



## INTERNATIONAL GYMNASIUM OF THE SKOLKOVO INNOVATION CENTER

### **ASSESSMENT POLICY**

#### **Assessment policy and mission of the International Gymnasium of the Skolkovo Innovation Center**

International Gymnasium of the Skolkovo Innovation Center (gymnasium) aims to create an innovative educational environment, in which our students' natural gifts are given the chance to flourish. We groom our students to be knowledgeable, critically thinking, intelligent future professionals, with the desire and possibility to change their world for the better. Assessment policy basically ensures that educational planning and the educational environment contributes to the systematic assessment of the student's level of achievements, serves as a means of feedback between student and teacher.

#### **1. General provisions**

1.1. Assessment policy of the student's levels of achievement (Assessment policy) is developed in accordance with the Law of Russian Federation "On Education", which provides for the school right for the creation of local acts.

1.2. Assessment policy is an integral part of the learning process and is inextricably linked to Academic honesty policy, Special Educational needs policy, and actions of the International Gymnasium of the Skolkovo Innovation Center. Its provisions conform to the provisions of the Charter of the educational organization and the provisions of the basic educational programs of preschool education, primary general education, basic general and secondary general education.

1.3. The school administration is responsible for creating all necessary conditions for the implementation of the Assessment policy, for monitoring compliance with its provisions, for providing professional development for the teaching staff. The school administration has the right to amend the Assessment policy in order to improve the educational process. The administration guarantees access to the Assessment policy on the school's official website for all those involved in the educational process.

1.4. The Assessment policy is developed by a commission of the representatives of the administration, the IB programme coordinators, teaching staff, and is given official consent by the members of the Parent – teacher association.

1.5. Assessment policy aims to hold teachers and students accountable for the results and for the quality of their work.

1.6. Assessment criteria are used in accordance with the requirements of the IB programmes and do not contradict the requirements of Federal state educational standard of Russian Federation.

## **2. Assessment policy goals**

2.1. receive accurate information on how well the student develop skills and attitudes, how well he or she is able to apply this information in real-life situations;

2.2. support and encourage student learning;

2.3. gather and analyze information about student performance that provide timely feedback to students, parents, and teachers on a learner’s progress.

2.4. evaluate and refine the means and methods used by our teachers, so that each student can develop as successfully as possible.

The system of assessment is criterion-related in accordance with the requirements of the International Baccalaureate programmes. Basic principles of criterion-related assessment, and forms of evaluating the acquisition of programme material and level of achievement for each student.

The assessment procedures of the Diploma Programme measure the extent of the students’ proficiency in advanced academic skills relevant to fulfilling the aforementioned goals. Said academic skills include:

- » information analysis and presentation
- » argument evaluation and construction
- » creative problem-solving

Basic skills are also assessed, including:

- » retaining knowledge
- » understanding key concepts
- » applying standard methods

In addition to academic skills, Diploma Programme assessment encourages an international outlook and intercultural skills where appropriate.

Assessment tasks are designed to support and encourage good classroom teaching and learning.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Student effort (marked on a scale of A-D) in each course will be evaluated by subject teachers after each period, twice a year. The role of assessment is to provide students with feedback on how well they have met course objectives and on their progress in that subject.

### **3. Assessment в PYP (Primary Years Programme<sup>1</sup>).**

3.1 There are the following types of assessment in PYP:

3.1.1. **pre-assessment** – assessment of the level of student's preparation to study the particular section of the course;

3.2.2. **formative assessment** – periodic assessment in the process of the unit study, and allows to understand what students have learned at a particular stage in order to plan the future process;

3.2.3. **summative assessment** – assessment at the end of the unit study, at the end of the term, year and allows to fix the student's level of achievement on the unit or / and the reporting period;

3.2.4. **final assessment** – assessment of the outcome of the learning process in the PYP and standard of the Russian Federation (at the end of kindergarten and at the end of class 4), allows the student to demonstrate acquired knowledge and skills, their application in practice.

