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LYCEUM

"Shirakatsy Lyceum" International Scientific-Educational Complex

PRIMARY SCHOOL ASSESSMENT POLICY

ROUND SQUARE

WE ARE A CIS INTERNATIONALLY ACCREDITED SCHOOL

Our mission is to nurture a true intellectual and citizen, who embodies universal values built on national foundations. To achieve this, Shirakatsy Lyceum Primary School is committed to implementing an engaging, relevant, challenging, and meaningful curriculum and teaching process.

1. Philosophy of Assessment

Assessment is a continuous process of collecting, analyzing, reflecting upon, and using evidence of student learning. It is an integral part of the entire learning process: assessment and learning are interconnected and inform one another. Assessment involves collaboration between teachers and students to monitor, document, measure, report, and adapt the learning process.

Assessment occupies a central place in the goals of the International Baccalaureate (IB) Primary Years Programme (PYP), organizing student learning around the essential elements of the PYP:

- Acquisition of knowledge
- Understanding of concepts
- Development of skills
- Formation of IB learner profile attributes and attitudes (values)
- Promotion of agency
- Undertaking of action

The purpose of assessment is to provide information about student learning and the teaching process in order to improve teaching and learning. Assessment helps identify what students know, understand, and can do at various stages of learning. It must maintain a meaningful connection with student learning (Stiggins, 2002; Absolum et al., 2009).
Three approaches to assessment serve different purposes:

- **Assessment for learning**
- **Assessment as learning**
- **Assessment of learning**

"Assessment for learning" and "assessment as learning" have a significant positive impact on student outcomes, as they are an integral part of classroom practice for both teachers and students (Black, Wiliam, 2010).

Assessment for learning and assessment of learning align closely with the inquiry process of the PYP and can contribute to the cognitive, social-emotional, and behavioral development of students (Harlen, Johnson, 2014).

Assessment for learning

This is a learner-centered, forward-looking process that involves the entire learning community. It begins with assessing prior knowledge in order to identify what the student already knows and can do with support (Griffin, 2014). Teachers then design opportunities for students to experiment, revise their models of thinking, and make connections between prior and new understandings.

Assessment as learning

This approach promotes learning by helping students take responsibility for their own learning while building motivation and engagement. When students are encouraged to plan, organize, and evaluate their own learning, they develop self-assessment and reflection skills to improve their future learning.

Assessment of learning

This is embedded within the inquiry process. At appropriate stages of inquiry, students are provided opportunities to assess their acquisition of knowledge, development of conceptual understanding, and skill formation.

2. Objectives of the Assessment Process

- Identify student confidence, motivation, and learning potential
- Determine what knowledge, understandings, and abilities students possess at various stages of learning
- Observe and monitor student learning activities and document their achievements
- Assess both the learning process and its outcomes
- Provide reports on pre-defined learning outcomes
- Inform parents/guardians about student learning and progress
- Analyze and refine curriculum content
- Provide comprehensive and reliable information to teachers, school leadership, parents, and external bodies

3. Characteristics of Effective Assessment

Effective assessment is a continuous process of collecting facts, reliable and multifaceted data about teaching and learning, directed toward the development and improvement of teaching practices. It must reflect existing experiences, present multiple perspectives, and promote the effective collaboration of students and teachers.

Key characteristics include:

- **Authentic** – connects learning with the real world and engages students
- **Clear and specific** – includes clearly defined learning goals, success criteria, and the learning process itself
- **Varied** – uses a wide range of tools and strategies to provide a comprehensive picture of student learning
- **Developmental** – focuses on individual progress rather than comparison with others
- **Collaborative** – engages both teachers and students in the development and analysis of assessment
- **Interactive** – involves ongoing dialogue about learning
- **Feedback for growth** – provides constructive feedback that supports planning for future learning and enhances motivation (Hattie, Timperley, 2007)

4. Who Assesses

Assessment is a collaborative and informative process that involves the whole school community—teachers, students, and families.

