

AGREED  
by decision of the property  
management company  
Quantum Management Company  
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APPROVED  
by order of the director of  
Riviera International School  
by Quantum  
Protocol No. \_\_ dated \_\_\_\_\_ 2024.

**Assessment Policy of Student Academic Achievements at Riviera  
International School by Quantum**

**Astana, 2023**

## Table of Contents

Philosophy of Assessment Policy	3
Purpose of Assessment Policy	3
1. Introduction	3
2. General Provisions	3
3. Assessment Description	6
4. Assessment Organization	7
4.1 PYP	7
4.2 MYP	12
4.7 DP	21
Policy Review and Access for School Community	29
Appendices	30

## **The Philosophy of Assessment Policy**

The assessment philosophy at Riviera International School (hereinafter referred to as RIS) is based on educational and pedagogical values. The mission of the International Baccalaureate (IB) program and the school is reflected in RIS's assessment philosophy. Through it, the school also contributes to achieving the educational and ideological objectives of the IB, nurturing individuals with a broad international outlook, understanding and embracing their common humanity and responsibility for the future of the planet, and contributing to the improvement of the world. One of the main goals of the school's assessment policy is to develop aspects of the IB learner profile in students and to emphasize the value of lifelong learning. Thus, assessment tasks are aimed at developing holistic individuals who inquire, investigate, think critically and analytically, communicate, and take active steps to solve problems.

## **Objectives of the Assessment Policy**

The purpose of the assessment policy is to establish the types and methods of assessing the knowledge, skills, and abilities acquired by students, as well as the responsibilities and tasks of the parties involved in the educational process at different stages of the assessment process. All summative and formative tasks provide students with the opportunity to enhance their subject-specific and interdisciplinary understanding and skills according to the assessment criteria of the sections.

### **1. Introduction**

1.1 The Assessment Policy of Student Academic Achievements (hereinafter referred to as the **Policy**) is based on the school's values and determines the structure of conducting student assessment.

1.2 RIS is a private school committed to providing high-quality education for students aged 5 to 17 years old. RIS offers students an international educational program combined with the State General Education Standard of the Republic of Kazakhstan, based on the philosophy of individualized learning and the upbringing of well-rounded personalities.

1.3 The Policy aims to align with the principles of the International Baccalaureate program, promoting holistic education, inquiry-based learning, and the development of individuals with international perspectives. Our approach to assessment is designed to foster authentic understanding, critical thinking, and lifelong learning skills in students.

### **2. General Provisions**

2.1 This Policy is developed in accordance with:

- The Constitution of the Republic of Kazakhstan;
- Order of the Ministry of Education and Science of the Republic of Kazakhstan dated March 18, 2008, No. 125 "On Approval of Typical Rules for Current Monitoring of Academic Performance, Intermediate and Final Certification of Students" as amended on July 14, 2023;

- Order of the Ministry of Education and Science of the Republic of Kazakhstan dated January 21, 2016, No. 52 "On Approval of Criteria for Assessing Students' Knowledge" as amended on August 2, 2023;
- The Charter of LLP "RIS";
- Values and quality standards of RIS;
- Standards and practices of the IB program (PYP, MYP, DP);
- IMC "On the Features of the Educational Process in Secondary Education Organizations of the Republic of Kazakhstan in the 2023-2024 academic year."

2.2 The organization and rules of criterion-based assessment, in part not regulated by education legislation and this Policy, may be determined by other local acts of RIS and/or the management company, with which the school is obliged to acquaint the applicant and their parents (legal representatives) in the established manner.

2.3 The school is committed to the principles and values of equality, transparency, diversity, and inclusion in assessing students' academic achievements and in the process of teaching and upbringing.

2.4 RIS staff must comply with and be guided by the provisions of this Policy in their duties.

2.5 The following definitions are used in this Policy:

- 1) **International Baccalaureate (IB)** is an international non-governmental organization with consultative status in the Council of Europe, implementing educational programs for primary (Primary Years Programme), middle (Middle Years Programme), and high school (Diploma Programme);
- 2) **School Information System** (hereinafter - ManageBac) - an electronic system that allows the school to keep track of students' demographic and academic data, monitor students' and teachers' attendance, generate quarterly and yearly reports for students, and facilitate effective communication between students, teachers, and parents through relevant portals for each group;
- 3) **Criterion-based assessment** - a process based on comparing students' academic achievements with clearly defined criteria set by the IB and known to all participants (students, parents, or other legal representatives);
- 4) **Assessment criteria** - learning objectives translated into criteria for determining students' academic achievements, as evidenced by completed work. Objectives and criteria are set by the IB;
- 5) **Formative assessment for MYP** - assessment for learning, providing students with feedback on their current level of knowledge and skills during everyday work to prepare students for summative assessment (in elementary school) and summative assessment (in middle and high school);
- 6) **Summative assessment** - a type of assessment conducted at the end of the study unit for a specific academic period in accordance with the curriculum in middle and high schools;
- 7) **Self-assessment** - skill of evaluating the outcomes of learning activities by the students themselves;
- 8) **Preliminary assessment** - teachers assess student's prior knowledge and experience before embarking on new learning experiences.
- 9) **7-point grading scale** - the IB-established scale of final assessment, according to which students' achievement levels are determined based on assessments of all four criteria;
- 10) **Assessment descriptors** - general expectations for work;

- 11) **Strand** - an element of the criterion or objectives of subject assessment;
- 12) **Specification to assessment rubrics** - subject specific expectations of achievements on a unit theme;
- 13) **Term report** - a report generated at the end of each term;
- 14) **Semester report**-summary of student's performance and progress over a semester;
- 15) **Year report** - a report compiled at the end of the academic year demonstrating students' accumulated achievements for all terms in each subject. Additional information on the content of the report for each Programme is specified in the chapter "Assessment Organization" in the corresponding subsection;
- 16) **Portfolio** - a written and/or electronic form of recording and accumulating students' works, demonstrating their effort, progress, and achievements in various areas over a specific period of learning. Portfolios allow for the consideration of results in various types of activities: academic, creative, communicative.
- 17) **PYP (Primary Years Programme)** - an international educational program of the IB for students in elementary school (grades 0-4).
- 18) **MYP (Middle Years Programme)** - an international educational program of the IB for students in middle school (grades 5-9).
- 19) **Standardisation** - deliberating on how to interpret and implement assessment criteria for a specific task or a marking scheme for a particular examination question and Personal project.
- 20) **Moderation** - to check how accurately and consistently the teacher has applied the assessment criteria in his or her marking of the students' summative assessment works or Personal Project.
- 21) **MYP unit planner** - is a detailed guide or framework used by educators to organize and structure a unit of study within a curriculum.
- 22) **Diploma Programme (DP)** - a two-year IB program implemented in the senior school;
- 23) **IB Diploma** - a document issued by the International Baccalaureate to students who meet the requirements for the IB Diploma;
- 24) **"Creativity, Activity, Service" (CAS)** - a mandatory component of the DP, which promotes the development of creative, social, and communication skills in addition to academic subjects. This component is mandatory for obtaining the IB Diploma;
- 25) **Theory of Knowledge (TOK)** - a mandatory component of the DP, which develops students' critical and analytical thinking skills. This component is mandatory for obtaining the IB Diploma;
- 26) **Extended Essay (EE)** - a mandatory component of the DP, a research paper on a chosen subject in the language of instruction, developing students' research skills and ability to write essays. This component is mandatory for obtaining the IB Diploma;
- 27) **Standard Level (SL), Higher Level (HL)** - levels of subject study in DP;
- 28) **DP unit** - a planned series of lessons that include topics, tasks, connections to TOK and intercultural understanding, as well as the main idea of the unit, which determines the content, structure, types of formative and summative tasks;
- 29) **Subject guides** - IB guides for middle and senior school subjects contain requirements and guidance for curriculum development, teaching, and assessment of the subject according to the goals, objectives, and criteria, which are also contained in these guides.
- 30) **Teaching approaches** - continuous education skills aimed at developing communication, socialization, self-regulation, inquiry, and thinking skills;

