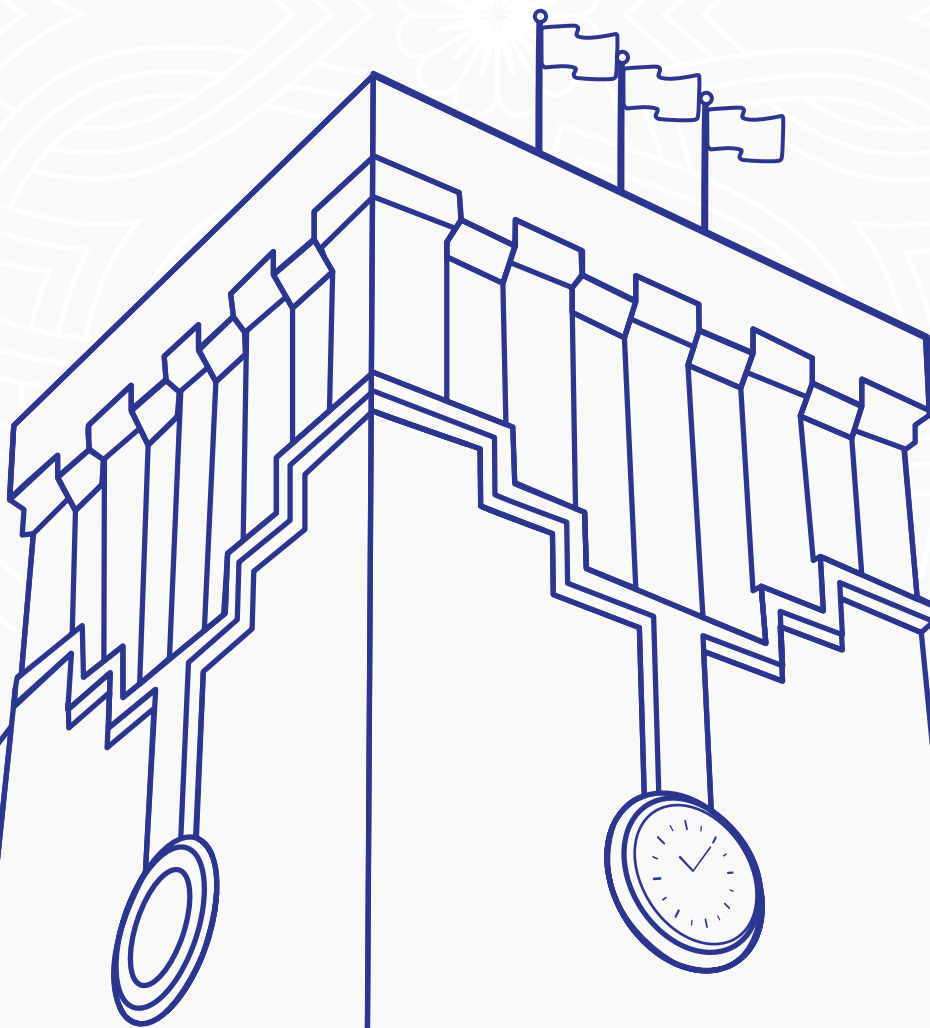


"Shirakatsy Lyceum" International Scientific- Educational Complex





"Approved"

GENERAL DIRECTOR OF "ANANIA SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-
EDUCATIONAL COMPLEX LYCEUM

A.ALIKHANYAN _____

01.12. 2025

**"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL CENTER
AUTHORIAL PROGRAM
ASSESSMENT POLICY**



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1. Philosophy

- 1.1. Assessment holds a pivotal role within the broader teaching and learning framework. Its primary function is to invigorate the educational process, serving as the cornerstone for the acquisition of knowledge, skills, and abilities. Moreover, it facilitates the exchange of experiences among peers and ensures the continual evolution of one's educational journey. Assessment presents an invaluable opportunity for strategizing, executing, scrutinizing, and steering the teaching and learning process effectively.
- 1.2. Assessment encompasses diverse and versatile methods that empower both teachers and students to delve into, assess accomplishments, and document areas of improvement.
- 1.3. Key attributes of benchmarking include reasonableness, transparency, reliability, and standardization. This process aids in assessing each student's progress relative to the goals and standards of each subject.

