



## 1. INTRODUCTION

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### A. Aim

The aim of the Policy is to define the main rules of assessing student's knowledge, skills, and abilities.

### B. Dissemination

The Policy is open to employees, parents, students as well as other stakeholders. The accessibility of the document is ensured by publishing it on the official website.

### C. Responsible for the implementation

Teaching staff is responsible for the implementation and fulfillment of the requirements of the Policy.

### D. Revision

The document is reviewed at the beginning of each academic year to keep the points current and topical. The amendments are discussed with the staff members, as well as parent and student communities. The Pedagogical Council approves the amendments.

## 2. GLOSSARY OF TERMS AND ABBREVIATIONS

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- School, Educational Complex - Ohanyan Educational Complex
- Policy - Assessment Policy
- IB PYP - The International Baccalaureate Primary Years Programme
- Student - An individual enrolled in the school
- IB - International Baccalaureate

## 3. Objectives and stages of assessment and evaluation

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- 3.1. The assessment in the school is carried out on the basis of the subject and the state criteria and standards of both the Republic of Armenia and International Baccalaureate Primary Years Programme.
- 3.2. Assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:
  - the acquisition of knowledge;
  - the understanding of concepts;
  - the mastering of skills;
  - the development of attitudes;

- the decisions to take action.

3.3. The **main goals** of assessment are as follows:

- To stimulate students' progress by acquiring knowledge, abilities, skills and ensuring their continuous development;
- To observe the learner's educational activities persistently, provide regular feedback and record achievements;
- To continuously improve the content of educational programs and teaching methods;
- To provide thorough and reliable information about the achievements and progress of each student to teachers, parents, the school's government body and other stakeholders.

3.4. The academic year is divided into two semesters.

3.5. The assessment is subdivided into three closely related areas:

- **Assessing** – how we discover what the students know and have learned
- **Recording** – how we choose to collect and analyse data
- **Reporting** – how we choose to communicate information

## 4. ASSESSEMENT

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4.1. Three main assessment techniques are used to measure learning including diagnostic, formative and summative assessment.

### 4.2. **Diagnostic assessment:**

Diagnostic assessment is performed at the start of each unit and helps to find out what students already know about a theme. Through the assessment the learning needs of students are clarified and the teaching process is organized in a more purposeful way.

### 4.3. **Formative assessment:**

Formative assessment provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and helps teachers and students to find out what the students already know and can do.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This process helps learners to improve knowledge and understanding, to foster self-motivation and enthusiasm for learning, to engage in thoughtful reflection, to develop the capacity for self-assessment, and to recognize the criteria for success.

### 4.4. **Summative assessment:**

Summative assessment aims to give a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process, and gives the students opportunities to demonstrate what has been learned.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding of the central idea, and prompts students towards action.

- 4.5. Students are assessed from 1 (lowest mark) to 10 (highest mark) ([Annex 1](#)):
- 4.6. In primary year program numeric grades may be unused.
- 4.7. During the academic year, an appropriate final assessment is carried out at least two times.
- 4.8. Final assessment types and methods are fixed in the curriculum.
- 4.9. At the end of the 4th grade students take the final exams. Summary profiles are compiled with the final grades.
- 4.10. In delivering the IB mission the development of components of learner profile (Inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective) and formation of international thinking are essential. In the context of the program implementation main goals the assessment of the formation of learner profile components and the analysis of information about it is used.
- 4.11. **The final achievements of the students involved in the IB PYP program is assessed through the Exhibition:** learners in the 4th year of the PYP carry out an extended, collaborative inquiry approach – the PYP Exhibition. The exhibition covers all five essential elements of the curriculum (concepts, knowledge, skills, attitudes and action) and allows to assess the development in each learner.

## 5. RECORDING AND REPORTING

- 5.1. The teachers are free to choose assessment strategies and tools suited for their aims and implementing any type of individual or group work assessment (Table 1).

*Table 1. Assessment strategies and tools*

Assessment tools	Rubrics	Exemplars	Checklists	Records
Assessment strategies				
Observations	√		√	√
Performance Assessments	√	√		√

<b>Process-Focussed Assessments</b>	√		√	√
<b>Selected Responses</b>		√	√	
<b>Open-Ended Tasks</b>	√	√		√

- 5.2. During the entire period of studying in PYP, the record of data about the students' education is required for all the students. The learning process of students is monitored by teachers, the facts are collected and kept in personal folders (portfolios). The portfolio is aimed at making the learner's progress and achievements visible with concrete examples and observations. The latter is compiled for each academic year and transferred to the student's parents at the end of the year.
- 5.3. At the end of the semester, each student is provided with summary information on the learning process and outcomes, including all PYP elements. After the PYP coordinator's approval the assessment is sent to the student's parents.
- 5.4. At least once a year, group or individual parent-teacher-student meetings (Three Way Conference) are being organized to discuss educational process and achievements.
- 5.5. At least once a year, parent-teacher group meetings are held to discuss general issues related to the educational process and organizational issues.

## Annex 1. Grading scheme

Grade	Descriptors
9-10	<p><b>Excellent</b></p> <p>The learner 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.</p>
8	<p><b>Very good</b></p> <p>The learner 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.</p>
6-7	<p><b>Good</b></p> <p>The learner 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.</p>
4-5	<p><b>Satisfactory</b></p> <p>The learner 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.</p>
1-3	<p><b>Insufficient</b></p> <p>The learner 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.</p>