



Assessment policy

"Elite Kazakh school "ZAMAN" is a Candidate School* for the International Baccalaureate Primary Years Programme, Middle Years Programme and Diploma Programme. This school is pursuing authorization as an IB World School. These are schools that share a common philosophy—a commitment to high quality, challenging, international education that "Elite Kazakh school "ZAMAN" believes is important for our students.

*Only schools authorized by the IB Organization can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP), or the Career-related Programme (CP). Candidate status gives no guarantee that authorization will be granted. For further information about the IB and its programmes, visit www.ibo.org

Introduction

This document was developed by teachers, teaching assistants and administrative representatives of "Zaman" school in the 2023-2024 academic year, was updated in October 2024. This policy was reviewed by school faculty and approved by the school pedagogical council. The current policy was already presented to all the stakeholders during the meetings with parents, teachers, administration and students. The policy will be reviewed as necessary, but at least once a year, at the beginning of each new academic year.

Zaman School has a candidate status of the International Baccalaureate (IB) and implements the IB programme, namely the Primary School Programme (PYP), Middle School (MYP), and Senior School (DP) programme. This means that school assessments are based on IB curriculum standards and state standards.

The programme aims to develop IB Learner profiles and students' ATL skills. All stakeholders of the school are responsible for developing the IB Learner profiles and students' ATL skills.

Philosophy of assessment

The main purpose of assessment is to improve and support students' learning and growth. For this purpose, information about the progress of students at each stage is collected, differentiated and analyzed. Assessment is a diagnostic, formative, and summative process that offers a report of student's achievements and helps teachers plan the next steps in an individual's or group's development, as well as further improve the student's work. Assessment is managed through a collaborative effort between students, teachers, and parents/guardians, with clear expectations and effective communication with shared responsibilities.

"Zaman" school complies with the state standard of compulsory education (SSCE) and IB philosophy and documentation, in regards to assessment systems based on criteria. IB assessment system provides full feedback to students and parents, makes the learning process more efficient, and allows students to see and improve their strengths and weaknesses.

1. General terms

In this policy the following definitions are used:

- a) learning period is term, half-year and academic year;
- b) feedback is an information provided to learners on their academic achievements and areas for development by teachers and peers individually and in groups;
- c) formative assessment is an evaluation of students' ongoing learning progress aimed at providing feedback to improve their understanding and skills;
- d) summative assessment is a type of assessment conducted at the end of a learning period to evaluate and measure the level of achievement or mastery of the content, contributing to the term grade.
- e) assessment is the process of collecting and analysing information to evaluate students' knowledge, skills, and learning progress;
- f) scope and sequence is IB subject framework that outlines the content and skills to be taught in a particular subject or course, along with the order and progression in which they will be covered;
- g) subject guide is IB subject documents that provide detailed information on the curriculum, expectations, and assessment methods for a particular subject or course.
- h) progress report is a document that summarizes the results of assessments, including feedback on a student's performance, strengths, and areas for improvement;
- i) ATL Skills (Approaches to Learning Skills) are a set of skills that help students become effective learners, including thinking, communication, social, self-management, and research skills, which are central to the IB programme.

2. Formative assessment

Formative assessment allows teachers to cater to the unique needs of each student when planning lessons and creating learning activities. The focus is on helping students become better at evaluating their own performance and providing guidance on how to improve. This type of assessment views evaluation as a critical part of the learning process (learning how to learn). It aims to identify students' learning needs and becomes an integral part of their educational journey. Formative assessments occur throughout the learning period, with the main purpose of monitoring student progress and offering continuous feedback that can help both teachers adjust their teaching and students enhance their learning. More specifically, formative assessments:

- Assist students in recognizing their strengths and weaknesses and pinpoint areas for improvement.
- Help teachers identify where students are struggling and address issues promptly.
- Are closely linked to teaching, offering feedback that is tailored to student needs and informs teaching strategies.
- Can take many forms, such as student reflections, feedback from students and teachers, peer evaluations, student conversations, classroom participation, individual or group progress, skill development, and more.