3.2. For the above types of assessment the school community members use a variety of tools and assessment strategies adopted in the primary school programme (IB PYP).

3.3. Information about the assessment results is shared with the students and their parents:

- » Evidence of learning is reflected in the student's organizer;
- » Evidence of learning is reported at the electronic resource;
- » Evidence of learning is documented in the progress report (in the pre-school – at the end of the 1st part of the year, in the primary school – at the end of the each term);
- » At the conferences «teachers – students – parents» in October and May (additional conferences can be held upon parent or teacher request throughout the ongoing school year);
- » At the conferences «teachers – students – parents» (Developmental dialogues) in February (1-4 forms);
- » At the conferences «students – parents» (Holiday of success) in May;
- » Student portfolio (all the student's works are kept in portfolio);

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<sup>1</sup> PYP programme corresponds to the two levels of Russian education – the preschool education level and the primary level of General education.

» At the exhibitions (upon the finishing the primary school where students demonstrate their achievements).

#### **4. Assessment в MYP (Middle Years Programme) и DP (Diploma Programme)**

4.1. There are the following types of assessment: formative, summative and final.

##### **4.2. Formative assessment.**

4.2.1. Formative assessment is conducted during the school year and identifies the level of knowledge and the formation of universal educational activities, allowing the teacher and student to adjust the learning process and address potential gaps before carrying out summative assessment.

4.2.2. Assessment can take different forms – written tests, oral responses, essays, presentations, practical/laboratory work etc. At formative assessment the IB criteria of the International Baccalaureate are used (criteria A, B, C, D) and oral and written comments by the teacher.

4.2.3. Formative assessment tasks are aimed at providing information to students and teachers that is both evaluative and directive.

4.2.4. Formative grades reflect students' ongoing progress towards achieving a particular subject objective.

4.2.5. The award of formative grades is underpinned by a set of criteria that students are made aware of before being engaged in the assessment task.

4.2.6. Formative assessment tasks are to be designed in compliance with the IB guidelines. These may include but are not limited to: lab reports, essays, discussions, quizzes, presentations, projects etc. Through grades and constructive feedback, teachers point to areas that need improvement.

## 4.3 Summative assessment

4.3.1. Summative assessments serve as indicators of students' proficiency regarding a certain teaching period objectives.

4.3.2. Students are assessed summatively in either of the following ways:

- » using IB MYP assessment criteria and band descriptors describing a range of achievement levels.
- » using national standards

4.3.3. Summative grades are awarded on a 1-8 grade scale.

4.3.4. Summative assessment tasks must be designed so that they allow students to demonstrate the highest level of achievement.

4.3.5. Students are to be assessed at least twice for each MYP subject criterion during the school year.

4.3.6. Summative assessment tasks (except creative assignments such as an essay) designed and assessed according to MYP criteria cannot be retaken unless approved by the school administration. This does not apply to summative assessments conducted according to national guidelines when a student may retake a failed assessment a second time during the same grading period but no later than 7 days before the end of the term. The student's performance in both assessments will count towards his/her final grade.

4.3.7. In the event that a student has an excused absence on the day of the summative assessment administration, he/she is expected to make up the assessment missed within the two weeks of his/her return.

Schedule of **summative** assessment is planned for the year, approved by the Head of Department and the date of the assessment in advance (at least week) are communicated to the students.

The student's work is assessed according to several criteria,

When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model. If

most of the performance was, for example, at the 5–6 level, and yet student work on a particular strand was missing, teachers might consider reducing the overall performance to a lower band. If a piece of work seems to fall between two level descriptors, only partially fulfilling the requirements of the higher descriptor, teachers will re-read both of the descriptors in question and choose the descriptor which is a ‘best fit’ description of the candidate's work.

In the case of long-term absence without legitimate reason, during which the student fails to submit a number of formative assessment tasks, including homework, the teacher has the right to not allow the student to participate in the summative assessment. The student should be informed of this no later than one week prior to the date of the summative assessment. The student is required to resubmit the formative assessment tasks in a two week period, after which he or she will be able to resit the summative assessment task.

