

Assessment policy

The pedagogical staff of our school considers that an assessment activity is an inalienable part of an effective educational process.

Aim of assessment:

- receiving information about the learning and teaching processes;
- tracking of an individual student's progress;
- correction of a student's or a teacher's activity according to his/her individual progress;
- informing a student, his peers and parents about his educational activity;
- developing of self-assessment skills;
- fostering of self-control skills;
- forming of a student's self-appraisal.

General regulations

School № 1231 sticks to the following assessment principles:

- assessment criterion;
- permanency of the assessment process;
- notification of the criterion and availability of the assessment results to all the participants of the educational process;
- balanced assessment (assessment by a teacher, a classmate or peers).

Subject of assessment

During the inquiry process we assess the following 5 elements of the programme: knowledge (what we learned), skills (what abilities we gained), concepts (what we understood), attitudes (what we developed) and actions (how we acted).

Assessment participants

The teachers and the students are playing an active role in the assessment process. The students do self-assessment and peer assessment, they reflect upon their achievement results. The teachers create the assessment criteria and the conditions for their effective usage.

Types of assessment

Depending on a phase of an educational process we use:

- **preassessment** – to determine a student's current level of knowledge about the future inquiry in order to plan for appropriate instruction;

-formative assessment – to accumulate information about a student's progress to help make instructional decisions that will improve his/her understanding and achievement levels;

-summative assessment – to determine a student's mastery and understanding of information, concepts or processes.

Exhibition – it is a tool for assessing primary school graduates and their achievements in order to demonstrate his/her correspondence to the IB learner profile and his/her readiness for the next level of learning.

Strategies of assessment

The teachers should select the assessment strategies (methods and approaches that are used for collecting data about an educational process: observation, presentation, role play, test, quiz, oral answer, composition and etc.) and the assessment tool (a form of fixing results: rubrics, continuums, scales, graphs, notes and etc.) which are adequate to the student's needs.

Observation

The teacher observes all students, he fixes his observation results during the forming of universal learning activities by each student or a group or a grade, according to Federal State Educational Standard.

Assessment of the process

The teacher assesses transdisciplinary skills, project work, and student's behaviour in different situations.

Selective works

The teacher uses tests, oral answers, quizzes and etc. to assess the students' knowledge and skills.

Open tasks

The students are offered different tasks (solving problems, composition, diagram and etc.) and asked to give original answers. So we assess individual understanding and use of knowledge.

Tools of assessment

Assessment papers

Skills and developing knowledge of the students are regularly observed in real situations, using assessment papers and reflective judgements.

Rubrics

A rubric describes general impression of the student's work and is used for combined tasks (dramatization).

Examples

Examples of students' works are used as standards or possible ways of doing the work.

Notes

The teachers make notes (assessment judgements) based on their observation of the students.

Continuum

It gives visual impression of the student's individual development. Continuum describes the rise of achievements and shows the area where the student is mostly successful.

Monitoring of universal learning activities

According to the recommendations of Federal State Educational Standards the monitoring of universal learning activities is aimed to control knowledge and transdisciplinary skills. It is conducted in the form of tests with open and closed answers.

Fixing of assessment results

For fixing of assessment results are used the following documents:

- for students: exercise books, media diaries, portfolios
- for teachers: media record book, individual development cards, and teacher's notes

- for parents: media diaries, individual development cards, portfolios

The received assessment data about an individual development of each student is used for his progress analysis, for parents' meetings, for analysis of the chosen strategies and tools of teaching.

Types of assessment reporting

Individual development card

It is a written report, informing about all aspects of the students development according to the programme and consists of the following parts:

Subject achievements – in Russian, Maths, Literary reading, Art, foreign languages, Music, IT, P.E.;

Transdisciplinary achievements- the description of the student's progress in learning of 6 transdisciplinary topics of inquiry;

Transdisciplinary skills - thinking, communication, inquiry, social, ability of self organisation;

The IB learner profile – the students assess themselves according to each point, defining if they have shown particular attitudes (sometimes, seldom, and often);

Psychological development – the assessment of the cognitive sphere (memory, attention, thinking)

Individual development card is completed by a form monitor, by subject teachers and a psychologist.

A student is assessed in the following way:

- -; - ; +/-; +; ++ (two minuses describe the areas that need the highest attention; two pluses describe the areas of the biggest achievements).

Individual meetings with parents

It is a meeting between a student, his/her parents and a teacher which is prepared beforehand. Duration of the meeting is 20 minutes. At the meeting the student demonstrates responsibility for his/her achievements, illustrating them with his/her works and reflexive comments; analyses his/her strong and weak points; forms his/her future educational goals.

Portfolio

It is a complex assessment method an individual evaluation during the whole year. It is represented by a folder collection of a student's works with reflexive comments made by both sides - a teacher and a student.

A portfolio is constructed by student's works, demonstrating his/her individual progress in all subjects, transdisciplinary themes and inquiries. It consists of his/her achievement evidence (diplomas, certificates, photos, videos, audio files, projects, products of inquiry)

Exhibition

It represents the products of independent inquiries made by the graduates from primary school (in the end of March or the beginning of April).

Terms of assessment

The IB learner profile self-assessment: in the middle of January and May

Individual development card reports: in the end of January and May
Discussion of the individual development cards during the parents' meetings:
the beginning of February and June

The school's administration has a right to check the cards and put the necessary corrections into them, the teachers should be acquainted with these changes.

The created model of the integrated assessment allows

the teachers:

- to design the criteria which helps to receive the best teaching results;
- to use different assessment strategies and tools;
- to define the level of the programme teaching progress;
- to fix the dynamic changes of a student's development in the cognitive activities;
- to develop self assessment and to encourage reflection;

the students:

- to use variable forms of a cognitive activity;
- to understand the assessment criteria in order to plan their future educational achievements;
- to gain skills of self assessment, reflection and critical thinking;

the parents:

- to receive data about their child's learning level;
- to follow a child's learning progress;
- to provide a child with the necessary support;

the administration:

- to control the results of a teacher's activity;
- to receive permanent and objective data about the educational process.

These common regulations of assessment activity are reviewed and supplemented once a year with the participation of all pedagogical staff.