

EUROPEAN Gymnasium

DP Assessment Policy



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TABLE OF CONTENT

TABLE OF CONTENT	2
INTERNATIONAL BACCALAUREATE MISSION	3
EUROPEAN GYMNASIUM MISSION	3
VISION OF EUROPEAN GYMNASIUM	3
IB Learner Profile	4
IB Programmes Standards and Practices	5
Culture	5
Learning	5
Assessment in the Diploma Programme	6
General Regulations	6
Philosophy and principles of assessment	6
Goals of assessment	6
Assessment Principles	6
Purpose of Assessment	7
Diploma Programme Assessment Components	8
Local assessment	8
Formative assessment	8
Homework	8
Summative Assessment	8
Reporting	9
Predicted Grades	10
Attendance	10
Formal Assessment	11
Internal Assessment	11
External Assessment	11
Table 1. Components of the EA and IA.	12
Awarding of the IB DP diploma	13
Requirements	13
Bilingual Diploma	13
Grading	14
Table 2. Matrix of points for Core	14
Roles and responsibilities of members of the educational community	14
Teachers	14
Students	15
Parents / legal representatives	15
DP Coordinator	15
Managing team	15
Links to other policies	15
Assessment Policy Revision	16
Documents used for developing the European Gymnasium Assessment Policy	16
Appendix 1. Academic report card.	17
Appendix 2. Components of assessment and descriptions.	21
Interim grades	21

Interim grades for TOK	21
CAS progress	21
Final grades	21
Mock exams	21
Two year calendar	21
Predicted grades in academic reports	22
Appendix 3. Marks transfer table (IB - Russian)	22

INTERNATIONAL BACCALAUREATE MISSION

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organisation works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

EUROPEAN GYMNASIUM MISSION

We create a community of conscious, free and caring people who change the world.

VISION OF EUROPEAN GYMNASIUM

We will have become a community in which freedom of choice and individual educational practices will have replaced teacher-centred education and standardisation.

Practices we use are well-known and applicable for life-long learning.

IB Learner Profile

As IB learners we strive to be:

Inquirer. We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable. We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinker. We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicator. We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Reflective. We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Open-minded. We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Principled. We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Caring. We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Balanced. We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Risk-taker. We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

IB Programmes Standards and Practices

Culture

Culture 5: The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth. (0301-05)

Learning

1: Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)

1.1: Students and teachers use feedback to support stated outcomes and expectations, in accordance with IB philosophy and assessment documentation. (0404-01-0100)

1.2: The school uses specific and constructive school-based reporting to provide students and teachers with information that can be used to improve learning, teaching and assessment. (0404-01-0200)

2: The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)

2.1: Teachers use a variety of assessment methods that are connected to stated learning objectives and outcomes. (0404-02-0100)

3: The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)

3.1: The school administrates assessment in accordance with IB rules, regulations, and/or relevant programme documentation. (0404-03-0100)

4: Students take opportunities to consolidate their learning through assessment. (0404-04)

4.1: The school provides students with opportunities to consolidate their learning through a variety of assessments. (0404-04-0100)

Assessment in the Diploma Programme

General Regulations

Philosophy and principles of assessment

We, the teachers of European Gymnasium, believe that effective and adequate assessment is an integral part of the educational process, informing teaching and learning.

The assessment should be:

- **criteria-based** – for evaluation, criteria related to expected results are developed and applied
- **comprehensive** – all elements of the program are assessed (knowledge, understanding, skills)
- **transparent and open** - assessment criteria should be clear to all participants in the educational process (students, teachers, parents, administration)
- **balanced** - a variety of assessment strategies and tools are used, students themselves are involved in the assessment process (joint development of success criteria, self- and mutual assessment).

Assessment in European Gymnasium is a highly important part of the teaching and learning process.

Goals of assessment

- to develop student learning;
- to improve teaching standards and to evaluate teaching programmes;
- to monitor and evaluate each student's success and progress toward meeting IB DP standards and requirements;
- to support student by highlighting weakness and strength of him/her;
- to provide students and parents (or other stakeholders) with the feedback; to enhance student's reflection, thinking and self-control skills;
- to support curricular goals for the subject;
- to prepare students for the formal, regulated IB DP exams.

