



Agreed by IB

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as of «29» November 2024

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Assessment Policy

№ 81 International «Astana English School»

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1. Introduction

1.1 Monitoring and revision of the policy

The Assessment policy of № 81 «Astana English School» International Specialized Gymnasium is an important tool to assessment, and to the recording and reporting of assessment data, which reflects the aims and objectives of integrated curriculum based on the International Baccalaureate and Kazakhstani educational standards.

This policy was first developed during the school year 2019/20 by the MYP coordinator and № 81 «Astana English School» International Specialized Gymnasium's teaching staff. The draft was written by the MYP coordinator in 2019/20. Following this, the assessment policy has been further updated and developed by the PYP, MYP and DP coordinators in 2023/24. The school staff has reviewed the policy in the academic year of 2022/23. In February 2023 this policy was reviewed by the coordinators and heads of school. The Programme standards and practices, as well as the guides

- Making the PYP happen: A curriculum framework for international primary education,
- MYP: From principles into practice, and
- Diploma Programme: From principles into practice were taken into account in developing the policy.

Assessment provides students and teachers with an understanding of how knowledge, skills and concepts are transmitted through learning at AES, and applied to various questions and contexts. As an IB World School teaching the Diploma Programme, assessment procedures and practices at school are aligned with and inspired by IB assessment policy.

- *Assessment policy and the IB learner profile*
- Implementation of the Assessment policy calls for all community members to be knowledgeable, reflective, communicators, principled and thinkers (IB, 2013).

1.2 Mission statement

№ 81 «Astana English School» International Specialized Gymnasium provides a high quality, Astana English School aims to develop inquiring, knowledgeable, tolerant and caring young people in a supportive trilingual environment. AES provides high-quality education based on national and international standards with challenging programmes and thorough assessment that encourages the students for the life-long learning and respectful attitude towards other people and nationalities.

1.3 Philosophy and principles of assessment in № 81 «Astana English School» International Specialized Gymnasium

Astana English School believes that our students are highly motivated young people ready for the real-life challenges. AES develops students' academic and social skills based on both national and international high educational standards that encourage them to become future Citizens of the World. Gymnasium is committed to an ongoing curriculum aiming to support the best experiences and practices of International Baccalaureate programme.

2. Goals of assessment: School context

Assessment is a practice that drives instruction and involves teachers, students and parents. Assessment measures student learning and informs stakeholders about an individual's areas of strength and areas that are in development. Information from assessment is used to identify learning targets and plan curriculum. № 81 «Astana English School» International Specialized Gymnasium strives to develop assessment tasks that are authentic. They are summative, specific, criterion-related, varied, use of a range of measurement tools, and have real-world applications wherever possible.

All participants in the process have opportunities to assess collaboratively through self-assessment, peer- assessment, and teacher assessment. Teachers standardize for consistency across the school. These practices develop a shared understanding of school-based expectations and the development of learning. Authentic assessment allows students to be active participants in their learning and allows teachers to account for the learning opportunities they provide for students.

2.1 General assessment philosophy

- Assessment is on-going.
- Assessment is consciously designed to measure and improve student learning.
- Reflection is an essential and integral part of assessment.
- Assessment tasks must be authentic whenever possible.
- Feedback is central to the assessment process.
- Students and teachers can use feedback to revise and improve performance.
- Assessment provides a direction for teachers, the learners (students), the parents, the administration and the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- Criteria for assessment is shared or developed with the students prior to assessment where appropriate.
- Assessment is objective; all judgments are based on evidence from student work.

2.2 Aims of assessment at № 81 «Astana English School» International Specialized Gymnasium School

- Provide valid and reliable measurements of what students have learned.
- Reflect student growth, development and learning.
- Identify areas of strengths and areas to be further developed.
- Provide direction for future planning and instruction.
- Develop a common language for discussing and evaluating.
- Evaluate the appropriateness of the curriculum.
- Inform academic target setting.
- Empower students to be active participants in their own learning.
- Develop shared year level and school-wide expectations and set standards.
- Create shared academic understanding in departments.
- Provide structured, focused and relevant feedback to students and parents.
- Provide information to school management to inform budgets, resources, curriculum development, appraisal and professional development.

2.3 Assessment in the classroom involves teachers

- developing task-specific clarifications in advance of starting teaching so that the basis of assessment can be made known to students before learning commences as part of the strategy of giving shape to the learning objectives
- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- identifying exemplary student work
- keeping qualitative as well as quantitative records of test/task results.

2.4 Assessment in the classroom involves learners

- reflecting on their learning
- communicating their learning to teachers and peers
- evaluating work produced by themselves and by others against known rubrics (level descriptors)
- sharing their learning and understanding with others
- using a variety of styles and abilities to demonstrate their learning
- analysing their learning and understanding; what needs to be improved.

2.5 General assessment practices in № 81 International «Astana English School»

1. **Pre-assessment** – All teachers will assess student's prior knowledge and experience before embarking on new learning experiences.

2. **Formative assessment** – On-going and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked. A variety of methods will be used. Teachers are expected to keep records of their formative assessments.

3. **Summative assessment** – Summative assessment happens at the end of the teaching and learning process and is planned in advance. The assessment is designed so that students can show their understanding of concepts, knowledge and skills in authentic contexts.

4. **Internal assessment standardization** – Teams of educators are expected to standardize assessment tasks. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. This practice is designed to create agreed-upon standards between professionals across the school.
5. Assessments will be carried out in the following forms: peer-assessment, self-assessment and teacher- assessment. Feedback should be provided within an appropriate amount of time, and never longer than one week.
6. **A balance of strategies** will be used at developmentally appropriate levels and should be outlined in planning documentation.
7. **A balance of assessment tools** should be used with the strategies. Assessment tools should be saved and a copy stored in the handover folders/portfolios.
8. **Assessment data** should provide evidence of developing the attributes of the IB learner profile.

The assessment process at № 81 «Astana English School» International Specialized Gymnasium School involves the active participation of students, teachers and parents. They work together to keep each other informed about student progress.

