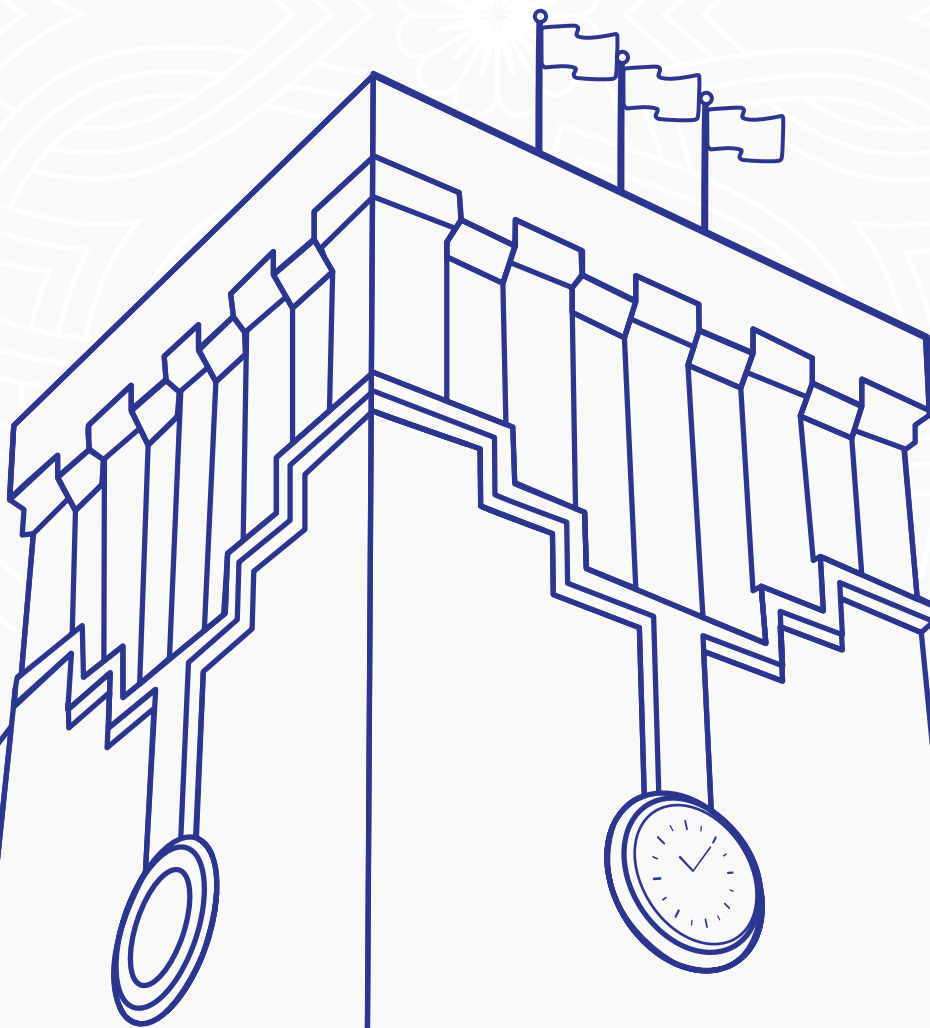# "Shirakatsy Lyceum" International Scientific- Educational Complex

"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL

COMPLEX

IB DIPLOMA PROGRAMME

ASSESSMENT POLICY

2025-2026

CONTENTS

1. Philosophy

Assessment at Shirakatsy Lyceum empowers students to become reflective, internationally minded learners. Our practices align with the IB's emphasis on student agency, authenticity, ATL skill development, and equity. We believe that assessment must:

1.1. Support student learning and growth through meaningful feedback

1.2. Inform teaching through data-driven analysis

1.3. Reflect international-mindedness and IB Learner Profile attributes

1.4. Be criterion-referenced, valid, fair, and transparent

1.5. Enable learners to become active participants in the assessment cycle

2. Aims and Principles

2.1. Aims of the assessment

2.1.1. Promote students' academic progress through explicit assessment criteria prepared and communicated in advance.

2.1.2. Promote educational incentives as well as form lifelong educational aspirations.

2.1.3. Ensure reflection and feedback between teachers and learners.

2.1.4. Ensure the use of assessment data to guide instructional planning and differentiation.

2.1.5. Apply reflection and analysis as an inseparable and significant component of teaching and learning.

2.1.6. Record the level of students' achievement.

2.1.7. Ensure level of knowledge and skills corresponding to university admission requirements.

2.2. Assessment principles

2.2.1. DP assessment supports the curricular and philosophical goals of the program through the encouragement of effective classroom practice and student learning.

2.2.2. The results of DP assessment have a sufficiently high level of reliability, appropriate to a high-level university entrance standards.

2.2.3. DP assessment reflects the international-mindedness as well as supports formation of the IB Learner Profile.

2.2.4. DP assessment emphasizes not only fundamental cognitive skills but also high level knowledge and thinking skills.

2.2.5. Assessment of each subject includes a range of criteria-based tasks and instruments/components that ensure all objectives of the subject (see Appendix 1).

2.2.6. Assessment is a collaborative process involving teacher standardization, student reflection, and ongoing feedback.

2.2.7. Teachers are free to choose purposeful assessment strategies to apply to any type of individual or group assessment.

2.2.8. Assessment principles apply consistently across the IB continuum (MYP–DP), ensuring smooth transitions and alignment of expectations.

2.2.9. Assessment results are regularly analyzed to identify patterns of performance across subject groups, cohorts, and individual learners. These insights are used by teachers and coordinators to adjust teaching strategies, groupings, interventions, and future curriculum planning.

2.2.10. The school differentiates between internal school-based assessments and formal IB assessments. While summatives at Shirakatsy Lyceum reflect IB-style tasks and use subject-specific criteria, only those assessments designated by the IB (IAs and exams) contribute to the final IB grade.

2.2.11. Teachers model formal expectations in classroom practice to help students succeed in both contexts.

3. Assessment stages

The whole assessment process is divided into three interrelated stages.

