

Assessment Policy

Updated on: 10.01.2024

Guidelines

Assessment is an integral part of the learning process in the International Baccalaureate (IB) Program. It is consistent with the Mission of the IB Program and other policies: Language Policy, Academic Integrity Policy, Special Educational Needs Policy.

The purpose of this Assessment Policy is to establish the assessment practices and procedures for assessing the knowledge, skills and abilities of students in the IB Middle Years Program (hereinafter - MYP), as well as the rights, duties and responsibilities of all participants concerning assessment at different stages of the educational process.

The administration of International Talent Academy (hereinafter - ITA) establishes all necessary conditions for the implementation of the MYP Assessment Policy, including monitoring of compliance with its provisions both at the stage of teaching and at the stage of final assessment.

The policy is subject to revision at least once a year to ensure improvement of the educational process considering the changes gained in the teaching practice.

Assessment Philosophy

At ITA, we strive to engage all students in meaningful educational experiences so that they can take responsibility for their own learning and prepare themselves for challenges in local and global contexts. We recognize the individuality of each student by using a criterion-based and descriptive assessment system.

Assessment at ITA is designed to contribute to the learning objectives and IB program's values of nurturing internationally minded individuals who recognize their common humanity and shared responsibility for the planet and help the world to be a better place.

Assessment Policy and IB Learner Profile

The curriculum and Assessment Policy at ITA aims to develop students' lifelong learning skills, critical thinking, creativity, teamwork, effective communication, concern for the world and personal active citizenship, in other words, all aspects of the IB Learner Profile, and contribute to the development of a balanced IB learner.

Assessment Policy and International Mindedness

In accordance with the missions of the IB and our school, the assessment policy reflects the international nature of the program. It ensures that assessments are not biased against members of other cultures, take sufficient account of the needs of students who use a foreign language for work, and take a tolerant approach to assessing linguistic accuracy on assignments offered in a foreign language.

Criterion-based and descriptive assessment

The criterion based-descriptive system allows for objective and comprehensive assessment of the level of achievement. It helps to assess disciplinary and interdisciplinary skills, provides a system of interrelated monitoring and evaluation of all students input, encourages students to think, research, creative thinking, increases motivation for learning, leads to greater independence and autonomy, increases objectivity and validity of assessment of current and final achievements.

MYP internal (school) assessment uses a "best fit" approach. Teachers collaboratively agree on common standards against which each student's achievement is holistically assessed. Decisions about student achievement are made based on professional judgment, with teachers using clear criteria to ensure transparency in the assessment process. Assessment criteria are approved, publicly available and known in advance to all participants in the educational process. Each criterion is accompanied by descriptors - descriptions of achievement levels - which helps to assess students objectively and minimizes subjectivity in assessment.

For each subject taught at MYP, there is a set of criteria established by the IBO (International Baccalaureate Organization).

Criterion-based and descriptive assessment in MYP aims to:

- support and encourage student learning by providing feedback on learning; informing, reinforcing, and improving the teaching process;
- provide opportunities for students to demonstrate skill transfer across disciplines, for example in a personal project and interdisciplinary unit assessment;
- encourage positive student attitudes towards learning;
- promote a deep understanding of subject content by supporting students in their exploration of real life contexts;
- foster the development of critical and creative thinking skills;
- reflect the international nature of the curriculum, by conducting assessment in a variety of cultural and linguistic contexts;
- support the holistic nature of the program by integrating the principles of holistic student development into the model.

The features of MYP assessment more generally include:

- a distinction between internal summative assessment and supportive formative (ongoing) assessment processes. Each of the tasks in both summative and formative assessment should provide the student with the opportunity to reach the highest level of demonstration of subject and interdisciplinary skills and abilities across all criteria assessed in a particular topic module;
- a focus on the most rigorous student progress rather than on mechanical and uncritical averaging of achievement levels over a given reporting period;
- assessing students' understanding of the learning at the end of the unit.

MYP Assessment criteria

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

	A	B	C	D
Language and Literature	Analyzing	Organizing	Producing text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies	Knowing and Understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and Understanding	Inquiring and Designing	Processing and evaluating	Reflecting on the impacts of sciences
Math	Knowing and Understanding	Investigating patterns	Communication	Applying mathematics in real world contexts
Arts	Investigating	Developing	Creating/ performing	Evaluating
PHE	Knowing and Understanding	Planning for Performance	Applying and Performing	Reflection and Improving Performance
Design	Inquiring and Analyzing	Developing ideas	Creating the Solution	Evaluating
Community project	Investigating	Planning	Taking action	Reflecting
Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Assessment criteria are transparent and known in advance to all participants in the educational process: teachers, students and parents.

