

## Assessment Policy

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## 1. General Provisions

**International Talent Academy's vision is to be:** A community of like-minded people who help young individuals develop their potential, to be conscious and responsible for creating a better world.

**Our mission:** We nurture a new generation of happy and harmonic people by unlocking their potential through a supportive educational environment and rigorous education.

**Our values are:**

- sustainability
- respect
- transparency
- teamwork
- individuality
- integrity (mindfulness)
- equality

### 1.1 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 and Diploma Programme (hereinafter - MYP/DP), 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 this 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.

## 1.2 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.

## 1.3 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.

## 1.4 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.

1.5 The following definitions are used in the Policy:

1) **the International Baccalaureate** (hereinafter IB) is an international non-profit organization which has consultative status in the European Council and implements educational programs for primary school (Primary Years Program), secondary school (Middle Years Program), high school (Diploma Program) and the program of professional education (Careers Program).

2) **a grade** – a number that characterizes the level of a student's academic achievement.

3) **grade boundaries** - minimum marks required to achieve a certain grade on an IB exam. These boundaries are set by a group of examiners who carefully evaluate the exam papers and determine the difficulty level of the exam. The grade boundaries are adjusted every year based on the performance of the students and the difficulty level of the exam.

4) **the School Information System (hereinafter - SIS)** is a school system that allows the school to keep track of the demographic and academic data of students, control the absence and lateness of students and teachers at the school, generates status

reports and semester reports for students, and promotes effective communication between students, teachers and parents through appropriate portals for each group.

5) **assessment criteria** - learning objectives, which are converted into criteria to determine the educational achievements of students based on the work performed. Objectives and criteria are set by the IB.

6) **criteria-based assessment** - the process based on the comparison of academic achievements of students with clearly defined criteria, established by the IB and known to all participants of the education process (students, parents or other legal representatives).

7) **formative assessment** - assessment for learning, providing the student with feedback on the current level of knowledge and skills in the course of daily work to prepare students for the summative assessment.

8) **summative assessment** – assessment conducted to determine the level of knowledge and skills that students have developed by the end of the unit.

9) **7-point grading system** - an assessment system required by the IB, according to which the level of achievements of the student is determined.

10) **internal assessment** - the assessment of the educational achievements of students according to the criteria established by the IB, which is conducted by the teachers at the school.

11) **external moderation** is the process by which the IB verifies student performance grades assessed by teachers in the school to ensure that the IB criteria are applied correctly and standardized for students across all IB schools. This procedure is carried out by experts from the IB.

12) **assessment standardization** - the process of assessing student work by a group of teachers to standardize assessment to ensure objectivity and transparency of assessment.

13) **subject guides** - IB Guides for secondary and high school subjects that contain requirements and guidelines for curriculum development, teaching and subject assessment according to the goals, objectives and criteria that are also contained in these guides.

14) **approaches to learning** - lifelong learning skills that are aimed at developing communication, socialization, self-management, research and thinking skills.

15) **International Baccalaureate Information System** (hereinafter IBIS) is an electronic IB system, where online registration of students is carried out to participate in the electronic assessment of the Secondary School Program (MYP e-assessment) and external assessment in Diploma Programme.

16) **provision of special conditions** - organization and creation of conditions for students with special needs during the assessment period.

17) **semester report** - a report that is written at the end of each semester based on a 7-point grading system.

18) **predicted grade of the IB for high school** - a predicted indicator of student performance of high school students on external assessment, which is loaded into the IBIS and not provided to students.

19) **forecast grade for universities** an average grade of student performance for a certain period of learning time with the aim of providing the universities with the information about the student achievement.

20) **MYP program** is an IB program implemented at the school in grades 5-9.

21) **interdisciplinary learning** - learning in which two or more subject (s) groups are involved, based on common concepts, global contexts, subject content or problems, resulting in a common

product, which is assessed on the basis of certain the IB criteria for interdisciplinary research.

22) **personal project** is a long-term project led by grade 9 students in which they demonstrate their experience in applying the global context and approaches to learning at MYP, is externally moderated by the IB and is an IB requirement for all grade 9 students;

23) **unit planner** - a planned group of lessons, in which topics, goals, global context, key and related concepts, statement of inquiry that determines the content, structure, types of tasks of formative and summative works are prescribed.