The student is at the center of the process and is actively involved in and takes appropriate responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

3. Special features of assessment in the Primary Years Programme (PYP): Early Years Program and Grade 1, 2, 3, 4

At № 81 » International «Astana English School assessment is integral to all teaching and learning. It is central to the PYP goal of thoughtfully and effectively guiding students through the process of learning. The junior school's approach to assessment recognizes the importance of assessing the process of inquiry as well as the products of inquiry. In the Primary School teachers plan, teach and assess the essential elements; these elements resonate throughout the Primary Curriculum model. These elements are assessed through student involvement in different subject areas: Languages, Maths, Arts, Personal Social and Physical Education, Humanities, Music and Technology.

Assessment at the school serves to inform students, teachers, parents and administrators on student learning.

3.1 Recording assessment data. Documentation used for the purpose of summative assessment

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The main aim of assessment is to provide feedback on the learning process and to inform all stages of planning and teaching; it is also a tool that helps teachers to reflect on their practices.

Students and teachers are actively engaged in assessing the students' progress as part of the development of their wider critical thinking and reflection skills.

The assessment component in the school's curriculum can itself be subdivided into three closely related areas.

Assessing – how we discover what the students know and have learned. Student learning is enhanced through systematic assessment of students' prior knowledge and through regular formative and summative assessments of ongoing learning.

Recording – how we choose to collect and analyse data. Teachers use a range of methods and approaches to gather information about student learning.

Reporting – how we choose to communicate information. Reporting on assessment includes communicating what students know, understand and can do.

3.2 The methods of recording in PYP

- Observation
- Performance assessment
- Process-focused assessment
- Selected responses
- Open-ended tasks

3.3 The recording tools in PYP

Teachers use a range of methods to document the evidence of student learning and understanding. These include video, audio, photographs and graphic representations. Teachers also have written records of standard observations, comments and explanations, as well as annotated pieces of each student's work that form part of that student's portfolio.

- Rubrics
- Checklists
- Anecdotal records
- Continuums
- Exemplars

3.4 Reporting

Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occurs through:

- **Written reports** – Reports are written twice a year (in December and May)
- **Conferences:** Parent-teacher conferences
are held in term 1 – Three-way (student, parent and teacher)
are held in term 2 – Student-led conferences
- **Student-led conferences (SLC).**

The importance of the SLC is

- Notices informing parents are distributed at least two weeks before the conference takes place
- Classroom teachers and specialists meet together to plan what is to be shared
- All year levels should be consistent in their approach to the SLC
- Students are involved in choosing what is shared with parents
- Students report to parents addressing all five of the essential elements (knowledge, skills, concepts, attitudes and action).

3.5 The portfolio

The portfolio from grade 1-4 in A4 folder.

- empowers students to be active participants in their own learning
- provides opportunities to show growth in different subject areas over time
- develops a sense of pride in each student's work and builds self esteem
- provides evidence and celebration of achievement during the student-led conference
- provides a tool for student self-assessment and reflection
- enables students to see learning as a continuous process

Expectations:
Portfolios should be managed mainly by students with guidance from the teacher. Portfolios should include work from all subject areas, including specialist subjects.

Work samples per term:

- a minimum of three pieces in language (writing in different genres), Maths and unit of inquiry;
- a minimum of one piece per single subject area; at least one learner profile reflection.

3.6 Student-led conference

one selection per term in language, Maths and unit of inquiry

one single subject selection (annotated by students - total 10 pieces)

teacher's choice: one piece per term (annotated by the teacher—total of three pieces)

Pass on procedure: (The contents of the portfolio that moves up with the student across the PYP)

- one narrative writing piece
- one Maths assessment showing application and skills
- one learner profile reflection

Parent reflection from the SLC:

Cover page with student's name (not class) to be done just once in grade 1 or in the grade they join the № 81 «Astana English School» International Specialized Gymnasium. Portfolio to be organized in descending order - grade 1 at the bottom, followed by grade 2, etc. with the current grade (year level) at the top.

3.7 The exhibition

Students in the final year of the PYP carry out an extended piece of work/research based upon collaborative inquiry – the PYP exhibition. This takes place towards the end of Year 5 (Grade 4).

One of the purposes of the PYP exhibition is to provide a forum for student-driven reporting. Other key purposes include the following:

- For students to engage and report on an in-depth, collaborative inquiry
- To provide students with an opportunity to demonstrate independence in, and responsibility for, their own learning
- To provide students with an opportunity to experience research into a particular topic over an extended period of time as a precursor to more advanced research later
- To provide students with an opportunity to explore multiple perspectives
- For students to synthesize and apply their learning from previous years, and to reflect on their journey through the PYP
- To provide an authentic process of assessing student understanding
- To demonstrate how students can take action as a result of their learning
- To unite students, teachers, parents and other members of the school community in a collaborative experience that incorporates the essential elements of the PYP
- To celebrate the transition of learners from primary to middle/secondary education.

3.8 Addressing the National Requirements

Non-IB grade students are assessed on a semester basis and their performance results are recorded against 1-10 Kazakh grading scale in the National assessment registers (online platform kundelik.kz). The number of tests, quizzes and laboratory works to be completed by students are determined in the National curriculum requirements.

At № 81 » International «Astana English School School students are assessed throughout their learning process according to the order of the Minister of Education and Science of the Republic of Kazakhstan dated March 18, 2008 No. 125. Registered with the Ministry of Justice of the Republic of Kazakhstan on April 21, 2008 No. 5191.

Model rules for conducting ongoing monitoring of progress, intermediate and final certification of students in educational organizations implementing general education curricula of primary, basic secondary, general secondary education.

Criteria assessment system implies a formative assessment and a summative assessment:

Formative assessment - a type of assessment, which is presented in the form of assessing current performance in the form of feedback (comments and recommendations) to students and their parents for improving learning, which is represented by entering verbal marks and comments on the lesson.

Note: the verbal assessment and comments to the lesson are not taken into account in the calculations of the Formative and Summative tasks and the final grade.