Assessment Principles

- all students should have ability to learn and be assessed;
- through the assessment teachers should help students to reach their educational goals;
- assessment should be understandable and transparent;
- all assessment should be based on criteria;

- assessment should pay attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application);
- types of assessment could include variety of tasks (such as essays, field work, artistic performances, research essays, oral interviews, group and individual presentations, class debates, MCQ tests, scientific investigations, exhibitions and etc.);
- both students and teachers should be involved in the assessment process. For this purpose students should have the opportunity to assess their work and to assess the work of their peers;
- assessment practices should be a collaborative effort of teachers, if there is more than one subject-teacher;
- assessment should meet the standards, practices, content and philosophy of the IB Diploma Programme;
- assessment should provide students, parents (or other stakeholders), administrators with the information of learning progress (feedback);
- wherever it is possible assessment should exclude cultural, social, gender and etc. biases.

Purpose of Assessment

<p>For students:</p> <ul style="list-style-type: none"> • to assess their learning and identify areas of growth • to track and monitor their progress and growth • to set goals based on assessment results and feedback • to Identify steps for further learning 	<p>For parents:</p> <ul style="list-style-type: none"> • to track their child's progress and growth • to provide their child with feedback to help set learning goals • to help their child apply knowledge in different contexts
<p>For teachers:</p> <ul style="list-style-type: none"> • to identify knowledge acquired by students and knowledge yet to be acquired • to monitor and track student progress and development • to provide learners with feedback to help set educational goals • to motivate students for further learning • to discover and understand student needs and learning patterns • to adjust curriculum to address the needs and interests of students 	<p>For school administration:</p> <ul style="list-style-type: none"> • to make decisions about pedagogical approaches in the school • to adjust teaching approaches based on assessment results • to ensure compliance with the requirements of state educational standards and the standards of the International Baccalaureate Programs.

Diploma Programme Assessment Components

Local assessment

Formative assessment

European gymnasium teachers assess students on a daily basis using formative assessment. The aim of formative assessment is to evaluate the students' progress, to help them in reaching their academic goals and to provide feedback about skills and understanding of the course. The information provided with the formative assessment helps students and teachers understand what knowledge and skills the students should develop. The formative assessment could help a teacher to diagnose the success of the delivery of the curriculum and give an opportunity for the reflection and revision of the lessons. Teachers use formative tasks in a variety of formats (group or individual presentations, debates, scientific investigation, essays, MCQ and etc.). Teachers provide students with feedback through different strategies that could include: oral or written comments, peer or self-evaluation and etc.. Formative assessments are not usually used to determine grade levels. If the student receives a grade for the task, then the teacher assesses the task using criteria, rubrics, markbands or markschemes. In this case the teacher uses scales that are based on grade boundaries and markschemes and announces it to students in advance. All students and parents have access to the School LMS (ManageBac) to track the student's progress.

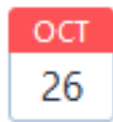
Homework

Homework is an important tool that helps students to reinforce their knowledge. Also, teachers could use homework to track student's learning process. All of the European gymnasium teachers should enter homework to the School LMS before 7 pm on the day of the lesson. Teachers could assess homework as a formative assessment or summative assessment.

Summative Assessment

The aim of summative assessment is to measure the level of achievement of a student by the end of a unit or part of the course. It should be based on the IB DP style assessment materials. Summative tasks could be practical work, essays, presentations, etc. Summative assessment is essential for teachers to diagnose the efficiency of the teaching process and for the students to evaluate their level of performance and learning achievements. Summative assessment could be criterion-related and not norm-referenced, also it could be based on markbands and markschemes depending on subject requirements.

1. Teachers should inform students about summative assessment (type of work, topics that assessment covers and etc.) at least one week before it.
2. All summative grades are entered into the School LMS (ManageBac) The summative assessments are marked with yellow colour and are prioritised in the student's calendar.



