



RĪGAS VALSTS 3. ĢIMNĀZIJA

Rīga

ASSESSMENT POLICY

No.SB5

1. Philosophy and rationale

At Riga State Gymnasium No. 3, we recognize that students learn in different ways, and in keeping with a holistic view of education, we think it is important to provide a variety of different ways for students to demonstrate what they have learned. This is the guiding principle of Middle Years Programme (MYP) Programme assessment and the National assessment philosophy. Assessment is standards based, and includes a variety of methods that guide instruction and inform decisions. Learner-centered assessment motivates, encourages and inspires ' passion for learning when it is delivered in a timely and reasonable manner and includes purposeful feedback.

The school uses both, the National and the IB assessment criteria.

The school communicates its assessment philosophy, policy and procedures to the school community via regular lessons, school meetings, parent meetings, posters and visual aids displayed at school. The Assessment Policy is published on [Moodle platform](#). The school offers the following MYP subject groups:

Language and literature: Latvian;

Language acquisition: English, French, Spanish, German;

Individuals and societies: Geography;

Sciences: Biology, Chemistry, Physics;

Mathematics;

The Arts: Visual arts, Music;

Physical and Health Education;

Design;

Interdisciplinary learning.

2. Strategies to assess student learning:

Assessment in the Riga State Gymnasium No. 3 is varied in approach. Students should be assessed in a variety of different ways, e.g. oral and written comments from teachers, structured or unstructured teacher observations, conversations, peer and self-assessment.

Assessment is on-going and reflective, allowing the students to evaluate their progress and set targets for improvement; and for the school to evaluate the measure of success in meeting specific learning objectives or criteria for various learning experiences: written assignments, oral presentations, field work, practical work, role-play, debate, exhibitions, performances, tests and examinations, research papers, laboratory works, group work, quizzes, Socratic seminars, creative tasks, etc.

To inform students and parents about their learning two IT systems are used:

E-klase is used for registering academic results in the National assessment system (scale 1-10 marks). Individual access to *E-klase* is provided for every student and all parents at no charge. Some extra statistics is available for a subscription fee (class ratings, summary reports on various periods of time, subjects).

Quarterly digital Report cards from *E-klase* are sent to parents every school year.

ManageBac is used for registering Academic results in the IB system (scale 1-7 marks). Individual access to *ManageBac* is provided for every student. Parents can access information by using the account of their children.

Twice a School Year (1st and 2nd semester) Report cards from *ManageBac* are provided to students and parents.

3. Purposes of the MYP assessment:

- assessment is ongoing; it does not happen just at the end of a particular unit of study,
- teachers give students many opportunities to demonstrate their understanding,
- assessments are differentiate,
- assessment results inform teachers, students, and parents,
- assessment results drive curriculum direction (reteach, enrich.),
- assessments are both formative and summative,
- assessments are based on a clear set of criteria,
- assessments are relevant and appropriate; they assess knowledge and/or skills,
- teachers give students timely feedback,
- assessment results are easily understood by others,
- assessment modifications are made when necessary.

4. Teachers use varied assessment tools in all grade levels, such as, standardized assessment rubrics, checklists, notes. formal summative assessments, formative assessments, writing tasks, self-assessments, journals, etc.

5. Written and taught curriculum assessment

Assessments drive the curriculum and are aligned with the written and taught curriculum. Curriculum and assessments are aligned vertically, building on prior knowledge and skills. Assessments are designed to align with course outcomes, state standards, and MYP objectives and criteria. MYP teachers write curriculum collaboratively using the MYP subject- group overviews, unit planners, scope and sequence approaches to learning, etc. Teachers teaching the same course work towards using common assessments. Criteria are clarified using student-friendly

language. Exemplars are made available to students. Assessments allow students to reach the highest level of achievements. Modifications are made for students with identified learning disabilities. Assessment is used to support student learning and encourage student success. It is integrated regularly with instruction. Teachers use the results to improve their teaching practices based on student needs.

6. Internal and external assessment

Internal assessment includes tasks, strategies and tools that are designed, developed and applied by teachers working with students. External assessment involves teachers and a coordinator sending candidate work to the IB examiners for assessment.