24) **MYP criterion** - a rubric describing the level of achievement of the MYP learning objective in a subject on a scale of 0-8.

25) **MYP achievement level** is a descriptor of the level that meets the criterion that best matches the achievement in the student's work.

26) **DP unit** - a planned group of lessons which presents topics, tasks, connection with the TOK

and intercultural understanding, as well as the main idea of the unit, which determines the content, structure, types of formative works and ascertaining works.

27) **DP markscheme** - a scoring scheme for a specific task based on examples from the IB.

28) **The Committee for the final award of the IB Diploma program** is the body of the IB, which makes the decision on the award of the diploma and gives the final marks.

29) **High school Program (Diploma programme)** (hereinafter - DP) - is a two-year IB program implemented in high school.

30) **IB diploma** - a document of education issued to students by the International Baccalaureate upon fulfilling the requirements set forth in paragraph 120 of the present Policy.

31) **“Creativity, activity and service”** (hereinafter referred to as CAS) is a component of the DP that provides the development of creative, social and communication skills of students in addition to academic subjects. This component is mandatory for obtaining an IB diploma.

32) **Theory of Knowledge** (hereinafter referred to as TOK) is a DP component that provides the development of students' critical and analytical thinking skills. This component is mandatory for obtaining an IB diploma.

33) **Extended Essay** (hereinafter - EE) is a component of DP, research work on a chosen subject in the language of teaching, develops research skills and the ability to write essays in students. This component is mandatory for obtaining an IB diploma.

34) **subjects of the standard level (SL), high level (HL)** - the levels of studying the subjects.

35) **external assessment** is a type of assessing students' work at the end of the DP program, which is developed and regulated by the IB.

36) **external examination** is a type of external assessment in DP, where IB provides and grades student exams at the end of the high school course.

37) **examination grade** is the result of external assessment.

38) **the grade of internal assessment** is a grade determined by the IB based on the teacher's assessment and external moderation of the International Baccalaureate.

39) **DP exam grade** is the grade that is exhibited in the student's IB diploma.

40) **the document with the results of the IB program** is an official document of the IB, in which the final DP grades are provided to all students who have been registered with the IBIS to obtain a diploma.

## 2. The procedure assessment in secondary school (MYP)

### 2.1 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).

### 2.2 Criterion-based and descriptive assessment in MYP aims to:

- 1) support and encourage student learning by providing feedback on learning;
- 2) informing, reinforcing, and improving the teaching process;
- 3) provide opportunities for students to demonstrate skill transfer across disciplines, for example in a personal project and interdisciplinary unit assessment;

- 4) encourage positive student attitudes towards learning;
- 5) promote a deep understanding of subject content by supporting students in their exploration of real life contexts;
- 6) foster the development of critical and creative thinking skills;
- 7) reflect the international nature of the curriculum, by conducting assessment in a variety of cultural and linguistic contexts;
- 8) support the holistic nature of the program by integrating the principles of holistic student development into the model.

2.3 The features of MYP assessment more generally include:

- 1) 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;
- 2) a focus on the most rigorous student progress rather than on mechanical and uncritical averaging of achievement levels over a given reporting period;
- 3) assessing students' understanding of the learning at the end of the unit.

2.4 MYP Assessment criteria

The MYP assessment criteria across subject groups can be summarized as follows (Table 1).

|                           | 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/<br>performing    | Evaluating                                 |
| PHE                  | Knowing and<br>Understanding | Planning for<br>Performance | Applying and<br>Performing | Reflection and<br>Improving<br>Performance |
| Design               | Inquiring and<br>Analyzing   | Developing<br>ideas         | Creating the<br>Solution   | Evaluating                                 |
| Community<br>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.

## 2.5 Reporting of assessment

ITA employs the following types of reporting:

- 1) Toddle (SIS):
  - Unit planners
  - list of topics
  - summative assessment tasks for the reporting period with deadlines for completion.
  - assessment criteria; descriptors of assessment scales.
  - attendance information.
  
- 2) 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
- 3) "Three-way Conference" (parent-teacher-student) is held regularly to reflect upon learning, to discuss academic progress and to set goals and to adjust the student's learning.

## 2.6 Principles and procedures for assessment in the MYP program

### 1) Formative assessment in MYP

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.