    3.1. **Assessment:** Find out what the students know and what they have learned.

    3.2. **Registration:** Collect, analyze and summarize the data.

    3.3. **Report:** Present the information or the results of the evaluation.

4. Formal IB assessment practices

Two types of assessment are used by the IB office: internal and external.

    4.1. IB courses require completion of internal assessment components. Internal assessment is conducted by the school and moderated independently by the IB office. More information is available in **Subject guides and in the Appendix 1.**

    4.2. A school-wide Internal Assessment Calendar is developed annually by the DP Coordinator in collaboration with subject teachers. This ensures a balanced workload for students and allows teachers sufficient time for authenticating, providing feedback, and uploading assessments within IB deadlines.

    4.3. The external assessment is carried out by the International Baccalaureate (IB) Office. External assessments are mainly carried out as markers of qualification for university entrance. More information is available in the **Subject guides and in the Appendix 1.**

    4.4. The DP final exams are performed in accordance with the requirements of the IB in May of the student's senior year (12th grade). Results are issued on July 6th (www.candidates.ibo.org).

    4.5. External assessments/exams are carried out in all 6 chosen subjects, including the EE and TOK Essay.

    4.6. Candidates are eligible to appeal the final grade to the IB or retake one or more components (see IB general regulations) of the IB final grade according to the IBDP General Regulation document.

5. School assessment practices

Two types of assessment are used by the Lyceum: Formative and summative.

All students are expected to engage in structured self-reflection after major formative and summative tasks. Teachers will provide reflection templates aligned with ATL skills and subject-specific objectives, fostering metacognition and learner autonomy.

5.1. **Formative Assessment**

    5.1.1. *Purpose of the formative assessment*

        5.1.1.1. The formative assessment is the process of applying information, some facts, collection of data, analyses, making comments, and reflection which helps the learner to improve learning and to reach the best results.

        5.1.1.2. The formative assessment promotes the learners' motivation towards learning, encourages achievement, allows for the proper demonstration of acquired skills, and promotes the development of self-consciousness and self-organization.

        5.1.1.3. The formative assessment is meant to provide effective feedback. The formative assessment gives an opportunity to the learner to be informed about the learning achievements, results and gaps, while being provided with feedback. It helps the learners to understand what they do well and what measures should be taken to achieve educational progress.

        5.1.1.4. Effective feedback is timely, specific, and constructive. Teachers are expected to use feedback not only to justify grades but also to guide student improvement, supporting ATL skill development. Students will have opportunities to respond to feedback and revise their work when appropriate.

        5.1.1.5. Digital tools such as ManageBac, Turnitin, e-portfolios, and online rubrics are used to track student progress, ensure academic integrity, provide transparent feedback and reports.

        5.1.1.6. Students are given opportunities to co-construct rubrics, provide feedback on assessment calendars, and contribute ideas for

formative task design. This ensures student voice in shaping their learning journey.

5.1.1.7. Formative assessment is used to evaluate IB students CAS performance during their monthly review (see Appendix 4.2).

5.1.1.8. While implementing formative assessments, it is more important to correctly identify the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student's achievement (Diploma Programme Assessment Principles and practice, 2019, Updated May 2025).

5.1.2. *Formative assessment tasks*

The following is used in the Diploma Programme as formative assessment tasks:

5.1.2.1. Discussions, diagnostic test, oral presentation, questionnaire, problem-solving, mindmapping, exit ticket, group/pair collaborative work, lab work, self-assessment, peer-assessment, portfolio, poster, infographic, quiz, Venn diagram, T- chart, SEEP analysis, KWL reflection, SWOT analysis, Frayer Model, concept mapping, Cornell notes etc.

5.1.3. *Formative assessment types*

There are two types of formatives in the Lyceum: **unweighted** and **weighted.**

5.1.3.1. The unweighted formative assessments are used to develop relevant skills and help students with their learning.

5.1.3.2. The weighted formatives are aimed to summarize the gained knowledge and skills for the specific period to adjust the teaching according to the very needs of the learners.

5.1.3.3. The cumulative sum of weighted formative assessments counts 10% towards the average grade earned during the term.

5.1.3.4. At least two weighted formative assessments are carried out before each Summative.

5.1.3.5. Make-ups for missed weighted formative assessments are not organized but, at the request of the students, they are allowed to complete the old samples of the first formative assessments and get feedback from the teachers. N/A is mentioned as a grade on Managebac. If the students miss the next formative assessments of the same subject in a term, they are automatically graded one (1). Special cases are subject to the examination of the DP Pedagogical Leadership.

5.2. **Summative Assessment**

A school-wide Internal Assessment Calendar is developed annually by the DP Coordinator in collaboration with subject teachers. This ensures a balanced workload for students and allows teachers sufficient time for authenticating, providing feedback, and uploading assessments within IB deadlines.

5.2.1. *Purpose of the summative assessment*

5.2.1.1. Summative assessments (also Summatives) are conducted to determine the level of students' achievement.

5.2.1.2. Summatives are aimed to better prepare students for the external assessment as well as serve as indicators of students' performance.

5.2.2. *Summative assessment tasks*

The following types of works are used in the Diploma Programme as Summative assessment tasks:

5.2.2.1. Essay, short answer question, data-base question, text-response questions, case-study questions, multiple-choice questions, visual analysis, problem-solving, Project, Debate, Oral Presentation, Report, Questionnaire, Lab Report etc.

5.2.3. *Summative assessment procedures*

5.2.3.1. Summatives follow each unit.

5.2.3.2.   At least two summatives are carried out during each academic term.

5.2.3.3.   The average of Summatives counts 75% towards the grade earned during the term.

5.2.3.4.   Mid-term and Mock exams have the same weight as summatives.

5.2.3.5.   The dates when Summatives are normally implemented are fixed beforehand on the Assessment calendar of the school.

5.2.3.6.   Learners are informed about the format of assignments, allotted time and criteria, assessment rubric, as well as anticipated outcomes of the Summatives in advance.

