



# XXI Century Integration International Secondary School



## МЕЖДУНАРОДНАЯ ОБЩЕОБРАЗОВАТЕЛЬНАЯ ШКОЛА ИНТЕГРАЦИЯ XXI ВЕК

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## ASSESSMENT POLICY

This policy has been created to provide clear guidance and consistency in relation to assessment, both formative and summative of the PYP, MYP and DP students at the *XXI Century Integration*

Revised in May 2024

## Contents

Our assessment philosophy .....	1
Activities of implementation, evaluation and revision of the assessment policy .....	1
Organization and recording .....	5
Suggested ongoing assessment practices .....	9
Homework policy .....	14
Grade scale and marking .....	15
Responsibilities .....	26
References.....	26

## Our assessment philosophy

Our school, being a member of the International Baccalaureate, shares fundamental approach of the IB towards preparing and educating curious, smart, environment-friendly students, aiming to create a safe world, preferring our own culture and history, respecting other cultures, having their own life position, being a part of the big world, efficiently using gained knowledge to achieve success in the modern dynamic world. In respect with aforementioned, in a day-to-day school practice, developing international educational standards, we use the criteria based grading, noting its objectivity, aiming to promote its stimulating features in a process of interaction between students, parents and the school.

The primary purpose of assessment and evaluation at XXI Century Integration is to support, encourage and improve student learning given that every student has different abilities, levels of motivation, learning styles and experiences. Therefore it should be differentiated and reflect the international-mindedness of the program wherever possible. Assessments should be designed using a variety of strategies and tools to support student learning, while the process should be a shared and an ongoing collaboration between teachers, students and parents. Formative assessment feedback should be designed to help students make better judgments of their own performances and to help them create strategies for improvement.

Summative assessments should be criterion-referenced, so that a student's work is assessed against specified criteria established by IB. Information including rubrics should be clearly communicated to students prior to the beginning of an assessment so that students have a complete understanding of what is expected of them. Assessment data should be analyzed to inform teaching and learning. Opportunities should be provided for students to participate in and reflect on the assessment of their own work.

As a consequence of this the assessment and evaluation system must be varied in nature, fair to all students and must allow the students to demonstrate the full range of their learning, provide opportunity for students to exhibit transfer of skills across disciplines, promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts, the development of critical- and creative-thinking skills and support the holistic nature of the IB programme by including in its model principles that take account of the development of the whole student.

## Activities of implementation, evaluation and revision of the assessment policy

### **The coordinator:**

- Notifies the teaching staff of the School about new subject guides and organizes the workshops for the Heads of department and teachers.
- Oversees the planning (ensures that it is competent, meets all the requirements of the PYP/MYP/DP). Observes teachers' lessons, at least 5 lessons per month, makes an analysis of the lesson, gives recommendations.
- Makes sure that every teacher has access to necessary documents and guidelines published by the IB as well as the school's assessment policy.
- Ensures that all assessment practices or conditions are consistent with the IB standards and practices.

- Checks curriculum documentation to make sure that the expectations of this policy are met.
- Develops a review process, reflecting on achievement and reporting to the senior management team.

**Head of department:**

- Meets regularly to evaluate and revise the assessment policy every year (together with the IB programme coordinator, Head of Studies, Head and psychologist if necessary)
- Ensures that department teachers design effective formative and summative assessment tasks in accordance with the IB requirements.
- Ensures that teachers check the assignments in time and give the students meaningful feedback

**Teachers:**

- To be familiar with the assessment policy and responsible for the implementation in order to guarantee that the policy is a working document.
- Attend IB workshops and in-school workshops to get professional training on IB assessment.
- Design scaffold assessment tasks for students to perform the highest level of achievement.
- Apply an individual approach and design the assignments in accordance with differentiation to support learning and improve unique talents of students.
- Consider students' language background to ensure they are able to perform well in the tasks with their comfortable languages.
- Provide all students with a copy of the criteria and descriptors for each subject group.
- Define task-specific clarifications of the criteria and inform students with specific expectations before they start working on the assessment tasks.
- Give prompt and supportive feedback to students (ManageBac and/or task sheets that are kept in the portfolio)
- Keep a clear and accurate record of all assessment activities (ManageBac)
- Use "best -fit" approach and professional judgments to assess students' work. The criterion-related model helps to assess students for what they can do, rather than being ranked against each other.
- Be responsible for the identification and report of students' malpractice in completing assessment tasks referring to school Academic Honesty Policy<sup>1</sup>.

**Students:**

- Understand the purpose and meaning of assessment, understand the assessment criteria of each subject group and read task-specific clarifications carefully, trying to reach the highest descriptors and complete assessment tasks effectively in accordance with the requirements of tasks.
- To be involved in assessment process and peer review.
- Make adjustments of their own learning methods and learning process and reflect on their ATL skills according to the results of assessment feedback.

**Parents:**

- Understand and support this assessment policy.
- Encourage their children to make proper plans for their completion of assessment tasks.

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<sup>1</sup> XXI Century Integration uses Turnitin. The works to be sent to IB (internal and external assessment) are checked via Turnitin mandatorily.

- Help motivate their children.
- Help create an informative environment for the benefit of their children.
- Help create an environment for improvement of the ATL skills.

## Organization and recording

### Recording systems

Teachers are required to continuously record the progress of students on the ManageBac platform giving them grades and comments. These records are available to individual students and parents. Each student has a subject portfolio that is kept until graduation. ManageBac is used not only as a reporting system but also as a way of communicating. Apart from grades and comments, students and their parents receive important notifications, for example, from the IB programme coordinators, Service as Action, CAS coordinators and tutors. School events, activities and deadlines are reflected on the ManageBac, too.