Summative assessment - a type of assessment that is represented by entering points at the end of a certain academic period, as well as sections of training programs. Based on the points awarded, grades for the academic period and academic year are automatically calculated. The teacher registers the progress of students' academic achievements in the journal in the form of points according to the following differentiation:

1 point	completed the educational tasks from 0% to 10%, made mistakes, is passive in the lesson, does not draw conclusions based on the results of feedback with the teacher, does not show independence while completing the tasks, does not know the past material;
2 points	completed up to 20% of the learning tasks, made mistakes, is passive in class, does not always draw appropriate conclusions based on the results of feedback from the teacher, does not show independence when completing tasks;
3 points	completes up to 30% of educational tasks, makes mistakes, tries to correct mistakes, is sometimes active in class, needs teacher's/parents'/peers' support while completing educational tasks;
4 points	completed up to 40% of educational tasks, made mistakes, needs help when correcting mistakes, is not always active, sometimes shows independence while completing tasks;
5 points	completed up to 50% of the learning tasks, made up to 5 mistakes, needs the teacher's help, is not always active in class, sometimes shows independence when performing possible tasks;
6 points	completed up to 60% of educational tasks, made up to 4 mistakes, needs the teacher's help, is enthusiastic in class, can independently complete moderately complex tasks;
7 points	fulfilled up to 70% of educational tasks, made up to 3 mistakes, eliminated mistakes in a timely manner, is active in class, shows independence while completing tasks;
8 points	completed up to 80% of the learning tasks, made 1-2 minor mistakes, corrected their mistakes based on the teacher's comments, active, independent;
9 points	fulfilled up to 90% of educational tasks, made minor inaccuracies during tasks, works with errors, active, independent;
10 points	completed 100% of educational tasks, did not make mistakes, active,

independent, able to explain, justify their answers.
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3.9 Types of the journal

Kundelik.kz online system is designed for each class and there are two types of journals - “Classic Journal” and “Criterion Based Journal”, depending on which assessment system the class is studied in, it is necessary to configure the journal.

Formative Assessment

Журнал

<input checked="" type="checkbox"/> Сабақ өткізілді.				
№	Оқушылар тізімі	Қатысуы	Формативті баға	Сабаққа түсініктемелер
Сынып (3В)				
1	Абдуалиева Зарина		5	Түсініктеме қосу
2	Ахметжан Назым Ерланқызы		2	Түсініктеме қосу
3	Елеусизова Жаннель Арманқызы		9	Түсініктеме қосу
4	Оспанов Аслан Муратулы		5	Түсініктеме қосу
5	Тлеуберген Сабих Нуржанулы		7	Түсініктеме қосу
6	Толеген Дархан Даниярович		8	Түсініктеме қосу

Summative assessment

Кезең: **1 тоқсан** 2 тоқсан (1ж/ж) 3 тоқсан 4 тоқсан (2ж/ж) Жыл: Қорытындылар Тек жиынтық бағалар

		Белім бойынша жиынтық бағалау			1 тоқсан жиынтық бағалау	1 тоқсан бойынша бағаның есептелуі				Қойылған баға Мұғалім қолмен толтырады
		БЖБ ✘	БЖБ ✘	ТЖБ ✘	% (БЖБ + ФБ) ?	ТЖБ %	% жиынтығы	Ұсын. баға ?		
		Макс. балл: 10	Макс. балл: 12	Макс. балл: 15						
1	Абдрашев Амир	8	11	12	42,0	40,0	82	4	ЕСП	
2	Азамат Ибрахим	9	10	13	32,9	43,3	76	4	УА/А	
3	Ахметов Азамат	5	7	7	27,3	23,3	51	3	ЕОЖ	
4	Ахметова Ажар	7	8	6	34,1	20,0	54	3	5	
5	Бакасов Диас	5	7	11	34,9	36,7	72	4	4	
6	Килькин Станислав	10	12	12	39,0	40,0	79	4	3	
7	Мұстафина Алина	8	8	10	37,2	33,3	71	4	БОО	
8	Петров Константин	9	7	8	32,4	26,7	59	3	А/Ө	
9	Толеев Арсен	8	10	12	37,7	40,0	78	4	УА/А	
10	Шаламе Томи	10	10	10	48,1	33,3	81	4	О/Ж	

Starting from the 2021-2022 academic year, first grades will not be evaluated. Feedback with the teacher is carried out through comments, recommendations based on the results of the completed work.

Summative assessment (Grade 2-11)		
Per cent	Evaluation Indicator	Mark
0-39%	Not satisfactory	«2»
40-64%	Satisfactory	«3»
65-84%	Good	«4»
85-100%	Excellent	«5»

The following 'Level of Achievement' table is used to report to students and parents.

№ 81 «Astana English School» International Specialized Gymnasium School Assessment Scale 1-10	
Mark	Descriptor
10-9 (Excellent)	An excellent understanding of concepts, acquiring of knowledge and mastering skills. A consistent ability to apply them independently in problem solving, creativity and inquiry.
8-7 (Good)	A good understanding of concepts, acquiring of knowledge and mastering skills. A consistent ability to apply them in problem solving, creativity and inquiry. Student generally works independently.
6-5 (Satisfactory)	An average understanding of concepts, acquiring of knowledge and mastering skills. A satisfactory ability to apply them in problem solving, creativity and inquiry. Student is beginning to work independently.
4-3 (Not Satisfactory)	A limited understanding of concepts, acquiring of knowledge and mastering skills. A registered ability to apply them in problem solving, creativity and inquiry. Student is only able to do so with support.
2 (Poor)	A minimal understanding of the knowledge, skills and concepts, and difficulty in applying them to problem solving, creativity and inquiry, even with support.

4. Special features of assessment in the Middle Years Programme (MYP): Grade 5,6, 7, 8, 9

Authentic assessment tasks in the MYP are generated by teachers and, where appropriate, students. Objectives for each subject group are identified by the MYP subject group guides and are aligned with the assessment criteria. Assessments are measured by criterion-related rubrics that are also found in the MYP subject group guides; these are modified with task-specific clarifications where appropriate. The rubrics describe eight levels of competency against the objectives. Judgments are made by consulting the levels of achievement and assigning the level that best describes the quality of work submitted.