2. Aims and Principles

2.1. *Assessment aims*

- 2.1.1. Fostering students' academic progress by using pre-established assessment criteria communicated to them in advance.
- 2.1.2. Encouraging a positive attitude towards education and fostering a lifelong commitment to learning.
- 2.1.3. Facilitating a process of reflection and feedback exchange between teachers and students
- 2.1.4. Incorporating reflection and analysis as essential and pivotal elements of the teaching and learning process .
- 2.1.5. Documenting students' progress.
- 2.1.6. Ensuring the availability of knowledge and skills necessary for continuing education.

2.2. *Assessment principles*

Assessment facilitates the realization of the educational and philosophical objectives of the curriculum by promoting effective collaboration and motivating students throughout their learning journey



- 2.1.7. Assessment results demonstrate consistent reliability and adhere to established standard criteria
- 2.1.8. The assessment places equal importance on fostering not just fundamental cognitive abilities but also cultivating profound knowledge and nurturing advanced thinking skills
- 2.1.9. The assessment for each subject encompasses tasks and tools meticulously designed in alignment with established standards, guaranteeing the achievement of all subject objectives.
- 2.1.10. The assessment guarantees the validity, transparency, reliability, and impartiality of the recorded outcomes
- 2.1.11. Teachers have the right to freely choose assessment strategies, using individual or group assessment types.

3. Assessment stages

The comprehensive assessment is structured into three interconnected stages

Assessment Phase: This initial stage uncovers students' knowledge and learning progress.

Registration Phase: During the second phase, data is methodically collected, analyzed, and synthesized.

Reporting Phase: In the third and final stage, evaluation findings and information are effectively communicated.

4. General provisions

- 4.1. The lyceum high school operates on a two-semester academic year.
- 4.2. The lyceum adheres to both the educational requirements outlined by the relevant authorities and the lyceum's authorial educational program, referred to as the High School program.
- 4.3. To uphold transparency in assessment, the assessment way, dates, and criteria are made publicly available prior to assessment.
- 4.4. Evaluation practices are subject-specific, incorporating a diverse range of tasks and exercises designed to comprehensively assess students' knowledge and skills within each subject area.
- 4.5. The Lyceum employs both external and internal assessment methods, including summative (graded) and formative (teaching) assessments, as elaborated in clauses 5 and 6.



- 4.6. External assessments are conducted through written assignments and university entrance exams designated by the RA MESCS and ATC.
- 4.7. In the Lyceum, the outcomes of internal assessments serve as guiding principles.
- 4.8. The knowledge and competencies acquired in each subject are synthesized in semi-annual and annual assessments, expressed through specific numerical units (refer to Appendix 2).
- 4.9. Each student's rating is computed based on semester and annual grades, as outlined in Appendix 4.

5. Assessment types

5.1. Formative assessment

- 5.1.1. Formative assessment is a dynamic process involving the collection, analysis, interpretation, and application of specific information, facts, and data. This process serves a dual purpose: to aid students in enhancing their learning and achieving optimal results while empowering educators to fine-tune the suitability and efficacy of their teaching strategies and methods.
- 5.1.2. Formative assessment
 - 5.1.2.1. Facilitates precise feedback, empowering students to recognize their learning progress, accomplishments, and areas for improvement.
 - 5.1.2.2. Cultivates students' motivation for learning, enhancing the knowledge acquisition process, fostering self-awareness, and promoting self-organization.
 - 5.1.2.3. Is implemented throughout the study of each topic, ensuring comprehensive understanding and the cultivation of relevant skills and abilities.
- 5.1.3. Formative assessment is carried out at least once before the summative assessment and encompasses not only verbal descriptions aligned with predefined task criteria but also numerical scoring on a scale of 1-10.
- 5.1.4. Collaborative development of formative assessment scales and criteria with students is also encouraged.
- 5.1.5. Various tasks, encompassing both oral and written components, are employed for formative assessment throughout the learning process.
- 5.1.6. The format, frequency, quantity, and nature of formative assignments are determined by the designated age group and must be approved by the department head.
- 5.1.7. Public activities, public service projects, tasks completed during the modules, and oral surveys can also be considered formative work and evaluated based on the previously prepared action plan and criteria.
- 5.1.8. Arithmetic average of formative grades during the semester is 30% of the semester grade.
- 5.1.9. In case of missing the formative assessment is excused, the student fills it in the same format during the chair's duty hours, no later than before the final assessment.



