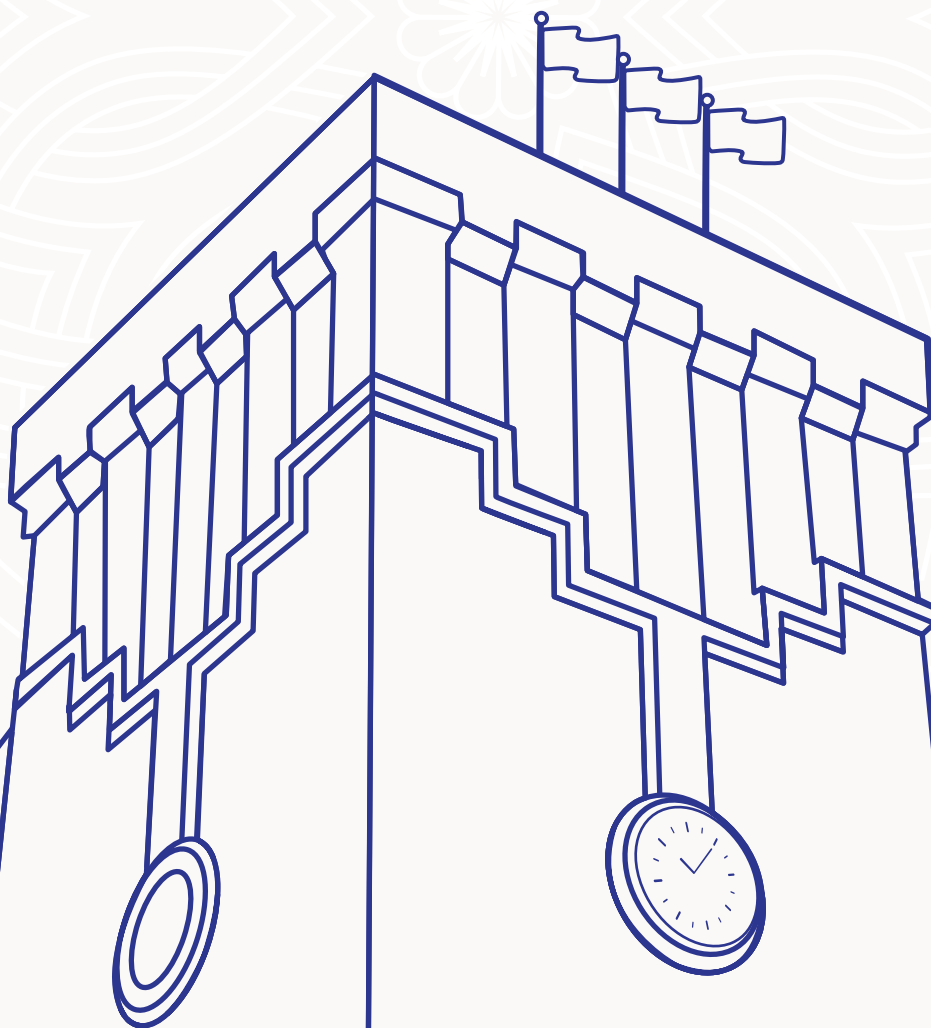


# "Shirakatsy Lyceum" International Scientific- Educational Complex





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## **"SHIRAKATSY LYCEUM" INTERNATIONAL SCIENTIFIC-EDUCATIONAL COMPLEX**

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### **MIDDLE SCHOOL ASSESSMENT POLICY**

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**2025-2026 ACADEMIC YEAR**



**MEMBER**



1. Mission of Shirakatsy Lyceum	3
2. Philosophy of Assessment	3
3. Purpose of Assessment	4
4. Principles of Assessment	5
5. Types of Assessment Applied in Middle School	5
6. Assessment Stages	5
6.1 Assessment	6
6.1.1 Formative Assessment	6
6.1.2 Summative Assessment	7
6.1.3 term and annual summaries, exams	8
6.1.3.1 Term and annual summaries	9
6.1.4 Term and annual summative assessments, exams	10
6.1.5 The procedure for student advancement from one grade to another	11
6.1.6 Assessment Standardization	12
6.2 Recording	12
6.3. Reporting	13
6.3.1 Term report	14
6.3.2 Ongoing report	14
6.3.3 Parent Conferences	14
6.3.4 Student Conferences	14
7. Analysis of the components of the student profile	14
8. Implementation of MYP projects	15
9. The role of the school, teacher, students, and parents in the assessment	15
9.1 Role of the school board	15
9.2 The role of the teacher	16
9.3 The role of the student	16

9.4 The role of the parents community	17
10. Special Assessment Cases	17
11. Organizational Work	18
Appendix 1: Subject-Specific Criteria	19
Appendix 2. Description of the MYP Criterion-Based Assessment	20
Appendix 3 Strategies, Tools, and Tasks	21
Appendix 4: Rating Calculation Procedure	23
Appendix 5: Student Formative Assessment	25
Appendix 6: Assessment Standardization Document	27

## **1. Mission of Shirakatsy Lyceum**

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*The mission of the Lyceum is to cultivate a genuine intellectual and civic person, carrying universal values formed on a national foundation.*

*The mission of the IB is to develop curious, knowledgeable, and caring young people who, through intercultural understanding and respect, will create a better and more peaceful world.*

## **2. Philosophy of assessment**

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Assessment is a continuous process of collecting factual and reliable information regarding learning and its improvement. It reflects and presents the best practices from multiple perspectives, fostering the effective development of collaborative activity between students and teachers.