8 класс

Summative

ToDo



Monday at 4:30 PM

3. Summative assessment tasks cannot be retaken more than once.
4. In case of an absence teacher should enter N/A for this assignment in the School LMS (ManageBac).
5. In case of an excused absence by a student on the day of the summative assessment administration, they are expected to make up for the assessment missed within the two weeks of their return to school. In this case students can retake the summative assessment.
6. In case of an unexcused absence, a student gets only one attempt to complete the summative task during the two weeks period. If they fail to do so they get 'zero point' which should be entered into the School LMS (ManageBac)).

Mock exams

At the end of the first year and in March of the second year, students have mock exams. The purpose of the mock exams is to assess student's learning progress. Every subject teacher is responsible to prepare exam-based papers for the mock exams. All the mock exams should be checked using criteria, rubrics, markbands or markschemes. Marks for the mock exams are important for the end of the year predicted grades (in academic reports) and could be used to define a student's predicted grade for the university entrance.

Reporting

Parents and students could track the learning process throughout the year with different methods. All of the formative, summative marks and interim grades are presented in the School LMS (ManageBac).

After every term during the term breaks every teacher, CAS coordinator, EE supervisor should fill the academic report (via School LMS) to give feedback about student's learning progress and predicted grades. The School sent the report to both students and students' parents. The example of the academic report presented in the appendix 1.

The student-parent-teacher meetings could be scheduled every academic term after the reports. During the meeting parents could discuss the student's progress with the subject teachers. In case of need, subject teachers, heads of classes or DP coordinator could consult parents through email, phone message, phone call or face-to-face meetings in the school.

Predicted Grades

Predicted grades should be posted at the end of each academic term and should be based on the teacher's professional judgement and previous academic results of the students. Predicted grade in the report could be different from the interim grade for the period. Marks for the mock exams should be considered as the most important

component for the teacher's decision about a student's predicted grades.

During the first two academic terms of the first year and second year, the predicted grades could be based on two different approaches (each teacher can choose one of the two):

1) Predicted Grades could be based on the summative marks for exam-based papers. In this case every academic period a teacher should prepare the summative assessment based on actual samples of exam-papers. A teacher predicts the final grade of students, considering their pace, consistency and performance.

2) Predicted Grades could be based on the results of summative assessment that covers only those topics which were studied in the previous academic periods. In this case, it is important that the teacher should independently calculate how the results of the student's performance may change when passing the following topics. It is strongly recommended that a teacher does not leave the most difficult topics, the results of which can significantly affect the final grade, for the pre-examination period.

In either of these two approaches, it is important for teachers to consider the results on Internal Assessment. If a student does not work on IA, skips meetings, does not show drafts, does not make any preparations for the work, a teacher can hardly estimate what the results will be, and therefore they should rather expose this component according to the most negative scenario.

Attendance, class participation, homework delivery and the formative results can also affect professional judgement of the teacher about predicted grades. However, it is important to announce the course's clear rules of assessment to the students in advance.

Attendance

The student should attend 75% of all classes during the course (2 years). If a student did not visit 75% of the course the teacher has the right to ask the coordinator to not allow the student to sit the exams. If a student missed some of the classes for valid reasons¹ (and it was approved by the coordinator and the teacher) they can ask for additional lessons with their teachers to fill in the gap. These additional lessons can be counted as a part of the course. However, teachers always have the right to not allow a student to sit the exam because a student missed more than 25% of the lessons without valid reason.

Missed classes do not allow students to not finish their assignment, all summative assessments must be accomplished right after the student's returning to the school (see Summative Assessment).

Teachers must use the LMS (ManageBack) to mark the student's attendance every lesson.

Formal Assessment

Internal Assessment

Internal assessment is based on flexible approaches and provides individual students

¹ The responsibility to define the validity of the reasons lies on the coordinator. If a student or a teacher does not agree with the decision of the coordinator they can appeal to the head of school (the school principal) for the final decision.

with the opportunity to select their own topic/issues following particular interest and giving students greater control over their own learning process. Internal assessments are the obligatory part of DP assessment that is completed during the first and second year of the program. Every classroom teacher graded IA works using specific criteria that was published by IB. All of the European Gymnasium teachers are following guidelines in the delivery of marks for IA. Internal assessment is a part of the final grade for the subject (differs from 20 to 30 percentages of the final mark).