4.1. Role of teachers

Teachers skilled in assessment support students in developing assessment capability by:

- Understanding the purpose of assessment and selecting appropriate tools and strategies
- Using data and evidence to plan and improve instruction
- Providing multiple opportunities for success
- Collaborating in the design, analysis, and planning of assessments
- Giving effective feedback on learning progress
- Reflecting on evidence to improve their own practice
- Sharing evidence and data with students and the school community
- Modeling reflective practices for students

4.2. Role of students

Students develop assessment capability by reflecting on their learning and ways to improve. By using clear language, they describe, discuss, and evaluate their learning and demonstrate assessment skills through:

- Collaborating with teachers in defining learning goals and success criteria
- Self-assessing and discussing their progress toward goals
- Selecting evidence (e.g., work samples) that best demonstrate expected outcomes
- Developing metacognitive skills to reflect on their learning and plan next steps
- Using feedback and strategies to adapt and improve their learning as needed

4.3. Role of families

Families are informed about their child's knowledge, skills, attitudes (values), and actions. They receive reliable and comprehensive information about their child's development and learning progress. Families can attend regular visits, becoming both witnesses and active participants in the learning process.

4.4. Role of pedagogical leadership

Pedagogical leadership monitors the implementation of the assessment policy by the school community, provides accurate and necessary information on teaching and learning outcomes, and organizes the policy review process.

5. What We Assess

After clarifying the learning content, teachers plan opportunities for students to develop knowledge, conceptual understanding, and skills, while promoting agency.

Key guiding questions:

- Are we assessing process or outcome?
- Does it reveal prior knowledge and what the student already knows and can do?
- Is the learning progressing as planned?
- Does it reveal depth and breadth of student understanding?
- Does it expand knowledge and develop skills?
- Does it demonstrate how students make connections and apply learning?

Teachers carefully observe the inquiry process, looking at how students connect concepts across disciplines and apply skills in constructing new knowledge. They consider:

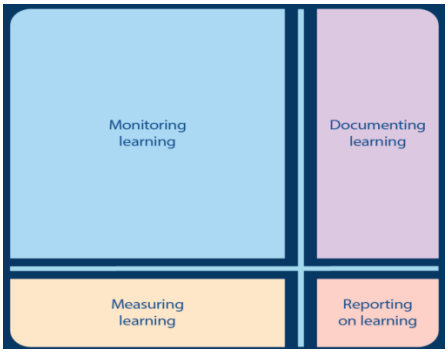
- How inquiry skills are developing
- How subject-specific knowledge is progressing
- How understanding develops that solving real-world problems requires interdisciplinary knowledge
- How conceptual understanding grows
- How skills develop
- How actions reflect central idea understanding
- Whether the student can work independently and collaboratively

This ensures that students participate meaningfully and take responsibility for their learning.

6. How We Assess

In the Primary Years Programme (PYP), assessment has four main components:

- **Ongoing monitoring of learning**
- **Documentation of learning**
- **Measurement and analysis of learning**
- **Reporting on learning**



In the Primary Years Programme (PYP), particular emphasis is placed on ongoing monitoring and documentation of learning, as these provide students with practical and actionable feedback.

6.1. Ongoing Monitoring of Learning

The purpose of ongoing monitoring is to observe student progress in the context of personal goals and success criteria. Teachers carry this out daily using a variety of strategies, including observations, questioning, reflections, discussions with peers and teachers, as well as well-designed feedback that promotes the next steps in learning. Tools used include open-ended tasks, oral questioning, written assignments, and maintaining student portfolios.

Feedback on knowledge, conceptual understanding, and approaches to learning helps students progress toward their desired learning goals. When providing feedback, teachers focus on the following questions:

- **Feedback:** How am I learning? / How is everything going?
- **Feedforward:** What is the next step?

6.2. Documentation of Learning

Documentation is a collected set of evidence of a student's learning, which can be written, digital, or in another format. It makes the learning process visible and transparent, helping students revisit their learning goals and respond to them.

Teachers and students can document learning in various formats, such as:

- Learning notes / diary entries, group logs
- Learning stories / inquiry notebooks, researcher journals
- Student portfolios

Tools used include worksheets, checklists, rubrics, and short notes.

For students with special educational needs, individual learning plans are developed, in accordance with the **Inclusion Policy**.

6.3. Measurement and Analysis of Learning

The purpose of measurement is to record student achievements over a specific period. While it is not possible or necessary to measure all areas of learning, appropriate tools can provide additional insights into student progress. Correct analysis of data helps make informed decisions about the next stages of learning.