Final marks for students in grades 10 and 11 will be given according to the criteria developed by the International Baccalaureate Diploma Programme, as prescribed in the subject specific guide books provided by the IBDP. The assessment criteria will be made available to all interested parties (including students and parents).

A calendar with deadlines for final work will be compiled for students enrolled in the Diploma Programme of the International Baccalaureate in order to ensure the timely delivery of the assessment programme to examiners and moderators. Students must receive a calendar with all appropriate deadlines at the beginning of each school year, and parents should be informed about the importance of these deadlines. It is the responsibility of the coordinator of the Diploma Programme to verify compliance with delivery deadlines and ensure timely delivery of work to examiners and moderators. The student will be held accountable for work not handed in on time, and as a result may lose the opportunity to take the final exam.

Copies of the work of the internal evaluation must be stored in student folders until the end of the relevant examination session.

The coordinator of the Diploma Programme must ensure that all internal assessment has been introduced in the IBIS system in accordance with the calendar of deadlines established by the International Baccalaureate Organization.

#### **4.4 Award of Grades:**

##### **End-of-Term Grades:**

4.4.1. An end-of- term grade is an interim grade that serves as an indicator of a student’s academic achievement at the end of a term.

4.4.2. End-of-term grades are awarded based on both formative and summative evidence.

4.4.3. End-of-term grades are based on 1-7 grading scale.

#### **4.5 End-of-Year Grades**

4.5.1. At the end of school year, teachers review each student’s performance based on the summative evidence and, depending on the overall level of achievement, give a final grade based on the 1-7 grading scale.

4.5.2. In determining the overall level of achievement for each subject objective, teachers take into consideration student performance patterns.

#### **4.6. Final Grades**

4.6.1. Final grades are determined based on a student’s overall performance during the course. The grade award is based on the final examination results, end-of- term and end-of-year grades.

4.6.2. As International Gymnasium of the Skolkovo Innovation Center runs the IB Middle Years Programme along with the standard national programme, teachers determine the students’ final grades in accordance with the MYP system and then convert them into the national system using the following conversion chart:

IB Grade	Russian grade	Boundary guidelines
1-2	2	0-9
3-4	3	10-18
5-6	4	19-27
7	5	28-32

The information about the level of achievement and the final grade is reflected in the Progress report which is completed twice a year (in December and in May).

As part of external assessment and in accordance with the legislation of the Russian Federation, the students are required to take the State General Certificate Exam at the end of their 9th school year, Unified State Exam at the end of their 11th school year; the students are also required to take part in National Post-Secondary Russian Essay Contest in grade 11.

Students in grade 9 will complete a mandatory Personal Project, which will be graded according to the requirements from “Project guide”.

#### **4.7 Internal standardization**

Internal standardization

- » Allows us to make consistent, reliable and valid decisions across different points in time.
- » Prevents ‘assessment creep’, whereby assessment judgments change over time due to variables that challenge the consistency of practice (staff changes, changes in student numbers or changing education demands).
- » Always applies the same standardized criteria, ensuring consistency over time.
- » Utilizes exemplars to reference criteria judgments. These exemplars would be used within the practice phase of the moderation process.
- » Engages teachers and students with the principles of assessment for learning. Recognizing where assessment for learning is interwoven through the moderation process is important so we can value and emphasize this practice.
- » After the teaching and learning process, teachers
- » Make final judgments of criteria levels of their own students’ achievement;
- » Collate samples for the standardization process and provide copies to other teachers;
- » Meet to discuss their judgments of a sampling of students’ achievement based on the evidence they have;
- » Have, through discussion and clarification, come to an ‘agreed’ judgment of each student’s achievement in relation to criteria. This may not always be achieved, but the aim is to reach a greater level of consensus over time.

**Reviewed by the Pedagogical leadership team in August, 2017**