In the middle school of the Lyceum, assessment is conducted based on both the national and subject-specific standards of the Republic of Armenia as well as the subject-specific criteria and standards of the International Baccalaureate (IB).

These documents define the expected benchmark level for students' acquisition of knowledge, skills, and competencies. Simultaneously, they emphasize the formation and continuous improvement of the IB learner profile characteristics and value system, and they encourage striving for academic excellence. The assessment system in the middle school promotes students' learning process; the evaluation of knowledge and skills is an inseparable part of teaching and learning. Assessment in the middle school is conducted based on clear criteria.

## **3. Purpose of assessment**

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3.1 To enhance students' acquisition of knowledge, skills, and competencies, as well as personal growth and learning processes, while monitoring the quality of learning to maximize student potential.

3.2 To continuously observe students' learning activities, provide regular feedback, and record achievements.

3.3 To foster in-depth understanding of subjects through real-life research activities.

3.4 To promote the development of critical and creative thinking.

3.5 To allow students to apply subject-specific skills when establishing interdisciplinary connections and conducting individual projects.

3.6 To provide teachers, the school administration, the community, and higher authorities with complete and reliable information regarding students' knowledge, skills, and competency levels.

3.7 To provide parents with well-founded information regarding the quality, achievements, and progress of each student's learning.

3.8 To improve the content of educational programs and the methodological teaching system based on quantitative and qualitative analysis of assessment results.

#### **4. Principles of assessment**

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4.1 The Lyceum emphasizes student progress, paying attention both to the entire learning process and the quality of achieved outcomes.

4.2 Assessment supports the realization of the ideological and content goals of the program, encouraging active student participation and effective classroom engagement.

4.3 The assessment process ensures equal opportunities for all students and fairly reflects their knowledge, skills, and abilities.

4.4 Assessment promotes international-mindedness and the development of the IB learner profile, emphasizing the values adopted by the school complex.

4.5 Assessment focuses not only on core cognitive skills but also develops critical thinking, conceptual understanding, and the application of knowledge in real-life contexts.

4.6 Each subject assessment is conducted according to IB standards, ensuring full realization of program objectives.

4.7 Assessment is considered a continuous and multifaceted process, involving the interaction of teacher, student, and various components of the learning process.

4.8 Effective assessment is planned, reliable, fair, transparent, and aligned with established objectives.

#### **5. Types of Assessment applied in Middle school**

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In middle school, two types of assessment are applied: **internal and external**.

5.1 Internal assessment is conducted by teachers, subject departments, and the administration.

5.2 External assessment is conducted by the IB office and the relevant bodies of the Ministry of Education, Science, Culture, and Sport of the Republic of Armenia.

#### **6. Assessment stages**

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The entire assessment process is divided into three interconnected stages:

A. *Assessment*: identifying what students know and have learned.

B. *Recording*: collecting, analyzing, and summarizing the data.

C. *Reporting*: presenting information or assessment results.

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## 6.1 Assessment

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In the Middle School of Shirakatsy Lyceum, student learning is assessed through a balanced combination of **formative assessment**, which supports ongoing learning and provides feedback for improvement, and **summative assessment**, which evaluates achievement at the end of a unit of inquiry or course of study.

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### 6.1.1 Formative assessment

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#### 6.1.1.1 Formative assessment is aimed at:

- Identifying and addressing current difficulties and gaps in students' learning of material.
- Implementing a systematic process to expand students' thinking and cognitive domains.
- Collecting and analyzing learning data with feedback, which contributes to improving educational standards, programs, and teaching methods.

#### 6.1.1.2 Purpose of Teaching Assessment:

- To enhance the effectiveness of **teaching** and learning processes.
- To identify and address difficulties in students' comprehension of material.
- To guide students to recognize the need to learn the material and correct omissions.
- To refine teaching strategies, methods, and applied techniques.

6.1.1.3 **Teaching** assessment is applied throughout the learning process; it is continuous because it aims to teach and develop knowledge and competencies, and it does not imply unit-based grading.

6.1.1.4 Through formative assessment, teachers continuously observe, record, describe, and regularly inform students of their achievements, strengths, and weaknesses.

6.1.1.5 Formative assessment in middle school employs research, creative, collaborative work, and discussions, which may include: diagnostic tests, oral presentations, quizzes, open-ended discussions, group/pair work, practical tasks, self-assessment, peer assessment, portfolio assessment, and presentation of reports, among others.

6.1.1.6 The content, type (weight and nature), alignment with subject criteria, frequency, and format of observation of formative assessment tasks are developed by each subject department, approved by the department head, and submitted to the IB Middle School Coordinator.