## 2) Summative assessment in MYP

- 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.

- 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.
- The schedule for additional summative assessment work is set by the teacher and the school administration.
- 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 the absence of a student during the summative work without a reason (no medical certificate or school principal's order) the right to perform the missed summative work is not granted. It is assessed with 0 and affects the semester grade.
- In case of students' absence on summative assessment, or failure to complete the assignments within the prescribed period, the teacher must:
  - a. promptly notify the tutor in a written form about the absence or non-fulfillment of the summative assessment by students;
  - b. add a comment to SIS that the task was not completed by students.
  - c. The second performance of the summative work is not allowed.
- The summative work is conducted under the same conditions for each class in the same parallel.
- In case of disagreement between the teacher and student, the MYP coordinator may be involved in the discussion.

## 2.7 The scale for converting the sum of the achievement levels according to the criteria of the 7-point grading scale of IB assessment in MYP

The achievement levels for each criterion are summarized at the end of the reporting period, 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 (Table 2).

| <b>Boundary guidelines</b> | <b>IB grades</b> | <b>Uzbek system grades</b> | <b>Descriptor</b>  |
|----------------------------|------------------|----------------------------|--|
| 1-5                        | <b>1</b>         | 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                        | <b>2</b>         | 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 | <b>3</b> | 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 | <b>4</b> | 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 | <b>5</b> | 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 | <b>6</b> | 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 | <b>7</b> | 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.

## 2.8 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

## 2.9 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.

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).

## 2.10. 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**).

## 2.11 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.

## 2.12 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:

- 1) To provide students with an opportunity to communicate the process and results of the independent research they have conducted.
- 2) Demonstrate the metadisciplinary skills, attitudes, strategies, and knowledge acquired during the research.
- 3) 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.

## 2.13 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:

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

## 2.14 IB MYP Bilingual Certificate

1. 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:

- 1) A bilingual Language and Literature course with electronic examinations;
- 2) 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;
- 3) 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;
- 4) Completion of a personal project in a language other than the candidate's chosen language for the language and literature exam.

2. 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:

- 1) a language and literature course in a second language (in substitute for a foreign language course);
- 2) 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.

## 2.15 MYP (Year 5) final certificate at ITA

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

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

- 1) state certificate of incomplete secondary education of the Republic of Uzbekistan;
- 2) a certificate of completion of the MYP program.
- 3) The certificate of incomplete secondary education is issued based on the results of state examinations.



2. MYP certificate is issued on the basis of:
  - 1) grades for the personal project (mandatory);
  - 2) eAssessment/electronically assessed MYP subjects (optional);
  - 3) 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).
3. 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.

### **3. The procedure for conducting an assessment in a high school (DP)**

#### **3.1**

- 1) Assessment in high school includes formative, summative, internal and external assessments. The assessment is carried out in various ways: according to the criteria, using mark schemes and percentages in accordance with the DP subject guides published by IB. All works are evaluated according to the marks and grades.
- 2) Formative assessment is carried out at least once every two weeks (except for "Language and Literature" and "Language Acquisition" groups) to assess the current level of student performance in accordance with the curriculum and units and allows the teacher and student to adjust the learning process, eliminate gaps. Students are provided with ongoing feedback after each assessment. Feedback, including reflection, peer assessment and self-assessment, is provided based on the assessment rubrics for the task.
- 3) Summative assessment is provided every semester during and after completing the unit for defining the acquired knowledge and formed skills of students in the amount from one to five depending on the subject and subject group.
- 4) There are various types of formative and summative works (tests, oral works, control works, projects, practical works, individual oral commentary (IOC)).
- 5) The results of the formative and summative works are recorded in the SIS.
- 6) The assessment for the semester on the 7-point scale of the International Baccalaureate includes the percentage of completion of the formative assessment and the summative assessment in the ratio of 50% and 50%, respectively. A score on a 7-point scale is converted into a score on a 5-point scale in accordance with Table 3 to this Policy.
- 7) The grade for the year is calculated in the ratio of 50% of the grade for the first semester and 50% of the grade for the second semester based on IB grades on a 7-point system. In the case of evaluation with a fractional part of 0.5 and higher (for example, 5.5 or 6.5), it is rounded up (Table 3).
- 8) When assigning IB grades, DP teachers must refer to the Diploma Programme Grade descriptors document according to their subject groups.