We ensure standardization of assessment within the school and a common understanding of the assessment criteria by all teachers in all subject disciplines. For this purpose, the teaching staff undertakes to take part in meetings of methodological associations for subject areas, to determine the unified assessment criteria and the level of student achievement, and to participate in professional development workshops.

The scale of criterion-descriptive evaluation for each group of criteria is set according to the requirements of the IB program from 0 to 8, and are achievement levels.

Reporting of assessment

ITA employs the following types of reporting:

→ Edupage:

- Unit planners
- list of topics
- summative assessment tasks for the reporting period with deadlines for completion;
- assessment criteria; descriptors of assessment scales;
- attendance information;

→ Student progress report, which contains:

- results of the summative assessment at the end of every two units of the IB MYP program;
- evaluation of ATL skills;
- teacher feedback

"Three-way Conference" (parent-teacher-student) is held regularly (at the end of every two units) to reflect upon learning, to discuss academic progress and to set goals and to adjust the student's learning.

Principles and procedures for assessment in the MYP program

Formative assessment

Formative assessment is an essential part of the IB educational process.

The teacher should ensure that the student is ready for summative assessment for a unit by conducting formative assessment within the unit.

Formative assessment is supportive in nature. The purpose of formative assessment is to prepare the student to successfully complete the summative assessment tasks.

The number of formative assessment activities required is determined by the teacher. The teacher must conduct at least two formative assessments during the unit. This will allow the student to understand in advance the necessary and sufficient level of completing the final assessment task, and the teacher will be able to diagnose the student's readiness to complete it.

Formative assessment can be conducted in various forms depending on the teaching objectives pursued by the teacher. Possible forms of formative assessment include, but are not limited to, the following:

- self-assessment of students followed by teacher commentary on the degree of objectivity of the results obtained;
- peer assessment of students with the teacher commenting on the degree of objectivity of the results obtained;
- evaluation by the teacher.

The type of work offered to students as part of formative assessment is determined by the teacher according to the subject, the unit, the learning level, and the knowledge, skills, and abilities being developed.

The formative assessment methods used in MYP programs vary in structure and cover a wide range of learning styles and teacher-student interactions. Formative assessment provides opportunities to adjust and differentiate teaching and learning.

Formative assessment approaches to evidence-gathering include the following:

- observation (of forms of expression, behavior, attitudes);
- questionnaires;
- creative writing (e.g., essays, compositions, posters);
- oral responses (e.g., presentations, monologues, dialogues, discussions);
- projects;
- debates;
- quizzes;
- research;
- experiments;
- physical skill demonstrations;
- performances;
- process-journals;
- portfolios;
- tests/quizzes;
- case matrices;
- blogs.

Students are strongly encouraged to complete all ongoing formative assessment tasks. Otherwise, they may not be able to complete the standardized tasks in the summative assessment.

If a student fails to complete any of the formative assessment assignments for any reason, including absence from school on the day of the assignment, the teacher, in consultation with the student, will set additional time to complete the assignment and eliminate the formative assessment gap.

Summative assessment

- Summative assessment is designed to determine the level of knowledge and skills after the completion of the unit and is carried out in accordance with the criteria.
- The type of work offered to a student as part of summative assessment is determined by the teacher in accordance with the subject, unit, level of study, and the knowledge, skills, and abilities being formed.
- The assessment criteria are known to all participants in the educational process (teacher, students, parents, and school administration).
- Summative assessment works that involve oral or demonstrative forms of student response must be recorded on audio/video and stored in the educational institution.
- The schedule for summative assessment activities is determined by the school administration. All summative assessment activities must be completed at school no later than the end of the unit.
- The schedule for additional summative assessment work is set by the teacher and the school administration.
- Completion of summative assessment work is compulsory for all students. It is not allowed to retake summative assessment works.
- If a student is absent at the time of summative assessment for a valid reason, the teacher must give the student sufficient time to complete the work.
- After reviewing the student's work, teachers discuss the possible grades for each criterion, using the task-specific criteria developed by the subject teacher of the respective grade.
- In case of disagreement between the teacher and student, the MYP coordinator may be involved in the discussion.

IB grades

The achievement levels for each criterion are summarized at the end of the reporting period (every two units), with the student's total score falling within a range of grades that corresponds to an IB score on a scale of 1-7. The descriptors in the table below summarize what the IB grades mean.