Diploma programme coordinator is responsible for uploading IA works into IB eCoursework website and marks for IA into IBIS. IA works are moderated by IB external examiner to ensure all IA marks worldwide are consistent and trustworthy.

Teachers in European Gymnasium collaboratively work on deadlines calendar for IA to minimise student stress during the learning process.

External Assessment

External assessments are the obligatory part of DP assessment that is completed during the second year of the DP and assessed by external IB examiners. External assessment is a part of the final grade for the subject (differs from 70 to 80 percentages of the final mark). Final exams are the basic part of external assessment, but it also includes TOK essay, written assignment and tasks, extended essay, visual arts portfolio and comparative study. All of the components of external assessment are checked by experts and based on assessment materials, markschemes, markbands and assessment criteria.

Students of European gymnasium pass final exams during the May examination session according to their exam schedule. Exam dates are fixed by the IB. DP coordinator is responsible for publishing exam schedules during the second term of DP2 (11th grade) class. All exams are organised according to the ID requirements. DP coordinator is responsible to arrange a meeting with the students before the exams to give them instructions about exam rules and procedures. It is the DP coordinator duty to make sure that all of the requirements of conduct during the examination process are followed and exam papers sent to IB within 24 hours after the exam.

All of the external assessment components that should be uploaded to IB via eCoursework teachers should be sent to DP coordinator according to the internal calendar of deadlines. DP coordinator is responsible for uploading and submitting all of the components.

All of the predicted grades that should be entered to the IBIS are sent to the DP coordinator according to the internal calendar of deadlines. Predicted grade is a teacher's prediction of the grade that a student could achieve in the subject. It is based on the teacher's professional judgement about the student's work, mock exams results and IB DP standards. It is the coordinator duty to enter all of the PG to IBIS on appropriate time.

Table 1. Components of the EA and IA.

Group	Subject	IA	EA	
		SL/AbIn(+HL)	SL/AbIn(+HL)	HL Only

Group 1 LangA	RusLitA	Individual Oral	Unstructured Paper 1 and 2	Essay
	EngLitA			
Group 2 LangB	EngB	Individual Oral	Unstructured Paper 1 Structured Paper 2 Reading Comprehension Listening Comprehension	no
	SpanB			
	GermB			
	FrenchB			
Group 3 Ind&Soc	B&M	Written commentary (SL only) Research project (HL Only)	Unstructured Paper 1 and 2	no
	Economics	Portfolio	Unstructured Paper 1 and 2	Structured Paper 3
	Psychology	Experimental study	Unstructured Paper 1 and 2	Unstructured Paper 3
	History	Written assignment	Unstructured Paper 1 and 2	Unstructured Paper 3
	ESS	Individual investigation	Structured Paper 1 and 2	no
Group 4 Sciences	Biology	Individual investigation	MSQ Paper 1 Structured Paper 2 and 3	no
	Chemistry		MSQ Paper 1 Structured Paper 2 and 3	no
	Physics		MSQ Paper 1 Structured Paper 2 and 3	no
	CS		Unstructured Paper 1 and 2	Unstructured Paper 3
	Math AA		Exploration	Semi-structured Paper 1 and 2
Group 6 Art	Visual Art	Exhibition Process portfolio	Comparative study	no
	Film	Film portfolio	Textual analysis Comparative study	Collaborative film project
Core	TOK	Exhibition	Essay and PPF	no
	EE	no	Extended Essay and RPPF	no

Awarding of the IB DP diploma

Requirements

To be awarded IB DP diploma students must:

- study six subjects, plus the three core elements - EE, TOK and CAS. - accumulate no fewer than 24 points from assessment in these subjects; - meet all of the requirements within a maximum of three examination sessions; - meet all of the CAS requirements;
- not receive «N» for TOK, the EE or other subjects;
- not receive «E» for TOK and/or EE;
- not receive 1 in a subject/level;
- not receive more than two grade 2s for the subjects (HL or SL);
- not receive more than grade 3's or below subjects (HL or SL);
- gain 12 points or more on HL subjects;
- gain 9 points or more on SL subjects;
- not receive a penalty for academic misconduct from the final award.