- 5.1.10. The responsibility for administering formative assignments lies with the instructional staff and the department's designated teachers on duty. For written formative assignments, the instructing teacher transfers the task to the chair's teacher on duty and informs the student via email of the submission deadline. In cases of oral assessments, the instructing teacher arranges the assessment.
- 5.1.11. If a student fails to participate in the formative assessment due to unexcused reason, they will receive 0 (zero).

5.2. **Summative assessment**

- 5.2.1. Summative assessment serves the purpose of gauging students' knowledge and competencies following the completion of a specific unit, topic, or section.
- 5.2.2. The outcomes of summative assignments, biannual assessments, and examinations are recorded as numerical grades, constituting summative (reporting) scores.
- 5.2.3. Summative assessment tasks should be rooted in the skills cultivated through mastery and formative work, aligning with the subject program's content.
- 5.2.4. To assess a student's acquired knowledge and abilities, teachers are responsible for crafting tasks with well-defined assessment criteria and ensuring their consistent application.
- 5.2.5. Each semester includes a minimum of two summative assessments.
- 5.2.6. The arithmetic average of summative tests accounts for 70% of the semester grade.
- 5.2.7. The schedule for summative assessments is delineated in both summative plans and the school's assessment calendar.
- 5.2.8. Prior to administering summative assessments, it is imperative for the teacher to provide students with comprehensive details, including task formats, time constraints, assessment criteria, and a thorough presentation of the grading scales. While crafting these grading scales, teachers and students have the liberty to collaborate in their formulation, ensuring they are lucid, quantifiable, dependable, and disseminated in advance.
- 5.2.9. Teachers are expected to initiate discussions on summative assessment results within one week of the assessment date and record the scores in the class register along with the assessment date.
- 5.2.10. In cases where a student is unable to complete a summative test due to illness or a legitimate reason, they may complete it on any designated day for pending summative assignments, up to the next summative assessment date, following the prescribed procedure for making up missed summative assignments.
- 5.2.11. Versions of the missed summative assessments are prepared by the instructional teacher based on data provided by the academic department.
- 5.2.12. In cases of unexcused absences or failure to meet project deadlines, students will receive 0 (zero). However, when significant extenuating circumstances arise (e.g., family or psychological issues), a dedicated meeting is convened. This gathering involves the school director, the authorial program coordinator, the concerned teacher, the student's parent or guardian, the group pedagogue, and a psychologist.



Following this meeting, the principal may grant the student an opportunity to complete the missed written assignment.

- 5.2.13. Concluding each semester, advanced subjects entail the completion of semester summative assignments.
- 5.2.14. Semester summative tests carry the same weight as regular summative assignments
- 5.2.15. Any breach of academic integrity, including cheating, plagiarism, or copying from peers or external sources, will result in the student forfeiting the right to continue the assignment and receiving an automatic grade of 0 (zero)
- 5.2.16. Situations not explicitly covered by assessment procedure are regulated by the normative documents of the lyceum.

5.3. *Independent learning assignment*

- 5.3.1. Typically, students are assigned independent learning tasks to solidify the lessons taught in class, enhance skills acquired, and complete them within a suitable timeframe. If a student fails to meet these expectations, they are issued three warnings, after which their parent or guardian is informed of the inconsistent progress.
- 5.3.2. During the semester when a student repeatedly does not fulfill the self-directed learning tasks on three or more occasions, they are required to submit a self-analysis statement explaining the reasons for their inability to complete the assignments and outlining their planned measures to enhance time management and self-management skills.