Boundary guidelines	IB grades	Uzbek system grades	Descriptor
1-5	1	2	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.
6-9	2	2	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.
10-14	3	3	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
15-18	4	4	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.
19-23	5	4	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.
24-27	6	5	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.
28-32	7	5	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.

- The Progress Report includes MYP subject grades at the end of the two units and written comments indicating the student's strengths, areas for growth and recommendations from the teachers.
- A " Three-Way Conference" is held at the end of the two units. The Three-Way Conference actively engages parents, students and teachers in discussing the student's progress and setting future goals/objectives.

Assessment appeals process and procedures.

In the International Baccalaureate Middle Years Programme (MYP) assessment policy, students have the right to appeal their assessment results if they believe there has been an error or unfair treatment in the grading process. The student assessment appeals process is designed to ensure that students are given a fair and transparent opportunity to challenge their assessment outcomes.

The procedures for student assessment appeals typically involve the student submitting a formal written appeal to the school's assessment coordinator within a specified timeframe. The appeal should clearly outline the grounds for the challenge, such as discrepancies in grading, bias, or procedural errors. The school will then conduct a thorough review of the assessment in question, including consulting with relevant teachers and examiners.

During the appeals process, students may be required to provide additional evidence or documentation to support their case. The school will consider all relevant information before making a final decision on the appeal. If the appeal is successful, the student's assessment grade will be adjusted accordingly. However, if the appeal is unsuccessful, the original assessment result will stand.

Overall, the student assessment appeals process in the IB MYP assessment policy is designed to uphold the principles of fairness and integrity in assessment practices, ensuring that students have a voice in challenging their assessment outcomes when necessary.

MYP End of the Year Assessment

The MYP summative (end of the year) assessment of learning outcomes is carried out once per academic year at the end of the academic year.

The MYP summative (end of the year) assessment is based on the results of the last summative assessment (Unit 6).

The grade on a five-point scale, which is put on the report card, is calculated automatically according to the table of correspondence between the summative grades for the MYP program and annual grades under the state system (maximum 5).

ATL Skills Development

The development of a student's ATL skills is an integral part of the educational process. ATL skills development is monitored continuously throughout the school year.

Formative assessment of the IB program's ATL skills over the school period is based on ongoing monitoring.

Achievement levels are discussed by all teachers at a "horizontal" meeting (a meeting of all teachers teaching in a given MYP year) with input from the IB Program Coordinator.

ATL skills in the IB MYP program are assessed according to established procedures. There are four descriptive indicators of achievement: Below Expectations (**BE**); Approaching Expectations (**AE**), Meets Expectations (**ME**); and Exceeds Expectations (**EE**).

MYP (Year 5) final certificate at ITA

* The 5th year of the IB program is grade 9.

Attestation at the end of the final (5th) year of the a MYP program at ITA includes the following:

- state certificate of incomplete secondary education of the Republic of Uzbekistan;
- a certificate of completion of the MYP program.

The certificate of incomplete secondary education is issued based on the results of state examinations.

MYP certificate is issued on the basis of:

- grades for the personal project (mandatory);
- eAssessment/electronically assessed MYP subjects (optional);
- ePortfolio in six subjects, including the following: language and literature, foreign language (or second language and literature), humanities, math, science, and one of the following subjects: art, physical education, and health science or design (optional).

In order to receive the MYP certificate, a student must complete a personal project, which is compulsory, and one of the two optional components suggested above.

Personal project

A personal project is a student's independent personal research project that allows the student to demonstrate the knowledge and skills acquired in the course of study in a creative and comprehensive way. It is completed over an extended period of time and is completed in year 5 of the MYP program.

The personal project is an important part of the MYP program because it helps students assess how well they have succeeded in developing the qualities of an IB learner profile and a lifelong learner that are embedded in the IB mission statement. In conducting the research, students build on their acquired knowledge, skills, and attitudes across disciplines through the application of relevant interdisciplinary skills, as well as an awareness of real-life learning contexts through an understanding of global contexts.

To ensure consistent standards applicable to all students, examiners (school teachers, including personal project supervisors), the personal project coordinator, and the MYP coordinator implement internal standardization.

The verifiers then determine each student's level of achievement by setting the appropriate level for each criterion. The overall criterion level for each student's personal project is determined by summarizing the individual levels for each criterion. The IB program

assessment boundaries are then applied to the overall criteria levels to derive the grade each student deserves.

To earn an IB Certificate in MYP, a student must earn at least 3 points on the Personal Project.

Personal Project Conference

Year 5 MYP students participate in a Personal Project Conference held at the end of the school year.