All teachers use the ManageBac to inform students and parents about course content and planning. Unit planners are uploaded to the platform in a timely manner so that students are informed of the content of lessons, assessment tasks and can prepare for them in advance. Among other things, it prevents deviations from the programme (for example, in case of student's absence).

In the PYP program, teachers fully record information about the lesson using ManageBac platform. Parents and students can check assignments as they complete them at home. ManageBac. E-journal provides feedback to parents on regular basis. In addition, parents can be updated with student's progress in many types of graphical charts. School community can see past and upcoming events in Calendar as well.

### Reporting systems

XXI Century Integration uses ManageBac platform to report about students' achievements and progress in ATL skills and IB Learner Profile attributes. Every student and their parents and/or guardian receive an individual summary report where all the teachers, tutor and/or IB programme coordinator write a detailed commentary concerning the performance of the student. Feedback reflects both academic and extra curriculum achievements and suggests areas for an improvement.

PYP – twice a year (end of December, end of May).

MYP – by the end of each trimester (end of November, end of February and end of May)

DP – by the end of each semester (end of December and end of May).

Apart of the ManageBac reports, during the course of an academic year school aims to formally report to all parents at face-to-face meetings. They are held in the form of round tables where every parent/guardian is invited to meet with subject teachers and IB programme coordinator to discuss academic progress and challenges.

Moreover, a tutor informs parents of their child's achievement levels through the compilation of summary grade sheets for all subjects.

Apart from formal meetings with all the parents IB programme coordinator, Personal Project, Service as Action and CAS coordinators and subject teachers communicate with a tutor of the student or their parent directly if necessary (in case of low achievements levels, if the student does not demonstrated an understanding of the material, is not engaged in a class, etc.)

## **PYP**

### Reports for parents

A written statement providing information on the student's development in each aspect of the programme. A report consists of the following modules:

- Chart (report) of Personal Development (Grades 1-4) – documented results of the student's knowledge and development in transdisciplinary themes and subject-specific skills
- Reflection on the student's qualities against the Learner's Profile, Agency, ATL skills.

A report is filled in and handed in to the parents twice a year in December and May. The report is filled in by the form teacher and the subject teachers.

### *PYP Exhibition*

The Exhibition provides students of the final year in PYP with an opportunity to demonstrate their knowledge, concepts, skills, attitudes and action. It is the interdisciplinary research carried as a collaborative project as well as summative assessment that celebrate the transition of learners to the next phase of their education.

### *Parent-to-Teacher consulting*

The aim of the consultation meeting is to discuss the learner's achievements and to work out a plan on enhancing their learning progress.

### *Conference "Parent-I-Teacher"*

The aim of the Conference is the learner's reflective analysis of his or her own performance and planning of their successful educational advancement. It is at this moment that the learner presents his Portfolio to their parents. The Conference is held in December and in May.

All students keep their Portfolio which includes selected tests aimed at illustrating the student's success rate, extent and depth of knowledge, upgraded formation of educational actions. A Portfolio includes:

- Self-assessment, Reflection, Assessment Toolkit
- Student's certified achievements, such as copies of documents confirming his or her participation in Olympiads, contests, social projects and other events
- Student's Research Journal (not obligatory)

Students' portfolio is a proof of inquiry-based approach in teaching and learning and therefore includes materials of transdisciplinary themes being learnt. These materials are kept by a homeroom teacher to be used while preparing PYP exhibition in the final year of PYP.

## **MYP**

*Teachers prepare the following interim reports:*

- diagnostic assessment results (October)
- first trimester grades (November)
- results of diagnostic evaluation (January)

- second trimester grades (February)
- preliminary grades for the personal project (March) - only for the MYP Year 5 students
- results of diagnostic assessment, preliminary grades for the third trimester and year (April)
  - third trimester and year grades (May)

*The results of the diagnostic assessment for MYP Year 1-4 students contain:*

Preliminary trimester grades, current levels of achievement; expectations for ATL skill development and teacher comments on how results can be improved, with clear pathways for improvement.

*Diagnostic assessment results for MYP Year 5 students contain:*

October meeting:

Preliminary trimester grades, current levels of achievement, progress on personal project; expectations for ATL skill development and teacher comments on how to improve, with clear pathways for improvement.

Meeting in January:

Additional discussion with parents about preliminary personal project grades.

## **DP**

*Teachers prepare the following interim reports:*

Year 1:

November - Diagnostic Reports, how student performs and feels in the DP.

December- F i r s t semester grades and reports.

April - Predicted semester and year grades, internal and external assessment progress to date, CAS progress (CAS coordinator) and discussion of CV expectations (IB Programme coordinator), approaches to learning expectations, comments from the teachers addressing the student performance that include student targets for improvement with a clear indication of how they may be achieved.

May – Second semester grades and final reports.

\*Semester grades and predicted grades must be based on a range of evidence including but not limited to the Semester exam grades and unit tests. Where appropriate, e.g. internal assessment, they need to detail the targeted criteria.

Year 2:

November - IB predicted grades, internal assessment and external assessment progress, CAS progress to date, approaches to learning expectations, comments from the teachers addressing the student performance that include student targets for improvement with a clear indication of how they may be achieved. IB Programme

coordinator also assesses the readiness for applying to universities (in case the application is not early).

December - F i r s t semester grades and reports.

January - IB predicted grades, completion of the deadlines for all the components and readiness for the MOCK exams are discussed.

May - IB predicted grades and final report, including CAS completion and overall reflection on the student DP experience.