5.4. *Motivational assessment*

- 5.4.1. The assessment of students involved in national or international Olympiads and competitions is conducted independently, following a decision made by the educational leadership.
- 5.4.2. Students securing I, II, or III places in the Republican and International Olympiads continue their education in state co-financed positions in the upcoming semester, irrespective of their overall academic ranking.

5.5. **Examination**

5.5.1. End-of-year exams

5.5.1.1. Upon completing the first academic year, students undergo year-end examinations in their selected advanced subjects, in accordance with the academic calendar designated for that year. These year-end exams are designed to assess the depth of understanding and proficiency in the subject matter acquired over the course of the academic year.



5.5.1.2. The ultimate objective of the year-end exam is to gauge students' comprehensive grasp of the course content taught throughout the year.:

5.5.1. State final exams

5.5.1.1. Twelfth-grade students have the option to sit for state final exams either in December or June of the current academic year, aligning with the schedule established by the Ministry of Education, Science, Culture and Sport.

5.5.1.2. Following the MESCS notification regarding the December state final exams, a student survey is conducted. Subsequently, within a 10-day timeframe, the respective academic departments can organize testing to ensure students' participation.

5.5.1.3. The assessment and summation of the state final exams are done according to the procedure established for public schools.

5.6. Retaking the exams

5.6.1. If a student receives up to three failing grades during the semester, they are granted two opportunities for retakes. The retake schedule is determined by the high school authorial program coordinator. The result of the first retake, if positive, is averaged with the semester grade. If the second retake yields a positive score, it replaces the corresponding semester grade as the semester result

5.6.2. In the event of an unsatisfactory grade in the year-end examination, the student is eligible for two retakes. The outcome of the first retake serves as the final examination result and is calculated in accordance with point 7.3.2. The grade obtained in the second retake becomes the annual final score for that particular subject.

5.7. Changing the grade

5.7.1. Students are given the chance to review and change their year-end grade.

5.7.2. To request a grade revision, students must submit an application addressed to the HS AP coordinator by June 22 of the current academic year.

5.7.3. Students who do not pass the year-end exam are ineligible to apply for a grade review.



- 5.7.4. To elevate their annual final grade, students must pass an examination validating their academic knowledge and skills, aligning with the course content covered in the respective academic year.
- 5.7.5. If, following the review process, the student's grade is lower than their end-of-year grade, the teacher will determine the final grade.

6. Standardization

In all age groups where multiple teachers are involved, it is essential to establish a compulsory internal standardization process for the content, criteria, grading scales, and outcomes of summative assessments. This process ensures a consistent interpretation and application of these elements across all classes.

6.1. Standardization aims

- 6.1.1. Promote a robust, dependable, and transparent assessment system.
- 6.1.2. Foster a shared understanding, interpretation, and application of assessment criteria.
- 6.1.3. Establish a cohesive approach to education and assessment.
- 6.1.4. Continuously monitor assessment tasks, tools, criteria, methods, and their efficacy.

6.2. Participants in standardization process

- 6.2.1. Teachers
- 6.2.2. Students, parents, the principal, and if needed the coordinators.

6.3. Standardization frequency

- 6.3.1. Standardization is conducted 2-3 times per semester, as deemed necessary.
- 6.3.2. Standardization can also be initiated upon request from students or parents

6.4. Standardization procedure

- 6.4.1. The standardization process within subject groups and within the same subject area commences with the planning of the research unit. Each unit incorporates both formative and summative tasks, employing suitable assessment tools and strategies, and considers interdisciplinary assessment planning. Throughout the evaluation period, the aforementioned teachers collectively review and assess 4 or 5 randomly selected assignments. They subsequently consolidate the results, engage in discussions, and, if required, adjust the evaluation criteria. Following the conclusion of the standardization process, the standardization form is completed and signed (refer to Appendix 6)



7. Assessment and reporting

7.1. Comprehensive assessment system

- 7.1.1. A numerical system ranging from 1 (minimum) to 10 (maximum) is applied for students in the High School Authorial Program (please refer to Appendix 2 for details).
- 7.1.2. Scores falling within the range of 1 to 4 are considered unsatisfactory.
- 7.1.3. A student receives a grade of 0 (zero) for any instance of academic dishonesty, as outlined in the Academic Integrity Policy.
- 7.1.4. Failure to meet stipulated deadlines results in a grade of 1 (one) for the student's assignment.
- 7.1.5. In the event of an unexcused absence from summative assessments, the provision of clause 5.2.12 applies.