Formative assessment is used to regularly judge the effectiveness of both the teaching and learning process. Summative assessment aims to determine the level of achievement based on subject specific criteria. The maximum level of achievement for all criteria in all subjects is 8. Every criterion for each subject is assessed at least twice a year. Levels of achievement are awarded per subject-specific criterion using the 'best fit' method. The levels of achievement per criterion are added up to determine a final overall achievement on 1-7 scale by applying the grade boundaries. All awarded levels of achievement reflect 'ability'. All assessments results are recorded in Managebac.

The table below demonstrates the purpose and examples of MYP assessment:

Assessment:	Purpose:	Examples:
Formative	-Informs instructional practice -Determines need for differentiation -Provides practice of skills taught -Gauges program effectiveness	-Individual conferences -Exit slips -Homework checks -Quizzes -Checklists -Process journals -Anecdotal -IXL -Reflection
Summative assessment	-Communicates learning expectations -Provides the basis for evaluation -Gauges program effectiveness	-Tests -Essays -Lab assignments -Performance task -Investigation -Representation of a creative piece -Written/oral responses -GRASPS*

7. Steps to create task-specific clarifications:

- begin with a criterion strand from the MYP subject group guide,
- use the command terms (*italicized*), verbs, and distinguishing descriptors (**bolded**), add a column and develop a descriptor that helps student understand how the criterion applies,
- specifically to the unit's summative assessment task (what it means for this particular assignment).

Sample. Language and Literature: Development of one kind of task-specific clarification for Criterion A: Analysing:

iii. justify opinions and ideas, using examples, explanations and terminology.

In the example below, teachers have changed words in the level descriptor to match the task

Achievement level	Level descriptor	Task-specific clarification
0	The student does not reach a standard described by any of the descriptors below.	
1-2	The student rarely justifies opinions and ideas with examples or explanations; uses little or no terminology.	Through your screenplay, you rarely justify opinions and ideas about Cleopatra's character with examples and explanations; you use little to no terminology in reference to Cleopatra.
3-4	The student justifies opinions and ideas with some examples and explanations, though this may not be consistent; uses some terminology.	Through your screenplay, you justify opinions and ideas about Cleopatra's character with some examples and explanations; you use some terminology in reference to Cleopatra.
5-6	The student sufficiently justifies opinions and ideas with examples and explanations; uses accurate terminology.	Through your screenplay, you sufficiently justify opinions and ideas about Cleopatra's character with examples and explanations; you use accurate terminology in reference

		to Cleopatra.
7-8	The student gives detailed justification of opinions and ideas with a range of examples, and thorough explanations; uses accurate terminology.	Through your screenplay, you give detailed justification of your opinions and ideas about Cleopatra's character using a range of examples and thorough explanations; you use accurate terminology in reference to Cleopatra.

(from MYP *Language and literature guide*, p.27,p. 28)

8. MYP teachers use G.R.A.S.P. model –Goal, Role, Audience, Situation, Product

Sample. Teachers present the performance task using the G.R.A.S.P. model

Goal - The Goal provides the student with the outcome of the learning experience and the contextual purpose of the experience and product creation.

Role - The Role is meant to provide the student with the position or individual persona that they will become to accomplish the goal of the performance task. The majority of roles found within the tasks provide opportunities for students to complete real-world applications of standards-based content.

Audience - The Audience is the individual(s) who are interested in the findings and products that have been created. These people will make a decision based upon the products and presentations created by the individual(s) assuming the role within the performance task.

Situation - The Situation provides the participants with a contextual background for the task. Students will learn about the real-world application for the performance task

Product - The Products within each task are designed using the multiple intelligences. The products provide various opportunities for students to demonstrate understanding. Based upon each individual learner and/or individual class, the educator can make appropriate instructional decisions for product development.

Standards- The standards that students have learned and are being assessed with the completion of the performance based task.