5.2.3.7.   The results of Summative tasks are analyzed during the following week and relevant feedback is given, the grading points/marks are noted down in the register.

5.2.3.8.   The deadline for conducting a unit assessment may be the penultimate lesson on the subject.

5.2.3.9.   In the case of unexcused absences from the Summative, the student receives an automatic mark of one (1).

5.2.3.10.   Only in rare cases, (e.g. health or other emergencies) one make-up summative assessment per subject per term is arranged with the approval of the DP Coordinator.

5.2.3.11.   A new paper is created by the subject teacher for the make-up Summative session.

5.2.3.12.   Make-up Summatives are conducted before the following Summative (DP Registrar, DP Organizer and the subject teacher are responsible for organization make-up sessions).

5.2.3.13. Unforeseen situations and circumstances that are not regulated by the Assessment Policy, are subject to special procedures present in the Lyceum.

5.2.4. *Midterm exams*

5.2.4.1. At the end of first term students take a Midterm exam (both IB1 and IB2 cohorts).

5.2.4.2. The Mid-term exam includes topics/units studied during the first term of the course.

5.2.5. *Mock Assessment*

5.2.5.1. In the final academic term (February 1-20) of the second-year students take their Mock exams.

5.2.5.2. The results of the Mock exams are being treated as the second-term summative results.

5.2.5.3. The assessment is conducted based on the Lyceum's DP boundaries (see appendix 2).

5.2.5.4. In case of absences from the Mock exams, the student receives an automatic mark of one (1).

5.3. Additional Components of Assessment

5.3.1. *Homework*

5.3.1.1. For each class, students are assigned mandatory homework to better understand the topic being studied.

5.3.1.2. Completion of such tasks is checked by the teacher for each class and notes are made in the Gradebook.

5.3.1.3. If a student fails to present completed homework three times, the parent is informed regarding the missing assignments.

5.3.1.4. Homework completion counts towards 5% of the term grade.

5.3.2. *Portfolio*

    5.3.2.1.   Teachers use portfolios to assess the student and the learning process, make sure that the students are able to reflect on their progress and draw conclusions.

    5.3.2.2.   Students are required to create a portfolio for each subject based on the criteria set by the teacher.

    5.3.2.3.   Portfolios are graded at least once per term. Portfolios comprise 5% of the term grade.

5.3.3. *Behaviour and Participation*

    5.3.3.1.   Students are graded twice per month based on their preparedness for the class, peer collaboration, active class participation, and demonstration of IB learner profile.

    5.3.3.2.   Behavior and Participation comprise 5% of the term grade.

5.4. **Examination**

5.4.1. *End -of -Year exam*

    5.4.1.1.   All IB Diploma students are required, at the end of the first year (June 3–20), to sit End-of-Year examinations in their six chosen subjects and to fulfill the requirements of the IB Core—**Extended Essay (EE), Theory of Knowledge (TOK), and Creativity, Activity, Service (CAS)**—in accordance with Lyceum's IBDP Academic Calendar.

    5.4.1.2.   The End-of-Year exam is meant to measure the learner's cumulative understanding of topics and course themes delivered throughout the year.

    5.4.1.3.   The End-of-Year exam includes external assessment style questions as well as may include elements of internal assessment. The End-of-Year exams are performed in accordance with the conduct of IB examinations.

5.4.1.4. The grade of End-of-Year exam counts for the 1/3 of the year grade (33.(3) %).

5.4.2. *Retake of End-of-Year examination*

5.4.2.1. If the student scores less than 50% in the End-of -Year exam, the student must retake the exam. Such retake opportunities are two, the result of the first retake (June 15-30) counts for the 1/3 of the year grade, however, if the student earns more than 50% on the second retake (August 20-27), the result of the retake counts as the Final Year Grade.

5.4.2.2. If the student doesn't pass the second retake, the issue is reviewed during a DP Pedagogical Leadership meeting and a final decision will be made by the Board of Directors.

5.4.2.3. The continuation of a student's enrollment in the Diploma Programme, following unsatisfactory marks (below 50% total) in four or more subjects on the End-of-Year exam, is deliberated during a DP Pedagogical Leadership meeting, with a final decision made by the Board of Directors.

5.4.2.4. If a student receives a satisfactory grade in the End-of-Year exam but obtains an unsatisfactory Final Year Grade, they must retake the subject in accordance with Article 5.4.2.1.

5.4.2.5. Any unspecified cases related to retaking will be reviewed by DP Pedagogical Leadership and Lyceum's Board of Directors.

5.4.3. *Upgrading*

5.4.3.1. Students are given the opportunity to upgrade (June 22-27) the year's final grade.

5.4.3.2. The student may request up to two subject upgrades.

5.4.3.3.   The request to upgrade should be submitted by June 22 of the current academic year to the DP Coordinator.

5.4.3.4.   The student who failed the subject's end-of-year exam will not be allowed to upgrade the year's final grade of the mentioned subject.

5.4.3.5.   The upgrade includes tasks different from the End -of -Year exam and the format is decided for each subject by the subject teachers prior to the upgrade registration deadline.

5.4.3.6.   The final year grade for a student shall be recorded as whichever is higher: the initial year grade or the upgrade result. *This ensures that upgrade assessments serve as an opportunity for improvement and cannot lower a student's overall grade.*

5.4.4.   IBDP official final examinations

5.4.4.1.   All IB Diploma students are required, during the second year, to complete all final internal assessment components, submit the Extended Essay (EE), fulfill the requirements of Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS), and sit the official IB Diploma Programme examinations in their six chosen subjects, in accordance with the IBDP Academic Calendar and IB schedule and regulations.

5.4.5.   Retake of IBDP official final examinations

5.4.5.1.   Candidates may register as **retake candidates** in any subsequent examination session (May or November), in accordance with IB regulations.

- May session (results released in July 6th)
- November session (results released in December 16th)

5.4.5.2.   Retake candidates may repeat one or more subjects, or Core components (EE, TOK, or CAS, where applicable).

5.4.5.3.   There is **no limit to the number of retake sessions**, provided the student continues to meet IB registration requirements.