7.2. Semester grade

- 7.2.1. The semester grade is computed as the arithmetic average of the summative work units (refer to points 5.1.8 and 5.2.6).
- 7.2.2. In calculating the semester grade, rounding is applied only at the conclusion of the calculation, in accordance with standard mathematical rules, to the nearest hundredth.
- 7.2.3. Following the consolidation of semester results, the contract signed with parents of students possessing 3 or more negative average scores is terminated, and the student is transferred to another school.

7.3. Annual grade

- 7.3.1. The annual grade is determined based on the yearly grade point average, which is the arithmetic average of the two semesters.
- 7.3.2. For advanced subjects, the annual score is computed using the average grade from both the first and second semesters, along with the exam score (arithmetic average of the two semesters and the exam).
- 7.3.3. When calculating the annual assessment, rounding is performed only at the final stage, in accordance with standard mathematical rules, to the hundredth decimal place.
- 7.3.4. In the event of an unsatisfactory annual assessment, the student is transferred from the advanced study group to the basic study group.
- 7.3.5. Students may apply for a grade change at the end of the year (see clause 5.8.5).
- 7.3.6. If a student begins studies at the Lyceum in the second semester, the second-semester grade is used as the annual grade.



7.4. Secondary education certificate grades

- 7.4.1. The secondary education certificate grades are determined by computing the arithmetic average of the grades from the 11th and 12th years.

7.5. General point average

- 7.5.1. The annual summary of student academic performance includes the grades received for each semester and the grade point average (GPA)
- 7.5.2. The computation of the grade point average (GPA) for students in the HS authorial program is executed following the principle of relative growth, incorporating specific coefficients (refer to Appendix 6 for details).

7.6. Annual rating

- 7.6.1. A student's annual rating is computed in accordance with the prescribed procedure (refer to Appendix 4 for details). :

8. Report

- 8.1. Assessment information for students and parents is accessible via the e-Buh website.
- 8.2. At the conclusion of each semester, students and parents receive a report sheet detailing the student's progress in all subjects, accompanied by numerical and verbal assessments.
- 8.3. Graduating students are given a 12th-grade summary report, commonly known as a transcript.

9. Meeting deadlines

In the event of failing to meet the deadlines for submitting assessment tasks and assignments, students are expected to assume full responsibility, acknowledging that such instances could have an adverse impact on the ultimate assessment of their knowledge and acquired skills in the respective subject. Consistent non-compliance with deadlines is regarded as an academic misconduct and may be subject to disciplinary action, as determined by the principal, program coordinator, and the pedagogue and/or teacher.



10. Alignment of Educational Policies

10.1. Language policy

10.1.1. If the student's native language is not Armenian, they are enrolled in the Armenian studies course, where only non-weighted assessment is utilized.

10.2. Inclusion policy

10.1.2. If a student exhibits any of the characteristics outlined in the Lyceum's inclusive education policy, the teachers collaborate with the coordinator and the psychological service to create a specialized document pertaining to the specific case.

10.3. Individual program

10.3.1. When a student's native language is not Armenian, a personalized program is created for them. This program includes assessment tasks and a grading scale (rubric) designed in the student's native language, adhering to the guidelines outlined in the "Language Policy" document.

10.3.2. In cases where a student is enrolled in the Lyceum with insufficient evidence of knowledge in one or more subjects, along with the capacity to apply them, an individualized program is developed to facilitate their assessment. This program allows for assessment based on the principle of comparative growth. The student's individual program is endorsed by both the head of the subject group and the program coordinator.:

10.4. Academic integrity policy

10.4.1. At the commencement of each academic year, students are briefed on the contents of the Academic Integrity Policy document.