Assessment in the MYP is on-going, using both formative assessments (which inform teaching and learning) and summative (which measure the amount of learning that has taken place). The school expects level descriptors for summative tasks to be

distributed at least one week in advance of student deadlines. Where appropriate, students are expected to submit the work with a self-assessed judgment based on the level descriptors. Teachers are expected to return student work with written feedback within one week of receipt. After a series of judgments are made, the rubrics, along with formative assessment data and summative assessment data are used to make a final judgment using the “best-fit” approach (see pages 79 and 94 of MYP: From principles into practice, 2022).

4.1 Using MYP assessment criteria

The № 81 » International «Astana English School regards teaching, learning and assessment as fundamentally interdependent. Assessment is regarded as an integral part of all learning and teaching which should be evident in every lesson.

№ 81 «Astana English School» International Specialized Gymnasium must regularly report student progress towards the MYP objectives using the prescribed subject-group assessment criteria. The criteria for each subject group represent the use of knowledge, understanding and skills that must be taught. They encompass the factual, conceptual, procedural and metacognitive dimensions of knowledge. Assessment criteria for years 1, 3 and 5 of the programme are provided in MYP subject-group guides, and their use is mandatory.

In practice, schools often introduce objectives and criteria for MYP years 3 and 5 in the previous year so that students in MYP years 2 and 4 become familiar with, and begin working towards, stated requirements, adapting and interpreting them in ways that are developmentally appropriate. Each criterion strand must be assessed a minimum of twice a year in each year of the MYP

Subject group	Assessment Criteria			
	A	B	C	D
Language and literature	Analyzing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically

Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-world context
Arts	Investigating	Developing	Thinking creatively	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
MYP projects	Planning	Applying skills	Reflecting	-
Community project	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Evaluating	Synthesizing	Reflecting	-

4.2 Assessment in practice

Informal formative assessments should be an integral part of every lesson. These could be in the form of observations, open and/or closed questioning, “thumbs up, thumbs down”, “think, pair, share”, “traffic lights”, peer and self-assessments etc.

Teachers will sight each student’s work during lessons, although the frequency will vary across subjects and depend upon the work being done. Teachers will undertake to mark a piece of work (whether a written, oral, or practical task) at least once every two weeks. Marking may involve assigning a level of achievement (as per an appropriate MYP task-specific clarification), or giving pupils descriptive feedback. All such marking will be recorded by the teacher in a mark book and/or electronically.

Teachers of all subjects are responsible for supporting literacy and will address spelling, punctuation and grammatical issues in an appropriate manner.

Marked work will be returned to students as soon as possible with appropriate oral and written feedback. Comments will be positive and aimed at helping students to improve.

4.3 MYP command terms

Command terms are embedded in the objectives and assessment criteria of each subject group in the MYP.

Schools should provide opportunities for the explicit explanation of command terms within the context of the subject groups and the development of interdisciplinary ATL skills.

Teachers use command terms when giving instructions, when questioning students, when posing problems and when eliciting responses from a class.

4.4 Internal standardization / Moderation

Where more than one teacher is teaching the same subject group, the process of internal standardization must take place before final achievement levels are awarded. Internal standardization of assessment is also required for the personal project (or the community project if the school's programme ends in MYP years 3 or 4). The process involves teachers meeting to come to a common understanding on the criteria and achievement levels and how they are applied. In so doing, teachers increase the reliability of their judgments.

Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.

Standardization is defined as the process of arriving to a common understanding on the criteria and achievement levels and how they are applied done in collaborative vertical (for subject-specific tasks) and horizontal (for interdisciplinary and personal projects) teams. In so doing, teachers increase the reliability of their judgments. At AES the process of internal standardization in subject departments takes place regularly at departmental meetings before final achievement levels are awarded.

We believe that standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives. With reference to the published MYP assessment criteria, the descriptors of the various achievement levels and the qualitative value statements within each descriptor, teachers meet in subject teams to:

- identify individual similarities and differences in their understanding of the statements, using student work to provoke and promote discussion;
- consult reference materials, such as IB-published teacher support materials and

workshop materials;

- agree on working definitions of the various statements as they apply to their situations.

All MYP achievement levels **are determined** after standardization and moderation within the department.

- December reporting cycle – Reporting the final level of achievement for the criteria for every subject group.
- May reporting cycle – Reporting the final level of achievement for the criteria for every subject group and the awarding of the final MYP grades. The final MYP grade will be calculated using 1–7 IB grade boundaries. [MYP: From principles into practice (2022)]

4.5 MYP general grade descriptors

To arrive at a criterion levels total for each student, teachers add together the student’s final achievement levels in all criteria of the subject group.

Schools using the MYP 1–7 scale should use the grade boundary guidelines table that follows to determine final grades in each year of the MYP. The table provides a means of converting the criterion levels total into a grade based on a scale of 1–7

The final grade is based on the total of the four criteria along the following grade boundaries:

Grade	Boundary guidelines	Descriptor
1	1–5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. 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.
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4.6 MYP Grade – Kazakhstani Achievement Mark Conversion Principles

The final (summative) Kazakhstani Standards achievement mark will be calculated according to the following conversion scale, from the final summative MYP grade above:

MYP Grade	1	2	3	4	5	6	7
Kazakhstani Achievement Mark	1	2	3	4	5		

A Kazakhstani achievement mark is only used for the Journal (or kundelik.kz online platform) and cannot be awarded to a piece of work without a MYP achievement level being calculated first. All pieces of assessed work must be awarded MYP achievement level first and then may be converted to the Kazakhstani achievement mark.

It should be noted that conversion to MYP 1-7 grading system is only done at the end of a given reported period (semester) when teachers use their professional judgement to determine individual students' final achievement level in each assessment criterion. The final achievement levels in all assessment criteria are then added and the final MYP grade is determined using subject grade boundaries, with the maximum score being 32.

The final semester MYP grade is reported to parents in semester reports only. It is not determined for individual assessment tasks.

The following Grade Boundaries and Conversion table of the MYP achievement levels to the Kazakhstani grading system is used in the school:

MYP Grade	Boundaries	Kazakhstani Mark 1-5
1	1-5	1
2	6-9	2
3	10-14	3
4	15-18	
5	19-23	4
6	24-27	5
7	28-32	

4.7 Data from summative assessments will be stored in a systematic way on Teams platform.

Assessment at AES is both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge).