5.4.5.4.   Requests for retake registration must be submitted to the **DP Coordinator** within the deadlines set by the IB and the school.

5.4.5.5.   All associated IB fees for retakes must be covered by the student's family.

5.4.5.6.   The DP Coordinator will ensure that all retake candidates receive academic guidance and support in preparing for their resit examinations.

Note: Retake registrations are subject to IB regulations regarding subject availability, component validity, and Core completion.

5.4.6.   *Enquiry Upon Results (EUR) for IBDP official results*

5.4.6.1.   Following the release of IB Diploma Programme final results on July 6th (www.candidates.ibo.org), students may request an **Enquiry Upon Results (EUR)** if they wish to have one or more of their externally assessed components remarked or re-moderated, in accordance with IB regulations.

5.4.6.2.   Requests for EUR must be submitted in writing to the **DP Coordinator** within the timeframe specified by the IB (typically within 14 days of the publication of results).

5.4.6.3.   The school will provide parents and students with the relevant IB information, including possible outcomes of an EUR (grades may go **up, down, or remain the same**).

5.4.6.4.   The associated IB fees for EUR must be covered by the student's family.

5.4.6.5.   The DP Coordinator will process the request via IBIS and communicate the outcome to the student and parents as soon as it is available.

Note: Once an EUR request has been submitted, the candidate cannot later withdraw it, even if the grade is lowered.

6.   Standardization

In the case that more than one teacher is teaching the same subject or for the teachers of the same subject group in the same age group, the content, rubrics, and results of the summative and formative assessment tasks are subjected to internal standardization, ensuring consistency in the perception and application of the criteria.

6.1.   Aims of standardization

6.1.1.   Ensure a reliable, valid and transparent assessment.

6.1.2.   Ensure common understanding, interpretation and application of the assessment criteria.

6.1.3.   Ensure a unified approach to the learning and assessment process.

6.1.4.   Monitor the assessment tools, rubrics, methods and their efficiency.

6.2.   Participants of the standardization

6.2.1.   The teachers.

6.2.2.   The Head of School, the students, the parents, the Principal, and the coordinators if such need arises.

6.3.   Frequency of standardization

6.3.1.   Standardization is carried out 2-3 times each semester and as needed.

6.4.   Standardization procedure

6.4.1.   Within the subject groups and the same subjects, the standardization process begins with unit planning, all the units include formative and summative tasks with appropriate assessment tools and strategies as well as intra-disciplinary planning for the assessment. During the assessment session, the mentioned teachers evaluate the work of 4 or 5 students

selected at random, then summarize the results, discuss, and, if necessary, amend the assessment boundary. Finally, the standardization form is completed and signed (see Appendix 6).

7.   Grading, Ranking and Result Conclusion

7.1.   **General grading system**

7.1.1.   A 1 to 7 grading scale is used for assessment (see Appendix 2).

7.1.2.   The grades from 1 to 3 are considered unsatisfactory.

7.1.3.   The student's work gets an automatic zero (0) for committing academic misconduct (see Academic Integrity policy).

7.1.4.   In cases of suspected academic misconduct on IB assessments, the DP Coordinator initiates an internal investigation following the procedures outlined in the IB's Academic Integrity Policy. This includes informing the candidate, gathering evidence, and submitting a formal report to the IB if necessary.

7.1.5.   The student's work gets an automatic zero (0) for not meeting the deadline.

7.2.   **Term grade calculation**

7.2.1.   The end-of-term grade is calculated by working out the average of all the summative assessment grades (which is 75 %) received by the student and adding cumulative sum of additional formative assessment components (homework (5%), portfolio (5%), participation & behavior and (5%) formative assessment (10%) tasks) which together count for 25% of the grade earned during the term (see Appendices 3 and 4.1).

7.2.2.   Students are penalized for absences exceeding 15% of required hours per term per subject by one grade drop.

7.3.   **Final grade calculation**

7.3.1.   The year final grade of an IB subject is achieved by combining the average of both academic terms and the final exam (see appendix 3).

7.3.2.   The annual average score for non-IB subjects is considered to be a final grade.

7.3.3.   If the student is upgrading a subject, then the final year grade of the student will be the upgrade grade unless it is less (see article 5.4.3.6).

7.3.4.   If the student is retaking an exam, then the year grade is calculated based on the article 5.4.2.1.

7.4.   **Predicted grades**

7.4.1.   Predicted grades are issued three times (September, January and March) during the IB second/senior year (12th grade). Teachers make predictions based on students' progress and their professional judgment.

7.5.   **Ranking and Recognition of Achievement**

7.5.1.   *Ranking*

7.5.1.1.   Student class rankings are calculated according to the final collective marks of the students within the same graduating class.

7.5.1.2.   Class rankings are sent to university admissions as part of their official transcript.

7.5.2.   *DP Recognition of Achievement*

7.5.2.1.   "Golden Star" Students

Students who achieve an absolute semester or annual rating of 95% or above, and have no more than two final grades of 6 (IB scale, equivalent to 8 in the Armenian National system), are considered Golden Star students of the Lyceum.

7.5.2.2.   "Silver Star" Students

Students who achieve an absolute semester or annual rating of 90% or above, and have no more than five final grades of 6 (IB scale), are considered Silver Star students of the Lyceum.

7.5.2.3.   "Shining Star" Students

Students who achieve an absolute semester or annual rating of 85% or above, and have no final grades below 5(IB scale), are considered Shining Star students of the Lyceum.

7.6. **Conclusion of the Results**

    7.6.1. Students whose cumulative score—calculated from the final grades of all six selected subjects at the end of the first year—falls below **24 points**, and/or who have not met the requirements of the **DP Core components** as outlined in the Lyceum's Academic Calendar, are not guaranteed eligibility for the full IB Diploma. In such cases, students will instead be registered for the final IB DP examinations with the aim of obtaining individual **IB Course Certificates** rather than the full Diploma.

    7.6.2. If a student accumulates four (4) negative grades in their term's results, their academic standing will be subject to review during a DP Pedagogical Leadership meeting, with the ultimate decision resting with the Board of Directors.