(From https://www.definedstem.com/performance_task)

9. Awarding semester grades

In the MYP subjects, the award of a summative semester grade requires the translation of a variety of criteria-referenced grades awarded through each semester into a single 7 (high)-1 (low) grade, according to the subjects specific criteria which are measured on numeric scales, which differ by subject/course. Each Head of

Department must have these criteria clearly identified in their curriculum documentation. The translation of MYP criteria-referenced numeric grades into final 7 (high)-1 (low) semester grades should be achieved by a) determining the most consistent level of achievement for each criterion achieved by the student during the course of each semester; and b) measuring the final criterion levels total against moderated grade boundaries, based on published IB MYP grade boundaries.

Sample. Assessment in Science: Chemistry:

Student 1a

Criterion	A	B	C	D
Level achieved	8	-	-	-

Criterion A: Knowing and understanding

Maximum: 8

Achievement level	Level descriptor
7-8	The student is able to: outline scientific knowledge apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations and suggest solutions to problems set in unfamiliar situations interpret information to make scientifically supported judgments.

This work achieved level 8 because the student:

- answered the questions in the upper band of the criterion consistently;
- showed that the student can fulfill the requirements on nearly all occasions, in relation to the opportunities given to demonstrate abilities in the 7–8 band.

10. MYP teachers use standardization

Teachers make decisions about students' achievements using their professional judgment and “best-fit” approach, guided by mandated criteria that are public, known in advance and precise (MYP Assessment Criteria are discussed with students in August and at the start of the unit), ensuring that assessment is transparent.

Levels of achievement are awarded per subject-specific criterion using the ‘best fit’ method. Levels of achievement per criterion are added up to determine a final overall achievement on 1-7 scale by applying the grade boundaries. All awarded levels of achievement should reflect ‘ability’.

11. Submission of student work

All summative assessment is written as a 'task' on the managebac calendar. Managebac notification include indication of task content and conceptual understandings, form of the task, the criteria to be assessed, with generic descriptors, task-specific clarifications, and task's due date. At the beginning of each subject unit the final summative assessment is posted as a "task" on the ManageBac calendar. The summative task is notified on the ManageBac calendar at least 10 days before the submission date. Formative assessment is notified as an event on ManageBac.

Notification of formative tasks includes the information of the teacher's expectations (a-d above). Students record due dates in their diaries. Students' work is submitted on the due date at the time specified on the assessment sheet or on the ManageBac calendar. Work is handed to the relevant teacher or submitted on line when requested. It is the responsibility of the student to ensure that work has been received by their teacher. There will be consequences for late submission of work.

Teachers inform the MYP coordinator if they have concerns over late/non-submission of student work. Parents will be notified in written when assessment is not submitted on the due date. Work not submitted on time (without adequate excuse) may be marked but with no credit recorded.

12. National examinations at school

At Riga State Gymnasium No.3 we use formal, annual examinations (in Grades 7,8,10) as one form of assessment. In Grade 9 finishing School Year students take the National Exams (Latvian, Mathematics). Students take a monitoring test in English. These exams (also monitoring test in English) are assessed according to the Latvian Assessment Marking Scales.

13. Reporting assessment to parents

Parents are informed of their student's progress toward meeting the MYP criteria in the following: reporting Criterion-referenced scores during the parents' meetings, returning the MYP criterion-based assessments to students that they can take them home to discuss with their parents. at the end of the semester on the Student's Achievements Report, at the end of the school-year on the Student's Achievements Report.

The school provide Written Reports twice a year, however, students and parents are able to electronically access student progress on a daily basis through <https://managebac.com>

14. Links with other Riga State Gymnasium Nr. 3 policies

Academic integrity policy: Assessment policy is closely linked with Academic integrity policy. The goal of which is to help students achieve learning progress and receive reliable and fair learning outcomes for their performances. Academic integrity is vital for IB Internal and External assessments.

Admissions policy. The school admits students who can succeed in the MYP system, and whose learning progress is assessed fairly, transparently, and consistently.

Language policy. Ensures that in school are practices in place to provide inclusion and equity of access to the MYP and DP for all learners, including those who are learning in a language other than their home language.

Inclusion policy. The school has a team of social pedagogues who are responsible for inclusion. Individual assessment plans are created for these students in close collaboration with subject teachers and parents.

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