Formative Assessment of Learning

The aim of formative assessment is to explicitly show students not only what they have achieved but also what they need to do to improve, and the steps they need to take to achieve this. Formative assessment is an ongoing and regular process to promote learning by giving regular and frequent feedback. It involves students in peer and self-assessment.

Assessment instruments primarily designed for formal summative assessment at the end of the course can also be adapted and used formatively as part of the learning process.

Summative Assessment for Learning

Summative assessment happens at the end of the teaching and learning process and aims to give teachers and students a clear insight into students' understanding. These are documented through a variety of assessment tools and strategies and kept on students' portfolios, reports and teachers' records.

Summative assessment is referred to as assessment of learning and is the process of testing, evaluating and grading the learning of students at a point in time.

Subject		Teacher																		
#	Name Surname	Criterion A			Total A	Crit. B			Total B	Crit. C			Total C	Crit. D			Total D	Total	IB	KZ
		1	2	3		1	2	3		1	2	3		1	2	3				
1	Абілда Ильямдулла Бакытжанұлы	#ДЕЛІ!	6		6	5		5												
2	Әбілқарым Нұрасыл Қайыржанұлы	#ДЕЛІ!	2		2	3		3												
3	Бұдылбек Ерасыл Тимурұлы	#ДЕЛІ!	5		5	3		3												
4	Берікбол Рамина	#ДЕЛІ!	4		4	6		6												
5	Еркеш Әліл Нұрлаңұлы	#ДЕЛІ!	5		5	5		5												
6	Жаксылыков Азат Орынбекұлы	#ДЕЛІ!	2		2	4		4												
7	Избасар Жаная Ерболқызы	#ДЕЛІ!			#ДЕЛІ!			#ДЕЛІ!												
8	Қаражанов Ансар Мирасович	#ДЕЛІ!	4		4	4		4												
9	Қоқжалов Ағзам Абаевич	#ДЕЛІ!	6		6	6		6												
10	Қамбарбек Алтынай Ельдарқызы	#ДЕЛІ!	4		4	5		5												
11	Мағзұм Айым Нұрболатқызы	#ДЕЛІ!	7		7	6		6												
12	Мұрат Данаер Қанатұлы	#ДЕЛІ!	4		4	3		3												
13	Нағызхан Айнеп Мұратқызы	#ДЕЛІ!	5		5	5		5												
14	Сайдрахман Сафина Сәбитқызы	#ДЕЛІ!	7		7	5		5												
15	Сейсенбай Бауыржан Маманұлы	#ДЕЛІ!	5		5	3		3												
16	Сейілхан Әлішер Әліұлы	#ДЕЛІ!			#ДЕЛІ!	3		3												

4.8 Determining achievement levels

At the end of a period of learning, teachers must make judgments on their students' achievement levels in each subject-group criterion. To determine these achievement levels, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments. Teachers need to ensure that this evidence comes from the performance of the student over the duration of the units delivered.

A carefully constructed assessment task on an individual unit may provide evidence of achievement in all strands of a criterion or criteria.

MYP Criterion	Maximum score	MYP achievement levels						
A B C	8	0-1	2	3	5	6	7	8
D				- 4				
Kazakhstani mark		1	2	3	4		5	

5. Documentation used for the purpose of on-going assessment (formative assessment)

Students in the Primary Years Programme and Middle Years Programme are encouraged to develop an informed view of their own learning, and to take part in the discussions that determine the direction their individual learning should take.

For this purpose, all PYP and MYP subject teachers are expected to provide students with a portfolio to support such discussions. Further details of the portfolio organization and selection principles of samples are provided in the Secondary Assessment Handbooks.

5.1 Portfolios

Portfolios can be used by students and teachers to record their learning achievements and express their identity. Students and teachers will choose pieces of work, or include observations or evidence from other assessment strategies, that show their levels of knowledge and understanding, and that demonstrate their skills and attitudes. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

The portfolio from grade 5-9 in A4 folder.

The portfolio for Personal Project is digital.

5.2 A portfolio includes

As a holistic assessment tool, the portfolio must include contributions from all areas of a student's school life. The minimum agreements are detailed in the Essential Agreement relating to Portfolios and include all areas of the curriculum that are evident in the student's report. Teachers are responsible for monitoring the student portfolio content, for both the teacher-selected and student-selected entries.

5.3 The use the portfolio

Portfolios will be used in student-led conference. There will be scheduled time for portfolio consideration to ensure that portfolios become an integral and important part

of the classroom routine. There should be a time for the students to reflect and share their chosen work with the teacher(s) and their peers.

5.4 The portfolio should be kept

Portfolios should be stored in a visible, easily accessible and central place in the homeroom. They should be part of the display of the room. Students and parents should be able to access their portfolio independently. Each portfolio is kept for five years.

Cover page with student's name (not class) to be done just once in grade 1 or in the grade they join the Portfolio to be organized in descending order - grade 1 at the bottom, followed by grade 2, etc. with the current grade (year level) at the top.

5.5 Reporting

Reporting involves parents, students and teachers as partners and is honest, comprehensive and understandable to all parties. Reporting to parents, students and teachers occurs through:

- Written reports: Reports are written after each summative assessment
- Conferences:
 - Parent-teacher conferences (PTC)
 - Student-led conferences (SLC).
 are held
- in semester 1 (January) – Three-way (student, parent and teacher)
- in semester 2 (April)– Student-led conferences

The importance of the conferences

- Notices informing parents are distributed at least two weeks before the conference takes place
- Classroom teachers and specialists meet together to plan what is to be shared
- All year levels should be consistent in their approach to the SLC
- Students are involved in choosing what is shared with parents
- Students report to parents addressing all five of the essential elements of IB MYP (knowledge, skills, concepts, global context and projects).

5.6 Student-led conferences

A 'student-led conferences' is the ability to 'lead' the conference depends in the student's age, ability and past experience, however the goal is to increasingly develop each student's ability to confidently discuss themselves and their work in an honest and open manner.