8. **IB and State diploma assessment system**

    8.1. Students who take both IBDP and the Lyceum state program are graded separately for each program, based on the respective grade boundaries (see appendix 5).

    8.2. The subjects that are covered by both programs are graded according to the provisions of the current document and the grading scale (Appendix 2&4).

    8.3. The subjects that are covered only by the Lyceum state program are graded according to the Lyceum High School State Program Assessment Policy.

    8.4. Students have to take state exams for Armenian, Mathematics and Armenian History at the end of the first term or at the end of the second term of the 12th grade.

9. **Recording and Reporting**

    9.1. **Recording**

        9.1.1. The results of the unit assessments are recorded in the ManageBac's gradebook.

    9.2. **Reporting**

        9.2.1. All students and parents receive a Student Progress Report Card twice per semester via the online platform of ManageBac.

   9.2.1.1. Teachers (TOK included) present learner's achievements, challenges, class participation, attendance, grades and their recommendations on improvements.

   9.2.1.2. EE & CAS Coordinators present students progress on CORE components.

   9.2.1.3. The group Counselor presents information based on the learner profile attributes.

   9.2.1.4. UGC provides information on a student's university progression.

  9.2.2. Students in Grade 12, who are subject to take external examinations in May, complete their studies early, and thus will be issued their final semester report card before graduation.

  9.2.3. Official transcripts demonstrating student academic performance reports grades achieved per term, and includes cumulative grade point average (GPA) that is calculated based on both weighted and unweighted scale (see GPA calculation policy). An additional point will be added per High Level course taken and passed (above a mark of 3). (See GPA calculation policy)

 9.3. **Parent conferences**

Parent conferences are convened **three times** during the school year and the following is presented:

  9.3.1. Subject requirements, content, and assessment objectives

  9.3.2. Teaching strategies, learning outcomes and student's role responsibilities

  9.3.3. Learner's progress (achievements, challenges and possible solutions)

  9.3.4. School strategies and action plan

  9.3.5. Programme achievements

 9.4. **Student conferences**

During the school year, student conferences are organized (Three-way conferences: parent-teacher-student), during which students reflect upon their achievements, shortcomings as well as actions to be taken to overcome challenges.

10. Meeting deadlines

10.1. If the students fail to meet the deadlines for submitting internal assessment tasks, coursework, and other assignments imposed by the School Academic Calendar, they might be denied the opportunity to have their work submitted externally to the IBO.

11. Links between school policies

11.1. Language Policy

11.1.1.   If the learner's native language is not Armenian, he/she can be enrolled in an Armenology course with only unweighted formative assessment applicable.

11.2. Inclusion Policy

11.2.1. In the case of a learner characterized by a category stipulated in the Inclusive education policy of the Lyceum, teachers in collaboration with Inclusive Education Coordinator as well as the psychological service draft a document relevant to the specific case.

11.2.2. The assessment procedures by the IB for inclusive education learners apply to IBDP external examinations.

11.2.3. **Individual teaching**: If the learner has been admitted to the Lyceum and does not demonstrate sufficient knowledge and skills in one or more subjects, he/she is assessed on the basis of a specially designed individual assessment plan, which is approved by the IBDP Coordinator and Subject Department Head.

11.2.4. **Assessment accommodations** (e.g., extra time, modified formats, assistive technology) are arranged in accordance with IB regulations and based on documentation from the school's Inclusive Education Coordinator and psychological services. These measures ensure all students can demonstrate their learning effectively and equitably.

11.2.5. Teachers receive training on equitable implementation of accommodations.

11.3. **Academic Integrity Policy**

    11.3.1.   At the start of each academic year, students are familiarized with the school's Academic Integrity Policy signing the Pledge of keeping the regulations.

    11.3.2.   The principles of academic honesty should be strictly followed while performing all types of tasks.

    11.3.3.   During external exams all issues connected with academic dishonesty are regulated according to the requirements of the International Baccalaureate (see [Academic Integrity IBO 2019](#), Updated February 2025, Appendix 2).

11.4. **Admission policy**

    11.4.1.   DP admission is held on competitive bases with consideration of the IBDP applicants' admission exams (English, Mathematics) and interview results.

    11.4.2.   Successful applicants should meet the minimum passing threshold based on comparative analysis and demonstrate high performance during the interview process. In special cases, for the candidates who do not meet one of the requirements, the Admissions Committee may decide to admit the candidate to the IBDP on a conditional basis, on a probationary period of one academic term. Upon completion of the term, the School Board of Directors will make a decision whether the student may continue or should withdraw from his/her studies in IBDP (based on the student's progress and compliance with learner's description) (see IBDP Admission policy).

12. Roles and responsibilities

The entire school community is responsible for carrying out the assessment policy.

- The DP Assessment Policy is reviewed annually by a committee including teachers, the DP Coordinator, student representatives, and parents.
- Revisions are based on IB updates, evaluation findings, and stakeholder feedback.
- Changes are logged in a **version-control appendix** noting year, amendments, and responsible parties.
- A summary of updates is communicated to the community at the start of each academic year.

12.1. **School administration**

    12.1.1.   The school administration is responsible for the creation of the assessment policy, its supervision and its annual review.

    12.1.2.   The school administration is responsible for organizing teacher's internal professional development seminars.

    12.1.3.   All newly appointed teachers will receive onboarding on the school's assessment policy, including training on IB-specific practices such as criterion-referenced grading, internal assessment moderation, and use of rubrics.