The main aims of the conference are:

- To provide students with an opportunity to communicate the process and results of the independent research they have conducted.
- Demonstrate the metadisciplinary skills, attitudes, strategies, and knowledge acquired during the research.
- Show how the result of the research they conducted shapes or motivates informed action.

The nature of the presentation depends on the type of personal project. However, a project log, outcome, and report are presented for all personal projects.

Electronic Assessment (eAssessment)

At the end of Year 5 of the MYP program, candidates may register for the IB external assessment. The results of this assessment are entered into the MYP Course Results document. This service is not included in the tuition fee and is paid for separately by the candidate.

When taking the IB MYP e-assessment, a student must:

- obtain a grade of at least "3" in each of the six subjects;
- pass the IB MYP e-assessment with at least a "3" in each of the six subjects;
- fulfill the school's Service as Action requirement.

IB MYP Bilingual Certificate

Candidates may be eligible for the IB MYP Bilingual Certificate rather than the standard IB MYP Certificate by choosing one or more of the following combinations:

- A bilingual Language and Literature course with electronic examinations;
- Passing an electronic examination in a subject from a science, humanities or interdisciplinary study group in a language other than the candidate's chosen language for the Language and Literature examination;
- Completion of an electronic portfolio in one of the following subjects: arts, physical and health sciences or design in a language other than the candidate's chosen language for the language and literature examination;
- Completion of a personal project in a language other than the candidate's chosen language for the language and literature exam.

In addition, in order to receive a bilingual certificate in the MYP program, you must successfully pass an electronic examination in one of the following disciplines:

- a language and literature course in a second language (in substitute for a foreign language course);
- an examination in one or more subjects from a science, humanities, or interdisciplinary study group in a language other than the candidate's chosen language for the language and literature course.

Links between the Assessment Policy and other policies

Academic Honesty Policy

Students and teachers should be aware of the principles of academic honesty and realize the possible consequences of violating them. The Academic Integrity Policy should be referred to for further clarification of requirements, including in cases of misconduct.

Language Policy

According to the IB philosophy, the choice of language for assessment requires special consideration. The Language Policy provides for tolerance of spelling and grammatical errors in the assessment of internal work with the exception of language proficiency testing. If the meaning is clear and the information is conveyed accurately, the grade should not be lowered. The Language Policy should be consulted for further clarification of requirements.

Special Educational Needs/Inclusive Education Policy

Ensuring inclusion in assessment

One of the main objectives of the IB and the school is to provide students from diverse cultural backgrounds, as well as children with special educational needs, with appropriate support to ensure that they have an equal opportunity to demonstrate a level of academic achievement and are able to perform to the best of their ability. The conditions of assignments, including the specific requirements for eAssessment are set out in the Inclusive Education Policy.

The IB provides for inclusion in assessment. Further information on conditions and procedures can be found in the Inclusive Education Policy.

Roles and responsibilities for implementing, evaluating and revising the Assessment Policy, and providing training for new faculty members

Responsibilities and Rights of Stakeholders

At ITA, we believe that all stakeholders must take responsibility for student achievement. In terms of the assessment process, this means the following:

Deputy High School Principal and MYP Program Coordinator:

- Familiarizes all stakeholders with the policy.
- Ensures that the policy is in line with IB rules and regulations.
- Trains (new) teachers to work in accordance with this policy.
- Reviews the policy annually in accordance with possible changes in IB rules and regulations.
- Ensures that all stakeholders comply with the policy.

Teachers:

- Develop units of study, including assessment planning, aligned to IB MYP requirements.
- Aligns assessment with established learning criteria/objectives, research questions, concepts, and approaches to learning.
- At the beginning of the unit and prior to assessment tasks, provide students with clear assessment rubrics and necessary explanations of the rubrics.
- Provide students with time and opportunity for reflection on their assessment results.
- Provide students, parents, and administration representatives with timely and quality feedback on assessment results.
- Participate in collaborative planning of assessment processes (standardization of assessment, unit planning, etc.).
- Use criterion-referenced professional judgment in determining student achievement levels.
- Consult with the IB MYP coordinator or school administration as needed.

Students:

- Make efforts to meet the IB learner profile in instructional and assessment processes.
- Become familiar with the assessment criteria rubrics and learning objectives for each of their subject groups.
- Reflect on the development of their knowledge and skills.
- Consciously work with teachers and peers to develop their knowledge and skills.
- Seek help in a timely manner when needed.

Parents:

- Familiarize themselves with grading policies.
- Encourage students to ask questions about homework, grading, or subject content.
- Participate in conversations with the teacher.
- Track learning on the Edupage platform.