3. Summative assessment

The purpose of summative assessment is to evaluate the level of students' academic achievements and skills at the end of a term, providing them with feedback on their academic performance.

The summative assessment is carried out in the form of written or oral assignments with scores and with the determination of achievement levels. The summative assessment involves independent work, projects, research and a portfolio, which allows students to demonstrate understanding and assimilation of the studied material. Summative assessment may consist of several parts and be performed over several lessons.

The development of tasks of summative assessment is carried out by teachers on the basis of the standards of educational programmes for primary school described in the IB Subject Scope and Sequence, for middle and high schools described in the IB Subject Guides.

Summative assessment schedule for each term is planned in school events' calendar and approved at the beginning of academic year, and distributed to the whole school community.

In case of absence of a student during the completion or missing deadlines for the summative assessment for a valid reason (health issues, family circumstances, participation in Olympiads/competitions and other issues), students can complete the work for the summative assessment after returning to school according to an individual schedule drawn up by the teacher of the absent student and approved by the Vice principle for academic affairs. Students are provided with another version of the tasks of summative assessment.

In case of Academic Integrity misconduct during the summative assessment, the measures of responsibility provided in the school Academic Integrity policy are applied.

The school must comply with the national assessment grading and reporting system which requires an approved type of student's assessment report with local grades. Students' achievements according to the school's assessment criteria are converted into local grade scale.

The final grades in exam subjects in grades 9 and 11 are calculated as arithmetic average of the year grade and the grade for the final state exam.

The school uses the digital platform "Toddle" to record assessment data, making it accessible to students, parents, and other stakeholders. Teachers maintain records of student performance against each criterion over time. At the end of each term, teachers write individual reports on each subject to each student about the progress of a student, referring to the ATL skills and IB learner profile. Reports include the achievement levels for each criterion, often translated into a final grade for each subject. These reports are sent throughout the year to keep students and parents informed about progress. Also, two-way conference: teacher and parent conferences, three-way conference: teacher, parent and students, and student-led conferences are organized to summarize performance across all criteria and subjects.

Primary School Summative Assessment procedure

The assessment of 1st grade students is not carried out according to state standards assessment system, however, they are still assessed by the school assessment criteria based mainly on Learner Profile and ATL skills.

In the final year of primary school, the students prepare and hold an exhibition of projects - the presentation of group research projects carried out by 4th grade students as a summative assessment for the last term according to the primary school programme. The exhibition is evaluated in the format of a comprehensive reflection of students and teachers, and criteria based assessment.

Primary School Assessment criteria

Fully mastered-the student fully masters the goals and skills of learning and understands all concepts. Able to apply knowledge and skills. By thinking critically, you can come to a clear decision. Can express the solution in an understandable way. In the learning process, the student can show independence and work independently.

He has mastered the basics-the student learns most of the learning goals and skills and understands most of the concepts. In the process of applying knowledge and skills, sometimes difficulties arise. By thinking critically, one can often come to a concrete solution. He is able to express his decision in an understandable way, sometimes he suffers. In the learning process, the student shows independence, sometimes resorting to the help of a teacher.

Partially mastered-the student partially learns learning goals and skills and has difficulty understanding concepts. In the process of applying knowledge and skills, difficulties arise. Tries to come to a clear decision. He has difficulty expressing his decision in an understandable way, but he is getting used to it. In the learning process, the student often resorts to the help of a teacher.

Did not master - the student did not master most of the learning goals and skills and has difficulty understanding concepts. In the process of applying knowledge and skills, he suffers. Can't come to the right decision. In the learning process, the student resorts only to the help of the teacher.

Not Evaluated: (NE.) At the stage of compiling the report, the chapter of the given programme is not evaluated because it is not considered by students./ The student is not evaluated because of the days left after school.