    12.1.4.   Ongoing professional development will be organized to enhance assessment practices across the faculty.

    12.1.5.   Establish and review the **IA calendar** and **assessment moderation procedures**.

12.2. **Teacher**

The teachers have to:

    12.2.1.   consider assessment as the most significant component for the planning of teaching and learning

    12.2.2.   continuously study the content of the assessment policy and design course accordingly

    12.2.3.   carry out subject criteria-related assessments corresponding to the assessment policy and IB Assessment guide

    12.2.4.   create assessment rubrics and other documents

    12.2.5.   engage students in the assessment planning process

    12.2.6.   take part in the assessment policy review process

    12.2.7.   inform the learners about the criterion-related assessment

    12.2.8.   support the learners' self-assessment, self-analysis, development and expression of self-organizational skills

12.2.9. provide sufficient time for students to work on and complete any given assessment task

12.2.10. clearly specify the required steps for each assignment or task, making students aware of relevant assessment criteria/rubric

12.2.11. assess all work submitted by the students and return it to students without delay

12.2.12. participate in ongoing training related to assessment literacy.

12.2.13. review student performance data to inform teaching.

12.2.14. collaboratively design formative tasks and share best practices.

12.3. **Student**

The students have to

12.3.1. give importance to the assessment as an inseparable part of learning

12.3.2. take part in the self-assessment and peer assessment process

12.3.3. hand in any required work – homework, class work, assignments and projects, etc respecting deadlines

12.3.4. ensure the neatness and appropriateness of any work submitted

12.3.5. participate in assessment planning process

12.3.6. participate in assessment policy review

12.3.7. Maintain an assessment portfolio with self-reflections.

12.3.8. Participate actively in 3-way conferences.

12.3.9. Respect IA and assessment deadlines. Repeat offenses trigger parent notification and possible academic penalties.

12.4. **Parent**

The parents have to

12.4.1. get familiar with the assessment objectives, principles, forms and types

12.4.2. accept the assessment policy document conditions

12.4.3. support students in developing their assessment skills by providing a favorable environment at home

12.4.4.   participate in assessment policy review

12.4.5.   Participate in student-led conferences and remain informed of assessment expectations.

12.4.6.   Support students in meeting deadlines and reflecting on feedback.

Note: The policy is drafted in English and Armenian languages. In case of any discrepancies, the priority will be given to the English version of the document.

13.   References

Academic Integrity, IBO, 2019 (updated February 2025)

Assessment Procedures, IBO, 2025

Diploma Programme Assessment: Principles and Practice, IBO, 2019 (Updated May 2025)

Diploma Programme: From Principles into Practice, IBO, 2015

General Regulations: Diploma Programme, IBO, 2025

Guidelines for Developing a School Assessment Policy in the Diploma Programme, IBO, 2010

Programme Standards and Practices, IBO, 2020

IB Learner Profile, IBO, 2013

Learning, Teaching and Assessment in the DP, IBO, 2023

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.

14.   Appendixes

Appendix 1: IBDP Subject objectives, External & Internal Assessment Tasks

Group 1: Language A: Literature (Armenian, English, Russian, French)
- Objectives: Knowledge & understanding, analysis, synthesis, evaluation, appropriate language use.
- External Assessment:
  - SL: Paper 1 (Guided Literary Analysis), Paper 2 (Comparative Essay).
  - HL: Paper 1 (Guided Literary Analysis), Paper 2 (Comparative Essay), HL Essay (1,200–1,500 words).
- Internal Assessment (SL/HL): Individual Oral (analysis of a global issue in two works).

Group2: Language B (English, Russian, French, German, Spanish)
- Objectives: Communicate effectively, understand and use language in intercultural contexts, reflect on texts.
- External Assessment (SL/HL): Paper 1 (Writing), Paper 2 (Listening & Reading comprehension).
- Internal Assessment: Individual Oral Assessment.

Language ab initio (French, Spanish, German)
- Objectives: Basic communication skills, comprehension of simple written/spoken texts, cultural reflection.
- External Assessment (SL): Paper 1 (Writing), Paper 2 (Listening & Reading).
- Internal Assessment: Individual Oral Assessment.

Group 3: Individuals and Societies
Geography (SL/HL)
- Objectives: Knowledge, analysis, evaluation, use of geographic skills.
- External Assessment: Paper 1, Paper 2 (SL); Papers 1–3 (HL).
- Internal Assessment: Fieldwork written report (up to 2,500 words).

History (SL/HL)
- Objectives: Knowledge, application, interpretation, evaluation, historical skills.
- External Assessment: Papers 1 & 2 (SL); Papers 1–3 (HL).
- Internal Assessment: Historical investigation (1,500–2,000 words).

Economics (SL/HL)
- Objectives: Knowledge, application, evaluation, use of economic skills.
- External Assessment: Papers 1–2 (SL); Papers 1–3 (HL).

- Internal Assessment: Portfolio of three commentaries (max. 750 words each).

Business Management (SL/HL)
- Objectives: Knowledge, analysis, synthesis, evaluation, use of BM tools.
- External Assessment: Papers 1–2 (SL); Papers 1–2 (HL).
- Internal Assessment: Research project (SL ~1,500 words; HL ~2,000 words).

Group 4: Experimental Sciences (Group 4)
Biology, Chemistry, Physics (SL/HL)
- Objectives: Knowledge, application, analysis, experimental & research skills.
- External Assessment: Papers 1–2 (SL); Papers 1–3 (HL).
- Internal Assessment: Scientific investigation (6–12 pages).
- Additional Component: The collaborative sciences project

Computer Science (SL/HL)
- Objectives: Knowledge, application, evaluation, problem-solving skills.
- External Assessment: Papers 1–2 (SL); Papers 1–3 (HL).
- Internal Assessment: Practical solution development.
- Additional Component: The collaborative sciences project

Design Technology (SL/HL)
- Objectives: Inquiry and problem-solving, application of design principles, critical reflection, evaluation of design solutions.
- External Assessment: Papers 1–2 (SL); Papers 1–3 (HL).
- Internal Assessment: Design project (investigation, design, prototype, evaluation).
- Additional Component: The collaborative sciences project

Group 5: Mathematics
Mathematics: Analysis and Approaches (SL/HL)
- Objectives: Knowledge, reasoning, problem-solving, mathematical communication.
- External Assessment: Papers 1–2 (SL); Papers 1–3 (HL).
- Internal Assessment: Mathematical Exploration (6–12 pages).