6.1.1.7 Before the summative task, two weighted formative tasks must be organized to support the effective completion of the summative work. Depending on the duration of the research unit, only one weighted formative task is allowed. The assessment rubric for weighted formative tasks is shown in Appendix 5.

6.1.1.8 In order to enhance academic performance and ensure an effective educational process, the continuous monitoring of students' ongoing activities is prioritized in the seminary. Specifically, emphasis is placed on the student's participation and engagement in class, completion of comprehension assignments, and the implementation and reflection of regularly conducted formative tasks. Information regarding each of these components is recorded in the Individual Learning Path (ILP) logs and is taken into account when calculating student ratings (see Appendix 4). The monitoring of ongoing activities is carried out based on specific evaluation scales (see Appendix 5).

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## **6.1.2 Summative Assessment**

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6.1.2.1 Summative assessment is the process of expressing the level of student achievement during the learning period as a numerical score according to subject-specific criteria (see Appendix 1).

6.1.2.2 The purpose of summative assessment is to reveal the level of students' subject-specific knowledge and the skills developed based on it, and it is applied when evaluating the degree of material comprehension.

6.1.2.3 Summative assessment is conducted by recording and registering the student's grade, serving both control and diagnostic functions. The teacher can determine the quality and level of each student's achievements and, based on this, make necessary adjustments to teaching methods, learning technologies, and applied approaches.

6.1.2.4 For each term, the IB Middle School Coordinator, in collaboration with all subject department teachers, prepares a summative assessment calendar, which is shared with the entire school community. Changes to the calendar can be made only by the Coordinator, at least one week before the assessment, upon receiving a justified request from the department.

6.1.2.5 At least one week before the summative assessment, the teacher presents the content description and assessment rubric to students and their parents.

6.1.2.6 If a student is absent for a legitimate reason and does not complete the summative assessment task, the student must complete the missed work within a maximum of two weeks after returning to school and, if necessary, receiving consultation from the subject departments.



For students with prolonged absences due to legitimate reasons, the administration may set alternative deadlines and formats. Failure to complete the task within the set period results in a grade of “0” for all criteria.

6.1.2.7 If a student violates academic integrity rules (cheating, plagiarism, copying from a peer or other sources, etc.) during a summative or exam task, the task is interrupted, a written report is submitted to the Coordinator by the teacher and student, and the task is graded 0 for all criteria without the right to retake it (see the “Academic Integrity Policy” document).

6.1.2.8 During the academic year, each subject must undergo at least two assessments covering all criteria, including all sub-points.

### 6.1.3 Term and annual summaries, exams

#### 6.1.3.1 Term and annual summaries

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6.1.3.1 The term summary of summative assessment is conducted as follows:

The teacher summarizes the student’s term performance according to the IB-established criteria A, B, C, and D (see “From Theory to Practice” and subject-specific guidelines).

Then, the final points of criteria A, B, C, and D are summed, and according to the presented rubric, converted into the IB Middle School grade (the description of grades 1–7 is given in Appendix 2).

The points obtained by the student for each criterion are 0, 1, 2, 3, 4, 5, 6, 7, or 8. These points cannot be decimal numbers and cannot be converted into percentages.

<i>Score Range</i>	0-5	6-9	10-14	15-18	19-21	22-23	24-27	28-30	31-32
<i>MYP Grade</i>	1	2	3	4	5		6	7	
<i>RA Grade</i>	1	2, 3	4	5	6	7	8	9	10

#### 6.1.3.2 Student’s Annual Grade

The student’s annual grade is formed based on the assessment results of the 1st and 2nd terms, taking into account the teacher’s professional judgment.

6.1.3.3 In specific cases, if a subject is studied for only one term, the term grade also serves as the final annual grade.

6.1.3.4 If a subject is studied one hour per week, it is summarized at the end of the year, upon completion of the full course.

In certain cases, the administration may also determine the list of subjects to be summarized annually, e.g., a newly introduced subject or when it is impossible to conduct the planned assessment.

6.1.3.5 In grades 5–10, the first term summary is considered indicative, and it serves as the basis for term rankings, as well as for the allocation of tuition and co-funded places.

6.1.3.6 For students with four or more failing grades in the first and/or second term, the educational program contract is terminated with their parents. In specific cases, the continuation of study in the school is evaluated by the school administration council.

6.1.3.7 Students receiving up to three insufficient grades ( $<4$ ) in the first term may continue their studies, provided a clear strategy is developed during a teacher-student-parent tripartite or collaborative team meeting to identify the reasons for missed content and remediate gaps, and the subject results are summarized annually, considering the teacher's professional judgment.

6.1.3.8 In specific cases, if a student has a failing grade in a subject studied only in the 1st term, a reassessment is organized according to the schedule established for that academic year.

6.1.3.9 If, at the end of the second term, a student has a term or annual grade of up to three insufficient ( $<4$ ) grades, they are permitted to participate in reassessments.