Primary school local grade scale

Assessment criteria	Local grade
Fully mastered	5 (excellent)
Mastered the basics	4 (good)
Partially mastered	3 (satisfactory)
Not mastered	2 (unsatisfactory)

Middle School Summative Assessment procedure

The International Baccalaureate (IB) Middle Years Programme (MYP) has specific practices for using assessment criteria, determining achievement levels, and recording and reporting assessments. Each subject group has distinct criteria, typically labeled A, B, C, and D, which correspond to different aspects of learning and skills. Each criterion has descriptors that outline what is expected at different levels of achievement. Teachers design assessment tasks that align with the criteria and provide opportunities for students to demonstrate their understanding and skills. Teachers clarify the criteria and descriptors to students before the assessment. This often includes rubrics or examples. Students have two types of assessments during the year: summative and formative. Formative assessments are ongoing assessments used to provide feedback and guide student learning. Summative assessments are final evaluations at the end of a learning period to judge student performance against the criteria.

Teachers assess each criterion using a best-fit approach, determining which level descriptor best matches the student's performance. To ensure consistency, teachers often engage in moderation processes, comparing student work and discussing how the criteria are applied. Achievement levels are based on a range of assessments (projects, tests, presentations, etc.) to get a comprehensive picture of student performance. Teachers regularly reflect on and discuss student progress throughout the year.

The scale of conversion of 7-point grading system into local grade in middle school

7-point assessment system	5-point local grading system
1	2 (unsatisfactory)
2	3 (satisfactory)
3	
4	4 (good)
5	
6	5 (excellent)
7	

Middle school Personal Project assessment

The IB MYP Personal Project is a significant independent project undertaken by students in their final year of the MYP. It is an important part of the MYP assessment framework and involves demonstrating a variety of skills and knowledge acquired throughout the programme. The Personal Project encourages students to pursue personal interests and passions; develops research, communication, and self-management skills; allows students to integrate knowledge and skills from various subject areas and promotes critical thinking and problem-solving abilities.

The assessment of the Personal Project is based on three criteria, each with specific descriptors that align with the IB's standards. These criteria are:

Criterion A: Planning

Maximum: 8

1. In the personal project, students should be able to:
 - Articulate a learning objective for their project and provide a rationale for how a personal interest influenced the choice of that objective.
 - Define a desired end product and establish relevant criteria for evaluating the success of that product.
 - Present a well-defined and comprehensive strategy for realizing the product and fulfilling the associated success criteria.

Criterion B: Applying skills

Maximum: 8

2. In the personal project, students should be able to:
 - Elaborate on how they applied the ATL skill(s) to support the achievement of their learning goal.
 - Provide an explanation of how the ATL skill(s) was utilized to assist in the realization of their product.

Criterion C: Reflecting

Maximum: 8

3. In the personal project, students should be able to:
 - Elaborate on the project's influence on their own personal development or learning.
 - Assess the product's quality based on the established success criteria.

Teachers assess each criterion using a best-fit approach, considering which level descriptor best matches the student's performance. Evaluations are based on evidence from the process journal, final report, and any artifacts or products created. Teachers participate in internal moderation sessions to ensure consistency and fairness in grading. Selected projects may be submitted for external moderation by the IB to maintain global standards.

The school uses digital platform “Toddle” to record achievement levels for each criterion, maintaining accurate and accessible records. Students upload the process journal and project report there. Students maintain process journals documenting their research, planning, and reflection, which serve as key evidence in the assessment. Regular updates are provided to students and parents on progress, including formative feedback to guide improvement. Comprehensive reports at the end of the project include detailed feedback on each criterion, overall achievement levels, and narrative comments highlighting strengths and areas for development.

Each student is assigned a supervisor who provides guidance, support, and feedback throughout the project. Schools offer workshops on research skills, time management, and project planning to support student success. The project timeline includes regular checkpoints where students submit drafts or progress reports for feedback. Opportunities for peer reviews and collaborative feedback are integrated to foster a supportive learning environment.

