



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 Procedure for Evaluation of Students' Learning Achievements (hereinafter - the Evaluation Procedure) of Jelgava Spidola State Gymnasium (hereinafter Gymnasium) determines how summative, diagnostic and formative assessment is implemented and how students' learning is reflected in school documents.
- 1.2. The assessment procedure sets out common principles for assessing students' learning in the Gymnasium and promotes understanding of them among students and teachers.
- 1.3. The assessment procedure is communicated to students by homeroom teachers at the beginning of each school year. The students shall sign a form prepared by the Gymnasium confirming that they have read it.
- 1.4. The Gymnasium shall provide the legal representatives (hereinafter - parents) of the minor student with the assessment procedure at the beginning of each school year by electronically transmitting it to the school management system (hereinafter referred to as the E-Classroom). The assessment procedure is also available on the school's website.
- 1.5. Records of student learning outcomes are recorded in the E-Classroom and in ManageBack, which are accessible to parents and students.

2. Assessment planning

- 2.1. In the Diploma Programme (DP), assessment is intended to support curricular goals and to encourage appropriate student learning. School analyze assessment data to inform teaching and learning. DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP also places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identified levels of attainment, rather than in relation to the work of other students.

- 2.2. The key to assessment is that the data is then used to inform instruction, as assessment and feedback are as important to the teacher as they are to the student.
- 2.3. The Gymnasium plans and implements the forms of assessment of learning performance set out in the national Education Standard and the International Baccalaureate (IB) (“Assessment principles and practices—Quality assessments in a digital age”).
 - 2.3.1. Formative assessment informs both teaching and learning. It is concerned with providing accurate and helpful feedback to students and teachers on the kind of learning taking place and the nature of students’ strengths and weaknesses in order to help develop students’ understanding and capabilities. Formative assessment can also help improve teaching quality, as it can provide information to monitor progress towards meeting the course aims and objectives. Formative assessment is therefore a tool or process that teachers can use to improve student learning; it is about assessment for learning, rather than simply assessment of learning. (www.ibo.org)
 - 2.3.2. Diagnostic assessment to identify a student's learning needs and provide additional support for the student's, to plan and improve teaching. Diagnostic assessments do not affect summative assessments of student's learning.
 - 2.3.3. Summative assessment gives an overview of previous learning and is concerned with measuring student achievement.
 - 2.3.3.1. The DP primarily focuses on summative assessment designed to record student achievement at, or towards the end of, the course of study. However, many of the assessment instruments can also be used formatively during the course of teaching and learning.
 - 2.3.3.2. The approach to assessment used by the IB is criterion-related, not norm-referenced. This approach to assessment judges students’ work by their performance in relation to identified levels of attainment, and not in relation to the work of other students.
 - 2.3.3.3. Assessment criteria are used when the assessment task is open-ended. Each criterion concentrates on a particular skill that students are expected to demonstrate. An assessment objective describes what students should be able to do, and assessment criteria describe how well they should be able to do it.
 - 2.3.4. Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator.
- 2.4. In both formative and summative assessment, teachers use the criteria, marks and grade levels, that will be used in the final assessments.
- 2.5. The types of assessments depending on subject are:

- 2.5.1. achievement descriptors (criteria A, B, C, D, E, F)
 - 2.5.2. assessment objective levels (AO1-AO4)
 - 2.5.3. marks (0-15)
 - 2.5.4. grade levels (0-7)
- 2.6. In cases that are not described in this assessment policy for the Diploma Programme, the school's official assessment policy becomes effective.

https://www.jsvg.lv/wp-content/uploads/2024/10/VERT_KARTIBA_2024_2025.pdf

3. Assessment at the end of the school year and at the end of the Diploma programme

- 3.1. The completion of the DP subjects in each class is demonstrated by evidence in grade book according to the content covered in the IB DP (grades according to the IB DP requirements are reported on a grading scale of 1-7, with 7 being highest. Students receive a grade for each DP course attempted;
- 3.2. In order to receive an Award Certificate of Diploma Programme completion, students are registered for final examinations at the end of Year 2 (June session), which are organized in accordance with the IB DP requirements (www.ibo.org.)
- 3.2.1. A student's final diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.
- 3.3. The assessment of state exams is carried out according to the rules of the Cabinet of Ministers of the Republic of Latvia.

4. Leadership team responsibility

- 4.1. Supervise the schedule of assessments to ensure the smooth learning of the students;
- 4.2. Supervise that, by 15 September, the home room teachers send an assessment plan for all subjects (courses), including the number of assessments to the students and parents.

5. Teachers' responsibility

- 5.1. Working in collaboration within subject areas, develop a comprehensive assessment plan at the beginning of the school year according to the specific content of the subject (course), the number of topics;
- 5.2. At the beginning of each school year, provide students with the number of assessments in their subjects (courses).

- 5.3. The timetable for the assessments is recorded in the ManageBack planner, adjusted at least one week before the assessment deadline, informing the students of the timetable, the expected assessment criteria;
- 5.4. In the case of a non-sufficient mark, requires the students to attend guidance with the aim to improve their knowledge and skills in order to improve their future performance;

6. Students' responsibility

- 6.1. Student is responsible for making sure that the scheduled summative assessments are completed on time;
- 6.2. Be permitted to review the assessed work individually after receiving the mark;
- 6.3. in the case of a non-sufficient mark, attend guidance in order to improve his/her future performance;
- 6.4. Complete missed summative assessments within 10 working days of returning to school.
- 6.5. JSVG assessment policy aligns with IB academic honesty policy. Academic honesty section in the JSVG IB assessment policy states "... students are expected to be principled and as such, they will complete all assessments and other work with academic integrity. Any violation to this will be dealt according to JSVG IB Academic Honesty Policy." Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

7. Policy review process

- 7.1. This policy was last reviewed and revised in November 2024. The policy will again be reviewed during the first semester of 2025/2026, when lessons learned can be incorporated. Please submit any feedback to the IB DP coordinator. Students may submit feedback to any other teacher, if so preferred.

Head of the School

I.Vilkarse

Sources

1. Assessment principles and practices—Quality assessments in a digital age, 2019
https://resources.ibo.org/dp/works/edu_11162-47165?lang=en&root=1.6.2.2.5
2. Diploma Programme Grade descriptors
<https://resources.ibo.org/dp/resource/11162-46482/?lang=en>
3. Guidelines for developing a school assessment policy in the Diploma programme
https://resources.ibo.org/dp/resource/11162-occ-file-d_0_dp_yyy_ass_1101_1_e/?lang=en
4. Understanding DP assessment
<https://ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>