Core
Extended Essay (EE)
- Independent research project (up to 4,000 words).
- Assessed externally against five criteria (Focus, Knowledge, Critical Thinking, Presentation, Engagement).

Theory of Knowledge (TOK)

- External Assessment: TOK Essay (1,600 words, prescribed titles).
- Internal Assessment: TOK Exhibition (analysis of IA prompt with objects).

Creativity, Activity, Service (CAS)
- Completion of meaningful experiences across the three strands.
- Demonstrated achievement in 7 learning outcomes (ref. revised rubric).
- Ongoing reflections and final CAS interview.

Appendix 2: IBDP Grade Boundaries for Summative Assessments and End-of- Year Examinations

To ensure alignment with IB expectations, summative/formative (weighted) assessments grades and End-of- Year Examinations are determined by **percentage boundaries** (as currently used at Shirakatsy Lyceum), **letter levels**, and **qualitative descriptors** that reflect the nature of student achievement.

Grade	Letter	Percentage Range (Lyceum Policy)	Descriptor
7	A	88–100%	**Excellent performance**: Demonstrates consistent mastery of knowledge and skills. Work shows thorough understanding, perceptive analysis, and originality. High-level critical thinking and evaluation. Communication is precise, effective, and academically appropriate.
6	B	75–87%	**Very good performance**: Demonstrates substantial knowledge and understanding. Work is analytical and well-structured, with some evidence of originality. Skills are applied effectively in familiar and some unfamiliar contexts. Communication is clear, with minor lapses.
5	C	62–74%	**Good performance**: Demonstrates sound knowledge and understanding. Analysis is competent though may lack depth. Application of skills is generally effective in familiar contexts. Communication is mostly clear, with occasional weaknesses.

4	C	50–61%	**Satisfactory performance**: Demonstrates adequate knowledge and understanding, though with notable gaps. Limited analysis; work tends to be more descriptive than critical. Application of skills is inconsistent. Communication is understandable but sometimes unclear.
3	D	33–49%	**Unsatisfactory performance**: Demonstrates basic knowledge with significant misunderstandings. Very limited analysis; mostly descriptive with little evaluation. Weak application of skills. Communication is frequently unclear.
2	E	20–32%	**Poor performance**: Demonstrates limited knowledge with major misunderstandings. Work shows little or no analysis. Rarely applies skills effectively. Communication is poor, often incomplete.
1	F	1–19%	**Unacceptable**: Demonstrates very little knowledge of the subject. Work is fragmentary, incoherent, or irrelevant. No evidence of analysis or skill application. Communication is extremely weak.
0	—	—	No work submitted, work submitted does not address the task, or evidence of **academic misconduct** (plagiarism, collusion, cheating).

Note: These descriptors must be read alongside the **IB Diploma Programme Grade Descriptors** for each subject group, ensuring consistency between Lyceum's internal assessment and IB's summative expectations.

Appendix 3: IBDP Term/Year Grade Calculation Components

Components	Weight in Term Grade	Weight in Year Grade
Summative assessment	**75 %**	
Weighted formative assessment	**10 %**	

Homework/Practice tasks	**5 %**	
Behavior and participation	**5 %**	
Portfolio	**5 %**	
Term I grade		**33.3 %**
Term II grade		**33.3%**
End of year exam		**33.3 %**

Appendix 4: IBDP Additional Components of Assessment

4.1: Additional Components of Formative Assessment (25%)

Participation & Behavior (5%)		Descriptors
Excellent	**A**	- Consistently demonstrates an excellent preparation for the class by completing homework assignments and presenting the required materials - Continuously maintains a high level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers - All the time demonstrates excellent manners and respect towards the teacher and peers - Highly contributes to creating a supportive learning and teaching classroom environment
Good	**B**	Most of the time demonstrates a good level of class preparation by completing homework assignments and presenting the required materials

		● Most of the time maintain a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers ● Most of the time demonstrates good manners and respect towards the teacher and peers ● Mainly contributes to creating a supportive learning and teaching classroom environment
Needs Improving	**C**	● Seldom demonstrates an acceptable level of class preparation by completing homework assignments and presenting the required materials ● Seldom maintains a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers ● Seldom demonstrates good manners and respect towards the teacher and peers ● Seldom contributes to creating a supportive learning and teaching classroom environment
Poor	**D**	● Hardly ever demonstrates an acceptable level of class preparation by completing homework assignments and presenting the required materials ● Hardly ever maintains a proper level of class participation by taking notes, asking topic related questions, contributing to the class discussions and collaborating with peers. ● Hardly ever demonstrates good manners and respect towards the teacher and peers. ● Hardly ever contributes creating a supportive learning and teaching classroom environment.

Homework Assignments (5%)		Descriptors
Excellent	**A**	● Homework assignments were completed on time with a high level of analysis, and following all the requirements set by the teacher.
Good	**B**	● Homework assignments were completed on time with an appropriate level of depth and analysis.
Needs Improving	**C**	● Homework assignments were completed at a superficial level, lacking the required depth of analysis.
Poor	**D**	● Homework assignments were not completed on time and/or following the set of requirements.
Portfolio (5%)		Descriptors
Excellent	**A**	● All the assigned, course-related materials are included in the portfolio. The items demonstrate an excellent, continuous progression and development of the required skills and competencies for the term. ● The completed reflection/evaluation form clearly indicates how the course contributed to the development of the student's ATL skills and IB learner attributes. ● The completed reflection/evaluation form includes the progress reflection essay which clearly shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.

Good	B	• Most of the course-related materials are included in the portfolio. The items demonstrate a good, somewhat stable degree of progression and development of the required skills and competencies for the term. • The completed reflection/evaluation form fairly well indicates how the course contributed to the development of the student's ATL skills and IB learner attributes. • The completed reflection/evaluation form includes the progress reflection essay which fairly well shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.
Needs Improving	C	• Most of the course-related materials are included in the portfolio. The items demonstrate some degree of progression and the development of the required skills and competencies for the term. • The completed reflection/evaluation form to some degree indicates how the course contributed to the development of the student's ATL skills and IB learner attributes. • The completed reflection/evaluation form includes the progress reflection essay which to some degree shows the student's ability to critique his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.
Poor	D	• Rarely any course-related materials are included in the portfolio. The items fail to demonstrate any degree of progression and development of the required skills and competencies for the term. • The completed reflection/evaluation form does not indicate how the course contributed to the development of the student's ATL skills and IB learner attributes. • The completed reflection/evaluation form includes the progress reflection essay which fails to show the student's ability to critique

		his/her own work, identify weak and strong points, and suggest ways for further improving the required skills.