Table 3.

| IB grades | Uzbek system grades | Descriptor  |
|-----------|---------------------|---|
| 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.  |
| 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.  |
| 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 |
| 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.                   |
| 5         |                     | 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.                                 |
| 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.                               |
| 7         |                     | 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.     |

- 9) The final grades studied at the SL or HL level in the DP are written in the high school diploma based on the following results: 50% of the annual grade for the academic year and 50% of the grade of the external assessment DP IB in the subject. Grades are transferred to a 5-point grading system in accordance with Table 3.
- 10) The results of students' achievements are provided to parents and students through the SIS.
- 11) If a student is absent during the summative or formative assessment due to a valid reason (if there is a medical certificate or school principal's order), the student performs the missed work in fixed deadline (according to the individual schedule) after returning to school preliminary attending consultation hours (according to an

individual schedule) set by the tutor, teacher and student. The level of complexity of the work being carried out must correspond to the level of complexity of the missed summative or/and formative work.

- 12) In the absence of a student during the summative and/or formative assessment or submission of summative assessment work later than the deadline for an unexcused reason (without presenting a medical certificate), the teacher must inform the DP coordinator and tutor about this fact. Formative, summative assessment not completed on time for an unexcused reason, deserves "0" in SIS, which affects the semester grade, since it is used in its calculation.
- 13) In case of detection of violations of the principles of academic integrity during the work of formative, summative, internal and external assessment, the measures of responsibility provided for by the Policy of Academic Integrity and the International Baccalaureate are applied.
- 14) The second attempt (rewriting) the formative and summative work is not permitted in any case.
- 15) For students with special needs during the assessment period, various types of special conditions are provided in accordance with International Baccalaureate Access and inclusion policy, subject to the availability of supporting documents.
- 16) The application of special conditions for students with special needs is agreed with the International Baccalaureate and approved by the School Principal. Providing special conditions for students with special needs should not give them an unreasonable advantage over other students.

### 3.2 The procedure for conducting internal assessment of DP students.

- 1) Internal assessment is carried out in various forms (written work, essays, projects, exploration, practical work, IOC) in accordance with the subject guides published by IB.
- 2) Internal assessment points are subject to external moderation by IB and are considered when deducing final grades for obtaining a DP diploma in accordance with IB subject guides.
- 3) Students of the 11th grades must pass an internal assessment within the established DP assessment calendar. Late completion of the internal assessment is not permitted.
- 4) School teachers assess the work of internal assessment and give grades according to the established criteria of the IB. The assessed work of students in electronic format is sent to the IB for external moderation. Grades are not disclosed to students and parents.
- 5) After external moderation, IB has the right to keep the assessment of the internal assessment unchanged, increase or decrease it.

### 3.3 The procedure for conducting an external assessment for obtaining an IB diploma.

- 1) In September of Grade 10, the DP coordinator registers students in the IBIS for passing external assessment exams in 6 subjects studied.
- 2) External assessment is carried out in the form of a written examination in all subjects at HL and SL levels.
- 3) The IB determines and sends to the school the schedule and instructions for subject exams "Diploma Programme Assessment procedures".
- 4) At the end of each exam, all materials are packed and sent immediately to the IB via the postal service. Students' exam papers are evaluated by IB examiners externally.
- 5) The results of the external assessment are provided to the school through the IBIS no later than July 6 of the corresponding academic year.

### 3.4 The order of consideration of "incomplete assessment" established by IB.

- 1) "Incomplete assessment" means that the student has not provided one or more of the required components of external and internal assessment in the subject.
- 2) Any application for special consideration in case of incomplete assessment must be submitted to IB by DP coordinator on behalf of a student.
- 3) In the event of an incomplete assessment of a subject, IB may, at its discretion, award a grade in the subject if the following circumstances are established:
  - a) the reason for incomplete assessment is beyond the control of the student, for example, illness or injury, death or funeral of a close relative, unavoidable hospital or court visits.
  - b) the student has completed enough tasks to obtain at least 50% of the maximum points in the given subject, including the external assessment component.
- 4) If both above conditions are met, the missing component score will be calculated using the established process and based on the student's grades for the completed components, as well as for the distribution of other students' grades in the same subject. If more than one exam is missed, it will be at the discretion of the IB Diploma Final Award Committee whether it is possible to grade students in the relevant subjects. Determining the score for the missing component by statistical methods and "scrutiny" will not apply to the same subject / level that is being assessed.
- 5) Grounds for incomplete assessment, such as forced closure of school during written exams, can affect a group of students or all students at school. If more than one student is involved, the IB Diploma Final Committee will give equal consideration to all students.
- 6) The date and time of the examinations is set by the IB and is not subject to change during the exam session. If a student misses the IB external assessment exam, regardless of the reason for the absence, the student is not allowed to take the exam at another time in the current examination session without IB permission.