## ATL

XXI Century integration uses the ATL framework that provides common ground from which we develop our own ATL planning based on unit planners, student needs, and local circumstances and requirements.

ATL skills are often interconnected. Individual skills and skills clusters frequently overlap and may be relevant to more than one skill category.

Some of the key questions to be answered by students with respect to ATL skills include the following.

- What are my present skills in this area and what evidence do I have of my development?
- What skills can I improve?
- What new skills can I learn?

When specific ATL skills become an explicit focus for learning and teaching, students can begin to take responsibility for their own development. Over time, students can identify themselves and their competence in any learning strategy using terms like the following.

- Novice/beginning—students are introduced to the skill, and can watch others performing it (observation)
- Learner/developing—students copy others who use the skill and use the skill with scaffolding and guidance (emulation)
- Practitioner/using—students employ the skill confidently and effectively (demonstration)
- Expert/sharing—students can show others how to use the skill and accurately assess how effectively the skill is used (self-regulation)

A concept-driven curriculum that uses ATL skills effectively enables all students to become stronger, more self-regulated learners.

Teachers evaluation of students' ATL skills is an important part of the report.

Value	Descriptor
EE	Exceeding Expectations: The student's progress against the ATL is exceeding expectations.
ME	Meeting Expectations: The student's progress against the ATL is meeting expectations.



Value	Descriptor
AE	Approaching Expectations: The student's progress against the ATL is approaching expectations.
BE	Below Expectations: The student's progress against the ATL is below expectations.

## Suggested ongoing assessment practices

“In IB programmes, assessment forms an integral aspect of learning and teaching. To understand what students have learned, and to monitor their progress, teachers use a range of assessment strategies that provide meaningful feedback. IB assessment supports good classroom practice by encouraging authentic performances of understanding that call for critical and creative thinking”<sup>2</sup>.

### ***Formative Assessment***

XXI Century Integration, according with the definitions given by the documents “*MYP: From principles into practice*” and “*Guidelines for developing a school assessment policy in the Diploma Programme*”, uses formative assessment and summative assessment.

In accordance with this document formative assessment is defined as:

*“Formative assessment represents the process of gathering, analysing, interpreting and using the evidence to improve student learning and to help students to achieve their potential”.*

Formative assessment tasks are an essential part of the learning process. It is an ongoing process teachers use to monitor the progress of student learning. Teachers can use formative assessments to provide clarifications for misinterpretations, to obtain a better of understanding of the students’ learning process and to provide opportunities for to extend learning experiences. A variety of formative assessments can be used in order to scaffold student development of content knowledge and skills. Formative assessment can also provide detailed feedback regarding students’ strengths and limitations. The feedback from the teachers should always take the form of positive comments and suggestions about the way of improving the student’s performance. Helping students learn how to learn is an important element. Feedback from formative assessments can aid teachers in assisting students to become a better judge of their own performances and to develop ways to improve.

It is important that some of the formative assignments are focused on the development of international mindedness, improvement connections between subjects and components, ATL skills and IB Learner Profile.

Examples of Formative Assessment (but not limited to):

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<sup>2</sup> *MYP: From principles into practice*, 2014 (Updated August 2022), p. 13

- Questioning Strategies
- Rubrics
- Debates
- Presentations
- Skits and performances
- Experimental Investigations
- Investigation workbooks
- Selected Response (quiz)
- Peer reviews/editing
- Progress journal entries
- Group discussions
- Open responses
- Classroom Observations
- Self-assessments
- Reflections

Formative assessment can also provide important opportunities for students to rehearse or refine performances of understanding as they prepare to complete summative assessment tasks.

### *Differentiation*

*Differentiation* (modifying teaching strategies to meet the needs of diverse learners) can build opportunities in which each student can develop, pursue and achieve appropriate personal learning goals. When considering pedagogical approaches to meeting individual learning needs, teachers also need to consider each student's language profile.

The IB identifies four important principles to promote equal access to the curriculum for all learners and to support the development of the whole person through differentiated learning and teaching, as illustrated<sup>3</sup>.

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<sup>3</sup> *MYP: From principles into practice*, 2014 (Updated August 2022), p. 68

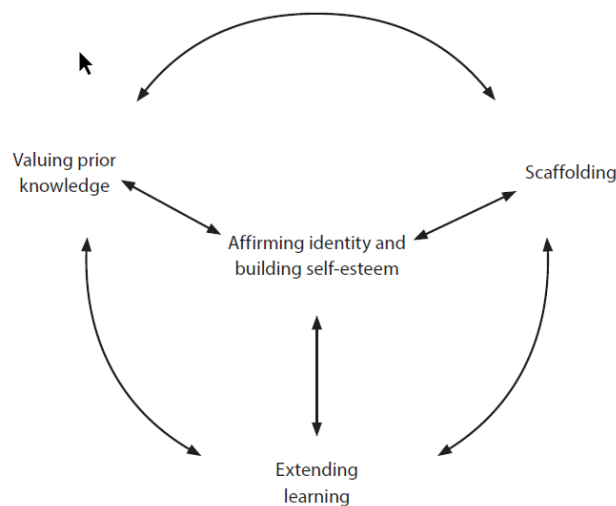


Figure 10  
Principles of good practice for differentiated learning

## ***Summative Assessment***

### **PYP**

In grade 1 there is no formal assessment (According to Sanitary Rules and Regulations of Russia 2.4.2.2821-10). The final assessment is documented in the List of Achievements twice a year (in January and in May).

