

School 'President' Assessment Policy

This document, approved by the School 'President' Administrative Team in August, 2012, and in updated form, in August, 2017, regulates the procedures for assessment and grading in School 'President' and is mandatory for all teachers and tutors.

1. The role of assessment

In the present document, the assessment is considered as a measure of the student's educational results in comparison with the standard (an absolute mark) or with his/her average results (a relative mark).

The assessment may serve different objectives depending on the form of the student's work and time it was accomplished. It can be

- a tool for the student to assess his/her own educational results (formative or training mark);
- a means of control of the learning outcomes and the level of acquisition of different types of activities (summative or boundary mark);
- a measure of the level of achievements in the programme for a certain period of time (quarter, semester and annual marks).

Assessment should not serve as an encouragement or punishment for the student. Any evaluation of personal characteristics of the student is not allowed.

Any assessment should tend to be transformed into a self-assessment since only in such a case it is educationally appropriate. Therefore, the assessment should be criteria-based whenever possible and the criteria and procedures should be highly transparent for the student as well as for the School community.

2. Assessment Practice in Russian National Curriculum and in the IB Diploma Programme

In School 'President' a five-grade assessment scale is used in Russian National Curriculum and a seven-grade assessment scale is used in the IB Diploma Programme. However, in TOK a five-level assessment scale is applied.

The seven-level assessment scale corresponds to the following degrees of educational achievements:

- 7 Excellent performance
- 6 Very good performance
- 5 Good performance
- 4 Satisfactory performance
- 3 Mediocre performance
- 2 Poor performance
- 1 Very poor performance

The five-level assessment scale used in TOK corresponds to the following degrees of educational achievements:

- A Excellent performance
- B Good performance
- C Satisfactory performance
- D Mediocre performance
- E Elementary performance

In the IB Diploma Programme the criteria-based assessment is applied whenever possible. In all other cases, markbands are assigned and updated according to IB Subject Reports in relevant subject(s). The criteria are subject-specific and are borrowed from IB Guides for respective subjects. The criteria are communicated to the students in advance.

All learning in IB DP is deadline-driven. Therefore, students should meet the School-developed deadlines for both internal and external assessment.

3. Conversion rules for different types of marks

When final marks are deduced, the following weights of current marks are applied:

- summative assessment is 50%,
- formative assessment is 50%, of which 20% is for the homework. The results of formative assessment may not be transferred into the mark.

Formative mark can be changed after resubmitting the assignment. In case of illness, injury or other exceptional circumstances, the summative work can be resubmitted in a week after the student started to attend the classes.

The following rules are used for inferring marks for the tests and the final grades (for a 5-grade scale)

Percentage	Mark
91 – 100%	5
75 – 90%	4
51 – 74%	3
21 – 50%	2
0 -20%	1

A particular department has the right to change the scale for their subjects taking into account the characteristics and previous educational results of the group.

In the IB Diploma Programme the conversion scheme also depends on the subject and the specificity of the work assessed. The students are informed about the particular assessment scale and conversion scheme in advance.

4. Transfer exams

School 'President' students except those of the 1st, 4th, 9th and 11th grades are subjects for internal transfer exams. 4th, 9th and 11th grades students face the external examinations in Russian National Curriculum.

Each year, the list of subjects and dates of examinations is approved by the School Pedagogical Leadership Team and is communicated to students and parents no later than the March, 1st, of the current academic year. The number of transfer exams varies from two or three in Primary School to three to four in Secondary School. The teachers are assigned to the Examination Board by their departments. Examination materials are prepared by respective departments. The examination covers the topics that are most important for the further study of the subject.

5. Reporting

The key element of School assessment policy is reporting on students' progress in learning. The reports are issued based on the results of each academic period and are made available to all 'stakeholders', namely, School Head, DP Coordinator, parents. The content of these reports is also briefly presented at School academic staff meetings.

The School have devised an individual educational trajectory for each student that is informed by the assessment and is available to School community including parents. It allows to guarantee the principle of continuity of teaching and learning throughout the School.

6. Methodical work of subject departments

Subject departments develop the typical forms of papers and assignments for testing and transfer exams. Every six months each department monitors the current assessment practice for its subjects to correct, if necessary, the existing approaches to assessment. Before the beginning of each quarter, subject department develops the schedule of summative works, the number of which is determined by the number of subjects and the number of teaching hours.