



Private
Lomonosov School
Nizhny Novgorod

ASSESSMENT POLICY

Private Lomonosov School focuses on providing every student a balanced program in which the student can acquire the knowledge required for the development of his age and skills it needs for further training and successful work.

Students are given the opportunity to develop thinking skills and research in various disciplines and deepen their understanding of local and global issues in a rapidly changing world.

Our teachers believe that the first objective of the evaluation is to support and encourage learning. Our methods of assessment allow students to receive comments and improve their knowledge and skills.

Our school is committed to ensuring that introduce each of the parents with the learning process of their children. The school provides a balanced program of study guided by the philosophy of IB curriculum and assessment, as well as the goals and objectives MYP.

The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.

Assessment is a key component of teaching and learning and includes a balance of both formative and summative assessments. At Private Lomonosov School, our assessment practices reflect our philosophy of assessment:

- Assessment is key to planning, teaching, and learning.
- Assessment practices are clear to all members of the community (teachers, parents, and students).
- There is a balance between formative and summative assessment.
- There are opportunities for both peer and self-assessment.
- There are opportunities for students to reflect on their own learning.
- Before starting new learning, teachers assess students' current knowledge and experience.
- Teachers provide students with feedback for future learning.
- Reporting to parents is meaningful.
- Teachers will use a variety of assessment strategies and tools to provide feedback on the learning process.
- Teachers will report assessment with report cards, parent-teacher conferences, student-led conferences, and anecdotal records.
- Teachers will make professional judgments based on the prescribed MYP assessment criteria as defined in the subject guides.
- Teachers will incorporate multiple forms of assessments that are adapted to the learning objectives for each subject.
- Rubrics, exemplars, anecdotal records, checklists, continuums, and portfolios accommodate will be used to record students' responses and performances as a means of authentic assessment.

- A progress report with student achievement on MYP criteria will be reported at the end of the school year

At Private Lomonosov School, we believe that assessment is designed to:

- Identify students' strengths, weaknesses, and learning styles in relation to the MYP skills, knowledge, and attitudes.
- Help students evaluate their own learning and understanding.
- Identify what has been learned or what students are in the progress of learning.
- Provide teachers, students, and parents with feedback on students' progress and learning.
- Help teachers develop effective teaching units using a variety of strategies to meet the needs of the learners.
- Record students level of mastery.
- inform, enhance and improve the teaching process provide opportunity for students to exhibit transfer of skills across disciplines, such as in the personal project and interdisciplinary unit assessments
- promote positive student attitudes towards learning promote a deep understanding of subject content by supporting students in their inquiries set in real world contexts promote the development of critical- and creative-thinking skills

Teachers design and create various tasks, assessment strategies and tools to assess, together, in the framework of collaborative planning. MYP assessment model is based on pre-defined criteria, available for all students.

All teachers to structure their curriculum and grading in accordance with the standards of curriculum and student needs.

All marks in school are aligned with model IB MYP evaluation and divided into 3 types

- Evaluation system in the Russian (Russian mark)
- Based on the criteria of MYP
- MYP grade

The curriculum of each of the items is divided into units. Throughout the units teacher can conduct formative assessment for which he can assess using Russian mark. Russian mark may be set to work in the classroom. The result of each unit becomes a summative assessment and evaluation MYP mark (using one or more criteria). MYP mark has a more serious weight to the Russian mark.

As a result, the teacher make conversion MYP mark in the MYP grade. It is important to remember that the reverse conversion is not allowed.

The MYP assessment criteria across subject groups can be summarized as follows.

	A	B	C	D
<i>Language and literature</i>	Analysing	Organizing	Producing text	Using language
<i>Language acquisition</i>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<i>Individuals and societies</i>	Knowing and understanding	Investigating	Communicating	Thinking critically

<i>Sciences</i>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<i>Mathematics</i>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world contexts
<i>Arts</i>	Knowing and understanding	Developing skills	Thinking creatively	Responding
<i>Physical and health education</i>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<i>Design</i>	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
<i>MYP projects</i>	Investigating	Planning	Taking action	Reflecting
<i>Interdisciplinary</i>	Disciplinary grounding	Synthesizing	Communicating	Reflecting

Sample of task and adressed criteria

Subject group	A	B	C	D
<i>Language and Literature</i>				
Test, text rewriting				
Essay				
Quiz				
Text Analysys				
Feedback and review				
Dictation				
<i>Language Acquisition</i>				
Write an essay				
Describe a picture				
Responding to a visual stimulus with a text				
Analyze a pie-chart				
Write an article, a presentation				
Read the text after looking at the image above the text				
Book review, Relate what you have seen				

Watch and listen to a video				
Answer questions about the visual and audio text				
Exchange opinions with a partner				
Write a letter / e-mail, a note, a letter of complain				
<i>Arts</i>				
Arts				
Drawing from nature				
The compositional work on a given topic				
Creating illustrations for literary work				
Drawing a portrait from memory				
Create posters / Covers / Advertising				
Selection of material for creative work				
Analysis of works of art				
Music				
Quiz				
Essay				
Orchestra instruments noise				
Creating a musical instrument				
Choral singing, solo singing				
<i>Design</i>				
Creating posters, presentations				
Making video, animation				
Text layout				
Drawing chart and blueprints				
Create media projects, models, designs				
<i>Individuals and societies</i>				
Test				

Essay				
Game				
Working with illustrations, historical court				
Research				
Debates				
Working with maps				
<i>Mathematics</i>				
Test				
Quiz				
Create media projects, models, designs				
Debates				
<i>Physical and health education</i>				
Exercise technique				
Carrying out a warm-up				
Sports games, participate in competitions				
Perform gymnastic composition				
<i>Science</i>				
Test				
Research				
Essay				
Create media projects, models, designs				
Information analysys				
Case Studies				
Debates				

MYP level of achievement conversion to national mark

Mark	level of achievement	Descriptor
2	0-7	unsatisfactory

3	8-15	satisfactory
4	16-23	Good
5	24-32	Excelent

MYP general grade descriptors

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6–9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10–14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15–18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19–23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24–27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real- world situations, often with independence.
7	28–32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.