Bilingual Diploma

The IB DP students could achieve a bilingual diploma if they complete one or more of the following conditions.

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language.
- Attainment of a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.

Grading

Each of the IB DP subjects is graded on a 1-7 scale. In this way students could receive from 24 to 42 points for examination of six subjects, plus additional marks for performance in TOK and EE, which are marked on an A-E basis and contribute up to three additional points to a student's total, according to the chart below. The third element of the core, CAS, does not receive a grade as it would not be meaningful to evaluate performance in this area.

The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS. The number of points is calculated using the table below.

Table 2. Matrix of points for Core

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

Roles and responsibilities of members of the educational community

Teachers

- are responsible for designing and implementing assessment tasks to assess students' knowledge, understanding and skills
 - model and teach the process of collaborative development of assessment criteria
 - provide students with feedback that promotes student progress
 - help students become assessment-capable
 - provide opportunities and support student reflection
 - plan opportunities for success
 - reflect on the assessment results to improve teaching and assessment practices
 - participate in the development and standardisation of the assessment, the analysis of the results and collaborative planning of the next steps
 - share evidence and information about the learning process with the student and the school community
 - use the assessment policy in their practice and follow the principles and approaches to assessment adopted at the school.

Students

- participate in assessment, reflect and plan their learning on base of constructive feedback from teachers, peers and parents
 - understand the assessment criteria
 - rely on feedback to adjust their learning and set learning goals
 - self-assess and discuss their progress towards learning goals
 - together with teachers develop learning objectives and success criteria.

Parents / legal representatives

- become familiar with the assessment policy in order to understand the assessment principles and approaches adopted at the school
- understand the learning goals their child is striving for and the progress their child is making
- help develop their child's understanding and skills
- contribute to their child's learning process by sharing information about evidence of learning with the school community
- get acquainted with the reports and results of students' work, support students in the implementation of recommendations from the feedback
- participate in two- / three- sides conferences and student-led conferences, following the rules and showing support and respect to all participants in the meetings.

DP Coordinator

- introduces new employees to the assessment policy and the school culture of assessment, the assessment principles and approaches adopted at the school
- responsible for the professional development of teachers
- participates in the Assessment Committee work.

Managing team

- use assessment results as a tool to evaluate the effectiveness of teaching and learning
- make decisions about allocating resources and supporting the most required professional development priorities and needs.

Links to other policies

1) Students should meet all the requirements of the Academic Integrity Policy while doing homework, formative assessment, summative assessment and all of the formal IB DP requirements (IA, EA, TOK essay, EE and CAS reflection).

2) Assessment should follow all the requirements of the Inclusion policy.

3) Assessment should consider all students' language needs while teachers create assessments. All of the DP teachers in the European gymnasium are considered as language teachers and should give students feedback about their use of language and appropriate terminology.

Assessment Policy Revision

This policy was adopted by common decision of the staff of the high school and is subject to revision once a year or immediately when any change happens. If necessary, corrections are made during the school year.

The Assessment Policy is drafted and reviewed by an Assessment committee - a group of up to 5 DP teachers, DP Coordinator, the DP EE and CAS Coordinators. The

Assessment committee meets before the start of the school year and is responsible for ensuring that teachers' assessment policies and practices are consistent, and for informing the education community of any changes. The assessment policy is posted on the school website, as well as on the school's internal disk for internal use.

Each year the DP coordinator checks the correlation between this policy and other school policies.

Documents used for developing the European Gymnasium Assessment Policy

- 1) Diploma Programme Assessment procedures, IBO, 2023;
- 2) ASSESSMENT PRINCIPLES AND PRACTICES — QUALITY ASSESSMENTS IN A DIGITAL AGE, IBO, 2023;
- 3) Diploma Programme: From principles into practice (For use from August 2015), IBO, 2023;
- 4) Rules for IB World Schools, IBO, 2022;
- 5) Programme standards and practices, IBO, 2020.

Appendix 1. Academic report card.

Example of an academic report:

TOK

Predicted Grade - B

Interim Grade - B

X attended classes regularly and participated actively in discussions. She showed genuine interest in aspects of the subject and her participation was always very constructive. She expresses her ideas clearly and convincingly and has a clear taste for independent thinking. If she manages to demonstrate similar kind of aptitude in her written work, TOK will lay down at her feet.