10.4.2. Any attempts at plagiarism, utilizing codes, unauthorized memorization, or engaging in non-independent work run counter to the student's academic profile, learning objectives, and the principles of academic integrity. Such actions are considered unacceptable.

10.4.3. When a teacher suspects a student of displaying academic dishonesty, they file a comprehensive report detailing the incident. This report serves as the basis for addressing instances of academic dishonesty during disciplinary council discussions, following the procedures established by the Lyceum as outlined in the "Academic Integrity Policy" document.

10.4.4. Cases of academic integrity are subject to examination within the disciplinary council, in accordance with the Lyceum's established procedures, as delineated in the "Academic Integrity Policy" document.

10.4.5. Adherence to the principles of academic integrity is mandatory throughout the academic process and must be rigorously maintained.



11.Roles and responsibilities

The entire school community shares the responsibility for the implementation of the assessment policy.

11.1.School administration

11.1.1. The school administration bears the responsibility for crafting, overseeing, and conducting an annual review of the assessment policy.

11.1.2.The school administration is tasked with arranging professional training seminars for teachers

11.2.Teacher

Teachers are required to:

- 11.2.1. consider assessment as the most essential component of teaching and learning plan;
- 11.2.2. continuously review the assessment policy document and develop course content accordingly;
- 11.2.3. conduct assessments related to subject standards that are consistent with assessment policies and state standards;
- 11.2.4. develop rating scales and other documents;
- 11.2.5. involve students in the process of revising the assessment policy document;
- 11.2.6. participate in the evaluation policy document review process;
- 11.2.7. to inform students about the specifics of assessment criteria;.
- 11.2.8. 11.2.8. Foster students' self-evaluation, self-analysis, and the cultivation of self-organizational skills.
- 11.2.9. Allocate ample time for students to finalize their assessed tasks.
- 11.2.10. Clearly outline the necessary steps for each task, while elucidating the associated evaluation criteria.
- 11.2.11. Assess all student submissions and promptly return them to the students

11.3.Student

Students are required to:

- 11.3.1. Acknowledge assessment as an integral part of the learning process;
- 11.3.2. Diligently submit all required work, which includes assignments, classwork, projects, and more, by the specified deadlines.
- 11.3.3. Verify the appropriateness and ensure the proper design of submitted assignments.
- 11.3.4. Engage actively in the assessment planning process.
- 11.3.5. Contribute actively to the assessment policy review process.



11.4. *Parent*

Parents are required to:

- 11.3.1. Familiarize themselves with the objectives, principles, forms, and types of assessment.
- 11.3.2. Acknowledge and adhere to the terms outlined in the assessment policy document.
- 11.3.3. Foster an environment that nurtures the development of students' assessment skills.
- 11.3.4. Access information about students' current grades via the e-Buh program.
- 11.3.5. Actively engage in the assessment policy review process.

12. References

Academic Integrity, IBO, 2019

Assessment Procedures, IBO, 2020.

Assessment of the Diploma Program. Principles and Practice, IBO, 2009.

Diploma program. From Principles to Practice, IBO, 2015.

General regulations. Diploma Program, IBO, 2016.

Guidelines for developing school assessment policies in the Diploma Program

"HS Assessment Policy", 2020-21 academic year.

13. Appendixes

Appendix 1: The following subject standards are recommended for high school subjects:.

1. Language and literature

- A Analysis
- B Concept
- C Speech and content creation
- D Application of the language and the style

2. Foreign language



- A Perception of oral speech
- B. Perception of written speech
- C. Communication: based on written, oral, visual, and listening scripts
- D Application of oral and written speech

3. **Science**

- A. Knowledge and comprehension
- B. Questioning and project
- C. Procedure and development
- D. Reflection on science

4. **Individual and society**

- A. Knowledge and comprehension
- B. Research
- C. Communication
- D. Application of critical thinking

5. **Mathematics**

- A. Knowledge and comprehension
- B. Exhibiting patterns
- C. Communication
- D. Application of math knowledge in real life

6. **Art**

- A. Knowledge and comprehension
- B. Skill development
- C. Application of creative thinking
- D. Reaction