Standardization of Assessment

Standardization is the process by which teachers at ITA share their expectations and understanding of common criteria and standards with each other in order to improve the consistency of their decisions about student learning.

Standardization helps teachers to increase the reliability and consistency of the assessment information that they gather so that it can be used to guide and improve teaching practices and enhance student learning.

Standardization serves to ensure that teachers are accountable for accurate and consistent assessment of student work.

Internal Standardization

Internal Standardization is the process by which the assessments of a teacher are quality assured by another colleague(s) from the same subject or course. It is the process where teachers share their understanding of grading criteria in order to improve the consistency of their assessments across classes and grade level. Internal standardization takes place to ensure that the grading process is uniform and shares a consistent interpretation of the criteria of the International Baccalaureate MYP.

There are two types of Internal Standardization:

Teacher to Teacher Standardization:

Teachers will arrange a face-to-face meeting to share a range of assessments that have been completed by their students.

- Copies of the work, devoid of comments and grades, will be brought to the standardization meeting by the teachers involved
- The sample of assessments must be reflective of the grade ranges produced by the students during this assessment task.
- The standardizing teachers will use the appropriate rubric to grade the assessment tasks previously graded by their colleagues, and compare grades. It is important that none of the moderators are aware of prior grades awarded during the standardization process or awarded by others participating in the standardization process.
- A discussion will then take place on the results of the standardization
- The entire process should transpire prior to the grades being published to students and formally documented.

Please note that if a course is delivered by a single teacher it is the expectation that the grading of assessments is still standardized according to the above protocols.

Student to Student Standardization

Teachers empower students to grade their peers' work using the same process detailed above. Please note that Student to Student Standardization does not need to adhere to the final bullet point of Teacher to Teacher Standardization.

For student to student standardization to be successful, it is important that students are:

- taught how to use criteria referencing
- guided carefully through the criteria
- provided with the guidelines for a best fit approach to criteria
- coached on the use and definitions of wording used in the criteria descriptors

Student to Student Standardization is an important student-centered tool for learning. Teachers guide the standardization between students and help them to develop their understanding of the assessment criteria and expectations.

Student to Student Standardization has a direct, positive impact on teaching and learning as both teacher and student develop shared expectations and understanding of what quality work looks like and what criteria define it. Both students' and teachers' assessment capability can be powerfully enriched.

Standardization of Assessments

At ITA each course within a subject is required to set a minimum of two assessments for each learning unit. Teachers will use the Teacher to Teacher Standardization method to internally standardize at least two assessments per semester.

Standardization of Personal Projects

1. All performances will be recorded by the supervisor assigned to that student
2. All project material, built or created, will be submitted to the supervisor assigned to that student
3. All project reports will be submitted to the supervisor assigned to that student
4. All final scores will be reported by the Personal Projects Coordinator only when all standardization exercises are completed and no inconsistencies are present.

Assessment Teacher groups will be preselected by the Personal Projects Coordinator. After the supervisor has submitted the first set of marks to the Personal Projects

Coordinator, she will then give the student projects to the preselected teacher groups to assess the projects for the 2nd set of marks.

If inconsistencies are found, the MYP Coordinator will assess the project in question and report the findings to the Personal Projects Coordinator.

The Benefits of Standardization for Teachers

Making reliable and valid decisions across different points in the learning process is important, particularly when teachers teach common courses, publish learning updates and evaluations on student progress, or compare cohort data with historical information.

Standardization ensures that teachers make consistent grading decisions over time.

Consistent and secure standardization protocols used over time can prevent unreliability in grading in a number of ways:

- applying the same standardized protocols ensures consistency across the Secondary division
- allowing the creation of sets of exemplars that can become external reference
- used each year for benchmarking different levels of student achievement
- using the exemplars for teaching purposes with the students
- sharing the exemplars with new teachers so they can quickly acclimate themselves to the teaching standards within the school.

Teachers change over time, but the standard and consistency of assessment must remain consistent if transcripts and school reports are to remain valid.

References and resources

1. Assessment principles and practice. Quality assessments in a digital age. [Assessment principles and practice. Quality assessments in a digital age]. International Baccalaureate Organization 2018.
2. Additional guidelines for developing the assessment portion of the MYP curriculum.
3. MYP eAssessment Guidelines for eAssessment in the MYP Program.
4. MYP: From principles into practice. [MYP MYP: From principles into practice (2014) Standard B1: Assessment policy.

Policy review:

Last review: 10.01.2024

Next review: August, 2024

Policy development team:

School Administration

IB MYP Coordinator and teachers

