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ILS School-wide Assessment policy

“Regulations on Forms, Frequency and Procedure of In-Process Progress Monitoring and Interim Attestation of Students”, 2021 addresses all local legal requirements regarding attestation at the International Linguistic School. Policies specific to the IB Program are covered in this addendum.

Assessment Philosophy

The primary purpose of assessment at the International Linguistic School is to support student learning. IB teachers at ILS use assessment to inform instructional decisions, to better understand the academic needs of individual students, and to analyze the effectiveness of instruction. Effective teaching will prepare students for both formative and summative assessments which are designed to measure understanding of course aims and objectives. Assessments are used to measure and report student understanding to students, parents, and teachers; provide ongoing and consistent feedback to students and teachers; and to guide decisions about instructional content and practices.

Assessment Principles

Assessment at the International Linguistic School is grounded in the following principles:

- Assessments are designed to reflect the IB published curriculum for each course
- Procedures are transparent and well-publicized.
- Assessment data is used to provide ongoing feedback to students and parents
- Assessment data provides opportunities for teachers to continuously improve their teaching practices
- Formative and summative assessments are used together to monitor student progress and learning
- Assessment will be criterion referenced, rather than norm referenced to reflect student understanding
- Assessment will be designed to ensure fairness and reliability for all students
- Accommodations in assessments will be made for students with varied needs and abilities

Types of assessments

Formative assessments

Formative assessments measure student understanding and provide ongoing and consistent feedback to students and teachers at various points throughout units of study. Formative assessments in a course are created and sequenced with the goal of building the knowledge, understanding, and skills needed for successful completion of later summative work.

Formative assessment is beneficial for students as it allows them to understand their current level of understanding in relation to course learning aims and objectives and set individual learning goals. Review and reflection of these formative assessments is integral to student learning and is built into classroom practices. Examples of formative assessments include in-class assignments, small group processing activities, discussions, mini-presentations, quizzes, homework, conferences, and reflections. Formative assessments are useful for teachers in helping to guide decisions about how to instruct the class as a whole and how to provide differentiated instruction if a student or group of students is struggling with a particular concept. Formative assessments will factor into a student's semester grade, but will constitute no more than 10-30% of a student's final grade for the course. Within these parameters, our teachers have autonomy regarding the number and frequency of formative assessments used so long as they are using formative assessments to give ongoing and consistent feedback to students.

Summative assessments

Summative assessments should reflect the achievement of students related to the standards and benchmarks of the course of study. Summative assessments are aligned with IB assessments with regards to content, rigor, and mark schemes utilized and give students the opportunity to apply their understanding to new and authentic contexts. Emphasis in summative assessments is on whole course understanding, rather than knowledge of individual units of study. Grading and marking of summative assessments will be criterion referenced based on identifiable skills and aligned with IB marking criteria.

Summative assessments constitute the majority of a student's semester grade (70-90%), depending on the course design. Teachers have autonomy regarding the number and frequency of summative assessments used so long as the summative assessments being used are designed to measure students' achievement of IB benchmarks and standards. Examples of summative assessments include final exams, mock IB exams, unit projects, portfolios, written reports, and performances. IB assessments, including portfolio work, IAs, and May exams, serve as the final summative assessment in IB courses. Teachers follow all IB guidelines to enable students to complete these formal assessments using IB practices and guidelines.

Internal assessments

IB courses include internal assessments, which are examples of student work evaluated by teachers at ILS and then reviewed & moderated by IB examiners. This moderation practice ensures reliability and alignment with IB assessment standards across all IB world schools. IAs can take the form of historical investigations, math projects, portfolio work, oral commentaries, lab reports, artistic performances, etc.

The inclusion of internal assessments allows IB students to demonstrate their skills outside of timed testing environments, while also allowing for individual choice and exploration of an area of interest within a course.