### 3.5 The procedure for assessing the DP TOK, EE and CAS components.

- 1) The CAS component must be completed by students in accordance with the requirements of the IB to obtain a Diploma.
- 2) Students in the CAS component is expected to:
  - a) participate in various activities for at least 18 months in the DP, which is carried out at the initiative of the student himself as well as at least one CAS project.
  - b) complete the stages of the CAS project from planning to completion within at least one month period.
  - c) understand and apply CAS steps as needed.
  - d) always maintain a CAS portfolio and keep records of CAS experiences/projects.
  - e) record reflection in their portfolio at least once a month, including evidence of achievement for the seven CAS learning objectives.
  - f) conduct three mandatory interviews with the CAS supervisor and coordinator.
  - g) ensure an appropriate balance between creativity, performance and community service in their CAS program.
  - h) attend CAS reflection classes (according to the schedule);

Creativity, activity, service (CAS): the grade is determined by converting the final grade in the document with the results of the IB program (IB Diploma) in accordance with Table 4.

Table 4.

|                              |
|------------------------------|
| Grade for the main component |
| Pass                         |
| Fail                         |

- 3). Requirements and procedure for providing assessment components in EE:
  - a) an extended essay should have a maximum of 4000 words.
  - b) 40 hours of individual work is recommended by IB for writing EE.
  - c) 5 criteria (A-E) are used to assess the student's work.
  - d) the final grade for the Extended Essay will be given by an IB external examiner.

- Extended Essay (EE): the grade is determined by converting the final grade in the document with the results of the IB program (IB Diploma) in accordance with Table 5.

| Letter grading system | Grade for the main component |
|-----------------------|------------------------------|
| A                     | Pass                         |
| B                     | Pass                         |
| C                     | Pass                         |
| D                     | Pass                         |

|   |      |
|---|------|
| E | Fail |
| N | Fail |

4) Requirements and procedure for delivery of components of TOK:

- a) the student attends at least 100 hours of classes in two years of study.
- b) the student writes the initial and final version of a reflective essay that shows interaction with the teacher.
- c) the student prepares the exhibition on the TOK and writes the corresponding report in accordance with the requirements specified in the subject manual.

Theory of knowledge (TOK): the assessment is determined by converting the final grade in the document with the results of the IB program (IB Diploma) in accordance with Table 6.

| Letter grading system | Scores of the final grade | IB grades |
|-----------------------|---------------------------|-----------|
| A                     | 21-30                     | 7         |
| B                     | 16-20                     | 6         |
| C                     | 10-15                     | 5         |
| D                     | 7-9                       | 4         |
|                       | 4-6                       | 3         |
| E                     | 1-3                       | 2         |
| N                     | 0                         | 1         |

5) TOK and EE is graded on a letter scale from A to E, where A is the highest score, and E is the lowest score.

### 3.6 Candidates affected by adverse, medical or special circumstances

Adverse or unforeseen circumstances are defined as those beyond the control of the candidate that might be detrimental to their performance.

These may include:

- medical conditions/illness (with onset or occurrence up to three months before the IB examinations offered in May/November)
- accident or injury
- severe stress/anxiety (with onset or occurrence up to three months before the IB examinations offered in May/November)
- exceptionally difficult family circumstances
- bereavement (within the six-month period preceding the start of the examinations)
- events that may threaten the health or safety of a candidate.

Adverse circumstances may also include events that affect the whole school community, such as civil unrest or a natural disaster. Adverse circumstances do not

include shortcomings on the part of the school at which a candidate is registered. It is a school's responsibility to ensure that all candidates comply with programme and assessment requirements.