- 31) **DP marking scheme** - a scheme for grading a specific task based on examples from the IB.
- 32) **Diploma Programme Assessment Committee** - an IB body that makes decisions regarding the awarding of diplomas and assigns final grades;
- 33) **External moderation** - procedure by which teacher-assessed works are reviewed externally by IB experts to ensure the correct application of IB criteria and standardisation for students across all IB programmes;
- 34) **External assessment** - assessment that is set and marked by the IB and not by a student's teacher;
- 35) **External exam** - a type of external assessment in DP, where the IB provides and evaluates students' exams at the end of their high school course;
- 36) **Exam grade** - the result of external assessment;
- 37) **Internal assessment grade** - an assessment determined by the IB based on the teacher's assessment and IB external moderation;
- 38) **DP grade** - a grade assigned by the IB in the student's diploma;
- 39) **IB Programme Results Document** - an official IB document providing DP grades to all students registered in IBIS for diploma issuance;
- 40) **Predicted IB grade** - an anticipated measure of a DP student's performance in external assessment, uploaded to IBIS and not provided to the student;
- 41) **Predicted grade for universities** - the average performance grade of a student over a certain period of study, provided to universities to inform them of the student's achievements;
- 42) **International Baccalaureate Information System (IBIS)** - an IB electronic system where students studying in senior high school are registered online for DP external assessment;
- 43) **Final grade** - the final grade awarded based on the teacher's assessment;
- 44) **Transcript** - a document containing a list of subjects studied and the student's results for those subjects for the last year of schooling.

### 3. Description of Assessment

3.1 Assessment tasks may vary depending on the subjects. Assessments are conducted on a regular basis and focus on developing fundamental knowledge, skills, and concepts aligned with the objectives of each subject. These tasks may include reading and writing exercises, as well as tasks related to speaking and listening, mathematical problems, experiments, and creative work. Research projects, collaboration, and public speaking skills will be developed and assessed in accordance with the requirements of each specific subject. Assessment tasks are designed considering assessment criteria and aim to help students achieve the maximum results based on these criteria.

3.2 Assessment forms are tested and reviewed by school teachers and are used to determine the final learning outcomes in the school. Following types of assessment are conducted: formative and summative.

At the beginning of each new unit, a preliminary assessment is conducted to assess the current level of knowledge, understanding, and skills of students. This is necessary for planning subsequent stages of learning. This assessment is used for reflection to compile and adjust the unit accordingly.

**Formative assessment** is a continuous assessment practice that promotes interaction between students and teachers. It provides feedback necessary for timely adjustments to the learning process during the study of a specific unit, without using a grading or scoring system.

**Summative assessment** in MYP is a form of assessment carried out at the end of studying a specific topic within the covered sections outlined in the curriculum. Its purpose is to provide information about the student's achievements regarding specific educational objectives. This assessment may include both written and oral assignments, accompanied by comments from the teacher aimed at improving learning activities, as well as grading. Summative assessment is recorded in Managebac. Each goal (strand) of the assessment criteria in MYP must be assessed at least twice per academic year.

**Summative assessment for the term, applied in primary and high school**, is the final stage of assessment for the term period and is designed to identify the level of achievement of specific learning objectives by students. It aims to determine students' performance in accordance with the curriculum (this type of assessment in primary school is called "conclusive assessment" (hereinafter CA)). When possible, CA is conducted within research units (through subjects integrated with the research theme) in PYP. Subsequent teaching processes are planned based on the CA results to improve the quality of education. In formative assessment, specific tasks for summative assessment for the quarter are specific to each subject.

## **4. Organization of Assessment**

### **4.1 PYP**

4.1.1 One of the main objectives of assessment within the PYP program is to provide systematic feedback to encourage students to improve their academic progress.

4.1.2 Assessment within the goals of the PYP encompasses all five key elements of learning: knowledge, concepts, skills, relationships, and actions. Various methods and assessment strategies adapted to the age characteristics of students and the requirements of the PYP program are applied for this purpose. For example, oral questioning, organization of theme-related events such as campaigns, charity events, etc., checklists, surveys, observation sheets, worksheets, and other written tasks.

4.1.3 Creating student portfolios aims to stimulate the development of self-reflection skills and increase the level of responsibility for their own learning. It includes various evidence of academic progress covering a wide range of aspects of the learning process. Portfolios are used to showcase progress in mastering knowledge, concepts, interdisciplinary skills, development of attitudes, and characteristics of the IB learner profile over a specified period of time.

4.1.4 Classroom assessment includes: student work presentations to gather information about acquired knowledge; collection of evidence of understanding and thinking levels; conducting group and individual tasks; facilitating reflection; self-assessment and peer assessment; developing clear criteria, determining student exemplars, and storing records of work results in individual student portfolios.

4.1.5 Documenting student achievements is an assessment strategy suitable for all students in the primary years of the PYP program. Teachers use various methods to record students' successes as ways of assessing their understanding. This may include video recordings, audio recordings, photographs, graphical representations, written notes on discussions, comments on student work, and so on. In grades 0 and 1, record-keeping and commenting are used as the primary strategy for assessing student achievements. Student achievements should be stored in the Google drive of the student's class, if it is an electronic version, and in the personal portfolio folder, if it is a paper version.

#### 4.1.6 Requirements for student portfolios:

- The portfolio (print/paper) includes 7 to 9 samples of work from each unit.
- Samples chosen for the portfolio are based solely on inquiry.
- The portfolio includes a range of assessment strategies and tools and may include tasks before and after assessment and formative assessments.
- Assessment samples may include standardized results and self-assessment.
- Students collaborate with teachers in selecting and developing work samples and choosing assessment methods.
- From grades 0 to 4, 50% of the work is chosen by students, while the remaining 50% are selected by teachers.
- Students and teachers need to justify the choice of works with a comment on the work itself.
- All work samples must be approved by the teacher and dated (photo, work, assessment).
- Student portfolios are presented personally by students in grades 0-4 at the student-led conference held once a year in the second semester of the academic year.
- Portfolios are stored in the classroom and passed on to the next year's teacher.

For each unit, the portfolio includes the following samples of work:

1. Introduction sample at the initial stage of inquiry (which may serve as a preliminary assessment).
2. Sample of the "research" or "sorting" stage of inquiry (which may serve as a formative assessment).
3. Sample of the "taking action" or "moving forward" stage of inquiry.
4. Samples of subject teacher's work related to the unit are included in the portfolio (which may serve as a formative assessment).

#### 4.1.7 Order of Grading

In grades 0 and 1 of primary school, grades are not assigned. The academic year in primary school is divided into four terms. At the end of each term, students are given final grades for all subjects, except those taught one hour per week. For subjects taught once a week, grades are assigned only at the end of the second and fourth terms. The academic year consists of 34 instructional weeks (33 weeks for grade 1 and 35 weeks for grade 0). The final grade for the reporting period (term/semester) is determined based on two Conclusive Assessments (CA #1 and CA #2), each CA accounting for 50% of the final grade.



The schedule for conducting CAs is determined by the academic manager. Students may not complete more than three tasks in one day.