'Conferencing' as an assessment and reporting tool is an expression of a fundamental belief that students can and should reflect upon and share responsibility for their own learning. It also communicates to the whole school community that we value the students in the assessment process by placing them at the very centre of their own learning and assessment.

- Conferences help develop constructive and open relationships and communication between students, parents and teachers.
- Conferences offer students, teacher and parents the opportunity to reach mutual understanding of the nature of the work completed and the progress it indicates.
- Conferences validate student learning and allow for discussion and explanation of individual achievements in a personal setting.
- Through focusing on student work and analysing what it demonstrates about the student as a learner, students, teachers and parents are provided with an opportunity to address specific issues.
- The teacher welcomes the student and his/her parents to the classroom as they arrive and provides the student with the opportunity to talk with their parents.
- The student initiates the conference, walking their parents around the classroom to look at and discuss the work displayed.
- The student takes the parent on a learning journey around the classroom highlighting specific learning opportunities that has occurred in the classroom.
- The student and parents sit at a desk and take time to look through the portfolio and discuss the work included there and the formal teacher assessments and evaluations.
- Parents are encouraged to ask questions which will assist them in gaining information about the extent to which their child understands the purpose of the learning.
- Teacher's role is to assist the student with planning the conference. Then to assist the student as needed.

5.7 Parent-teacher interviews

Parent-teacher interviews may occur at any time during the academic year as № 81 «Astana English School» International Specialized Gymnasium has an open door policy. The teacher, parent or administration management team may initiate the interview. There is a scheduled parent/teacher interview time in Term 1 to review the start of the year. This is an opportunity to address goals and concerns for the upcoming academic year. In Term 3 another scheduled parent-teacher interview will take place to review the academic year.

5.8 Reflection

- Student/teacher reflection
- ATL skills Self-Reflection
- The student can discuss his/her progress in the portfolio, the richer their reflections.
- Peer assessment may be used but needs to be helpful and purposeful.
- Parent reflections may be added in student-led conferences.

5.9 Other formative assessment tools and strategies in the portfolio

All teachers will use a range of assessment tools and strategies that are inclusive, developmentally appropriate and allow for authentic feedback.

Observations

All children are observed regularly, with the teacher taking notes on the individual, the group, and the whole class. Observations include how groups work and the roles of participants within the group. The following is a list of some assessment tools and strategies which teacher and students may choose from, to include in the portfolio, to assist in demonstrating student learning and development.

Performance assessments

It is based on goal-directed criteria, providing realistic challenges and problems, trilingual language focus with necessary students' support for effective task comprehension.

Process-focused

Students' skills and developing understanding are observed in real contexts regularly, using checklists, necessary terminology in different languages, narrative notes and inventories. The emphasis is on the process and skill application rather than the product.

Selected responses

Single 'snapshot' samples of what students know or are able to do.

Open ended tasks

Students are given a stimulus and asked to communicate an original response. No two students will have the same response. In this way the student's understanding and application can be individually assessed.

Any assessment task that can make valid and reliable judgments on student learning can and will be used. Such assessment tasks include, but are not limited to.

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list:

- Formal essays
- Photo essays
- Academic investigations
- Scientific experiments
- Presentations
- Project
- Website development
- Speeches
- Performances
- Problem-solving
- Design
- Planning
- Organization
- Debates
- Journals
- Competitions
- Proposals

6. The personal project

The personal project is a self-directed inquiry which is an expression or an outcome of the students' constructivist and holistic learning. It is produced over an extended period, completed during Year 5 of the MYP. It holds an important place in the MYP as the students explore the extent to which they have developed the IB learner profile attributes and those of the lifelong learners as mentioned in the IB mission statement. The inquiry draws upon their disciplinary knowledge, skills acquired through approaches to learning (ATL) and the awareness of the real world context of learning through the global contexts.

The process of internal standardization will take place within the team of supervisors, the personal project coordinator and the MYP coordinator to ensure that similar standards have been applied to all students.

Supervisors will then determine a profile of achievement for each student by determining the appropriate level for each criterion. The levels for each criterion must then be added together to give a criterion levels total for the personal project for each student. IB grade boundaries will then be applied to the criterion levels totals to decide the grade for each student.

6.1 The personal project exhibition

The MYP year 5 students are involved in the personal project exhibition at the end of their academic year. The key purpose of the exhibition is:

- To provide a forum to the students to present the journey and the outcome of their self-driven inquiry.
- Demonstrate their ATL skills, attitudes, strategies and knowledge developed in course of their extended period of inquiry
- Demonstrate how the outcome of the inquiry cycle builds up or motivates thoughtful action.

The nature of the presentation will vary depending on the type of personal project. However, all personal projects will include a process Journal, a product/outcome and a report.

- performing well at certain levels, as they move through the school.

6.2 Evidence of application of the assessment policy

There are a variety of methods employed at № 81 «Astana English School» International Specialized Gymnasium for reporting. These include:

Interim/Semester reports

One interim report is given after attending school for six weeks. It includes checklists about class routines and work habits in subjects.

A Semester One and Two report shows the progress in all areas of the curriculum: IB learner profile, unit of inquiry/unit of work, language, mathematics, Foreign language, Arabic, physical (and health) education (including swimming), music and Islamic studies. A grade is given on the learner's progress and effort.

The purpose of written reports is to provide detailed formative feedback alongside students' current achievement levels. Teachers written comments must identify and explain students' strengths, areas for improvement and provide suggestions as to how students can improve their performance.

7. Record and report student learning

The recording and reporting procedures outlined on Teams platform. It will be reviewed annually by the Deputy Head for Academic Programmes.

First Semester	Second Semester
During year Adaptation reports (new students only)	
October Progress reports	January Three-way conferences
Beginning of Term 2 Parent/Teacher conferences	March Progress reports
	April Student-led conferences
	May Semester reports

Usually, reports are sent home before a break in the school and conferences take place soon after the reopening of school after the break.

A schedule of deadlines for the completion of each reporting period is given to teachers in good time for the completion of any necessary teacher input.