7. **Physical education and healthy lifestyle**

- A. Knowledge and comprehension
- B. Performance planning
- C. Application and presentation
- D. Improving performance through reflection

8. **Informatics**

- A. Research and analysis
- B. Development of ideas
- C. Project creation
- D. Development and assessment

9. **Projects**



- A. Research
- B. Planning
- C. Actions taken
- D. Reflection

10. **Interdisciplinary practice**

- A. Exploring subject foundations
- B. Compilation
- C. Communication
- D. Reflection

The suggested criteria are flexible and can be expanded upon, or specific criteria can be chosen based on the department head's approval and as needed.

Appendix 2: Numeric grading system

Grade	(%)	Description
10	95-100	Exceptional progress
9	85-94	Excellent progress
8	75-84	Very good progress
7	65-74	Good progress
6	55-64	Satisfactory progress
5	45-54	Satisfactory slow progress



4	40-44	Poor progress
3	25-39	Very slow progress
1-2	0-24	Extremely slow progress

Appendix 3.

Assessment grades of the students enrolled in IBDP and HS authorial programs

Grades						
IBDP	%	authorial program		IBDP	%	authorial program
7	99	10		3	49	6
	97				47	
	94				43	
	92				41	5



	89				38	
	88				36	
6	87	9			34	
	84				33	
	82			2	32	4
	78				30	
	77				28	
	75	8			26	
5	74				24	
	72				22	
	69				20	3
	66				18	
	64	7		1	16	
	62				14	



4	59			12	
	57			10	2
	55			8	
	54	6		6	
	52			4	1
	51			2	
	50			0	

Appendix 4. Rating calculation procedure

A student's comprehensive progress assessment within the Lyceum is determined by their absolute rating, which relies on the outcomes of the preceding year or semester's assessments.

The absolute rating (R) is derived from a combination of grades and ongoing assignments across all subjects, factoring in the weekly class hours allocated to these subjects as outlined in the curriculum.

Additionally, the relative rating is computed by utilizing the annual or semester grades of the entire group (class) of students who have attained positive grades through retakes

R_{rel} is calculated based on the following formula



$$R = \frac{\sum_{i=1}^n G_i T_i}{T} \cdot 100\%$$

Calculate the percentage by dividing the sum of the products of each subject's weekly workload and calculated grade by the total weekly workload.

G_i represents the calculation grade, which is determined through an evaluation of semester progress and the quality of work performance.,

A- Semester summative average grade

K- Semester formative average grade

T_i - Subject weekly load

T– Weekly load

Σ represents the sum of the weekly workload of the subject being taught and the corresponding calculated grade. It's important to note that 70% of the calculated grade is derived from the average grade of summative works within the subject, while the remaining 30% is determined by the average grade of formative works.

Appendix 5: Assessment standardization template

Subject group, subject _____

Assessment/ _____

Task _____

Date _____

Student	Teachers	Initial grade	Final grade	Comments
---------	----------	---------------	-------------	----------



Teacher _____ Signature _____

Teacher _____ Signature _____

Teacher _____ Signature _____

Appendix 6. GPA calculation

N	Subject	Advanced	Foundation
1	Armenian language and literature	1.2	1.1
2	Russian language and literature	1.2	1.1
3	Foreign language	1.2	1.1
4	Algebra	1.2	1.1
5	Geometry	1.2	1.1
6	Physics	1.2	1.1
7	Chemistry	1.2	1.1



8	Biology	1.2	1.1
9	Informatics	1.2	1.1
10	Drawing	1.2	1.1
11	History	1.1	1.1
12	Social science	1.1	1.1
13	Geography	1.1	1.1

High School Director,
Deputy director for educational methodology
Deputy director for the development of educational programs
Educational and Methodological Coordinator `
Head of psychological center
High School Authorial Program Coordinator
Deputy Director on Financial - Economic Affairs, `

Anna Stepanyan
Gagik Torchyan
Ruzanna Bulutyan
Ani Harutyunyan
Narine Ksajikyan
Taguhi Sinanyan