In grades 2-4 there is a 5-point grading scale. The final assessment is provided by the Moscow Center for Quality Education through diagnostic tests and is realized through All-Russia Test Works in Russian language, Math and science subjects. The results are documented in the chart of personal development and pedagogical chart and register. Starting from Grade 2, the external assessment presupposes a Cambridge English exam (due April-May), the results are documented in the chart of personal development and pedagogical chart.

The data collected through the assessment strategies and the assessment instruments are documented in the student's Portfolio alongside their papers.

### **MYP**

Summative assessment tasks should be directly linked to the statement of inquiry and provide varied opportunities for students to demonstrate their knowledge, understanding and skills. In planning these assessments of learning, teachers should ask the following questions.

How does this assessment task relate to the statement of inquiry?

Which MYP objectives are being addressed?

How can we create meaningful performances of understanding?

What evidence of learning will there be?

How can we collect evidence of learning?

How will the assessment task demonstrate conceptual understanding?

How will results be recorded and analysed?

How and when will students receive feedback?

Internal (school-based) summative assessment is part of every MYP unit. Summative assessments are designed to provide evidence for evaluating student achievement using required MYP subject-group-specific assessment criteria.

Internal summative and formative assessments are closely linked, and teachers must use their knowledge of IB assessment expectations and practices to help students improve performance through consistent, timely and meaningful feedback<sup>4</sup>.

### *Assessment strategies*<sup>5</sup>

The MYP values the use of a variety of assessment strategies during the programme. The following list of strategies is not exhaustive, and the strategies themselves are not mutually exclusive; indeed, they should be used in conjunction with one another to provide a more balanced view of student achievement.

#### *Observation*

Teachers may choose to observe all students regularly and often, taking a wide-angle view<sup>6</sup> or a close-up view<sup>7</sup>. Teachers can observe from the point of view of a non-participant (observing outside the task) or of a participant (observing when engaging in the task with the student). Observation will be particularly useful when assessing some behaviours and skills.

#### *Selected response*

Tests and quizzes are the most familiar examples of this form of assessment. Selected responses allow the teacher to ask general or specific questions to elicit responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment, as it is usually quick and straightforward to administer and can provide instant feedback for students and teachers.

#### *Open-ended tasks*

This strategy allows teachers to present students with a stimulus and ask them to communicate an original response. The response could take many forms, such as a presentation, an essay, a diagram or a solution to a problem. Open-ended tasks may be combined with other strategies, such as performance assessments.

#### *Performance*

The MYP assessment model provides opportunities for teachers to devise assessment tasks that enable students to demonstrate the range of knowledge, skills, understandings and attitudes that they have developed in the classroom. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts.

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<sup>4</sup> *MYP: From principles into practice*, 2014 (Updated August 2022), p. 80

<sup>5</sup> *MYP: From principles into practice*, 2014 (Updated August 2022), p. 86

<sup>6</sup> for example, focusing on the whole class.

<sup>7</sup> for example, focusing on one student or one activity.

Teacher-designed performances of understanding may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment. Teachers can use the information to find out how to support students further (formative assessment) and whether the student has achieved the learning objectives (summative assessment).

Teachers should consider the distinction between activities or tasks and performances of understanding that are more effective in building deep understanding. Performances of understanding allow students both to build and demonstrate their understanding in and across subjects. They are based on the theory that understanding is not something we have—like a set of facts we possess—but rather is something we can do. In unit designs, performances of understanding take different forms depending on where in the unit they are placed (beginning, middle or end) and whether they target disciplinary or interdisciplinary understandings.

The MYP uses the term “performance” in its widest sense to describe all forms of assessment where students are assessed on their ability to demonstrate predetermined learning objectives.

### *Process journals*

Reflection is an essential element of effective learning. The MYP objectives for all subject groups require students to develop higher-order thinking skills and conceptual understanding. Student reflection and metacognition are essential aspects of that process.

Through ATL, all teachers are responsible for actively involving students in all stages of the learning process. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection. Regular recorded reflections by the students about key issues or important activities can lead to enhanced understanding of the concepts. For example, process journals can allow students to detail their service and action, and to reflect on the impact of these.

## **DP**

In accordance with the “*Guidelines for developing a school assessment policy in the Diploma Programme*” document summative assessment is defined as:

*“Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment.”*

Summative assessments include a variety of tasks, such as essays, research essays, tests, oral interviews, written assignments, mathematical and scientific investigations, fieldwork projects, etc. designed in a way that prepare students for their final IB DP assessment tasks in the most effective way (IB-style questions, past papers with further exploration of the IB markschemes, etc.)

The formal Diploma Programme assessments which consist of internal assessments and external assessments are evaluated by criterion-referenced rubrics established by IBO. These summative assessments measure student performance against specific assessment criteria to judge levels of attainment for each subject group. Before any activity assessment criteria, teachers instruct the students how the tasks should be completed. If it is possible teachers provide the students with samples of work that show different levels of achievement.

The majority of the assignments are assessed externally and are sent to an external examiner towards the end of the course in May. Internal assignments are assessed by the XXI Century Integration teachers which requires them to assess student works according to the IB established standards and criteria. The teacher's scores are then confirmed or moderated by an external moderator.

XXI Century Integration understands that IB is a very demanding programme, therefore the DP coordinator has periodic meetings with all the DP teachers to ensure that the amount of work done by students is distributed properly. The DP coordinator also develops a two year internal calendar that includes all the internal exams, all the deadlines for the internal and external assessment components for the submission (with first and final drafts)<sup>8</sup> and external exams thus ensuring an appropriate distribution of work.