6.1.3.10 Each subject with insufficient term, annual, or exam results allows the student two opportunities for reassessment.

6.1.3.11 The student may use the first and/or second reassessment opportunities. Only in exceptional cases, by the decision of the school administration council, may reassessment be scheduled for a different period.

6.1.3.12 Positive results from the first and second reassessments are assigned the status of the term or annual final grade.

6.1.3.13 In cases where a student has negative term and/or annual results in an exam subject, a positive exam grade is considered equivalent to the first reassessment grade, based on the teacher's professional judgment.

6.1.3.14 The school administration council decides on the continuation of studies for students who still have negative grades after the second term and/or annual reassessment.

6.1.3.15 Academic performance of students admitted after the 5th week of the first term is summarized annually.

#### **6.1.4 Term and annual summative assessments, exams\***

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6.1.4.1 In grades 5 and 6, annual summative assessments are planned for Armenian Language and Mathematics, which are assigned the status of unit summative assessment.

6.1.4.2 In grade 7, term summative assessments and exams are planned for Armenian Language, Mathematics, Foreign Language, and Russian Language.

term summative assessments are assigned the status of unit summative assessment.

Exam results are averaged with the first and second term positive grades in these subjects to form the annual final grade, which serves as the basis for determining the student's annual ranking.

6.1.4.3 In grade 8, annual summative assessments are planned for Armenian Language, Arithmetic, Geometry, Foreign Languages, Science, and Social Studies, assigned the status of unit summative assessment.

6.1.4.4 In grade 9, term summative assessments are planned for exam subjects, assigned the status of unit summative assessment.

At the end of the academic year, state final exams are held for Armenian Language, Armenian Literature, Mathematics, Science, History of Armenia, Foreign Languages, and Russian Language, conducted, assessed, and summarized according to the procedures established by the Ministry of Education.

6.1.4.5 In grade 10, term summative assessments are conducted for exam subjects approved in the curriculum, assigned the status of unit summative assessment.

At the end of the academic year, exams are conducted for curriculum-approved subjects, and the results are averaged with first and second term positive grades in these subjects to form the annual final grade, which serves as the basis for the student's annual ranking.

6.1.4.6 Exams, summative assessments, and reassessment tasks, along with their content boundaries and grading rubrics, are developed, compiled, and discussed in departmental meetings, agreed upon with the MYP Coordinator, and then presented to students and the parent community.

*\*At the initiative of subject departments, other subject groups may also plan annual summaries, taking into account the specific characteristics of the subjects, such as: slide presentations, exhibitions, concerts, competitions, etc.*

*In accordance with the decision of the administration, and based on current issues and objectives, director-led activities may be organized throughout the year. The status of these activities is determined by the Principal's Council, in collaboration with pedagogical leadership. The schedule and evaluation criteria for such activities are approved through a separate procedure.*

#### **6.1.5 The Procedure for student advancement from one grade to another**

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6.1.5.1 Students may be promoted from one grade to the next only if they have a positive annual final grade (4 or higher).

In exceptional cases, by a special decision of the school administration council, promotion to the next grade may be allowed with a “failing” grade (<4) in a term and/or annual assessment, provided that the student completes the previous year’s content by the end of the first term of the next academic year. In such cases, the gradebook records “failing,” with a copy of the council’s decision attached.

6.1.5.2 In grades 9 and 10, the implementation of Community and Personal Projects is a critical condition, as these are mandatory components of the MYP.

6.1.5.3 For students admitted through exchange programs from abroad, remote learning may be organized upon parental request. If the student wishes to continue studying at the school upon returning, they must complete summative test assignments. Upon receiving positive grades, they are permitted to reintegrate into the school and be promoted to the next grade.

6.1.5.4 For students with special educational needs, including gifted students, assessments take into account adjustments developed by a multidisciplinary team, and the principle of comparative growth may be applied (see Language Teaching and Learning and Inclusive Education Policies).

#### **6.1.6 Assessment Standardization**

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6.1.6.1 In all age groups where more than one teacher teaches, it is mandatory to organize internal standardization of unit assignments in terms of planning, content, rubrics, and results, ensuring consistent interpretation and application of criteria across all classes.

6.1.6.2 The main objectives of standardization are to ensure:

- Reliable, valid, and impartial assessment;
- Unified and coordinated understanding, interpretation, and application of assessment criteria;
- A consistent approach to teaching and assessment;
- Continuous monitoring and improvement of assessment tools, rubrics, and methods;
- Participants in standardization include: teachers, heads of structures, students, parents, school administration, and coordinators, depending on the need and context.

6.1.6.3 Frequency of assessment standardization:

- Standardization is conducted 2–3 times per term, and as needed based on requests from students, parents, or other community representatives.

#### 6.1.6.4 Standardization Procedure

In middle school, the standardization process is organized in three stages: a) planning, b) implementation, c) recording/analysis and feedback.

- **Planning**

Standardization begins with planning within subject groups. Age-group coordinators and teaching staff create research units with corresponding formative and summative assessments that are identical across all age groups.