#### Assessment Features in the PYP Program:

- The number and content of tasks depend on the specifics of the subject/subject group and are consistent across classes. Individualized tasks for students with Individual Educational Plans (IEPs) are exceptions.
- Task duration: 10-20 minutes.
- Tasks are based on learning objectives for the period of studying the topic or meeting educational expectations.
- In primary school, subjects taught for more than two hours per week are assessed no more than twice per term. Subjects taught for one hour per week are assessed no more than twice per semester.
- The objective of Conclusive Assessment is to assess students' achievements over a specific period in accordance with the learning objectives in subjects outlined in the curriculum, including knowledge and understanding of content and skills demonstration. The results of all CAs are summed up to 24 points, and a grade corresponding to the national five-point digital grading scale is entered in the grade book. The grade conversion to the national five-point digital grading scale is performed according to the conversion scale of the 24-point grading scale as per Appendix 1 to this Policy.
- During teacher-parent conferences and when writing reports to provide feedback to parents after completing the inquiry of each topic, indicators of students' achievement levels in knowledge, skill demonstration, conceptual understanding, IB learner profile, and student actions within the inquiry topic are used.
- Each CA carries equal weight, accounting for 50% when calculating the grade for the term or semester.
- Information on the results of Formative Assessment, the final grade for the term/semester/academic year, is provided to parents or legal representatives in electronic format through ManageBac, as well as in paper format if necessary.
- Based on the Conclusive Assessment, for the following subjects: "Art and Craft," "Music," "Physical Education," "Digital Literacy," "Theatre," "Singapore Math," "Mindfulness," "Choreography," "Science," "Pass" or "Fail" is assigned for the term/semester and academic year.
- Written Conclusive Assessment works of students for the academic year must be kept in the school until the end of the current academic year.

#### 4.1.8 Formative Assessment

Homework Volumes: The recommended volume of homework (for one school day), taking into account the time spent on its completion in the school building during self-study hours, does not exceed:

- 2nd Grade: 40 minutes
- 3rd-4th Grades: Total time not exceeding 70 minutes (40 minutes at school and 30 minutes at home).

No homework is assigned in 0-1 grades.

#### 4.1.9 General Rules for Preparation and Conduct of Assessment

1. Conclusive Assessment for each unit is conducted upon completion of the unit study, in accordance with the curriculum and plans. The number of conclusive assessments for one subject in one term should not exceed two assessments per unit.
2. Development of conclusive assessment tasks is carried out by a group of teachers working in the same grade level, and is based on the content and complexity level of the material covered. The finalized task for summative assessment must be submitted to the elementary school methodologist no later than 5 days before the first exam day.
3. In elementary school, subjects studied according to the Typical Educational Programs for subjects of the State General Educational Standards (SGES) are studied in two sections during one term.
4. If a subject is taught once a week, the conclusive assessment is conducted once in the second half of the term, in accordance with the approved School Summative Assessment Calendar for conducting summative assessments throughout the school.
5. For language subjects, conclusive assessment is conducted twice per term. Assessment of oral skills is conducted during lessons preceeding the week of summative assessment. It is assumed that assessing each student's oral presentation may take from 1 to 5 minutes depending on the assessment criteria.
6. The time allocated for conducting conclusive assessment is determined by the group of teachers developing the tasks. The recommended time for completing the entire assessment is 40 minutes.
7. Students should be informed in advance about the schedule of conclusive assessments, as well as the learning objectives and assessment criteria, assessment instructions, and a list of allowed stationery.
8. The name of the subject, grade level, lines for the student's name, instructions, permitted stationery (e.g., calculator), allotted time (40 minutes), and total number of points should be clearly indicated on the cover page of each assessment sheet in accordance with Appendix 3 to this Policy.
9. Unified materials for conclusive assessment are developed for all classes within the same grade level. Three versions of tasks are created, two of which are used during summative assessment, and the third is intended for students who were absent for a valid reason during the conclusive assessment. If the task includes writing an essay, conducting research, oral presentation, or any other work that students cannot plagiarise, the teacher may choose one version for all classes within the grade level at their discretion.
10. If violations of the principles of academic integrity established in the school's Academic Integrity Policy, which is approved by the Principal's order, are identified during the conclusive assessment, measures provided for in this Academic Integrity Policy, which is approved by the decision of the school's Pedagogical Council, are applied.
11. Information on the results of summative assessment is provided to students within 5 working days from the day of assessment.
12. Retaking of summative tasks is not allowed.
13. If a student was absent during the summative assessment for a valid reason (with a medical certificate or a directive from the school director), upon returning to school, they are required to complete the missed summative assignments within the prescribed period, as determined in the School Summative Assessment Calendar. Prior to completing the assignments, the student must attend consultation lessons according to an individual schedule. Additionally, the level of difficulty of the tasks they are to complete must correspond to the level of difficulty of the missed summative assignments.

14. Special conditions are provided during summative assessment for students with special educational needs in accordance with the RIS Inclusive Education Policy, provided there are corresponding supporting documents such as a medical advisory board conclusion, a psycho-medical-pedagogical commission conclusion, or a certificate from specialized medical organizations.
15. The decision to provide special conditions for students with special needs is approved by the school principal's order.
16. Students with special needs are assessed in accordance with the RIS Inclusive Education Policy. Providing special conditions to such students should not give them an undue advantage over other students.

#### **4.1.10 Moderation of Works for Primary School**

1. Teachers conduct moderation of conclusive assessment throughout the term to discuss students' work results for the standardization of assessment.
2. Homeroom teachers and primary school teachers teaching in the same grade level determine the time and place for a moderation meeting in advance. They also appoint a chairman - a teacher responsible for leading the discussion process of the works.
3. All teachers teaching the subject in the respective classes participate in the moderation. If there is only one teacher teaching a specific subject in the classes, the moderation is conducted independently by them, with the involvement of teachers of related subjects or with the participation of the school assessment coordinator.
4. During one meeting, moderation can be conducted for multiple subjects and/or grade levels.
5. The teacher selects three assessed works: one with the highest score, one with the lowest score, and one that causes difficulty in assessment. If a teacher teaches in multiple classes in the same grade level, the works are selected from the total number assessed.
6. During the moderation meeting, teachers discuss the assessments according to the assessment criteria and, if necessary, jointly make changes and/or additions to these criteria.
7. After the moderation is completed, the works of students whose scores need to be adjusted undergo reevaluation.
8. Upon completion of the moderation, meeting minutes are drawn up, which are signed by the participants. The minutes are kept by the deputy director for primary school.

#### **4.1.11 Assessment of the Primary School Exhibition**

As a culminating experience of the PYP, it is necessary for the exhibition to reflect all the key features of the program. Therefore, it should include a proper and carefully planned assessment.

This assessment consists of two types: ongoing assessment of each student's contribution to and understanding of the exhibition, and a final assessment and reflection on the exhibition itself.

Assessment of the exhibition takes place within the school (by school teachers). PYP Coordinator familiarizes teachers with the exhibition rubrics in the PYP Exhibition Handbook (2008), which is based on the International Baccalaureate Organization (IBO) Standards and Practices (2020) as a guide for exhibition assessment.

## **4.2 Assessment in the Middle Years Programme (MYP), grades 5-10**

4.2.1 Within the MYP, assessment tasks vary depending on the subject. Tasks aimed at developing fundamental knowledge and skills, as well as concepts and skills related to the goals of each subject, are conducted regularly. They include basic reading and writing assignments, as well as speaking and listening tasks, along with mathematics problems, experiments, and creative tasks. Research projects, collaboration, and public speaking skills are studied and assessed according to the requirements of each specific subject. Assessment tasks are aligned with assessment criteria and developed with the aim for students to achieve the highest level according to these criteria.