## Homework policy

Homework planning and its completion builds, inter alia, self-responsibility, organizational and problem solving skills. It can in a more holistic sense bring together a parent and child if they collaboratively work together and support learning where needed.

### **PYP**

In a Year 1 there is no homework according to the (According to Sanitary Rules and Regulations of Russia 2.4.2.2821-10).

From Year 2 homework should take no more than 1 hours on weekdays and no more than 1-2 hours on weekends. Homework should be no more than 10% of what is covered in class. On a weekday, a student may prepare homework for 1-2 subjects.

### **MYP**

Homework should take no more than 1-2 hours on weekdays and no more than 2-4 hours on weekends. Homework should be no more than 20% of what is covered in class. On a weekday, a student may prepare homework for 1-2 subjects.

On days when students are involved in major and/or important school community activities, their homework should be reduced to a minimum or none at all. Teachers need to make decisions about large amounts of homework in collaboration.

XXI Century Integration practices the schedule for the homework planning and completion to ensure that the amount of work done by students is distributed properly.

### **DP**

The general principles for the weekdays are the same but since the DP is a demanding programme and the

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<sup>8</sup> XXI Century Integration document *School Deadlines for Submission of Internal and External Assessment Components*

expectations of the students are high, therefore the workload is quite big and more homework might be needed for weekends. Nevertheless, DP students have a spare time in their schedule for independent learning and completion of the assignments. We understand the importance of balancing different aspects of learning and teach our students to value self-management skills and follow the calendar of the school deadlines.

## Grade scale and marking

### **PYP**

Participants of the assessment:

Teachers and students collaboratively devise assessment criteria and model the assessment procedure. Students self-assess and reflect on the results.

Assessment structure:

- Strategies and instruments: how to determine what the students know and what they learnt to do
- Documentation: how to document the data collection and analysis
- Reporting: how to bring the results to the notice of students

Assessment strategies:

1. Observation

The teacher observes each and every student during the learning process and documents the formation of skills in conformity to the Federal State Educational Standard on each student, a group of students and the whole class.

2. Process assessment

The teacher assesses the interdisciplinary skills, project work, students' behavior in various situations etc.

3. Selective assessment

The teacher assesses selected aspects of what students know and learnt to do (through quizzes, oral answers, and tests).

4. Creative assessment

Students are exposed to a task (a composition, a drawing, a graph, a solution to a logical problem etc.) and are invited to come up with a creative answer. Therefore, understanding and knowledge application get assessed.

### **MYP**

When creating MYP units, teachers must ensure that assessments:

- are integral to the learning process
- are aligned with subject-group objectives
- gather information from a variety of perspectives, using a range of tasks according to the needs of the subject and the nature of the knowledge, skills and understanding being assessed
- are appropriate to the age group and reflect the development of the students within the subject
- provide evidence of student understanding through authentic performance (not simply the recall of factual knowledge).

#### *Using MYP assessment criteria*

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

	A	B	C	D
<b>Language and literature</b>	Analysing	Organizing	Producing text	Using language
<b>Language acquisition</b>	Listening	Reading	Speaking	Writing
<b>Individuals and societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<b>Arts</b>	Investigating	Developing	Creating/performing	Evaluating
<b>Physical and health education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<b>Community project</b>	Investigating	Planning	Taking action	Reflecting
<b>Personal project</b>	Planning	Applying skills	Reflecting	
<b>Interdisciplinary</b>	Evaluating	Synthesizing	Reflecting	

*XXI Century Integration* regularly reports student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

We introduce objectives and criteria from MYP Year 1 and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate<sup>9</sup>.

In figure 11, a graphic representation of a particular subject group, MYP objectives are described in terms of what students should know, understand and be able to do at the end of the programme. Each objective is aligned with its corresponding assessment criterion: objective A is aligned with criterion A, objective B with criterion B, and so on.

The general description of objective A is reflected in the general information provided about criterion A. The general information gives teachers guidance on how the criterion should be used to design appropriate tasks and how it should be applied to measure student performance. This alignment is shown by arrow 1.

Arrow 2 shows how the various strands of objective A, shown in bulleted form, are aligned with the descriptors of one of several achievement levels. Each achievement level describes student performance in ways that

<sup>9</sup> *MYP: From principles into practice*, 2014 (Updated August 2022), p. 81



teachers can use to determine how successfully each student has met the objective.

All strands of an objective must be addressed in order to determine a final achievement level.