- **Implementation**

At the end of a specific phase of the learning process, standardized assessments are conducted as follows:

Assessments are organized simultaneously under equal conditions.

Student work is evaluated using the same approach and identical rubrics.

- **Recording/Analysis and Feedback**

After assessment, analysis and feedback are conducted as follows: teachers in the same age group evaluate 4–5 student works selected randomly across different levels, summarize results, discuss, and, if necessary, re-evaluate remaining works, refine tasks, approaches, and rubrics. The results of standardization are recorded in the appropriate documentation (see Appendix 6). The final grade of selected works for standardization is considered the consensus grade of participating teachers.

Standardization may also be carried out at the request of a student, parent, or coordinator.

#### *Standardization of Individual Project Assessment*

The standardization process begins before the actual assessment. Collaborative meetings are organized between the project coordinator and supervisors, during which assessment rubrics for individual projects are reviewed and discussed. Previous year's work is evaluated as a group. The result is that coordinators acquire a consistent approach to grading.

After project completion, coordinators evaluate their students' reports, after which a second expert is assigned to independently assess the same work, determine the final score, and summarize the results.

If the evaluators cannot reach a consensus, a third expert is added, and the work is discussed with the project coordinator to make the final decision.

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## **6.2 Recording**

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The results of point-based assessment, as well as the ongoing monitoring of the learner's current work, are recorded in both paper-based and electronic registers of the Curriculum Planning and Implementation Documentation (CPID), in accordance with the requirements of the "Regulation on Maintaining Paper and Electronic Class Registers in Middle and High Schools."

The point-based assessment task is checked by the teacher within one or two weeks and presented to the learners. Each learner is informed about the strengths and weaknesses of their work, including any errors. If necessary, they receive additional tasks and assignments to address gaps in their understanding of the topic.

The deadline for conducting point-based assessment is the penultimate lesson of the given subject during the term.

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## **6.3 Reporting**

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### **6.3.1. Term Report Card**

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The report is presented at the end of the term and includes the following:

- Information regarding the learner's attendance throughout the term;
- Participation of the learner in the educational process and the initiative they have demonstrated;
- Approaches to learning, the acquisition of competencies by the learner, the level of their manifestation, and observed progress;
- Teacher observations and recommendations provided for the improvement of the learning process;
- The learner's term Curriculum Planning and Implementation Documentation (CPID) assessment results in accordance with the four groups of subject-specific and interdisciplinary standards, along with their equivalent scores based on the official state standards of the Republic of Armenia.

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### **6.3.2. Ongoing reports**

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The ongoing report is written or verbal information provided to the parent and/or learner on a regular basis, as well as when necessary. It includes:

- The learner's achievements or gaps based on the standards;
- Point-based assessment scores;
- Observations made by the teacher and/or educator;
- Recommendations provided for the improvement of the learning process.

### **6.3.3. Parent conferences**

Parent-teacher conferences are held three times during the academic year. During these meetings, the following are presented:

- The content scope of the subjects;
- The objectives of teaching each subject and its relevance to real-life needs;
- The methodological framework of instruction;
- The learner's role in the educational process, including their achievements, gaps, and strategies for addressing those gaps;
- The role of the parent in the learning process.

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### **6.3.4 Student conferences**

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During the academic year, student conferences are organized at the end of each term, as well as throughout the term when necessary. These are tripartite meetings involving the parent, teacher, and student. During these conferences, students present to their parents, the group educator, representatives of the school management council, and subject teachers their achievements, shortcomings, planned activities to overcome these challenges, as well as the contents of their academic portfolios.

## **7. Analysis of the components of the student profile**

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The formation of the characteristics of the IB learner profile and international-mindedness is of key importance for all three International Baccalaureate (IB) programs.

The evaluation of the formation of the components of the learner profile and the analysis of the related information are conducted through various means, including:

- Relevant reflections in journals;

- Presentation of the student of the month;
- Maintenance of individual portfolios;
- Reflection on subject-based and project-based work;
- Whole-school discussions;
- Conducting surveys;
- term reports.

## 8. Implementation of ib projects

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Projects implemented in middle school include:

- In grades 5 through 8: Service Project (SP);
- In grade 9: Community Project (CP);
- In grade 10: Personal Project (PP).

Summaries of these project works present the learners' final achievements and skills.

The implementation of Service, Community, and Personal Projects is organized according to a pre-established schedule. The promotion of learners to the next grade is discussed at the school management council meeting if a learner repeatedly violates the project deadlines or fails to complete the project without a valid reason.

Assessment of the Curriculum Planning and Implementation Documentation (CPID) projects is conducted as follows: for Community and Service Projects, evaluation criteria include research, planning, development and execution of actions/steps, and analysis; for the Personal Project, evaluation is based on planning, application of skills, and reflection according to established criteria.

The implementation process of these projects enables learners to apply the competencies and skills acquired during CPID studies, and also reflects the level of the IB learner profile attributes (see CPID Project Guide).

All Personal Projects of 10th-grade learners are submitted to the IB office for external assessment.