4.2.2 Assessment forms are developed and reviewed by school teachers and are used to evaluate learning outcomes. We utilise the following types of assessment: preliminary, formative, and summative.

4.2.3 Preliminary assessment is conducted at the beginning of a new unit to assess students' existing prior knowledge, understanding, and skills in order to plan subsequent stages of learning. This assessment may include surveys, reflections, or any other form, however, it is not graded and does not affect the overall score.

4.2.4 Formative assessment allows the teacher and student to adjust teaching and learning appropriately. It is conducted in various forms, such as oral questioning, written work, practical assignments, and others, providing students with continuous feedback. Formative assessment is intended to support the learning process and does not affect the final grade. The teacher independently determines the number of students, the form, and the frequency of feedback. The feedback of formative assessment are recorded in ManageBac and do not require print storage.

4.2.5 The teacher determines the necessary number of formative assessment tasks. However, they are required to conduct at least one formative task during each unit. This helps students understand the required level of performance for summative assessment tasks, and allows the teacher to assess the student's readiness to complete them.

4.2.6 Depending on who collects information and assesses the level of achievement, the following categories of formative assessment may be used:

- Self-assessment by students with subsequent analysis by the teacher for the objectivity of the results.
- Peer assessment by students with subsequent analysis by the teacher for the objectivity of the results.
- Assessment in a "pass/fail" or "achieved/not achieved expectations" format with subsequent teacher comments.
- Teacher assessment using MYP criteria.

4.2.7 Students are strongly encouraged to complete all formative assessment tasks to avoid difficulties in achieving the set goals in the current unit.

4.2.8 One of the ways of formative assessment is through homework, which is also intended to reinforce acquired knowledge and skills, as well as demonstrate progress in the summative assessment process. Homework should be completed regularly, and students are responsible for its timely completion and submission to the teacher. The size of homework assignments should comply with local school requirements and recommendations. Below are approximate timeframes for completing homework:

- MYP 0 (Grade 5) - about 10-15 minutes per subject per day
- MYP 1 (Grade 6) - about 15-20 minutes per subject per day
- MYP 2 (Grade 7) - about 15-20 minutes per subject per day
- MYP 3 (Grade 8) - about 20-30 minutes per subject per day
- MYP 4 (Grade 9) - about 20-30 minutes per subject per day.
- MYP 5 (Grade 10) - about 30-40 minutes per subject per day.

Teachers work on developing students' time management skills. Deadlines for assignments are announced to students in advance through the publication of task conditions and assessment criteria in the ManageBac system.

4.2.9 Summative assessment is aimed at evaluating the level of knowledge and skills after the completion of the study of a specific unit and is conducted according to established criteria for the subject area.

4.2.10 The teacher determines the type of work offered to the student as part of summative assessment based on the subject requirements, current unit, grade level, and the knowledge, skills, and abilities being developed.

4.2.11 Summative assessment is conducted based on a criterion-referenced approach (explanation of performance descriptors is provided below in the "Descriptors for Final Assessment Levels" table). Assessment criteria must be known to all participants in the educational process (teachers, students, parents, school administration) and must be promptly reflected in the ManageBac system and/or provided to students no later than the beginning of each new unit of study. Students should understand the descriptions of achievement levels corresponding to each grade on the assessment scale. Assessment criteria are determined in accordance with subject area guidelines of the MYP and are adapted to the task considering the student's grade level and proficiency in the language of instruction.

4.2.12 Teachers within each subject group, with the support of the MYP coordinator, collaborate to discuss assessment criteria for each subject and the tasks of summative assessment, as a part of standardisation process. These criteria should correspond to the goals and objectives set for each subject area within the MYP program, as well as align with national educational standards.

4.2.13 Summative assessment must include each of the components (strands) of criteria in the subject group at least twice during the academic year.

4.2.14 For each summative assessment, assessment rubrics are created based on requirements from the subject guides.

4.2.15 If the student missed the assessment deadline, his/her work is graded 0.

Table 1. IB MYP Assessment Criteria

Subject Group	A	B	C	D
Language and Literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating

If the task involves writing an essay, conducting a research project, giving an oral presentation, or any other work that cannot be plagiarised by students, the teacher may use one version for all classes in the grade level. In case of violations of academic integrity principles during summative assessment, measures outlined in the school's Academic Integrity Policy are applied.

#### 4.2.13 Summative assessment absence procedure

For all classes at the same level, common summative assessment materials are created. Two

versions of the assignment are developed, one of which are used during the summative assessment, while the second is intended for students who were absent for a valid reason. The teacher should follow the next process in that case:

1. The tutor must inform a subject teacher about the reason of absence providing a medical paper or any official documents from school;
2. When the student joins the educational process, together with the tutor they set the submission calendar for missed summatives. The student has 5 working days to submit the summative assessment.
3. The teacher should upload all learning resources in Managebac and provide additional support during office hours. The time of the office hours should be negotiated with subject teacher;

If the student was absent without any valid reason, or missed the deadline, the summative assessment task is graded 0 and without any retake.

4.2.14 The schedule for conducting summative assessment is determined by the Academic Work Manager. A student may not complete more than three summative assessment tasks in one day. To ensure internal moderation of summative assessment results, the following procedure is mandatory:

- Teachers exchange students' summative works within the department among teachers/subject groups and/or the MYP coordinator.
- After reviewing students' works, teachers discuss possible grades for each criterion using criteria specific to the particular task, which are developed by the teacher teaching the subject in the respective class.
- If disagreements arise among teachers, the MYP coordinator may be involved in the discussion.
- A protocol of internal standardisation from each department, listing all subject groups, is forwarded to the MYP coordinator.

4.2.16 Assessment of results for individual subjects is carried out according to the established procedure:

- Summative assessment for the reporting period (term) consists of the overall score obtained based on assessed criteria of the subject area (8-point scale), evaluated within the units of the MYP program for that period.
- Summative assessment is conducted for subjects such as "Music," "Visual Arts," "Theatre," "World History," "Visual Design," at the end of the semester.

4.2.17 Student achievement levels for all criteria within the subject are summed, and the result is converted into the final grade for the IB MYP program for whole academic year, using the official scale from 1 to 7. This grade is displayed in the "Final grade" section on the ManageBac platform. The SEN students are assessed based on the rubrics

#### **4.2.18 Standardization procedure**

Standardisation involves teachers deliberating on how to interpret and implement assessment criteria for a specific task or a marking scheme for a particular examination question. The standardisation procedure is mandatory at the beginning of the academic year for all subject group teachers. The teacher provides one summative task completed according to all school requirements:

1. The summative task includes a cover page
2. Statement of inquiry
3. Assessment criteria
4. ATL skills
5. Instructions

Procedure:

- Teachers exchange summative student works within the Department among teachers/subject groups and/or the MYP coordinator at least one week before the commencement of the summative task.
- After reviewing the sample work, teachers discuss its relevance to the unit.
- In case of disagreements among teachers, the MYP coordinator may be involved in the discussion.
- The standardisation protocol from each Department, listing all representatives, is sent to the MYP coordinator and saved on One Drive Department folder.

#### **4.2.19 Moderation procedure:**

The aim of moderation is to check how accurately and consistently the teacher has applied the assessment criteria in his or her marking of the students' summative assessment works or Personal Project. Moderation is used with internally assessed work to ensure a common standard across all subject teachers. Each teacher selects a small sample (e.g. strong, average, weak) and these are re-marked by the other teachers. In cases of disagreement, teachers discuss and reach a consensus. If consensus is not reached, teachers may consult a more experienced teacher, for example in another school, or the MYP Coordinator. A teacher may need to revisit the marks awarded to students, if the marks awarded are judged to be too lenient or harsh. Teachers should visit My IB Teacher support materials to discuss assessments for summative and its explanations for fair feedback, Personal Project procedures. Moderation meeting minutes protocols is sent to the MYP C and saved in the One Drive Department folder.