High School Summative Assessment procedure

According to SSCE assessment order <https://adilet.zan.kz/kaz/docs/V080005191>, the assessment in Grades 10-11 in 2024-2025 academic years has following regulations:

- a) for students in grades 10-11, summative assessment for unit (hereinafter referred to as SAU), and summative assessment for term (hereinafter referred to as SAT) are used to assign point that will be considered when evaluating students' achievements for term;
- b) the form and time for conducting SAU are determined by the teacher independently;
- c) for a weekly study load of 1 hour, SAU, if necessary, is conducted no more than twice per term by combining units, with the grade assigned for the half-year;
- d) SAU should not be conducted more than three times per term. If four or more units are studied within a term, the units need to be combined, taking into account their specific characteristics and the number of educational goals;
- e) Formative Assessment (FA), SAU and SAT score values, percentage contribution to the termly grade, and number corresponding to the weekly lesson load are following:

	FA numbers	SAU numbers	SAT numbers
	1-10 scores	7-20 scores	According to subject assessment specification
	25%	25%	50%
1 lesson load in a week	2	1	-
2 lessons load in a week	3	2	1
3 and more lessons load in a week	4	2	1

- f) taking into account the complexity of the subjects, no more than three SAT should be held in one day. SAT should not be held on the last day of the term. SAU and SAT for the same subject should not be held on the same day;
- g) when assessing students with special educational needs, the teacher uses differentiated and/or individual tasks, and, taking into account the student's characteristics, makes adjustments to the assessment criteria, including when implementing individualized learning programs;
- h) before conducting SAT, the alignment of the tasks with the learning objectives, the volume of tasks, the instructions for performing the tasks, and the allotted time are discussed at the teachers' methodological meeting;
- i) for language subjects, summative assessment is carried out based on four skills (listening, speaking, reading, writing). Listening and speaking skills are assessed during the lessons in the week in which the summative assessment is planned;
- j) the results of students' summative assessments are recorded in Toddle platform in the form of scores, and are converted into termly and annual grades based on the grading scale outlined in the table below:

Percentage	Local grade
85-100	5 (excellent)
65-84	4 (good)
40-64	3 (satisfactory)
0 – 39	2 (unsatisfactory)

Diploma Programme Assessment System

In DP programme there are two types of assessment: internal and external assessment. Internal assessment (IA) is graded by school teachers and then by external examiners. External assessment (EA) is a written exam that take place at the end of the course that is set and graded by the IB, and contribute significantly to the final grade. The weight of internal and external assessments for final grade varies depending on the subject.

In DP each subject is graded with in the scale range from 1 to 7, with 7 being the highest possible score for each subject. The descriptions of scores are following:

Score	Description
6 or 7	Excellent understanding and mastery of the subject matter.
4 or 5	Adequate to good understanding.
3 or below	Limited understanding; may not meet expectations for the subject.

Apart from the subject's students are required to take courses in DP core components such as Theory of Knowledge (TOK), Extended Essay (EE) and Creativity, Activity, Service (CAS).

The assessment procedure for the TOK course is composed of two main components: the TOK essay and the TOK presentation. The final grade for the TOK course is based on both the TOK essay and the TOK presentation. Together, they contribute a combined maximum of 3 points towards the overall IB Diploma score. The TOK essay is assessed on the following criteria:

- **A (Knowledge and Understanding):** The student's ability to address the prescribed title and demonstrate knowledge and understanding of the relevant areas of knowledge and ways of knowing.
- **B (Critical Thinking):** The extent to which the student critically examines the question, making connections between different areas of knowledge and providing different perspectives.
- **C (Presentation):** The clarity, coherence, and organization of the essay, including a well-structured argument and logical progression.
- **D (Engagement with the Title):** The extent to which the student stays focused on the prescribed title, showing a clear and reasoned argument that is relevant to the question.