## 9. The role of the school, teacher, students, and parents in the assessment

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### 9.1. Role of the school board

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The School Board participates in:

- The establishment and development of a fully functioning school community;
- Providing accurate and necessary information to all members of the academic community regarding students' learning and assessment results;



- Organizing processes based on quantitative and qualitative analysis of assessment outcomes;
- The revision and refinement of the assessment policy;
- The approval of the assessment policy and the implementation of overall supervision.

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## 9.2 The Role of the Teacher

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The teacher:

- Is knowledgeable of the requirements presented by the Republic of Armenia’s state standards and the International Baccalaureate (IB) documentation;
- Collaborates with teachers within their subject group and other subject groups;
- Develops targeted assessment tasks and corresponding rubrics according to the research unit;
- Provides learners with comprehensive information about the assessment process (date, task type, assessment criteria);
- Evaluates assignments according to criteria and ensures timely feedback;
- Analyzes and discusses results with learners and, when necessary, with parents and subject group teachers;
- Implements standardization of assessment;
- Provides the family with reliable and complete information on the learner’s progress, abilities and skills (ATL), achievements, and gaps;
- As a language teacher, pays special attention to the learner’s language use quality and communication skills, incorporating these into assessment rubrics (see the “Language Teaching Policy” document);
- Presents an impartial and objective professional opinion during term and annual summaries, comprehensively evaluating the learner’s achievements and academic excellence aspirations;
- Improves instructional planning based on quantitative and qualitative analysis of assessment results.

## 9.3 The Role of the Student

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The student:

- Plays an active role in the assessment process;

- Analyzes the learning process through reflection;
- Expresses personal perceptions regarding various concepts and phenomena;
- Develops critical and analytical thinking, as well as self-assessment and peer-assessment skills;
- At certain stages of learning, reflects on their achievements and gaps, which contributes to improving progress and supports teachers in refining research units and assessment tasks;
- Participates in the revision of the assessment policy through discussion of issues and formulation of proposals during student assemblies.

#### 9.4 The role of the parent community

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Parents:

- Are informed about their child's acquired knowledge, skills, and competencies;
- Receive reliable and comprehensive information regarding their child's individual development and academic activities, aiming to support the school;
- Participate in the revision of the assessment policy.

### 10. Special Assessment Cases

The following relate to provisions established in documents on language teaching and academic integrity (see the "Inclusive Education Policy"):

- **Language Policy:**

If the student's mother tongue is not Armenian, an individual learning program is developed for them. The assessment tasks and rubrics are prepared in the student's mother tongue.

- **Inclusive Education Policy:**

If a student is admitted to the school with challenges described in the "Inclusive Education" document, teaching staff along with psychological and pedagogical services prepare a document outlining necessary accommodations to ensure effective learning and assessment.

- **Individualized Instruction:**

If a student is admitted but demonstrates insufficient knowledge or application skills in one or more subjects, an individualized program is developed to assess progress based on the principle of comparative growth. This program is approved by the head of the respective subject group and the IB CPID coordinator (see the Individualized Instruction Organization Procedure).

- **Academic Integrity Policy:**

Any attempt by students to engage in academic dishonesty (plagiarism, use of unauthorized

aids, cheating, etc., see “Academic Integrity Policy” document) is incompatible with the principles and goals of the school and IB and is strictly prohibited. Academic integrity must be upheld unconditionally in all tasks (assignments, group work, formative assessments, etc.).

- **Distance Learning:**

For students with prolonged absence due to illness or other valid reasons, remote learning may be organized upon parental request according to the school’s remote learning procedures.

Assessment during this period is conducted in full compliance with these regulations.

Exceptions include written point-based assignments, which are scheduled separately upon the student’s return to in-person learning.

## **11. Organizational Work**

The *Assessment Policy* document is written in two languages: Armenian and English.

This document is published on the school’s website, sent to all via email, and is accessible to the entire school community.

The entire school community is responsible for the implementation of the assessment policy.

At the end of each academic year, or at other times if necessary, the school community organizes the review and revision process of the *Assessment Policy* document.

Thus, effective assessment enables:

Students to:

- Demonstrate understanding of knowledge and concepts and apply them appropriately by employing various learning forms and thinking skills;
- Be informed in advance and understand the criteria on which their work will be assessed;
- Analyze their own and others’ learning and identify areas needing improvement;
- Communicate or teach what they have learned to others.

Teachers to:

- Receive information about every phase of instruction, taking into account students’ needs and teachers’ observations;
- Develop and enhance effective teaching approaches considering each learner’s individual characteristics, intellectual capacities, and cultural value differences;
- Collaboratively analyze and improve student progress.

Parents to: Become familiar with and respond to their child(ren)’s academic progress and the documented facts and information reflecting their development.