4.2.20 Teachers exchange summative student works within the Department among teachers/subject groups and/or the MYP coordinator.

4.2.21 After reviewing the student works, teachers discuss the grades assigned to each criterion, applying criteria specific to the particular task developed by the subject teacher leading the class or the project.

4.2.22 In case of disagreements among teachers, the MYP coordinator may be involved in the discussion.

4.2.23 The moderation protocol from each Department or group of teachers, specifying all subject groups, is submitted to the MYP coordinator.

4.2.24 Teachers conduct moderation of summative assessment for the unit to discuss the results of students' summative works to ensure assessment standardization.

4.2.25 Subject leaders plan the time and place for the moderation meeting in advance, and designate a chairperson (either the department head or a teacher who will facilitate the discussion process).

4.2.26 All teachers teaching the subject in the respective classes participate in the moderation. If there is only one subject-specific teacher in the school, moderation may be conducted independently with the involvement of teachers from related subjects or with the participation of the school's assessment coordinator.

4.2.27 Within one moderation meeting, moderation for multiple subjects and/or class levels is possible.

4.2.28 From the reviewed works, the teacher selects three: one with the highest score, one with the lowest score, and another whose results caused difficulty. If the teacher teaches multiple classes at the same level, works are selected from the total number assessed.

4.2.29 During the moderation meeting, teachers discuss scores according to the grading scheme and, if necessary, jointly make changes and/or additions to this scheme.

4.2.30 As a result of moderation, students' works whose scores are subject to change undergo re-assessment.

4.2.31 Upon completion of moderation, a protocol of the meeting is compiled and signed, which is kept by the department head.

Table 2. Descriptors for Final Grade Levels

Level	Descriptor
1	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	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	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	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	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.

### 4.3 Personal Project moderation procedure

The IB Personal Project moderation process involves several steps to ensure fairness and consistency in assessing students' projects. An overview of the process led by the Personal Project coordinator:

4.3.1 Project Completion: Students complete their Personal Projects following the IB guidelines and deadlines. They document their process, reflections, and outcomes. Personal project coordinator lead

4.3.2 Internal Assessment: Teachers within the school assess the projects based on established criteria provided by the IB. This assessment includes evaluating the project's

process journal, product/outcome, and reflection.

4.3.3 Moderation by School: The IB coordinator and Personal project coordinator moderates the internal assessment to ensure consistency among different assessors within the school. This may involve reviewing a sample of projects or discussing assessments with teachers.

4.3.4 Submission to IB: Once internal assessments are complete, the school submits the necessary documentation, including samples of student work, to the IB for external moderation.

#### **4.4 Portfolio guidelines in MYP**

All the work in a student portfolio should include teacher or student reflection stating what the work shows and why/how it was chosen. The Portfolio cover is in the Appendix 6.

Portfolio work selection can be different. The student may ask to add a piece of work to his/her portfolio. The teacher can, at any time, ask the student to add a piece of work to his/her portfolio. For instance,

1. During the lesson, the student chooses 2 (two) works: one work that he is proud of, one work that he wants to improve.
2. During the lesson, the student fills out a reflection on the work and submits it to the teacher.
3. The teacher looks through the collected work and makes notes for himself.
4. At 3 way conference, the leading role is given to the student: he comments on the work. The teacher may ask leading questions or make comments.
5. A student may invite a parent to visit the classroom to show work, for example, that is hanging on a stand, so it is important to keep the office clean.

To the teacher before the conference:

1. Make sure that each summative work has an approved Riviera cover.
2. For each summative work there are grading rubrics and Task-specific clarifications, the work is graded from 0-8 points.

Portfolios should be stored in a visible, easily accessible classroom. The portfolio cover is in the Appendix 6. The cover and the questions may be reviewed by the MYP Coordinator and subject leaders.

#### **4.5 Reporting system in MYP**

There are a variety of reporting systems in school filled in Managebac system. This include:

#### **4.5.1 Term report (1st, 3rd term report)**

In this term report teachers comment on the last summative assessment. If a teacher have more than one assessment, the teacher comments on the last work.

The comments includes 2 paragraphs:

1. achievement of success in this assessment;
2. area for improvement;

#### **4.5.2 Semester report**

The semester report reflects on the student's progress of all 4 assessment criteria.

The semester report includes 3 elements:

1. the achievement/success;
2. the target (area for improvement);
3. resources to help meet the target.

#### **4.5.3. Year report**

The year report reflects the student's whole academic year progress and includes recommendations for summer vacations. The comments include: comments for the 4th term, comments for the year, recommendations for the summer. Comments should contain precise recommendations on criteria, successes, and areas for student improvement.

#### **4.5.4 Assessment and grading system**

The academic year consists of two semesters. Each criterion should be assessed at least once per semester, resulting in two assessments per academic year. After the first and third terms, teachers send a term report to parents detailing the student's current achievement level. At the end of each semester, teachers determine the students' semester grades. The final grade is determined after both semesters are completed.

In some cases, the student may join/leave the school in the 1st, 4th term, the school follows the next procedure:

1. The subject teacher converts the student's national results to the MYP grading system.
2. The subject teacher follows the converting table (Appendix 2) and puts the final grade in Managebac.
3. The teachers should convert the grades in favour of the student.

## 4.6 Conferences

4.6.1 A 3-way conference involving a teacher, parent, and student is often used in educational settings to discuss a student's progress, behaviour, or other academic-related matters.

4.6.2 A student-led conference is a meeting in which students demonstrate responsibility for their academic performance. Student-led conference conducted once per academic year. The students lead the conference by presenting work samples which are collected in a portfolio for each subject.

4.6.3 Parent-teacher meetings are conducted once per year after the first term. The senior management team schedules the meeting to review the start of the year and discuss goals and concerns for the remainder of the academic year.

The time of the conferences will be shown in the Academic Calendar.

## 4.7 Assessment Procedures in Diploma Programme

1. Assessment in the Diploma Programme includes various methods such as formative, summative, internal, and external assessment. Assessment is conducted according to criteria, using assessment schemes and percentages defined in the DP subject guides published by the IB. The results of all assessments are expressed as a percentage of the points obtained compared to the maximum possible points.
2. Formative assessment is an important part of the learning process. Teachers are responsible for developing and conducting ongoing formative assessment, which informs students about their learning to help them better assess their own progress and then develop strategies for improvement. Formative assessment also allows teachers to address the individual needs of students when planning lessons and organizing learning activities.
3. Formative assessment is conducted at least once every two weeks to assess the current level of student achievement in accordance with the curricula and units. This process allows teachers and students to promptly adjust the learning process and fill gaps in knowledge.
4. Feedback tools may include:
  - Student self-assessment supported by the teacher
  - Systematic use of detailed assessment criteria (rubrics, matrices)
  - Peer assessment conducted by students, facilitated by the teacher (either face-to-face or using ICT resources such as blogs).
5. During the formative assessment process, students receive continuous feedback. This feedback includes reflection, peer assessment, and self-assessment based on assessment criteria applied to the task.