Portfolios generally include: IB learner profile, Guide, Aims, Assessment criteria, Objectives, Mark Bands, Concepts, Syllabus Outline, Sample Papers (e.g. Specimen Papers and Markschemes), Shirakatsy Lyceum Grade Boundary, Internal Assessment Handbook, Command terms, Referencing and Citation principles (MLA), Self-reflection Form and other relevant material (glossary of terms, handouts, worksheets, rubrics, IA proposal, etc.)

Formative Assessment (10%)		Descriptors
Excellent	**A**	● All the formative assessments were completed in great depth following the set requirements for each of them. The assignments demonstrate a continuous progression and development of the required set of skills.
Good	**B**	● Most of the formative assessments were completed with the attention to the details and following the set requirements for each of them. The assessments demonstrate satisfactory progression and development of the required skills.
Needs Improving	**C**	● Only some of the formative assessments were completed with the attention to the details and following the set requirements for each of them. The assessments demonstrate little progression and development of the required skills.
Poor	**D**	● An unsuccessful attempt has been made to complete the formative assessments according to the set requirements for each of them. The assessments fail to demonstrate progression and development of the required skills.

4.2: IBDP CAS Formative Assessment Descriptors

Level	Descriptor	Alignment with CAS expectations
Excellent	The student **demonstrates consistent achievement** across all 7 learning outcomes. Reflections are insightful, analytical, and show deep personal growth. The student takes **initiative, shows leadership**, and demonstrates a strong ability to connect CAS experiences to global issues, ethics, and the IB Learner Profile. CAS portfolio is complete, well-documented, and demonstrates outstanding perseverance and balance across creativity, activity, and service.	Meets and exceeds all CAS expectations
Very Good	The student demonstrates achievement in all 7 learning outcomes with strong evidence of reflection and growth. Planning and collaboration are effective, and the student demonstrates initiative and ethical responsibility. Reflections are thoughtful and show connections to the Learner Profile. Portfolio is well-maintained with meaningful evidence of experiences and reflections.	Fully meets CAS expectations
Good	The student achieves most of the learning outcomes with clear evidence of growth. Reflections demonstrate self-awareness, though may lack depth in analysis. Planning and collaboration are present, and the student engages responsibly in CAS activities. Portfolio is complete with adequate evidence.	Meets minimum requirements

Satisfactory	The student demonstrates partial achievement of the learning outcomes. Evidence of reflection is present but sometimes superficial. CAS experiences show some balance but may be stronger in one strand than others. The student occasionally struggles with perseverance or collaboration. Portfolio contains basic documentation but lacks depth.	Approaching expectations
Needs Improving	The student demonstrates limited achievement of learning outcomes. Reflections are descriptive rather than analytical and often incomplete. CAS activities lack balance or sustained commitment. Evidence of initiative and global engagement is weak. Portfolio is incomplete or inconsistent.	Below expectations
Poor	The student shows minimal progress toward learning outcomes. CAS experiences are unbalanced or sporadic, with little reflection or evidence of growth. Documentation is very limited.	Far below expectations
Very Poor	The student fails to demonstrate achievement of CAS learning outcomes. There is little or no evidence of commitment, reflection, or documentation.	Does not meet requirements
Unacceptable	The student has not engaged meaningfully in CAS and has not provided evidence of learning outcomes.	No evidence

4.3: IBDP Grade Boundaries for Additional Components of Formative Assessment

Level	Grade	Percentage (%)	Code of Achievement
A	7	88-100	Excellent
B	6	75-87	Good
C	4-5	50-74	Needs Improving
D	1-3	1-49	Poor
E	0	0	Misconduct, No submission

Appendix 5: IBDP and National Programme Grade Boundaries for Summative Assessments & Examinations

Grade boundaries						
IB DP	%	NATIONAL PROGRAMME		IB DP	%	NATIONAL PROGRAMME
7	88-100	10		3	43-49	6
6	77-87	9			33-42	5
	75-76	8		2	21-32	4

5	66-74	8			18-20	3
	62-65	7	1		12-17	3
4	55-61	7			4-11	2
	50-54	6			1-3	1
			0	0		0

Appendix 6: IBDP Assessment Standardisation Form

Subject Group, Subject _____ _____

Assessment/Task Type_____ _____

Date_____

Student	Teachers	Initial Grade	Final Grade	Comments

Teacher_____, Signature_____

Teacher_____, Signature_____

Teacher_____, Signature_____

Appendix 7: Version-Control Log

Year	Amendments	Responsible Parties	Approval
2025–2026	Policy scheduled for annual review; updates to align with upcoming IB/CIS evaluation requirements, technology Integration (Managebac, Turnitin, e-portfolios), Inclusion accommodations, subject requirements, added procedures for IBDP official exam retakes and Enquiry Upon Results (EUR), and included details about recognition awards system (Golden/ Silver/ Shining).	DP Coordinator, DP Pedagogical Leadership Team	Board of Directors
2024–2025	Added sections on Student Reflection, IA Calendar, Policy Review process, Grading system clarifications, updated subject requirements and enhanced links between policies, updated policies regarding absences from mock exams.	DP Coordinator, DP Pedagogical Leadership Team	Board of Directors
2023–2024	Updated grading system; aligned with new IB Academic Integrity Policy, updated policies regarding absences from formative assessments.	DP Coordinator, Pedagogical Leadership Team	Board of Directors
2022–2023	Revised reporting system, added Parent Conference procedures	DP Coordinator, Pedagogical Leadership Team	Board of Directors