At ILS, teachers will provide adequate time for students to produce their IAs, providing them with rubrics and feedback, as allowed by the IB. Our teachers are expected to grade internal assessments using the rubrics and standards provided by the International Baccalaureate. All teachers are encouraged to grade sample assessments released by IB and compare their own grading with that of the samples until they have an operational understanding of how the rubric should be used to assess learning. Teachers with common courses are expected to collaborate on grading, comparing marks with one another and discussing any discrepancies in the scores. This process is designed to promote reliability and improve the objectivity of

internal assessment scoring. For our courses with only one teacher, the DP coordinator will provide teachers the opportunity to network with other schools as needed to implement the IA.

During an annual staff meeting in August, IA and exams results are analyzed for differences in predicted grades for IAs and moderated grades. Where there are significant differences in teacher marking and moderated marking, analysis is completed to address these errors. This is done to ensure that internally marked coursework meets IB standards, and that students have a true understanding of the marks that they will receive.

External assessments

IB courses include external assessments which vary in form for each IB course. All courses will have externally assessed May examinations. These exams are administered under strict protocols, over a two-day period for each subject area, and according to a schedule provided by the IBO. These exams vary by course but allow students to apply their understanding of course content to varied contexts and examples. Most exam questions are open-ended and require students to create a response based on data sets, case studies, extracts, and/or course syllabus knowledge. IB examiners will score these exam papers using established mark schemes and rubrics. These exam scores are combined with the other internal and external assessment scores within a course to provide a final score from IB for the student's work in the course. These final scores are posted in July each year. Preparation for May examinations is ongoing within our IB courses, as teachers provide practice questions, use exam rubrics for formative and summative assessments, and tailor learning to exam objectives throughout the year.

In a few IB courses, there is an additional external assessment that is used as part of the student's IB score. For example, students in Language A Literature write an HL Essay which is externally assessed, but is not part of their May exams. For these courses, the additional external assessment is used to showcase a student's skills over time and outside of the restrictions of the examination environment. Teachers will give students adequate time to produce these external assessments during the course and will provide guidance and feedback according to IB's guidelines within these courses. IB has specific rubrics for these assessments which students are shown in advance. These additional external assessments are not evaluated by the ILS teacher, but are marked externally by IB examiners. The scores from these external assessments are factored into the overall score for the course earned by the student.

State and National Requirements related to Assessment

Students at ILS follow the requirements set by the Ministry of Education of the Russian Federation for graduation. According to these guidelines, students are able to use qualifying IB coursework towards the hours needed to meet the requirements towards obtaining the state diploma. The ILS governing board and the IB Diploma Program Coordinator at ILS will ensure that students are enrolled in appropriate classes to enable them to obtain the state diploma and the IB Diploma simultaneously, if desired.

In addition, students who wish to obtain the state diploma are required to prepare for and sit the National exams at the end of the 11th grade. The school governing board and IB Coordinator will ensure that these students are made aware of the requirements, and receive the necessary assistance to prepare for these exams.

Grades at ILS are reported by semester for all courses. Formative, summative, and final exam grades are used in combination to calculate this semester grade. Students and parents have 24-hour access to grades via “Dnevnik”, the national online grade book required by the Ministry of Education of the Russian Federation. The IB Coordinator and administrators monitor that teachers regularly update grades throughout the semester and have an appropriate balance of formative and summative assessments. Students are encouraged to contact teachers with any questions they have about their grades. Semester grades are reported according to a 7-point evaluation system. Grades that are required for obtaining the state diploma will be converted and reported to the State on a 5-point evaluation scale. Students may wish to report grades and GPA to a university using a 4-point scale. The scales for these conversions is below:

International Baccalaureate	%	Descriptor	Russian National grading scale	A-F (4-Point Scale) for university reporting
7	95-100	Excellent	5	A (4)
6	85-94			
5	70-84	Above Average	4	B (3)
4	56-69			
3	41-55	Average	3	C (2)
2	26-40			
1	14-25	Below Average	2	D (1)
0	0-14	Failure	1	F

Assessment and Academic Honesty

The ILS community believes that the best results can be achieved only in an environment where everybody's contribution is rightfully acknowledged.