6. Summative assessment is conducted during each semester, both during and after the completion of the unit of study, to determine the level of knowledge acquired and skills developed by students. The number of summative assessments may vary from one to five depending on the subject and subject group.
7. Results of various formative and summative assignments, including tests, oral presentations, quizzes, projects, and practical tasks, are recorded in ManageBac.
8. Grades in the progress report are assigned according to the five-point grading scale defined in the current grade conversion scale.
9. The percentage completion of formative assessments for the semester is calculated by dividing the total points earned by students for all formative assessments by the maximum number of points for all formative assessments. Similarly, the percentage completion of summative assessments is calculated.
10. The semester grade on the 7-point IB scale considers the percentage completion of formative and summative assessment equally, with each contributing 50%. Subsequently, the grade on the 7-point scale is converted to a grade on the 5-point scale.
11. If summative assessments by students are completed after the start of filling out the quarterly reports in the first semester, their results may be transferred to the second semester.
12. The annual grade is calculated as the arithmetic mean of the grades for the first and second semesters, with the first semester grade contributing 40% and the second semester grade contributing 60%. When rounding fractional parts of grades 0.5 and above (e.g., 5.5 or 6.5), rounding up is applied.
13. Students at risk of receiving a grade of "3" (satisfactory) or "2" (unsatisfactory) in two or more subjects on the 5-point scale at the end of the semester based on current results receive a progress report.
14. Final grades studied at the SL or HL level in the DP include 80% of the annual grade for the academic year and 20% of the DP IB external assessment grade for the subject. Subsequently, grades are converted into a 5-point grading scale and recorded in the high school diploma.
15. Student achievement results are provided to parents and students through the ManageBac platform.
16. For students with special needs during the assessment period, the application of special conditions is coordinated with the International Baccalaureate and approved by the School Principal.

#### **4.7.2 Internal Assessment Procedures for DP Students**

1. According to the IB subject guides, internal assessment can be conducted in various formats such as written work, essays, drafts, etc.
2. The results of internal assessment undergo external review by the International Baccalaureate and are considered in the final grading for obtaining the DP diploma

in accordance with the IB subject guides.

3. 12th-grade students are required to undergo internal assessment within the established deadlines as per the DP subject guides published by the IB and approved by the school director in the internal assessment schedule. Failure to conduct internal assessment on time may affect the final DP score.
4. School teachers review internal assessment works and standardize the assessment process.
  - During standardization, all teachers teaching the relevant subject in the respective classes participate. If there is only one teacher for a particular subject in the school, standardization may be conducted independently with the involvement of teachers from related subjects or with the participation of the school's DP coordinator.
  - Each subject teacher reviews assessed works and selects three: one with the highest score, one with the lowest score, and one that posed difficulties during assessment. If a teacher teaches multiple classes on the same level, works are selected from the overall pool of assessed works.
  - During the standardization meeting, teachers discuss students' works according to established assessment criteria. If necessary, they jointly make adjustments to the final assessment of student work.
  - After the standardization of students' works, scores for other assessed works are reviewed and may be adjusted according to the standardization results.
  - After standardization, a meeting protocol is signed. The protocol is stored in the school's common repository with access for the DP coordinator.
5. Assessed works of students in electronic format are sent to the IB for external moderation. Students do not have access to these assessment scores.
6. After external moderation by the IB, they may choose to leave the internal assessment score unchanged, raise it, or lower it in accordance with DP assessment rules.

#### **4.7.3 External Assessment Procedures for IB Diploma**

1. In September of the second year of the DP program, the DP coordinator registers students in IBIS for external assessment exams in 6 studied subjects.
2. External assessment is conducted in the format of written exams for all subjects at both HL and SL levels.
3. The schedule and instructions for subject exams are established by the IB and sent to the school. The school strictly adheres to all prescribed rules established by the IB for conducting exams.
4. External assessment materials are delivered to the school two weeks before the start of the exam. The DP coordinator is responsible for safely storing the materials in a location that meets IB requirements, in accordance with the "Diploma Programme assessment procedure" manual.
5. After each exam is completed, all materials are carefully packaged and sent to the IB by mail. Student exam papers are assessed by IB examiners.

6. Results of the external assessment are provided to the school via IBIS no later than July 6th of the current academic year. IB diplomas or certificates for students are officially issued by the school in September of the current year.

#### **4.7.4 Procedure for Requesting Review of Work for IB Diploma External and Internal Assessment**

1. If students disagree with the results of external and/or internal assessment, the IB assessment center provides a procedure for requesting a review of the work for a repeat external assessment and/or re-moderation of internal assessment for a certain fee. Requests can be submitted by students or their legal representatives. The payment for this procedure is collected from the parents (legal representatives) of the students.
2. The IB assessment center conducts a re-assessment of students' work. As a result of this procedure, the candidate's grade may be increased or decreased depending on the results of the re-assessment and/or re-moderation of internal assessment.
3. The school director approves the list of requests based on the received results and instructs the school's lawyer to draw up contracts with the legal representatives. The cost of submitting a request is determined by the IB, and a contract is concluded with the legal representatives of the students for payment of this amount. After signing the contract, the senior school coordinator submits the request to the IB.

#### **4.7.5 Circumstances Beyond the Control of the Parties as Defined by the IB**

1. Circumstances beyond the control of the parties are situations that are beyond the students' control and may adversely affect their results in external assessment. These include severe stressful situations, particularly difficult family circumstances, loss of a close relative, or events that may threaten the health or safety of students at school. Such circumstances do not include: 1) deficiencies on the part of the school where the student is enrolled, including errors or oversights in registering students, delays in requests for special needs during assessment, or insufficient attention to adverse circumstances, as well as failure to create conditions for students to participate in external assessment; 2) the inability of candidates to improve their work, even with an authorized inclusive assessment procedure.
2. If a student or group of students encounter unforeseen circumstances before submitting components that must be submitted earlier than others (e.g., EE, TOK, components for external moderation), the IB may authorize an extension of the submission deadline after receiving the appropriate documentation from the School. This extension may only be granted by the IB and is the only possible solution that can be adopted.
3. A request for consideration of circumstances beyond the control of the parties must be submitted to the IB by the DP coordinator on behalf of the student(s). It must be submitted within 10 calendar days after the completion of the IB external assessment for the relevant subject component and must be supported by a statement from the DP coordinator, as well as relevant evidence.



4. If the IB confirms that the student's work was affected by circumstances beyond their control, the IB may pay special attention to these circumstances, provided that it does not give the student an advantage over others. If circumstances are considered "beyond the control of the parties" and require special consideration, the IB may adjust the student's external assessment grade for the relevant subject(s) and/or IB diploma requirements. If a student is lacking one or two points to reach the next level, the IB may add the missing points for the relevant subject(s). For grade adjustment in TOK and EE, one mark from the next higher boundary is required. This is the only possible solution for students in the event of circumstances beyond their control.

#### **4.7.6 Rules for Considering "Incomplete Assessment" Established by the IB**

1. "Incomplete assessment" means that a student has not submitted one or more mandatory components for external and internal assessment in a subject.
2. To request special consideration in the case of incomplete assessment, the DP coordinator must submit a request to the IB on behalf of the student. The request must be submitted within 10 calendar days after the completion of the external assessment component for the relevant subject and must be supported by a statement from the DP coordinator, as well as relevant evidence.
3. In the case of incomplete assessment in a subject, the IB may assign a grade for the subject if the following circumstances are established: 1) the reason for the incomplete assessment is beyond the student's control, such as illness, injury, death or funeral of a close relative, inevitable hospital or court visit; 2) the student has completed a sufficient number of tasks to obtain at least 50% of the marks from the maximum possible marks for that subject, including the external assessment component.
4. If both of the above conditions are met, the grade for the missing component will be calculated using the established procedure and based on the student's grades for completed components, as well as by considering the grades of other students in the same subject. In the case of missing more than one exam, the decision on the possibility of assigning grades to students for the corresponding subjects is made by the "IB Diploma Final Award Committee." Determining the grade for the missing component will not be based on statistical methods and "consideration" for the same subject/level being assessed.
5. Reasons for incomplete assessment, such as forced school closure during written exams, may affect both a group of students and all students in the school. If multiple students are involved, the IB Diploma Final Award Committee will give equal attention to all these students.
6. The date and time of the exams are determined by the IB and remain unchanged during the current exam session. If a student misses the IB external assessment exam for any reason, they are not allowed to take the exam at another time during the

current exam session.

