



APPROVED BY
Directive no 49
of the Head of School
of Miina Härma Gümnaasium
March 8, 2022

ASSESSMENT POLICY

Middle Years Programme

Assessment at Miina Härma Gümnaasium (MHG) is viewed as means to inform teaching and learning through

- a) a systematic gathering of evidence on student progress towards meeting the PYP, MYP and DP standards,
- b) analysis of that information
- c) providing feedback.

The assessment policy explains the philosophy and practices related to assessment procedures.

MHG Assessment Policy is directly linked to our mission statement, which is: **Miina Härma Gümnaasium (MHG) is a student-centered school, which helps to develop a broad range of knowledge and skills through contemporary approaches to learning and opens up opportunities to make further choices both in the field of education and employment. MHG provides students with confidence and agency to contribute to the development of Estonia and the world.**

The policy is derived from the school's and IB's assessment philosophy and practices in consent with each other. The Assessment Policy for Miina Härma Gümnaasium IB Middle Years Programme has been based on the relevant documents published by the IBO:

- Assessment principles and practices—Quality assessments in a digital age, IBO, 2019 (updated 2021)
- Guidelines for developing a school assessment policy in the Diploma Programme, IBO, 2010



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- Diploma Programme Assessment procedures, IBO, 2021
- Diploma Programme: From principles into practice, IBO, (For use from August 2015)
- IBO Subject Guides
- Learning and Teaching, IBO, 2018 (updated 2019)

The assessment in MHG aims to:

- Support student progress by providing feedback, encourage and guide them towards focused learning, help in building positive self-esteem, and offer guidance in students' further educational choices;
- Inform teacher reflection on to what extent teaching supports student learning and progress, and the need for adjustments;
- Inform curriculum review;
- Provide the grounds for deciding on the level of expected learning outcomes achieved by the student in order to continue in the next grade.

General Principles of Assessment

1. Oral or written formative assessments are used to assess students' knowledge, skills and understandings. There is no need to pre-inform the student about formative assessment.
2. Summative assessment tasks (Mock exam, criterion assessment, summative test, project, essay, presentation, practical task etc) is used to compare the students' subject-specific knowledge, skills and understandings to the individual goals and expectations of the written curriculum.
3. The number of summative tasks, their schedule, format, and topics are announced by the teacher at the beginning of the study period.



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4. The time of the summative assessment task is announced at least five days in advance and recorded in Stuudium (www.mhg.ope.ee) under Assessments section.
5. Summative assessment tasks recorded under Assessments in Stuudium evaluate the knowledge and skills acquired over a longer period of time and expect students to review the material or conduct any other thorough preparations for the task. In general, the maximum number of summative tasks allowed in a week is no more than three and no more than one per school day.
6. It is not allowed to schedule a summative assessment task on a Monday following a school holiday.
7. The student has the right to see their own written work.
8. The information about grades is shared through Stuudium, by subject teachers, or homeroom teachers.
9. Sign “ND” in Stuudium marks the work not done/presented that needs to be presented at the time agreed with the teacher but no later than 10 working days from the appearance of the “ND” sign. The “ND” sign is removed after the completion of the task.
10. The sign “HW” in Stuudium stands for homework not completed/presented.
11. The sign “!” in Stuudium represent a work completed at an unsatisfactory level. The task needs to be resubmitted within 10 working days from the appearance of the “!” sign. The “!” sign can also represent any other notice or observation that requires the student’s attention.

Reporting final grades and issuing report cards

12. Grades 1-4 receive printed report cards twice a year at the end of each semester; grades 5-9 receive printed report cards at the end of the school year; IB Diploma students receive their final diploma issued by the IB at the end of the second year.



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13. In grades 5-9, the grades awarded for each criterion are converted to the mid-year and year grades.
14. In case it is not possible to issue a mid-year grade for some reason, a notice is added to Stuumium.
15. A year grade is issued keeping in mind the student's subject-specific progress throughout the school year.
16. In case the mid-year grades are unsatisfactory (1, 2) or ungraded (0), then a meeting with the homeroom teacher, subject teachers and educational counsellors is organized to establish an individual study plan if needed.
17. In case it is not possible to issue a year grade, then the Teachers' Council will decide the next steps to be taken in order to graduate the class.

Assessment Practices

In grading teachers use **formative and summative assessment** tasks to demonstrate students' achievements.

Formative assessment is an ongoing process aimed at providing information to guide teaching and improve student performance. Formative assessment may take various forms like teacher notes and commentary in student notebooks and on test papers, oral comments from teacher to student but may also be in the form of self- or peer assessment.

Formative assessment outcomes give guidance during the learning process and summative assessment gives an evaluation at the end of it. Formative work is everything that helps a student meet the established criteria for the summative task. Only summative assessment achievement levels count towards the mid-year and year grades.



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For **summative assessment** each IB MYP subject-group has a set of four objectives developed by the IBO that correspond to the assessment criteria against which the students' work will be assessed. The students will not be judged against the work of others, but against the assessment criteria which will be shown and explained. This will help the students to keep an eye on their progress and to see where they need to improve.

Grading and marking

Each IB MYP subject group has a set of four objectives (criteria) that include guidance (stands) to teachers on how the criterion should be used to design appropriate tasks and how it should be applied to measure student performance. **Subject groups must assess all strands of all four assessment criteria at least twice in each year of the MYP.**

Grading is based on the achievement levels attained for each criterion within numerical bands of 0-8. Descriptions of each subject group's achievement levels can be found in subject guides. The achievement levels for the four criteria are based on the assessed summative work, and the teacher's professional judgement. After having worked out the achievement levels for each criterion, the achievement levels (0-8) are added up to determine a mid-year or year grade (within numerical bands of 1-7) for each subject.

The MYP assessment criteria across subject groups can be summarized as follows.

	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	Disciplinary grounding	Synthesizing	Communicating	Reflecting



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MYP general grade descriptors are as follows.

Grade	Boundary guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. 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.



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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.

Recording and reporting

Summative assessment results, mid-year and the final grade are inserted to Studium by the teacher.

The final grade is issued at the end of the school year. Final grade consists of 1st and 2nd semester summative assessment grades.

NB! The host country language, Estonian, is assessed as a pass/fail subject.



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Homework

Homework with its deadline is marked in Studium as much time in advance as possible. This gives students the opportunity to improve their self- and time-management skills.

Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers

The assessment policy is evaluated and reviewed annually by the Pedagogical Leadership Team and confirmed by the Teachers' Council.' Teachers are responsible for implementing the assessment policy; new teachers are assigned mentor teachers who are responsible for training them.