No allowance will be made for a school's failure to deliver the course of study owing to events such as:

- industrial action (for example, a strike by teachers or by a school's ancillary staff)
- the absence of a teacher
- frequent changes of a subject teacher for a class of candidates
- a shortage of teachers, teaching resources or facilities
- insufficient teaching time.

No allowance will be made for other factors such as:

- minor disturbances in the examination room
- a candidate misreading the timetable and/or failing to attend an examination
- misreading the instructions of the examination paper and/or answering the incorrect questions
- a school failing to communicate or incorrectly communicating, errata details before an examination
- calculators not being available for an examination that requires them
- any form of technological failure with calculators
- data booklets/resource booklets, etc., not being provided (or wrong versions being provided)
- the school (or candidates) misusing technology (such as the music audio package)
- timing errors in examinations.

No allowance will be made for a candidate who begins the DP late in the academic year. If, because of missing tuition, the candidate is not adequately prepared for assessment, they should be withdrawn from the examination session.

### 3.7 Requirements for the award of an IB diploma.

1) To obtain an IB diploma, all assessment components for each of the six subjects and additional requirements for the diploma must be completed, except for the cases provided for in chapters 10 and 11 of this Policy.

2) An IB diploma is awarded to a student subject to all the following requirements:

- a) CAS requirements are met.
- b) the total number of points of the candidate is 24 points and above.
- c) TOK, EE and work of internal assessment in subjects do not have the status "not loaded", denoted by the IB with the letter "N».
- d) there is no grade "E" for TOK and EE.
- e) there is no grade "1" in the subject/level.
- f) awarded no more than two "2" in subjects of higher and standard level.
- g) awarded no more than three "3" in subjects of higher and standard level.

- h) the student scored 12 or more points in HL subjects (for students who are registered for four HL subjects, the three highest marks will be considered).
- i) the student scored 9 or more in standard level subjects (students who are enrolled in two SL subjects must earn at least 5 points in standard level subjects).
- j) the student has not received a penalty for violation of academic integrity from the IB's Final Award Committee.
- k) The student completed the DP program in 2 years at the HL level in 240 hours and at the SL level in 150 hours”.

3) Students who successfully pass the IB exams are issued an IB diploma and a document “Diploma Program Results”, which reflects all grades and additional IB points, grades in subjects, confirmation of completion of all CAS requirements, points received and individual assessments in TOK and EE.

4) A student who does not meet the requirements for obtaining an IB diploma is issued IB certificates, which reflect the grades received in individual subjects, as well as the results in TOK and EE, confirmation of the completion of all CAS requirements, depending on the situation.

#### **4. Links between the Assessment Policy and other policies**

##### **1) Academic Integrity 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.

##### **2) 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.

##### **3) 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.

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

### 1) 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:

#### a) Deputy High School Principal and Program Coordinators:

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

#### b) Teachers:

- Develop units of study, including assessment planning, aligned to IB MYP/DP 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 coordinator or school administration as needed.

#### c) 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.
- d) 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 Toddle platform.

## **6. 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.

### 1) 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.

### 2) There are two types of Internal Standardization:

#### a) 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.

#### b) 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.

#### 3) 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.

#### 4) Standardization of Personal Projects

- a) All performances will be recorded by the supervisor assigned to that student
- b) All project material, built or created, will be submitted to the supervisor assigned to that student
- c) All project reports will be submitted to the supervisor assigned to that student
- d) 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.

#### 5) 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 several 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 examples 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.

### **7. Review Process**

The Assessment Policy is reviewed every year as part of the cycle of policy reviews. This process seeks to revise and evaluate the policy's relevance and effectiveness and is

informed by relevant IB official documents, other school policies, and the whole school development plan.

The first stage in the process includes sharing a digital version of the policy with the whole community for preliminary review. Policy development team summarizes the recommendations and communicates them to the administration team. Academic deputy head, DP and MYP coordinators, teachers consider all the suggestions and make the necessary adjustments (if any) in the document. The amended policy is then submitted to the Head of School for final revision and approval.

Last review: August 2024

Next review: August 2026

Policy development team:

- School Administration
- MYP Coordinator
- DP Coordinator
- Teachers

## **8. References**

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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.
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6. The Diploma Programme: From principles to practice
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