Based on timing and purpose, assessment is categorized as **diagnostic (initial), formative (ongoing), and summative (final).**

Table 1

Type	Link to assessment approaches	Purpose	Function
Diagnostic/ pre-assessment	Assessment for learning	Used at the start of learning to identify student needs and guide instruction accordingly	Allows attention to individual readiness, learning styles, interests, prior knowledge, and plans constructive approaches
Formative/Ongoing	Assessment for learning	Promotes learning through regular feedback and provides information to plan next steps effectively	Helps students deepen knowledge and understanding, boosts confidence, encourages engagement, develops self-assessment and reflection, and reveals pathways to success
Summative/Final	Assessment of learning	Provides information on learning outcomes at the end of a specific segment	Contains information on acquired knowledge, developed skills, conceptual understanding, and understanding of the central idea

6.3.1. Analysis and Reporting of Learning

Teachers use data from various sources to identify learning patterns and development trends at individual, group, and whole-school levels. Data are organized and analyzed to support evidence-based decisions. Students participate in this process, developing their assessment capabilities.

6.4. Reporting on Learning

Reporting informs the learning community about student progress and achievements. Effective reporting involves collaboration among parents, teachers, and students. Types of reports are described in Table 2:

Table 2

Type	Age Group	Frequency	Description / Purpose
Parent Meetings	All	3 times a year (Sep 1–15, Feb 15–28, Jun 15–20), also as needed	General discussion about the learning process and program progress
Parent-Teacher One-to-One Meetings	All	2 times a year, also as needed	Student progress and educational needs
Student-Parent-Teacher Three-Way Conference	Upper Kindergarten, Grades 1–4	1–2 times a year; for Grades 3–4 at the end of 1st semester, for Upper Kindergarten and Grades 1–2 during spring break	Reflection, goal setting, and planning actions
Student Portfolio*	Grades 1–4	All year	Student learning progress
UOI Report Card**	All	Grades 1–4, after each Unit of Inquiry	Transdisciplinary knowledge, concepts, skills, and IB learner profile
Semester / Annual Report Card	All	Upper Kindergarten & Grades 2–4: once per semester; Grade 1: once at the end of the year	Transdisciplinary and subject-specific knowledge and skills
PYP Exhibition***	Grade 4	Once	Assessment of the entire PYP learning experience
Oral Assessment	All	Per semester: Mother Tongue 8–14, Mathematics 6–8, Russian & Foreign Languages 6–7	Subject knowledge and skills (see Appendix 1)
Thematic Work	Grades 2–4	Per semester: 4 from Mother Tongue & Math, 3 from Russian & Foreign Languages	
Practical Work	All	Per semester: 1 from Mother Tongue & Math	
Semester Written Assessment	Grades 2–4	Once per semester: Mother Tongue, Math, Foreign Languages, Russian	
Summative Assessment	Grade 1	End of 1st year, Mother Tongue & Math	Assessment of residual knowledge
Assemblies	Grades 1–4	Weekly	Summary of each student's steps towards becoming a responsible citizen; IB LP, summary of group's agency and actions.

*The student portfolio collects authentic evidence of learning, documenting progress and achievements. It is prepared for one academic year and shared with parents at year-end meetings.

Report Cards provide comprehensive information on learning and outcomes after each UOI or semester, prepared collaboratively by all specialists using a dedicated electronic form.

***PYP Exhibition** is a summative assessment where Grade 4 students develop and present individual or group projects within transdisciplinary themes, involving parents, staff, and guests.

7. Thus, effective assessment allows:

7.1. For Students

- To demonstrate the full extent of their knowledge, understanding of concepts, and skills by applying various learning approaches and intellectual abilities.
- To be informed in advance, understand, and independently select or develop the criteria to which their work should conform; analyze their own and others' learning and identify areas needing improvement.
- To communicate what they have learned to others.
- To receive feedback tailored to their specific educational needs (speech therapy, psychological support, etc.).

7.2. For Teachers

- To obtain information about each phase of learning, taking into account students' needs and teachers' observations.
- To develop and refine effective teaching approaches, considering each student's individual characteristics, intellectual abilities, and diverse cultural values.
- To collaboratively analyze and improve students' progress.
- To promote creativity, innovation, and development.

7.3. For Parents

- To be informed about their child(ren)'s learning and development.
- To support the implementation of the curriculum and school activities.
- To maintain ongoing communication with the school and teachers.