## Appendix 1: Subject-Specific Criteria

Subject	A	B	C	D
Language and Literature (Mother Tongue)	Analysis	Organizing Ideas	Text Production	Application of Linguistic and Stylistic Knowledge
<b>Foreign Language / Language Acquisition /</b>	Listening Comprehension	Reading Comprehension	Oral Communication	Written Communication
Science	Knowledge and Understanding	Inquiring and Designing	Process and Development	Reflection on Science
Individuals and Societies	Knowledge and Understanding	Research	Communication	Demonstration of Critical Thinking
Maths	Knowledge and Understanding	Pattern Recognition	Communication	Application of Mathematical Knowledge in Life
Art	Knowledge and Understanding	Skill Development	Demonstration of Creative Thinking	Responding
Physical Education and Healthy Lifestyle	Knowledge and Understanding	Presentation Planning	Application and Presentation	Improvement of Presentation Based on Feedback
Design	Investigating and Analyzing	Idea Development	Creating Solutions	Development / Evaluation
Personal Project	Planning	Skills Application	Reflection	
Interdisciplinary projects	Assessment	Comparison / Synthesis	Reflection	

## Appendix 2. Description of the MYP (Middle Years Programme) Criterion-Based Assessment

	Description
1	The student demonstrates minimal achievement of the criteria-based standards.
2	The student shows very limited achievement of the criteria-based standards. They have difficulty understanding the required knowledge and applying skills, and even with support, struggle to use them in familiar situations.
3	The student has limited achievement of the criteria-based standards and experiences difficulties in certain areas. They demonstrate limited abilities to understand and apply the required knowledge, which they can do only in familiar situations and with support.
4	The student adequately understands the required knowledge and is capable of effectively applying the skills developed based on it in routine or occasional situations. Analytical and synthetic thinking skills are rarely demonstrated, and evaluation is infrequent.
5	The student has a good understanding of the required knowledge and is capable of effectively applying the developed skills in various situations. Generally, they demonstrate analytical and synthetic thinking skills and provide evaluations.
6	The student has a strong understanding of the required knowledge and is capable of effectively applying the developed skills in diverse situations. They consistently demonstrate analytical and synthetic thinking skills and provide appropriate evaluations. Overall, the student exhibits unique approaches and intuition.
7	The student has a deep understanding of the required knowledge and is capable of always applying the developed skills flawlessly and effectively in diverse situations. They consistently demonstrate analytical and synthetic thinking skills and provide evaluations. The student mostly exhibit unique approaches and intuition and consistently produce and present high-quality work.

## Appendix 3: Strategies, Tools, and Tasks

### 3.1 Assessment Strategies and Tools

Teachers have the freedom to select assessment strategies based on the goals and to use any type of individual or group work assessment.

<i>Assessment Strategies and Tools</i>					
<i>Assessment Tools</i>					
<i>Assessment Strategies</i>	Rubrics	Examples	Checking lists	Anecdotal record	Continuums/
Observation	V		V	V	V
Performance assessment	V	V		V	V
Process journals	V		V	V	V
Selected response		V	V	V	V
Open-ended tasks/	V	V		V	V

### 3.2 Assessment Tasks

Examples of assessment tasks include:

- Creative work (textual, musical, theatrical, painting, etc.)
- Proposing solutions to various problems
- Essays
- Questionnaire tasks
- Creating final products
- Research
- Presentations
- Exhibitions or displays (both written, oral, and graphic through images)

### 3.3 Assessment Documentation

Throughout the Middle Years Programme (MYP), documenting student learning is a key assessment strategy. Teachers use various methods and forms to record student achievements, including:

- Photographic and video materials
- Brief written notes

Common documents used:

- Paper and electronic grade books
- Summary tables of term work
- Portfolios

#### **Portfolio:**

A portfolio is one of the best ways to collect and store information about the learning process, making the student's progress and achievements visible. It serves as the student's "learning story," reflecting

their successes, personal development, and creative growth through specific examples and observations.

- Each student has one large portfolio, divided into sections for each subject.
- There is also a section for personal achievements linked to learner profile attributes.
- The portfolio contains:
  - Current and mastered work the teacher decides to keep
  - Formative assessment reflections by the teacher and the student
- Portfolios are compiled for each academic year and given to families during the year-end parent meeting.
- Classrooms have dedicated spaces for portfolios.
- Portfolios may also be organized electronically.
- Portfolios are used during teacher-parent meetings.

## Appendix 4: Rating Calculation Procedure

The overall academic performance rating of a student is based on their **absolute rating** from the previous year or term.

### 4.1 Absolute Rating (R) Calculation

The absolute rating is calculated by taking into account all subject grades and ongoing work, weighted by the weekly hours of each subject (provided all term grades are positive).

#### Formula:

$$R = \frac{\sum_{i=1}^n G_i \times T_i}{\sum_{i=1}^n T_i}$$

- $G_i$  = Calculated grade for subject i (based on term progress and performance)
- $T_i$  = Weekly hours for subject i
- $T$  = Total weekly hours
- $n$  = Number of subjects

#### Grades used:

- term grade: Minimum 1, maximum 7
- Average formative work grade: Minimum 1, maximum 4 (portfolio assessment counts as one formative work)
- Average participation and homework grade: Minimum 1, maximum 4

#### Calculation weights:

- 85% term grade
- 5% Ongoing performance (completion of assignments and class participation)
- 10% Weight of formative work including portfolio evaluation

Grades for assignments, formative work, and participation are on a 4-level scale.

