
- Exams in 12th grade are held in January/February as Mock Exams. The mock exams include all units covered during Grade 11 and Grade 12.
- The exams are held in accordance with 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 January/February, 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. These exams are conducted and graded based on IB Requirements for Assessment.

### Final IB exams at the European School

The final exams at the European School are conducted based on the IB Schedule. The students are required to follow the guidelines below:

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

		ESS (SL)	ESS (SL)		
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*\* 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.*

## Career-related Programme Assessment (CP)

The International Baccalaureate Career-related Programme (IBCP) is a pre-university programme designed for students aged 16-19, providing an academic challenge for its participants. Upon completion of the full course, students are awarded a certificate that is recognized in many countries around the world as a valid educational credential. The programme is aimed at students who have already identified their future university or career path. In addition to academic knowledge, it helps students develop practical, professional skills and provides insight into the real conditions of professional fields. Its goal is to develop an ethical approach to professional aspects for students.

### Programme Structure

The Career-related Programme consists of one main career-related subject, at least two subjects from the Diploma Programme curriculum, foreign language skills development, personal and professional skills training, and a main research project (Reflective Project). Apart from the academic part, students are required to implement a project based on community interests, which will contribute to their personal development (Service Learning). The students' timetable includes the following components:

1. Main Career-related Studies (CRS, BTEC Pearson)
2. At least two subjects from the Diploma Programme curriculum
3. Personal and Professional Skills Lessons (PPS)
4. Foreign Language Learning Skills Lessons (Language Development)
5. Reflective Project (related to the CRS)
6. Service Learning

Students must dedicate time outside of class to community engagement (Service Learning). To complete the final project, students begin research with the guidance of a personal mentor and largely carry it out independently. The format of the research can be text-based or combined (film, interview, installation).

### To achieve a CP certificate, a candidate must meet all of the following requirements.

- 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 of the 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.

## Assessment in the Career-related Programme

The International Baccalaureate assessment system is based on the use of criteria and corresponding rubrics. The Career-related Programme assesses students similarly, comparing their work across subjects for evaluation purposes. Subjects are graded on a seven-point scale, with the maximum score being '7' and the minimum being '1'. Students must achieve at least a score of 3 in the Diploma Programme subjects and must receive a positive grade in all components of the Career-related Programme.

Throughout the course, teachers use various formats for formative and summative assessments: written assignments, oral questioning, essays, tests, quick tests, presentations, and exams. At the end of each semester, summative tests and exams are held.

### **BTEC Pearson** (Business Technology and Education Council, since 1984) **and Career-related Studies**

#### **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) and Unclassified (U). All mandatory and optional units contribute proportionately to the overall qualification grade.

Qualifications in the suite are graded using a scale of P to D\*, or PP to D\*D\*, or PPP to D\*D\*D\*.

#### GRADING SYSTEM FOR PSAs and Assessments Grading Criteria

GRADE	Unit size
	60 GLH
U	0
PASS	6
MERIT	10
DISTINCTION	16

6 summative unit grade can be awarded at pass, merit or distinction:

- to achieve a 'pass' a learner must have satisfied all the pass assessment criteria.
- to achieve a 'merit' a learner must additionally have satisfied all the merit grading criteria.

- to achieve a 'distinction' a learner must additionally have satisfied all the distinction grading criteria.
- Learners who complete the unit but who do not meet all the pass criteria are graded 'unclassified'

BTEC assignments must be submitted on time as the Lead Internal Verifier can only approve re-submissions on work which has met all the submission criteria.

Students who do not meet the initial deadline will not be allowed to "re-submit" if their work is not of a passing standard

### **Programme Inclusivity**

The International Baccalaureate Career-related Programme is based on the principles of full equality for all students, achieved through the use of differentiated teaching methods.

### **Assessment of DP subjects and the CP core**

- Please note that the career-related study is assessed (or validated) by BTEC, not by the IB.
- The chosen DP subjects are assessed according to the guidelines outlined in their respective subject guides, incorporating both external and internal assessment requirements.
- The reflective project is internally assessed but externally moderated by the IB.
- Personal and professional skills are internally assessed by the school, with an emphasis on summative assessment techniques.
- Language development is also internally assessed by the school, where summative assessment techniques are encouraged.
- The core components—personal and professional skills, service learning, and language development—must be satisfactorily completed to meet the requirements for the CP award. The school is responsible for determining whether these components have been satisfactorily completed. This information is then reported to the IB via 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 the 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 School of Advanced Studies Assessment

## Grading Criteria

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

American School of Advanced Studies 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, the 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 the academic dean at the same time as subject syllabi. Each subject syllabus is sent to parents and students at the beginning of the year.

## Grading systems

There are two types of grading in American School of Advanced Studies: **Differentiated** – with letter grades and **undifferentiated** – with Pass/Fail system. The Undifferentiated scale is used for the following subjects: Physical Education (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 School of Advanced Studies, differentiated – letter scale is used.

**Grade Scale**

Grades

<b>Percentage out of 100</b>	<b>Letter Grade</b>	<b>Conversion to 4.0 scale</b>
93-100	<b>A</b>	4.0
90-92.99	<b>A-</b>	3.7
87-89.99	<b>B+</b>	3.3
83-86.99	<b>B</b>	3.0
80-82.99	<b>B-</b>	2.7
77-79.99	<b>C+</b>	2.3
73-76.99	<b>C</b>	2.0
70-72.99	<b>C-</b>	1.7
67-69.99	<b>D+</b>	1.3
63-66.99	<b>D</b>	1.0
60-62.99	<b>D-</b>	0.7
0-59.99	<b>F</b>	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
<b>E</b>	Excused Absence	Not counted	No credit
<b>U</b>	Unexcused Absence	Counted as 0	No credit
<b>I</b>	Incomplete	Not counted*	No credit
<b>P</b>	Pass	Not counted	Credit
<b>NP</b>	No Pass	Not counted	No credit

### Definition for Other Letter Grades

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

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

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

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

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

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

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### ***CP Resources***

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### **Policy revision process**

The Assessment Policy is subject to annual revision by the school Assessment Policy committee, which aims to ensure alignment with:

- Ministry of Education of Georgia requirements
- Programme-related guidelines
- Unforeseen conditions (such as pandemic-related challenges)
- Evolving needs of the student body
- Current language education landscape

The policy is integrated with other key school policies, including Inclusion, Language, Admission, and Academic Integrity.

The policy revision process follows a structured approach:

1. In May, the school develops and distributes comprehensive surveys to:
  - Programme-related staff, students and parents
2. Programme leadership teams collect and analyze survey responses, developing recommendations for the policy revision committee.
3. Recommendations are incorporated into the draft policy document, which is shared by the committee chair via a Google shared drive.
4. A final revision meeting is conducted with all committee members present, ensuring collaborative input and comprehensive review.
5. All recommendations added to the policy during the revision process are to be included to Action Plans of respective programmes (which have due dates, staff in charge and evidence request). The implementation of changes is monitored by Heads of Programmes and Heads of Departments.
6. The revised policy is submitted to the School Director and Legal Division for final approval by the end of June.

This systematic approach ensures that the Assessment policy remains dynamic, responsive, and reflective of the school's commitment to high-quality language education.