



Jelgava State City Council
JELGAVA SPIDOLA STATE GYMNASIUM

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Jelgava

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INTERNAL RULES
ASSESSMENT POLICY
JELGAVA SPIDOLA STATE GYMNASIUM

1. Introduction

- 1.1. The Jelgava Spidola State Gymnasium (JSVG) assessment policy defines how students' academic performance is assessed and reflected in the school's documentation.
- 1.2. The assessment policy is created in order for the students, teachers, and parents to have a common understanding of the basic principles of students' assessment. Assessment in the MYP aims to support and encourage student learning, inform, enhance and improve the learning process, provide opportunity for students to exhibit transfer of skills across disciplines, promote positive student attitudes towards learning, promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts, promote the development of critical- and creative-thinking skills, reflect the international-mindedness of the programme, support the holistic nature of the programme (*MYP: From principles into practice, 2014*).
- 1.3. In cases that are not described in this assessment policy for the Middle Year Programme, the school's official assessment policy becomes effective.
- 1.4. Students' academic work is assessed using formative and summative assessment.

2. Formative Assessment

- 2.1. Formative assessment does not directly influence the students' summative scores; formative assessment is used as reflective information regarding the students' learning process. For formative assessment, the aim is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop their capabilities. In formative assessment, it is more important to identify correctly the knowledge, skills and understanding that students have not yet developed, rather than to measure accurately the level of each student's achievement.

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- 2.2. The types of formative assessment are:
- 2.2.1. achievement descriptors (criteria A, B, C, D);
 - 2.2.2. comments only.
- 2.3. Formative assessment is used regularly, based on the teachers' subjective professional judgement.

3. Summative Assessment

- 3.1. Summative assessment is used at the conclusion of a study period to assess and document students' learning results (compositions; creation of solutions or products in response to problems; essays; examinations; questionnaires; investigations; research; performances; presentations, etc.):
- 3.1.1. at the end of a unit, based on the teacher's set unit objectives;
 - 3.1.2. at the end of an extensive work (project, research paper, etc.) within a unit, based on the unit's objectives;
 - 3.1.3. at the end of the school year; the final MYP mark for each year is based on the point boundaries;
 - 3.1.4. As a summative assessment, students receive scores 0-8 in each of the subject-specific objectives, based on their achievement descriptors (Appendix 1).
- 3.2. The final IB grade is calculated, based on best fit and professional judgement by the teacher of the respective subject, and then the grade boundary system:

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

- 3.3. Students are required to have a score in all summative tasks which are then used to determine their final grade.
- 3.4. In special cases (long-term illness, long-term school-related absence) a student may be excused from the completion of a task, if the teacher has formative proof of the acquisition of the curriculum.
- 3.5. The assessment is documented in the e-journals *E-klase* and *ManageBac*, displaying the Latvian grades and IB grades respectively, using the prescribed subject-group assessment criteria.
- 3.6. The students are introduced to the MYP assessment policy at the beginning of each school year.
- 3.7. The assessment of state exams is carried out according to the rules of the Cabinet of Ministers of the Republic of Latvia.
- 3.8. The MYP eAssessment is carried out according to the rules of International Baccalaureate Middle Year Programme

4. Meeting the Requirements of the Latvian National Curriculum

- 4.1. The MYP teaching staff are required to meet the requirements of both the MYP and the Latvian national curriculum, regarding summative and formative assessment.
- 4.2. As a **summative assessment**, students receive scores 0-8 in each of the subject-specific objectives, based on their achievement descriptors (Appendix 1). These scores are translated into an equivalent summative assessment 1-10, required by the Latvian national system, in the following manner:

Grade	1	2	3	4	5	6	7	8	9	10
Score	0%	15%	30%	40%	50%	60%	70%	80%	90%	97%

- 4.3. In the electronic journal, the entered criteria have to match the subject-specific objectives of the respective subjects.
- 4.4. The final mark in the national system is based on the average of all summative marks. Average marks that result in a mark with ,5 (for example 8,5) are rounded up if the student provides extra evidence required by the teacher, for example, the final mark 8,5 would be rounded up to 9 if the student voluntarily provided the required evidence, and it would be rounded down to 8 if the student didn't provide the required evidence. Marks with a higher decimal average are rounded up automatically.
- 4.5. As a **formative assessment**, different to the IB marking philosophy, students receive:
- 4.5.1. percentage scores;
 - 4.5.2. S/T/A/P achievement descriptors (analogue to subject-specific objectives and strands).
- 4.6. Teachers provide at least two, but as many as necessary, formative assessments during learning periods between two summative tests, as required by the school and country's assessment policies.