#### 4.7.7 Rules for Assessing DP Components: TOK, EE, and CAS

7. Students must complete the CAS component in accordance with the IB requirements to obtain the Diploma.
8. Students participating in the CAS component must meet the following requirements: Participate in various activities for at least 18 months in the DP program initiated by the student, including completing at least one CAS project; Complete all stages of the CAS project, from planning to completion, for at least one month; Understand and apply the stages of the CAS project as necessary; Regularly update the CAS portfolio, including recording experience and CAS projects; Conduct at least three mandatory interviews with the CAS supervisor and coordinator; Ensure a balanced combination of creativity, activity, and service within the CAS program; Attend CAS reflection lessons according to the schedule; Participate in a CAS trip organized at the end of the first year of the high school program.
9. To submit assessment components in the Extended Essay (EE), the following requirements and procedures must be followed: The maximum word count for the essay is 4000 words; The recommended amount of time for individual work provided by the IB for writing the EE is 40 hours; Assessment of student work uses 5 criteria (A-E) set by the IB; The final grade for the Extended Essay will be given by an external IB examiner.
10. To complete the Theory of Knowledge (TOK) components, the following requirements and procedures must be met: The student must attend at least 100 hours of TOK classes over two years of TOK study; The student must write initial and final versions of an essay with reflection demonstrating interaction with the teacher; The student must prepare an exhibition on TOK and write a corresponding report according to the requirements outlined in the subject guide; Assessment for TOK and the Extended Essay (EE) is given on a letter scale from A to E, where A is the highest grade and E is the lowest grade.

#### 4.8 Reporting system

There are a variety of reporting systems in school filled in Managebac system. This include:

##### 4.8.1 Term report (1st, 3rd term report)

In this term report teachers comment on the last summative assessment. If a teacher have more than one assessment, the teacher comments on the last work.

The comments includes 2 paragraphs:

1. achievement of success in this assessment;

2. area for improvement;

#### **4.8.2 Semester report**

The semester report reflects on the student's progress of all 4 assessment criteria.

The semester report includes 3 elements:

1. the achievement/success;
2. the target (area for improvement);
3. resources to help meet the target.

#### **4.8.3. Year report**

The year report reflects the student's whole academic year progress and includes recommendations for summer vacations. The comments include: comments for the 4th term, comments for the year, recommendations for the summer. Comments should contain precise recommendations on criteria, successes, and areas for student improvement.

### **Conferences**

4.9 A 3-way conference involving a teacher, parent, and student is often used in educational settings to discuss a student's progress, behaviour, or other academic-related matters.

4.9.1 A student-led conference is a meeting in which students demonstrate responsibility for their academic performance. Student-led conference conducted once per academic year. The students lead the conference by presenting work samples which are collected in a portfolio for each subject.

4.9.2 Parent-teacher meetings are conducted once per year after the first term. The senior management team schedules the meeting to review the start of the year and discuss goals and concerns for the remainder of the academic year.

The time of the conferences will be shown in the Academic Calendar.

### **5. Portfolio guidelines in DP**

All the work in a student portfolio should include teacher or student reflection stating what the work shows and why/how it was chosen. The Portfolio cover is in the Appendix 6.

Portfolio work selection can be different. The student may ask to add a piece of work to his/her portfolio. The teacher can, at any time, ask the student to add a piece of work to his/her portfolio. For instance,

1. During the lesson, the student chooses 2 (two) works: one work that he is proud of, one work that he wants to improve.
2. During the lesson, the student fills out a reflection on the work and submits it to the teacher.
3. The teacher looks through the collected work and makes notes for himself.
4. At 3 way conference, the leading role is given to the student: he comments on the work. The teacher may ask leading questions or make comments.
5. A student may invite a parent to visit the classroom to show work, for example, that is hanging on a stand, so it is important to keep the office clean.

## **6. Requirements for the Award of the IB Diploma**

1. To receive the IB Diploma, all assessment components for each of the six subjects and additional diploma requirements must be completed.
2. The IB Diploma is awarded to the student under the following conditions:
  - CAS requirements are fulfilled;
  - The candidate's total points are 24 or higher;
  - TOK, EE, and internal assessment scores for subjects are not marked as "not uploaded," denoted by the IB with the letter "N";
  - There is no "E" grade for TOK and EE;
  - There is no "1" grade for any subject/level;
  - No more than two "2" grades are awarded for higher level and standard level subjects combined;
  - No more than three "3" grades are awarded for higher level and standard level subjects combined;
  - The student achieves 12 or more points in higher level subjects (students registered for four higher level subjects will have their three highest grades considered);
  - The student achieves 9 or more points in standard level subjects (students registered for two standard level subjects must obtain at least 5 points in standard level subjects);
  - The student has not received disciplinary action for academic misconduct from the "IB Diploma Committee";
  - The student has completed the DP program over 2 years at the HL level for 240 hours and at the SL level for 150 hours.
3. Students who successfully complete the IB exams are provided with the IB Diploma and the "Diploma Programme Results" document, which displays all IB grades and additional points, results for each subject, confirmation of meeting all CAS requirements, as well as scores and individual assessments for TOK and EE.

4. Students who do not meet the requirements for the IB Diploma are issued IB certificates, which indicate grades for individual subjects and results for TOK and EE, along with confirmation of meeting all CAS requirements, depending on the situation.

## **5.2 Procedure for Issuing the IB Diploma**

1. Students in 12th grade who have successfully completed the DP program and undergone IB external assessment are awarded the IB Diploma.
2. Students in 12th grade who have completed the DP program but did not participate in the external assessment due to health reasons, confirmed by the conclusion of the Medical and Labor Commission (MLC), are issued a high school graduation certificate in accordance with the rules established by the Order of the Minister of Health and Social Development of the Republic of Kazakhstan dated March 31, 2015, No. 183 "On approval of the Rules for conducting temporary incapacity examination, issuing a sick leave, and a certificate of temporary incapacity.

## **Policy Review and Community Access**

This policy is reviewed annually. It is discussed with the teaching staff, administration, program coordinators, and parents. Discussion also takes place during training sessions before the start of the academic year. Feedback and input from all stakeholders determine the revision of the policy to best meet the needs of our school community. After changes are made, excerpts from the policy are published on the school's website and uploaded to a shared folder for general access. The policy is also available in the Teacher Handbook. Additionally, before the start of the academic year, the entire school community, including students, teachers, administration, and parents, will be informed of the revised policy during meetings or through electronic communication.