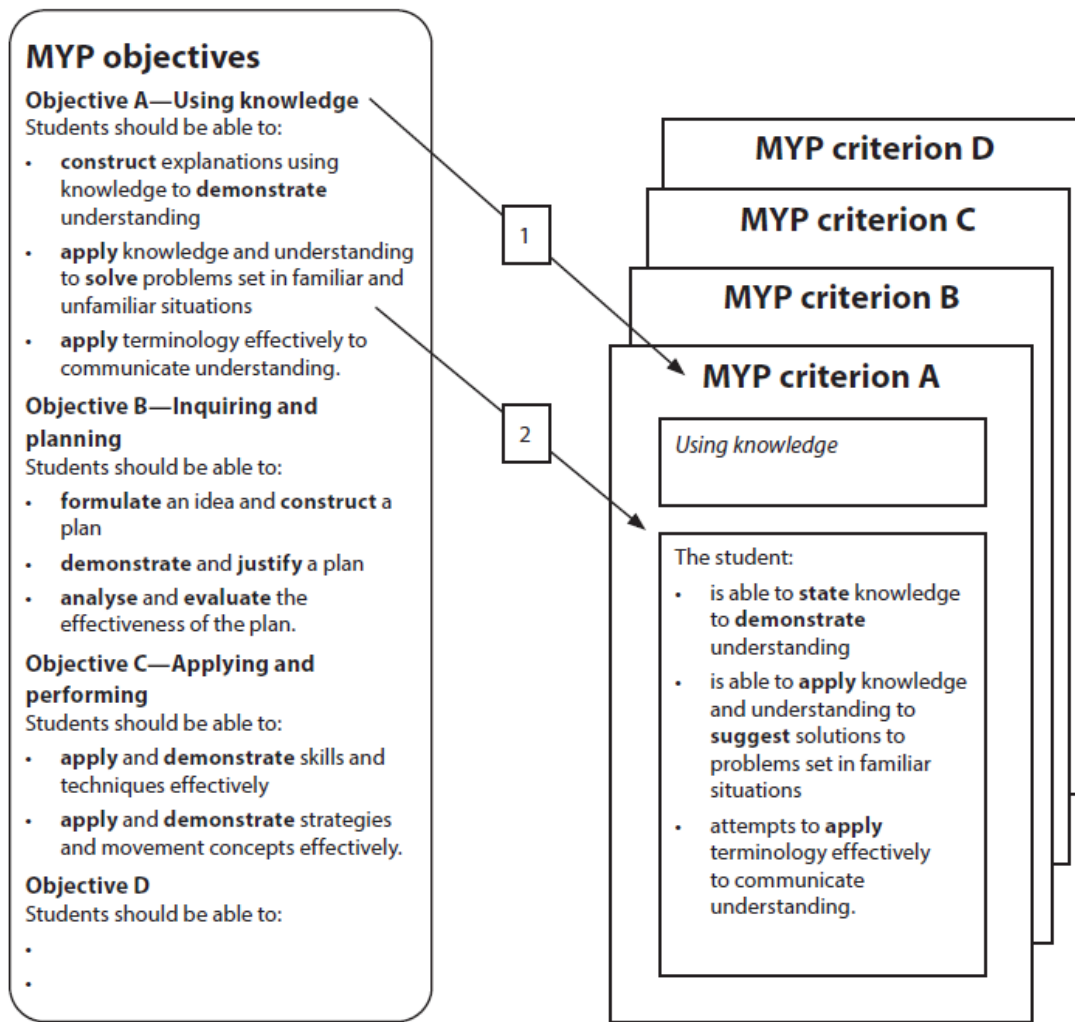


Figure 11

*The relationship of a subject group's objective A to the same subject group's assessment criterion A and its descriptors of the various achievement levels*

Each criterion is divided into various achievement levels (numerical values) that appear in bands, and each band contains general, qualitative value statements called level descriptors. The levels 1 and 2 appear as the first band, levels 3 and 4 as the second band, and so on. Level 0 is available for work that is not described by the band descriptor for levels 1 and 2. All criteria have four bands and a maximum of eight achievement levels. All MYP subject groups have four assessment criteria divided into four bands, each of which represents two achievement levels. MYP criteria are equally weighted.

The level descriptors for each band describe a range of student performance in the various strands of each objective. At the lowest levels, student achievement in each of the strands will be minimal. As the numerical levels increase, the level descriptors describe greater achievement levels in each of the strands.

The following table describes the strands and level descriptors for interdisciplinary learning assessment *Criterion A: Evaluating*. Teachers provide task-specific clarifications so that students clearly understand what

they should demonstrate in order to reach a given achievement level.

Maximum points in MYP – 8.

## Criterion A: Evaluating

Maximum: 8

In order to address real-world and contextual issues and ideas, students will be able to:

- analyse disciplinary knowledge
- evaluate interdisciplinary perspectives

within a source, work or text.

Achievement level	Level descriptor
0	The student does not achieve a standard described by any of the descriptors given below.
1–2	The student: <ul style="list-style-type: none"><li>• attempts to analyse by <b>identifying</b> disciplinary knowledge</li><li>• attempts to evaluate by <b>stating</b> the strengths or limitations of interdisciplinary perspectives.</li></ul>
3–4	The student: <ul style="list-style-type: none"><li>• partially analyses by <b>outlining</b> the disciplinary knowledge</li><li>• partially evaluates by <b>outlining</b> the strengths or limitations of interdisciplinary perspectives.</li></ul>
5–6	The student: <ul style="list-style-type: none"><li>• analyses by <b>describing</b> disciplinary knowledge</li><li>• evaluates by <b>describing</b> the strengths and limitations of interdisciplinary perspectives.</li></ul>
7–8	The student: <ul style="list-style-type: none"><li>• fully analyses by <b>explaining</b> disciplinary knowledge</li><li>• fully evaluates by <b>explaining</b> the strengths and limitations of interdisciplinary perspectives.</li></ul>

*Command terms*

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP. The outcome of using command terms is that students understand and know what to do when asked to “describe” as opposed to “discuss”, or to “infer” as opposed to “explain”. An understanding and mastery of the command terms is an ATL skill that can be applied in new situations across the MYP subject groups as well as in further study, including in the DP.

*XXI Century Integration* provides opportunities for the explicit explanation of command terms within the context of the subject groups and the development of interdisciplinary ATL skills. By sharing command terms with students, teachers are able to give opportunities to practise relevant skills; to check understanding of the terms used to direct tasks; and to discuss what is expected or required, and the steps involved in completing tasks successfully. Each command term refers to specific thinking skills, practices and processes that constitute a subject or discipline, along with its content. In order to understand a discipline, which is a particular way of knowing, it is necessary to be fluent in the relevant command terms. Most command terms are applicable across subject groups.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class. Students are expected to understand and be able to respond effectively to the command terms present in teaching instructions, questions and problems presented to them. While the definitions for the command terms remain the same, the expectation for the level of sophistication of students' understanding, responses and performances is expected to progress with students' maturity and intellectual development.