The IB Learner Profile states that IB learners strive to be “principled - acting with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere, taking responsibility for their actions and their consequences”. The ILS community places high value on work done honestly.

All instances of academically dishonest behavior are reported to the IB DP coordinator and the student's parents are informed. The student receives zero as a grade for work which is found to be academically dishonest. Documentation of cases of academic misconduct are kept in the student's school file and this information may be used in writing a recommendation letter for college admission. The School retains the right to mention the cases of academic misconduct if the college or university sends the application papers directly to the IB Coordinator.

Assessment Practices— Inclusivity

The School recognizes the fact that students affected by temporary, long-term or permanent disability or illness may require special arrangements to help them meet their assessment goals. Students who miss an important assessment component due to a documented illness are given an opportunity to complete the task during the week following their return to school. In the case of prolonged absence (2 weeks or more), students receive additional sessions with the subject teachers to help them cope with the course work. Requests for inclusive assessment arrangements for final IB exams must be submitted to IBO at the beginning of grade 12.

Any student with an Individual Education Plan (IEP) may require modifications to assessment. Any modifications to assessment will be outlined in the student's IEP. See the International Linguistic School IB Inclusion Policy for more information about implementation of such accommodations. Students with an IEP may need additional support with IB assessments. Appropriate support will be determined through collaboration between the subject area teacher and the IB DP Coordinator. For additional information, please refer to the International Linguistic School IB Language Policy and the International Linguistic School IB Inclusivity Policy.

Communication of Policy with Stakeholders

At the beginning of each school year, the IB Diploma Program Coordinator will meet with all IB Diploma students to discuss school policies, including the assessment policy. All policies are available on the school website and IB classrooms so that parents, students, and teachers can access the policies as needed.

The DP Coordinator will review all policies with teachers and students each year. Teachers and students will acknowledge annually that they have reviewed the policies of the IB DP.

Development & Review of this Assessment Policy

ILS revises its Assessment Policy in accordance with the school's state accreditation process. The current school-wide policy was last updated in 2021. Review of IB-specific policies is conducted on an annual basis, with modifications made as needed based on current philosophy and practices, as well as any adjustments made by IB to course requirements. Policy input and adjustment is overseen by the DP Coordinator and supported by feedback collected from a focus group of students, parents, teachers, and administration. The assessment policy will continue to be reviewed annually to ensure the document reflects current standards and practices both for IB and the Ministry of Education of the Russian Federation.

The ILS school-wide Assessment Policy “*Regulations on Forms, Frequency and Procedure of In-Process Progress Monitoring and Interim Attestation of Students*” was last ratified

9 September, 2021.

This IB Assessment Policy was last reviewed and updated October, 2022.

Bibliography:

Assessment principles and practices—Quality assessments in a digital age. International Baccalaureate Organization, July 2019

Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization. 2010.

Diploma Programme: From principles into practice. International Baccalaureate Organization. 2015.

International Linguistic School

Internal Regulations on the criteria for grading in the IB DP Programme

2022-2023 Academic Year

1. The Regulations on the criteria for grading in the IB DP Programme will be made available to students at the start of the academic year. A copy of the criteria will be posted on the school site, bulletin board in each classroom, and introduced to parents.
2. Students of the IB DP Programme (10, 11, 12 grades) will be graded each half-year. Predicted grades are given for the 1st and 3 terms according to the School Calendar.
3. The final assessment of a student in grades 10, 11 and 12 is carried out as follows:
 - 1st half
 - 2 semester
 - Exam (in individual subjects / Mock exams (Comprehensive Exams)
 - Year
4. When setting a semi-annual mark, rounding up occurs only when the student receives an average score of 1.7 = 2 2.7 =3 3.7 =4 4.7=5 5.7=6 6.7 =7.
5. If a student's GPA is 0.69 hundredths, then there is no rounding up.
6. The annual mark is rounded up.
7. When setting a preliminary assessment (Predicted Grades , PG) in grade 12, the following grades should be taken into account (average score):
 - 1st half
 - Internal Assessment
 - Mock Exam (Comprehensive Exams)
 - Mock exams are held within 2 weeks before the end of the 3rd quarter.
8. The assessment criteria for each subject must be communicated to students at the beginning of the school year by the lead teacher.
9. Marks for the semester / year are set no later than 3 days before the end of the semester (following published school regulations).
10. Teachers will record half-year and annual grades on the basis of written work (tests, written tasks, essays, laboratory works, etc.), and also the works that are representative of the examination tasks for each subject (final exams, national exams, IB exams, etc.) according to the 7-point evaluation system.