Appendix 1 to the  
Assessment Policy  
of Student Achievement at  
Riviera International School  
by Quantum

**Scale for Converting Scores to a 5-Point Grading System in Elementary School**

<b>Total Points</b>	<b>5-point grading scale</b>
22-24	5 (Excellent)
18-21	4 (Good)
13-17	3 (Satisfactory)
12 and below	2 (Unsatisfactory)

Appendix 2  
to the Assessment Policy  
of Student Academic Achievement at  
Riviera International School  
by Quantum

**Scale for converting percentage grades to a 7-point grading scale in 10th grade**

<b>Percentage Grade</b>	<b>7-Point Grading Scale</b>
0 - 14%	1
15 - 29%	2
30 - 44%	3
45 - 53%	4
54 - 66%	5
67 - 83%	6
84 - 100%	7

to the Assessment Policy  
of Student Academic Achievement at  
Riviera International School  
by Quantum

**Conversion scale from percentage to a 5-point grading system in the 11th grade**

Percentage Grade	5-Point Grading Scale
0-39%	2
40-64%	3
65-84%	4
85-100%	5

**Conversion scale from a 7-point grading system to a 5-point grading system  
for assigning final grades on the report card/transcript**

7-Point Grading Scale	Digital 5-Point Grading Scale
1	2
2	3
3	
4	4
5	
6	5
7	







Name Surname.....

Grade .....

Date .....

### **Summative assessment /Қорытынды баға/Суммативное оценивания**

#### **Инструкции к выполнению работы:**

1. Внимательно ознакомьтесь с критериями работы.
2. Длительность работы составляет 80 (40 минут).
3. Работа выполняется самостоятельно. Важно соблюдать принципы академической честности.
4. Использовать сотовые телефоны, смарт часы и другие источники запрещено.
5. Можно использовать только синюю пасту.
6. Зачеркивания и исправления выполняются карандашом.
7. Пересдавать работу запрещено.
8. В случае фиксирования списывания или помощи другим, работа аннулируется.

#### **Жұмысты орындауға арналған нұсқаулар:**

1. Жұмыс критерийлерімен мұқият танысыңыз.
2. Жұмыс ұзақтығы - 80 (40 минут).
3. Жұмыс өздігінен орындалады. Академиялық адалдық принциптерін сақтау маңызды.
4. Ұялы телефондарды, ақылды сағаттарды және басқа көздерді пайдалануға тыйым салынады.
5. Тек көк пастаны қолдануға болады.
6. Сызықтар мен түзетулер қарындашпен жасалады.
7. Жұмысты қайта тапсыруға тыйым салынады.
8. Есептен шығаруды тіркеген немесе басқаларға көмектескен жағдайда жұмыс жойылады.

#### **Instructions for assessment:**

1. Carefully read the criteria.
2. The duration of the work is 80 (40 minutes).
3. The work is done independently. It is important to follow the principles of academic integrity.
4. It is forbidden to use cell phones, smart watches and other sources.
5. Only blue paste can be used.
6. Corrections are made with a pencil.
7. It is forbidden to retake the work.
8. In case of fixing the write-off or helping others, the work is cancelled.

#### **Summative assessment Название работы**

<b>Subject</b>	<b>Global context</b>
<b>Unit title</b>	
<b>Statement of Inquiry</b>	

**Instructions to students:**

- 1.
- 2.
- 3.
- 4.

<b>Name</b>		
<b>Class</b>		
<b>Date</b>		
<b>Summative assessment criteria</b>	<b>Criteria A: Knowing and understanding</b>	<i>Your result</i>
	<b>Criteria B: Communication</b>	<i>Your result</i>
	<b>Criteria D: Using language</b>	

**ATL evaluation:** Например: Студенты будут искать в тексте грамматические структуры, различные лингвистические техники, анализируя, каким образом данные техники влияют на текст

**Skill:** Research: Information Literacy Skills

<b>Novice</b>	<b>Learner</b>	<b>Developer</b>
Вы нашли от одного или двух грамматических структур в тексте , но <b>не определили / или с трудом раскрыли</b> их влияние на создание текста	Вы нашли и выделили <b>определенные грамматические</b> структуры в тексте и определили их влияние на создание текста в <b>некотором</b> объеме	Вы <b>успешно</b> нашли и выделили <b>все</b> грамматические структуры в тексте и определили их влияние на создание текста в <b>полном объеме</b>

Student's personal reflection:

Task-specific criteria:

Level	Descriptor	Clarification
0	The student does not reach a standard described by any of the descriptors below	The student does not reach a standard described by any of the descriptors below
1-2	The student: 1. Uses limited relevant terminology 2. Demonstrates basic knowledge and understanding of content and concepts with minimal descriptions and/or examples.	The student: 1. uses limited terminology relating <b>linking words and phrases</b> effectively . 2. Demonstrates basic knowledge and understanding of using evidence( <b>direct quotes and or paraphrases</b> ) that supports their point to a minimum extent
3-4	The student: 1. Uses some terminology accurately and appropriately 2. Demonstrates adequate knowledge and understanding of content and concepts through satisfactory descriptions, explanations and examples	The student: 1. uses some terminology relating to linking words and phrases effectively . 2. Demonstrates adequate knowledge and understanding of using evidence (direct quotes or paraphrases) that satisfactorily support their point
5-6	The student: 1. Uses a range of terminology accurately and appropriately 2. Demonstrates substantial knowledge and understanding of content and concepts through accurate descriptions, explanations and examples.	The student: 1. uses a range of terminology relating to <b>linking words and phrases</b> accurately and appropriately. 2. Demonstrates substantial knowledge and understanding of using evidence ( <b>direct quotes or paraphrases</b> ) that accurately support their point.
7-8	The student: 1. Consistently uses a wide range of terminology effectively 2. Demonstrates detailed knowledge and understanding of content and concepts through thorough accurate descriptions, explanations and examples	The student: 1. Consistently uses a wide range of terminology when providing linking words and phrases effectively. 2. Demonstrates detailed knowledge and understanding of using evidence (direct quotes and paraphrase's) that thoroughly, and accurately supports their point

**Ваша работа будет оценена по следующим критериям: Сіздің жұмысыңыз келесі критерийлер бойынша бағаланады: Your work will be evaluated according to the following criteria**

**Рубрики оценивания / Бағалау айдарлары / Assessment Rubrics**

<b>Балл</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
<b>0</b>				
<b>1-2</b>				
<b>3-4</b>				
<b>5-6</b>				
<b>7-8</b>				

**Reflection:**

Appendix 5  
to the Assessment  
Policy of Student Academic  
Achievement at Riviera International  
School by Quantum

**Scale for converting the sum of achievement levels according to criteria into the  
7-point IB grading scale in the secondary school for transferring grades to the state  
standard transcript**

Grade	Sum of achievement levels			
	criteria 4	criteria 3	criteria 2	criteria 1
1	0-5	0-3	0-2	0-1
2	6-9	4-6	3-4	2
3	10-14	7-10	5-7	3
4	15-18	11-13	8-9	4
5	19-23	14-17	10-11	5
6	24-27	18-20	12-13	6
7	28-32	21-24	14-16	7-8



# PORTFOLIO

.....  
.....  
Subject

.....  
.....  
Student's name, surname and grade

**Вопросы рефлексии**

**Reflection questions**

1. *Я горжусь этой работой, потому что:*

*I am proud of this work because:*

.....  
.....  
.....  
.....

2. *Я хочу улучшить эту работу, потому что:*

*I would like to improve this work because:*

.....  
.....  
.....  
.....  
.....  
.....

3. *Мои планы на четверть по этому предмету:*

*My plans for coming term for this subject:*

.....  
.....  
.....  
.....  
.....



Appendix 8 to the Assessment  
Policy of Student Portfolio at Riviera International  
School by Quantum

<b>Department/Area:</b>	<b>Date:</b>	<b>Time:</b>	
In attendance:			
Absent:	Excused:		
Translator: -			
Items on the Agenda	Issues of discussion	Tasks to complete	Person/s to complete task