Having a consistent definition of a command term enables students to understand the meanings and their application across disciplines. This clarity of terminology is especially important for students with diverse learning needs and complex language profiles. Consistent application of command terms reduces stress and confusion about their meaning, and empowers students to manage their own learning and transfer cognitive processes and academic skills.

### *Building shared understanding of MYP criteria*

With reference to the published MYP assessment criteria, the descriptors of the various achievement levels and the qualitative value statements within each descriptor, teachers meet in subject teams to:

- identify individual similarities and differences in their understanding of the statements, using student work to provoke and promote discussion
- consult reference materials, such as IB-published teacher support materials and workshop materials
- agree on working definitions of the various statements as they apply to their situations.

For example, teachers of an MYP subject need to agree, in the context of a particular assessment task, on the meaning of qualitative statements found within a strand of a particular criterion by discussing their expectations and using examples of student work to exemplify various achievement levels.

### *Internal standardization*

Where more than one teacher is teaching the same subject group, the process of internal standardization takes place before final achievement levels are awarded. We use internal standardization of assessment also for the personal project. The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

### *Determining achievements level*

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units delivered.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

The descriptors, when taken together, describe a broad range of student achievement from the lowest to the highest levels. Each descriptor represents a narrower range of student achievement. Teachers must use their professional judgment to determine whether the student work is at the lower or the higher end of the descriptor, and award the lower or higher numerical level accordingly. Some other factors may also influence the teacher’s decision on an achievement level, including the following.

- Student support—students will experience varying levels of support in their units, since peer-conferencing, formative assessment with feedback from the teacher, editing and correcting are all essential learning tools. Teachers should be mindful that achievement levels accurately reflect what students can do.
- Group work—teachers need to document carefully the input of individuals working in a group situation so that the achievement levels for individual students can be determined.

In these ways, at the end of a period of learning, evidence of student learning, gathered from a range of learning experiences in each of the objectives, can be matched to the appropriate assessment criteria to determine the student’s achievement level.

*MYP, National Curriculum and final grades*

Students of *XXI Century Integration* follow two curricula, the IB curriculum and the national curriculum of the Russian Federation. Our goal is to develop a coherent, balanced study programme that meets both national and international standards and practices. In order to achieve this goal, MYP teachers, with the support and guidance of the MYP coordinator, design authentic units that address the needs of both curricula.

The tables below indicates the MYP level descriptors and also allows our teachers to convert MYP scores to the equivalent ones for the Russian system:

The sum of points for 2 criteria	The sum of points for 3 criteria	The sum of points for 4 criteria	Trimester grade according FSES (Federal State Educational Standard)
14-16	20-24	27-32	5
11-13	17-19	23-26	4
8-10	11-16	15-22	3
3-9	5-10	6-14	2
1-2	1-4	1-5	1
0	0	0	

Final IB Grade	Descriptor	Boundary guidelines	Final grade FSES (Federal State Educational Standard)
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.	1–5	1

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.	6–9	2
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.	10–12	
		13–14	3
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.	15–18	
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.	19–22	
		23	4
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.	24–26	
		27	5
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.	28–32	

## **DP**

Teachers use IB DP grading scales to give students the best indication of their progress and therefore potential for achieving the Diploma once having completed the formal assessment components within the DP. There are 6 subject groups within the Diploma along with the core components. Each subject group is assessed

with a scale of 1-7 and each the core components Theory of Knowledge and Extended Essay on a scale of A-E. School believes that it is crucial that students and parents are familiar with the DP grading system and evaluation schemes of the program:

- Teachers in all subject areas must ensure that the students have access to and are familiar with the assessment criteria within their subject. These should be handed out and made available electronically early in the IB cycle. It is important that each student understands the content and expectations set by the assessment criteria.
- This practice is further strengthened through a variety of practical and "hands on" training involving different assessment components within the diploma. This may be activities such as specific tests based on a particular criterion or use of question banks and tests that allow for student driven marking using previous markschemes.
- Group evaluation, peer evaluation and self-evaluation are invaluable in promoting student understanding and progress.
- All teachers use the ManageBac platform to communicate with their students about the content and planning of their course. Teaching plans must be posted regularly so that students are informed about lesson content both as a means of planning themselves and also a way of catching up on missed work in case of absence. These plans forewarn the students of assessment situations and their format to ensure that the student has the opportunity to prepare in advance and to perform to their best advantage.
- Teachers keep records on the ManageBac, along with other useful information for each student for such requirements as homework and other assignments.
- Teachers use criterion-referenced rubrics which are established by IB for each subject group. The rubric descriptors support the assessment objectives as published in the subject guides.
- Teachers use the IB assessment criteria and grade descriptors to assess student works and determine achievement levels.
- Established boundaries for each subject group are used by teachers to determine an IB grade of 1 – 7 and A-E for feedback purposes.
- Teachers are provided with the past IBDP examination papers and markschemes by the DP coordinator for further guidance.
- Teachers carefully analyse the DP results for improving their work.

*The band descriptors for subject disciplines:*

IB Diploma Programme scale for individual subjects	Assessment scale for Theory of Knowledge and Extended Essay:
7- excellent 6 – very good 5 – good 4 – satisfactory 3 – mediocre 2 – poor 1 – very poor	A – Excellent B – Good C – Satisfactory D – mediocre E – elementary N – no grade

At the end of the two year programme, students are assessed by internal assessment and external examination in their subject groups and receive final IB grades 1-7 and A-E.