5. Assessment Planning and Responsibility

- 5.1. The JSVG administration:
- 5.1.1. control the teachers' documentation of the students' academic performance,
 - 5.1.2. oversee the summative task schedule in the test-scheduling section of the electronic journal in order to avoid students' overload,
 - 5.1.3. assign additional studies as part of an extended school semester/year for students with an insufficient final grade (1-3, according to Latvian curriculum) or no final grade (nv, according to Latvian curriculum).

- 5.2. The teachers:
- 5.2.1. include the summative tasks in their unit plans and the school's shared test schedule and inform students about them;
 - 5.2.2. ensure that all strands of all four objectives are addressed at least twice in each year of the MYP;
 - 5.2.3. inform students about upcoming summative tasks at least a week prior to the test date;
 - 5.2.4. plan no more than one summative task per day for one class;
 - 5.2.5. assess students' tests in one week, or in two weeks if the test is more extensive, and document the scores in the electronic journals;
 - 5.2.6. store the summative tasks until the end of the corresponding school year.
- 5.3. The student:
- 5.3.1. is responsible for the a timely completion of all planned summative tasks;
 - 5.3.2. is entitled to see the assessed work in an individual consultation;
 - 5.3.3. is entitled to improve his/her grade within one week of its display in the electronic journal, with his/her own initiative, based on national guidelines, following these steps:
 - 5.3.3.1. communicating with the teacher and analysing the test's result,
 - 5.3.3.2. setting a time and discussing the tasks to complete in order to improve the grade;
 - 5.3.4. in case of absence, is responsible for completing a missed task within two weeks after returning to school;
 - 5.3.5. in case of missing the deadline discussed in point takes the test at the teacher's set time;
 - 5.3.6. in case of dispute over a grade (even after the teacher's explanation), writes a formal complaint to the vice-principal in education matters, who then organises retesting;
 - 5.3.7. attends the mandatory semester/year extension (up to two weeks) and takes the required tests on the mandatory curriculum;
 - 5.3.8. attends the mandatory semester/year extension (up to two weeks) and takes a test including all year's curriculum, if the final grade is nv;
 - 5.3.9. respects copyright laws and completes assignments independently, following the regulations of the school's Academic Honesty/Integrity Policy.

6. eAssessment

- 6.1. JSVG will participate in the MYP eAssessment for year 5 students.

- 6.2. The MYP eAssessment offers practitioners an innovative tool to gain valuable insights into learning and teaching. Additionally, it offers students an option to gain a qualification for their middle years' education and an assessment experience that aligns with today's digital learning environment. MYP grades provide important, externally-verified results that serve as an alternative to state or national examinations, and support applications for post-16 education. As an assessment of learning tool, it functions as a summative assessment to complete a middle school career with externally IB validated results. This is executed through a series of world-leading, innovative, digital assessments that both ensure a high standard of academically rigour, and inform learning, teaching and creative teacher professionalism. (www.ibo.org)
- 6.3. MYP eAssessment includes:
- 6.3.1. four on-screen examinations in mathematics, sciences, language and literature, and individuals and societies;
 - 6.3.2. two ePortfolios of coursework in language acquisition, arts/design/physical and health education;
 - 6.3.3. first-in-class on screen examination focused on interdisciplinary learning.
- (www.ibo.org)

Director

I.Vilkärse

Appendices

Appendix 1: MYP Assessment Criteria

	A	B	C	D
Language and literature	Analysing	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 contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Planning	Applying Skills	Reflecting	
Interdisciplinary	Evaluating	Synthesising	Reflecting	

Sources

1. *MYP: From Principles into Practice*. International Baccalaureate Organization, Sept. 2017.
2. *Assessment and Exams*. International Baccalaureate.

<https://ibo.org/programmes/middle-years-programme/assessment-and-exams/>