7.1 Evidence of application of the assessment policy in teachers

This will be evident when teachers:

- Plan with assessment as the focus of the teaching and learning in their classroom.
- Value and promote assessment as an integral part of the learning process in the classroom with their students.
- Allow their students time to reflect on their own learning as part of the teaching and learning process.
- Model the habit of reflection with their students.
- Provide students with the skills and tools to evaluate their own learning and provide time and support for this in the classroom.
- Adapt their teaching and the learning environment to cater for all student learning styles.
- Provide students with the learning expectations or assessment criteria prior to a particular task.
- Identify the extent to which the learning expectations or assessment criteria are met by an individual student.
- Select from a wide range of assessment tools, reflecting student needs and skills.
- Provide students with regular opportunities to share the outcomes of their learning experiences with others, including peers, teachers and parents.
- Communicate clearly and openly with students and parents about, achievements, on-going progress and future goals.

7.2 Student's evident (as appropriate and applicable)

- Participate meaningfully in assessing and evaluating their own learning.
- Become aware of their own strengths and weaknesses.
- Become aware of their own learning style.

- Contribute actively to the setting of goals designed to focus on developing their performance in areas of both strength and weakness.
- Are aware of, use and develop a range of assessment tools.
- Share the outcomes of their learning with peers, teachers and parents.
- Contribute to the assessment process through managing their own portfolios.
- Select and reflect on the work put into their portfolios.
- Know what the expectations are for their work and behaviour at school.
- Recognize and increasingly use the common assessment vocabulary used throughout the school.
- Prepare for and lead their conferences with parents and teachers, describing their own learning and explaining the purpose behind the activities they have been engaged in.

7.3 Parents' evident

- Are informed about the school-based expectations.
- Understand the assessment vocabulary used in the school.
- Are involved in setting goals for and with their children.
- Recognize that their child is at the centre of the assessment process.
- Value that their child is aware of his/her own strengths, weaknesses, learning styles and preferences.
- Are invited to provide information to the teacher regarding their child's on-going learning.

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1. MYP: from Principles into Practice. International Baccalaureate Organization, 2014
2. PYP: Making the PYP from Principles into Practice.
3. McTighe, J & Wiggins, G. Understanding by design Handbook. Association for Supervision and Curriculum Development, 1999
4. Gizelle O. Martin-Kniep. Capturing the Wisdom of Practice. Professional Portfolios for Educators. Association for Supervision and Curriculum Development, 1999

IB Diploma Programme

Assessment in the IBDP is based on assessment criteria, which allow students to be judged by their achievements in relation to identified levels of attainment, as opposed to their achievements being judged in relation to other students' achievements (IB, 2010). IB assessment is summative in nature and examines students' understanding of the contents learned during whole courses. The IB conducts external summative examinations at the end of the second year of the diploma studies. Consequently, IB assessment requires complementary school-based assessment, which allows an informed process of learning and teaching during the two-year diploma studies programme. AES assessment is closely associated with the IB assessment criteria system and allows students to familiarize themselves with the different IB criteria by which they are assessed at an early stage of their studies.

Grading in the IB

Grading in the IB is associated with the assessment criteria system. Each assessment tool is designed with tailored criteria, from which each criterion offers a range of possible marks to be awarded as per a student's performance. The cumulative marks awarded for all criteria is translated into the student's final grade in the specific assessment tool.

The final grade awarded to students for each Diploma Programme course (except the CAS core element) is comprised from externally assessed tasks (final exams, essay etc.) making up 60-80% of the final course grade (according to a course-specific IB assessment policy), and of internally assessed tasks (IA's) which make up 20-40% of the final course grade. Internally assessed tasks are moderated by external IB examiners for the purpose of consistency.

AES DP grading system is closely associated with the IB grading system and allows students to familiarize themselves, at an early stage of their studies, with how their grades are awarded and the grade ranges.

Core requirements for the award of the IB Diploma:

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.*
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $(6 \times 7) + 3$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.
- **The Grading Scale for IBDP**

The subjects from 6 subjects groups are graded according to the following scale		The Extended Essay and TOK course are graded according to the following scale		KZ Grade Adjustments for IB Courses*
GRADE	Description	GRADE		
7	Excellent (96 - 100%)	A	Excellent (90 - 100%)	5
6	Very Good (90 - 95%)	B	Good (80 - 89%)	5
5	Good (85 - 89%)	C	Satisfactory (70 - 79%)	4
4	Average (75 - 84%)	D	Mediocre (60 - 69%)	4
3	Below Average (60 - 74%)	E	Elementary (0 - 59%)	3
2	Poor (50 - 59%)	N	No grade	2
1	Very Poor (1 - 49%)			1
0	No Submission 0%			0

The Grading Scale for IBDP (1 - 7) is used both for the exams students will take in 11th grade, which are externally moderated as well as each individual teacher's grade throughout the 10th and 11th grade. At the end of each semester, students will receive a grade of 1 to 7 in each individual class they take. These grades are based on a collection of their formative and summative assessments. Each subject group has their own grade descriptors which can be found in the link below.

Matrix for award of points for TOK and the EE.

Extended essay	Theory of knowledge						
	Grade awarded	A	B	C	D	E	N
A	3	3	2	2	Failing condition	Failing condition	
B	3	2	2	1	Failing condition	Failing condition	
C	2	2	1	0	Failing condition	Failing condition	
D	2	1	0	0	Failing condition	Failing condition	
E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	
N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	

Upon successful completion of the IB Diploma students can earn up to a maximum of 45 points. Each course completed in the six groups provides a maximum of seven (7) points plus an additional three (3) bonus points may be awarded for their combined performance on ToK and the extended essay. In order to receive an IB Diploma, a student must complete all assessment components for each of the six subjects and complete the TOK, EE and CAS requirements. A student must meet the following additional rules and requirements.

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.
4. There is no grade E awarded for theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s or below awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.