8. Connection with Other Policies

Alignment with other school policies ensures that students' learning outcomes are reliable and authentic.

8.1. Admission – Assessment – Inclusion – Language Learning

The initial assessment of a student's academic and psychological readiness for school is conducted at the time of admission. Taking into account students' diverse needs and making appropriate accommodations, the school helps all students achieve their full potential. Teachers, special educators, speech therapists, and psychologists collaborate during each student's learning process according to the Regulations for the Organization of Speech Therapy Service. Parents are continuously involved and informed throughout any support process.

8.2. Assessment – Academic Integrity

To promote academic integrity, active participation and engagement of students are emphasized. The school equally values both students' character and behavior as well as academic abilities. The purpose of assessment is to help students understand how far they have progressed and how much more they need to learn. Therefore, all students are encouraged to voice their difficulties, fostering responsibility and integrity.

This policy has been developed to ensure a shared understanding of the IB's principle of academic integrity, so that our students' assessment results are reliable and fair. Results cannot be fair if some students have had an unreasonable advantage over others.

10. Review of the Assessment Policy Document

The school reviews the assessment policy and related agreements once every two years, as well as when necessary.

Review Log

Period	Reviewed by	Main Changes
2024–2025 academic year	PYP Coordinator, PYP Teachers	Content changes aligned with IB and RA state curriculum standards; numerical grading removed for Grade 4; clarified connections with other policies.
June 2022	PYP Coordinator, PYP Teachers	Assessment system revised; wording descriptors updated.
June 2020	PYP Coordinator, PYP Teachers	Clarified timelines for reporting student achievements; dates for three-way conferences specified; overall document revised.

Sources

- *Making the PYP Happen: A Curriculum framework for international primary education*, IBO, 2009.
- *From Principles to Practice*, IBO, 2018.
- *Programme Standards and Practices*, IBO, 2020.
- Arlis Legal Database
- Silver Oaks International School – Assessment Policy

Sources of Support note

The review committee acknowledges the use of AI-assisted tools (e.g., ChatGPT by OpenAI) during the review process, specifically to support language refinement and clarity. All substantive content and decisions were determined by the school's policy team.

Appendix 1:

1. The semester assessment of student learning outcomes in Armenian, Foreign Languages, and Mathematics is based on the evaluation of written and/or oral work given at the end of the semester, as well as the student's progress demonstrated throughout the semester.
2. The assessment of students following an individual subject program is conducted according to the curriculum standards established for that student.
3. The summative assessment of students working according to an Individual Learning Plan is organized in accordance with the Inclusive Education Policy.
4. If a student has been absent for a valid reason and has not completed the summative task, they must complete the missed work within at least two weeks after returning to school.
5. When a student transfers to another school, the latest Semester Report Card is provided.
6. Table 3 is used for assessing subject-specific written and oral summative tasks.
7. The final assessment of the PYP Exhibition is carried out using the PYP Exhibition rubric, referring to Table 3.
8. When a student moves from the Primary to the Middle School, information about each student is transferred, including their profile and the Semester Report Card for the last semester of Grade 4.

Grading Table

Table 3

Short Descriptor	Extent of Work / Achievement of Standard	Alignment with Standard	Assessment Description
A+	97–100%	Exceeding expectations	The student has extensive content knowledge and deep understanding. In addition, the student has achieved a very high level of competence in learning and skills and can apply this knowledge and skills in unfamiliar situations. Demonstrates unique, creative approaches and consistently produces high-quality work.
A	90–96%	Completely meeting expectations	The student has extensive content knowledge and deep understanding and can readily apply this knowledge in a variety of situations.
B	75–89%	Meeting expectations	The student has appropriate content knowledge and understanding, as well as a high level of competence in learning and skills, and can apply this knowledge and skills in most of the situations provided.
C	60–74%		The student has fundamental knowledge and understanding of the main content areas and can apply the skills formed based on this knowledge in some situations.
D	50–59%	Approaching expectations (Satisfactory)	The student has basic knowledge and understanding of the main content areas. Has a limited level of competence in learning and skills and is able to apply them rarely.
E	25–49%	Needs strengthening (Not yet approaching expectations)	The student has minimal knowledge and understanding in a few content areas and has achieved very limited competence in some learning processes and skills.
N	24% and below		Does not meet the minimum standard / is not assessed during this period.