### 4.2 Relative Rating Calculation

Relative rating is based on the yearly or term grades of the group (class) of students who passed retake exams with positive grades.

#### Special Recognition Categories

Students with outstanding performance are recognized as follows:

- **“Golden” students:**
  - o Absolute rating  $\geq 95\%$
  - o No more than 2 final yearly or term grades of 8 (Armenian system) or 6 (IB system)
- **“Silver” students:**
  - o Absolute rating  $\geq 90\%$
  - o No more than 5 final yearly or term grades of 8 or 6
- **“Excellent” students:**
  - o Absolute rating  $\geq 85\%$



- o All grades above 5 in IB grading scale

*Note:* The annual rating is the arithmetic mean of the two term ratings. Only grades for 7th and 10th grades are calculated as per section 6.1.4.2 and 6.1.4.5.

## Appendix 5: Student Formative Assessment

Class Participation / Engagement Level		
4	Excellent	<p>Consistently demonstrates excellent preparedness by always completing assigned tasks and presenting the necessary materials during class sessions.</p> <p>Actively participates throughout the lesson, making observations, asking relevant questions, engaging in debates, and collaborating effectively with peers.</p> <p>Consistently shows respect toward both the teacher and classmates during class.</p> <p>Contributes optimally to creating a positive and conducive learning environment.</p>
3	Good	<p>Demonstrates good preparedness during class by completing assigned tasks and presenting the necessary materials.</p> <p>Generally maintains an adequate level of participation by making observations, asking relevant questions, engaging in discussions, and collaborating effectively with peers.</p> <p>Typically shows respect toward both the teacher and classmates.</p> <p>Generally contributes to creating a positive and supportive learning environment.</p>
2	Satisfactory	<p>Rarely demonstrates the necessary level of class preparation by completing assigned tasks and providing required materials.</p> <p>Seldom maintains the necessary level of participation during class, makes few observations related to the topics discussed, is passive during classroom discussions, and struggles to collaborate with peers.</p> <p>Infrequently shows respect towards the teacher and classmates.</p> <p>Rarely contributes to fostering a positive and supportive learning environment.</p>
1	Unsatisfactory	<p>Does not demonstrate the required level of class preparation, fails to complete assigned tasks, and does not submit the necessary materials.</p> <p>Does not maintain the required level of participation during class, does not make observations related to the topics discussed, does not engage in classroom discussions, and does not collaborate with peers.</p> <p>Lacks demonstration of respect towards the teacher and classmates, and does not exhibit courteous behavior.</p>

		Shows little initiative in contributing to a positive and supportive learning environment.
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Completion of Formative Assessment Tasks		
4	Excellent	The student has effectively completed all assignments according to the specified requirements. The quality of formative task execution demonstrates continuous development of the relevant skills.
3	<i>Good</i>	The student has completed the majority of the assignments with some shortcomings. The results of the formative tasks indicate progress and a good level of skill development.
2	<i>Satisfactory</i>	The student has completed at least half of the assignments. The results of the formative tasks demonstrate progress and a satisfactory level of skill development.
1	<i>Unsatisfactory</i>	The completed work does not meet the requirements. The results of the formative tasks do not reflect the student's progress or the development of the necessary skills.

Implementation of Comprehension Tasks		
4	<i>Excellent</i>	The student has fully completed all the assignments.
3	<i>Good</i>	The student has mostly completed the assignments with some shortcomings.
2	<i>Satisfactory</i>	The student has partially completed the assignments.
1	<i>Unsatisfactory</i>	The completed work does not meet the requirements.

Appendix 6: Assessment Standardization Document

Subject Committee, Subject: \_\_\_\_\_

Type of Summative Task: \_\_\_\_\_

Month - Date: \_\_\_\_\_

Student's Full Name, Group					Name and Surname of the Teacher Evaluating the Work	Teacher's Signature
Final Grade						

Conclusion/Justification \_\_\_\_\_

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Signature of the Head of Department

## POLICY REVISION SCHEDULE

Year	Implemented Change	Person in Charge	Approving Authority
2025–2026	Updates to align with IB/CIS evaluation requirements, integration of Shirakatsy LMS (Ebuh), clarification of inclusion accommodations and subject requirements, and refined guidance on teachers’ professional judgment	MYP Coordinator,, Pedagogical Leadership, Teaching staff	Board of Directors
2024–2025	Edited section on retakes (rules, conditions, and procedures clarified)	MYP Coordinator,, Pedagogical Leadership, Teaching staff	Board of Directors
2023–2024	Added section on standardization of assessment practices to ensure consistency	MYP Coordinator,, Pedagogical Leadership, Teaching staff	Board of Directors
2022–2023	Edited section on exams (clarified structure, timing, and reporting procedures)	MYP Coordinator,, Pedagogical Leadership, Teaching staff	Board of Directors