### *Award of the Diploma*<sup>10</sup>

#### *Core requirements:*

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

#### *Additional requirements:*

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)

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<sup>10</sup> Diploma Programme Assessment Procedures, 2022, ibo.org

- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

### *Predicted grades, academic transcripts and applications to universities*

Before enrolling in the IB Diploma programme students are offered counseling and support by the DP coordinator in choosing the subjects and the level they are going to study. The DP coordinator supports the DP students in their careers and admission process (by request) in accordance with the universities deadlines.

By request the DP coordinator provides students with necessary documents to apply for the universities (recommendation letters, academic transcripts, predicted grades transcripts). The predicted grades are based on the overall progress of the students, their reliability and their commitment to the DP Programme in general. This means they are largely based on the average achieved in the first year of the programme. Depending on the universities deadlines the predicted grade transcript can be given during or at the end of the second semester of the second year of the Diploma Programme.

In addition to the predicted grades transcripts sent out with student applications to universities usually between September and January of Grade 11, the DP coordinator also supplies universities that have made offers to the IBDP students with the final predicted grades transcript that the school submits to the IB in April before the May examination session<sup>11</sup>.

Securing a place in a University does not depend only on predicted grades. Great importance is placed on the Personal Statement or a sample of a written essay listed by many universities as a part of the package that supports the candidate's application form. If a student's response to those requirements is not of a high standard - even if predicted grades are high – he/she is not likely to get an offer from a top University.

Disciplinary problems recorded by the school are reported to universities when asked to evaluate a candidate's application.

### *Final IBDP results*

Final IB Diploma results are available for schools in the afternoon of July 5th of the students' graduating year. Students receive a personal pin code which they can use to access their results electronically on July 6<sup>th</sup>, although the school releases copies of results to students on the same day, on July 5<sup>th</sup>.

The final IBDP results are issued directly to the institution in electronic or a paper format (a transcript) in July. A candidate can select no more than 6 institutions worldwide and sends the list with all the necessary information (institute name, country, student ID and course reference) to the IB coordinator before the deadline that the coordinator sets<sup>12</sup>. Of these six, no more than three institutions can be selected from Canada

<sup>11</sup> Please note that if a student's performance deteriorates in the period between the two sets of predicted grades, this could have an impact upon their university placement.

<sup>12</sup> The coordinator follows the IB deadline and uses the Request for results service on IBIS.



and USA (of this three only one for US). Candidates can submit additional requests themselves using the transcripts request form available on the IB public website<sup>13</sup>.

After IB releases the candidate results, component grade report, subject component grade report, grade boundaries and other useful reports the IB DP coordinator and subject teachers carefully study and analyze all the information concerning internal and external components for a better understanding of the IB assessment. Such a reflection is essential for further sessions.

### *DP and the National Curriculum*

After the completion of the MYP programme the *XXI Century Integration* students are offered to continue their study in the IB Diploma Programme, the Russian system of education or they can study in both simultaneously. Each student of the *XXI Century Integration* has a personalised curriculum, thus getting the opportunity for harmonious development and choosing their ideal career path. Therefore, if a student has chosen two programmes, their study plan will meet both national and international standards and practices, on one hand, and, will consider a work load, on another hand. For instance, completion of some DP courses address the needs of both curricula in terms of teaching hours and/or the syllabus.

The tables below allows our teachers to convert DP scores to the equivalent ones for the Russian system:

DP grade (1-7)	FSES
7, 6	5
5, 4	4
3	3
2	2
1	1

DP grade (A-E)	FSES
A, B	5
C	4
D	3
E (failing condition)	2

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<sup>13</sup> Please note that a fee will be charged for any additional request.

## Responsibilities toward the assessment policy

### *Teacher responsibilities*

Teachers are responsible for:

- Knowing and understanding the learning outcomes, including MYP objectives and Ga standards
- Ensuring that each assessment criteria in the subject is assessed at least twice a year.
- Providing clear expectations through the use of the MYP rubrics.
- Providing opportunities for students to self-assess and reflect on their learning.
- Using formative assessment data to modify teaching and summative assessments to evaluate individual student progress.
- Maintaining open lines of communication with students and parents/guardians.
- Analyzing assessment data to identify patterns of individual student performance and needs to ensure appropriate modifications and/or accommodations occur.
- Working in collaborative teams to design and evaluate common assessments.
- Recognizing diverse learning styles by using a variety of teaching and assessment strategies.
- Providing timely feedback on student performance.

### *Student responsibilities*

Students are responsible for:

- Demonstrating a positive attitude, focusing and staying on task in class
- Being organized with materials and assignment for class
- Seeking help when they need to better understand a concept or skill
- Using an organizational tool such as an assignment calendar or planner
- Submitting work on time according to course deadlines
- Assessing and reflecting on their progress on both formative and summative assessment tasks

### *Parent responsibilities*

Parents are responsible for:

- being informed about the expectations of the school and read the communication;
- understand the assessment terms used in school;
- set learning goals with their children and actively participate in the process;
- understand that their child is at the center of the assessment process;
- understand the value of a child's awareness of their strengths, weaknesses, perceptions and preferences
- inform teachers and tutor about the educational needs of their child.

## References

1. Guidelines for developing a school assessment policy in the Diploma Programme, IBO 2010
2. The Diploma Programme: From Principles into Practice, IBO 2015
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5. MYP: From principles into practice, 2014 (Updated August 2022), IBO 2022
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7. PYP: Assessment principles and practices – Quality assessments in a digital age. (Updated November 2021, December 2022)