A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

Formative and summative assessment

Formative assessment: “Formative assessment represents the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential.” (IB, 2010, p. 1). In order to help students, achieve their full potential, Astana English School utilizes a variety of formative assessment tools, which are integrated into the curriculum on a routine basis. These allow constant feedback and reflection on individual performance and the formation of a student-centered approach to learning. Examples of formative assessment tools include quizzes, oral commentaries, group presentations and written reflections. Summative assessment: “Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of attainment.” (IB, 2010, p. 1). In order to prepare students for the IB examinations, AES utilizes summative assessment tools, which are aligned with the IB’s. Examples of summative assessment tools include term exams, practice exams and unit tests.

AES recognizes that assessment is also essential for measuring teaching practices and pedagogy.

By consistently applying DP criteria across formative and summative assessments, AES ensures that students are familiar with the expectations of the IB Diploma Programme and are prepared for both internal and external evaluations.

As far as formative assessment is concerned, the school uses arithmetic mean to calculate final grades as follows:

For IB DP classes

Formative assessment grading	Achieved percentage
1	0% – 39%
2	40% – 49%
3	50% – 59%
4	60% – 69%
5	70% – 82%
6	83% – 94%
7	95% – 100%

IB DP baccalaureate components are assessed according to the criteria and scale used during the previous spring examination session.

DP Assessment Criteria: All assessments in the DP are aligned with IB criteria, providing a shared understanding of evaluation standards across subjects. Teachers utilize these criteria to ensure transparent, objective grading that supports students' academic growth and understanding.

Reporting Cycles: The school follows a structured reporting cycle, offering regular updates to students and parents on progress and achievements. Predicted and projected grades are issued according to IB guidelines, with predicted grades reflecting anticipated performance at the end of the course, and projected grades indicating current achievement levels.

Self- and Peer-Assessment: Self- and peer-assessment are integrated to encourage reflection and active participation in the learning process. These practices empower students to evaluate their own progress and support peers, fostering a collaborative learning environment.

Standardization Processes: The school employs standardization practices to ensure consistency in assessing student work across subjects. This includes collaborative grading sessions and moderation processes, supporting fairness and reliability in assessment outcomes.

Authenticity of students' work

The school gives due weight to academic integrity and strictly adheres to its own Academic Integrity Policy and Procedures based on the IB DP documents. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity with the use of <https://www.turnitin.com/>. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Integrity Committee. In the course of external assessment samples suspected of academic malpractice are not submitted.

External Assessment and moderation

In order to receive IB-validated grades, students take part in the external assessment process, by which the IB ensures that common grade standards are applied to different subjects. The minimum number of samples required for moderation are established by the IBO. Submitted for all subjects in which students have been registered by the school, moderation samples are uploaded into the IBIS.

External assessment and internal assessment, submitted for moderation purposes in the final year, depend on the written or oral evidence of student performance according to IBO DP procedures.

Internal assessment is moderated in the following subjects: Languages (orals) History, Business and Management, Sciences (lab reports) Mathematics, Visual Arts

Following any adjustment of results, final grades are determined and awarded by the IBO.

Integrating DP and National Assessment Requirements

To integrate DP final grades with Kazakhstan's national assessment requirements, the school aligns its curriculum to fulfill both IB Diploma Programme standards and local educational criteria. This approach ensures that students achieve competencies required by the national education system while meeting DP objectives. The school communicates this balance clearly to faculty and parents, detailing how both assessment frameworks coexist and complement each other in supporting student success.

IB DP Grade (out of 45)	National Unified Test Equivalent (out of 140)	Kazakhstan assessment system (out of 5)	Description
42-45	130-140	5	Excellent
38-41	120-129	5	Excellent
34-37	110-119	5	Excellent
30-33	100-109	4	Good
26-29	90-99	4	Good
24-25	80-89	3	Satisfactory
21-23	70-79	3	Satisfactory
18-20	60-69	3	Satisfactory
15-17	50-59	2	Unsatisfactory
15 and below	50 and below	2	Unsatisfactory

Recording and reporting assessment results

AES employs the Teams (online information platform) for recording students' results in assessment performed at school, including internally assessed tasks (IA's). The system allows access to student-specific data by faculty members, students and their parent(s)/guardian(s).

AES provides students and parents with report cards summarizing student's performance at school twice each semester. At mid-semester, report cards are sent in which only numerical data appear (marks, grades). At the end of each semester, report cards are sent in which numerical data is supplemented by faculty members' written assessment of students' overall performance.

Upon request by students or their parent(s)/guardian(s), AES School provides higher education institutions with report cards containing students' past performance at AES or their predicted grades.

Responsibilities of the school

The school holds various responsibilities for the implementation of a successful assessment system:

- Align the school assessment philosophy with that of the IB.
- Formulate and evaluate school-based formative assessment tools, which are aligned with IB assessment policy at course and Diploma levels.
- Formulate and evaluate school-based summative assessment tools, which are aligned with IB assessment policy at course and Diploma levels.
- Design out-of-class assessments (home tasks) taking into account the overall expected students' workload, and with specific consideration of students' former knowledge in various disciplines (see AES Admission Policy).
- Conduct assessment in a coordinated manner, which accounts for students' expected workload across the Diploma Programme.
- Prepare and publish a two-year summative assessment timetable in advance for all community members.
- Present, explain, discuss and demonstrate assessment criteria at each of the Diploma courses to students and to their parent(s)/guardian(s).
- When authorized by the IB, allow the use of English dictionaries for students experiencing linguistic difficulties (see AES Language Policy)
- Conduct school term examinations (school-based summative assessment) in accordance with IB external exams policy and practices. This is pursued in order to prepare students for real external examination conditions.

- Record all assessment results on the TEAMS system.
- Allow time for feedback and student reflection on performed assessment, on individual and class levels.
- Conduct ongoing reviews of school assessment practices at faculty collaborative planning sessions.
- Prepare students appropriate facilities and means to perform assessments, such as exhibition halls (for Visual Arts), acoustic rooms for oral commentary (IA in Language A), and laboratories (for collaborative science project) etc.
- Clarify how DP and National standards contributes to the student's overall educational experience and progression

Faculty training

AES incorporates an assessment module as part of standard training for new employees. The module consists of general introduction to IB assessment philosophy and policy, AES assessment philosophy, and assessment practices implemented at school.

Policy review

The Admissions Policy will be jointly reviewed and amended by the school's faculty and administration on an annual basis.

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