The assessment procedure for the EE involves both internal and external components. Internal part of EE is Reflection on Planning and Progress Form (RPPF), which is completed by the student and reviewed by the EE supervisor (a teacher at the school). The external component of EE is an essay which is assessed by an external examiner. The EE is graded on the following components:

1. **Criterion A: Focus and Method** (6 points)
 - The research question is clearly formulated.
 - The focus of the essay is clear, and the research methodology is appropriate for the subject and the research question.
 - The student demonstrates an understanding of the methods and procedures they used to gather and analyze data.
2. **Criterion B: Knowledge and Understanding** (6 points)
 - The student demonstrates a sound understanding of the chosen topic and subject.
 - The EE should display knowledge relevant to the research question and use appropriate terminology, concepts, and theories.

3. **Criterion C: Critical Thinking** (12 points)
 - The ability to evaluate, analyze, and synthesize information.
 - The student demonstrates critical engagement with the sources and material used, presents well-reasoned arguments, and shows awareness of different perspectives.
 - The analysis should be well-developed, relevant, and show the student's ability to make logical connections and reach conclusions.
4. **Criterion D: Presentation** (4 points)
 - The essay is well-organized and structured.
 - The essay follows the required format (e.g., title page, abstract, table of contents, proper citations and referencing).
 - The writing is clear, and the work is free from unnecessary repetition or irrelevant material.
5. **Criterion E: Engagement** (6 points)
 - This criterion is focused on the student's reflections on the research process.
 - The student must demonstrate **reflections** in their **reflections on planning and progress form (RPPF)**, which includes a supervisor's feedback and reflection on the research process.
 - Students need to discuss their thought process during the development of the EE, how they overcame challenges, and how they refined their research question and methodology.

The TOK and EE grades are based on a scale from A to E, with:

- A/A: 3 points
- B/B: 3 points
- C/C: 2 points
- D/D: 1 point
- E: 0 points

To earn the IB Diploma, students must achieve at least a D in both the TOK essay and presentation combined. A grade of E in either the TOK essay or presentation, or in both, will result in the failure of the TOK component and, consequently, the failure to earn the IB Diploma.

CAS is not graded, however, students must achieve the following specific learning outcomes for a satisfactory completion:

- Identify own strengths and develop areas for growth.
- Demonstrate that challenges have been undertaken, developing new skills in the process.
- Demonstrate how to initiate and plan a CAS experience.
- Show commitment to and perseverance in CAS experiences.
- Demonstrate the skills and recognize the benefits of working collaboratively.
- Demonstrate engagement with issues of global significance.
- Recognize and consider the ethical implications of actions.

The total final score in the IB Diploma Programme is out of 45 points, combining the grades from six subjects and the TOK/EE points.

- Subject Grades: Each subject is graded from 1 to 7. Students must take six subjects, with at least three subjects at the Higher Level (HL) and at least three subjects at the Standard Level (SL).

The maximum total score from the six subjects is 42 points (6 subjects x 7 points).

- TOK/EE Points: The points from the Theory of Knowledge and the Extended Essay combined contribute up to 3 additional points.

Procedure for External Assessment to obtain an IB Diploma

At the beginning of the academic year, the DP coordinator registers students on the IBIS for external assessment exams. Students may either be registered for all subject exams to pursue an IB Diploma or for individual subject exams to obtain certificates reflecting IB course results.

External assessments are conducted as exams for all subjects at both higher and standard levels, including the Theory of Knowledge (TOK) course.

The IB provides the school with detailed schedules and instructions for the administration of subject exams.

External assessment materials are delivered to the school two weeks before the exams. The DP coordinator ensures the secure storage of these materials in compliance with the IB's "Diploma Programme Assessment Procedures" guidelines.

After each exam, all materials are securely packaged and dispatched to the IB via mail services. Students' exam scripts are evaluated by IB-appointed examiners.

State exam alignment with DP programme

According to state educational system, students of grade 11 have to take state exams on subjects such as Kazakh language (First language), History of Kazakhstan, Algebra and basis of analysis, Russian language (Second language) and subject of choice. Students have to take state exams for the subjects that are not covered with IB subject exams.

The state exam materials are created by local educational authority and regulated by the ministry order <https://adilet.zan.kz/kaz/docs/V080005191>

The state exam schedule is provided by the local educational authority.