11. If a student does not turn in work by the deadline, he receives a “0”. The student has the right to submit the work during the next class period, but the grade of “0” will be counted in the half-year grades. That means that even in the case of the late work receiving a grade of “7”, the average grade for the late work would then be “3.5”.
12. If a student misses a laboratory work or test for an acceptable reason, he must complete the work within one week of the due date. If the work is not completed within this period, the student receives a grade of “0”.
13. Teachers are categorically banned from accepting late work during the last week of the grading period with the aim of raising students’ grades for the period.
14. Grades must be awarded according to the criteria shown in the materials of the IB Programme, and according to the percentage grading scale based on 7-point evaluation system (0-7). The students should be aware of the conversion of the 7-point grading system into 5-point grading system/ The conversion table is posted on the bulletin board in each classroom.
15. When completing graded work, students must be made aware of the maximum number of points for each task (as is shown in examination works for the IB Programme).
16. When a student has an explained absence of two weeks or more, the student will be provided individual consultation in each subject.
17. If total absences are 30% or more, the final grade can be no higher than a “3”.
18. The teacher is responsible for the objectivity of assessing the level of knowledge of the student during the entire course of study under the Diploma Program. The mark obtained on the exam must correspond to the preliminary marks (Predicted grades).
19. During the Academic Year IB Coordinator/home-room teacher observe and control that the grades are regularly put in the electronic Journal. The quantity of the grades should comply with the approved Requirements of the Programme. All teachers should attend a parents’ meeting that is organized once every term.
20. Teachers should plan the academic process in such a way that all tests and written tasks will be completed a week before the end of the grading period. The next class period after the test should be spent on reviewing errors and revision of the material covered.
21. If a student has fallen behind the class, has not completed homework tasks, or is not applying himself satisfactorily to the academic process, the teacher will inform the coordinator, home-room teacher and the student’s parents in written form.
22. If a teacher predicts that a student may receive a grade of “2”, “1”, “0” for a term/half-year period, a written report outlining the reason for the students’ failure must be submitted to the coordinator no later than 2 weeks prior to the end of the period. A copy of the report will be made available to the home –room teacher and student’s parents.
23. The 10th grade students (PreIB) and the 11th grade students will be enrolled in the next class of the IB Programme on the basis of successful completion of the academic course and recommendation of the IB Staff Committee.

24. The 12th grade students will be registered for the IB DP exams only based on the successful academic performance and grades for the HL subjects not lower than “4”. The student can choose the subjects he/she is strong at and be registered for the IB Certificate.
25. A student in grades 11/12 who fails in a subject (having a grade of "2", "1", "0" (intermediate certification / half a year / year)), **may be expelled** from the program by decision of the Diploma Program Teachers' Council due to low academic performance and inexpediency of training under this program. However, a student may continue their education according to an individual curriculum and receive an ILS document.
26. If a student is frequently late or disruptive in class, the teacher will inform the Programme coordinator in written form. The School Principal and students' parents will be made aware of the fact. In case of further disruptions of the academic process the School will discontinue the Agreement that will result in expulsion from the Programme.

IB DP Program Coordinator

Tishchenko N.N.

Approved by: Director of the ILS

Shevchenko O.S.