English A: Literature HL

Predicted grade - 5

Interim Grade - 4

In the past trimester we studied two units: Alternative Reality and Literary Analysis focusing on George Orwell's Nineteen Eighty-four and Dante's Inferno (Translated by R. Pinsky) and treatment of literary texts from the formalist point of view, respectively.

X demonstrated academic achievement and does creative assignments quite successfully. When writing essays, she provides adequate interpretation and adequate understanding of the literary work. The essay demonstrates a generally appropriate analysis of textual features and/or broader authorial choices. The essay maintains a mostly clear and sustained focus on the task; treatment of the works is balanced. The development of ideas is logical; ideas are cohesively connected. Language is very clear, effective, carefully chosen and precise, with a high degree of accuracy in grammar, vocabulary and sentence construction; register and style are effective and appropriate to the task.

She was particularly successful at the following tasks: Letter to Dante, 4 PEA paragraphs, JSTOR, Formative TODO.

X is an eager and motivated student, active in class discussions, careful in note-taking and maintaining her academic portfolio, yet not responsible enough in keeping her deadlines. Up to date, there is little evidence for higher performance results.

She is always welcome to attend my consultations and turn in or rewrite her papers.

ESS SL

Predicted Grade - 6

Interim Grade - 6

During this trimester we progressed slowly, as the subject is new and not very clear. The most important thing in the introductory topic was to see how environmental problems can be viewed and analyzed from different perspectives: economic, social, political, etc.

Next, we will delve into the actual theory and practice of environmental research. We will have to get acquainted with the rules for conducting experimental investigations and

writing reports. IB ESS has an important component of assessment – investigation (Internal Assessment). There are several criteria against which it will be assessed: identifying the context; planning; results, analysis and conclusion; discussion and evaluation; applications and communication.

By the end of the next trimester, you will need to think about and choose the area and topic of your research.

X has always tried to reason and analyze, and not just retell the material (although she knows the theory very well). She has always actively participated in group work both in class and during the field trips. X is always ready to help and organize the work if needed, and she does it well. I am sure that X will be quite successful in this course.

History HL

Predicted Grade - 6

Interim Grade - 7

This trimester, as part of the general history course, we studied the causes, practices and characteristics of the First World War, which is one of the key topics for Paper 2. Within this large unit, we learned how essay is evaluated in our subject area, what are the key concepts that we will work with in the future, we developed oral and written communication skills, created timelines, mindmaps, prepared our own speeches, participated in discussions, considered events from different perspectives, learned to analyze sources according to the scheme and make notes. Most of the work was done using the textbook and teaching aids.

As part of the HL course, students studied Germany and Italy until 1871, wrote essays and discussed the assessment criteria used for essays. This is actually a very large amount of material that students have to learn and be able to reproduce at the right time.

X excels in class by participating in discussions, completing creative assignments, writing essays and being active, resourceful and good at answering questions. X is fluent in English and has a rich vocabulary, as well as an amazing style of written text which combines flashes of humour with a strict structure. X gives honest, constructive and helpful feedback to their classmates and the teacher, which is important and valuable. However, there are also areas of improvement. First of all, for X they are time management and completion of homework on a regular basis. Here it is really important to understand how much effort X has to put in. This will be very useful in the future.

All in all, everything seems to be going well and X has a great potential to score high on the exam.

Psychology HL

Predicted Grade - 6

Interim Grade - 6

In the first trimester, we worked on the basic section in psychology - research methods, as well as ethics.

The knowledge that the students received will be useful in each next/ subsequent section and will play a big role in internal and external assessment. In a detailed essay,

the students need to evaluate each study they use from a methodological and ethical point of view. The criterion that evaluates critical thinking, i.e. the ability to evaluate theories and research and compare them is called Critical thinking and is awarded 6 points out of 22 possible for an essay.

We got acquainted with and learned how to apply such concepts as qualitative and quantitative research methods, experimental and correlation methods, types of samples, types of validity, reliability, ethical requirements for research, types of variables, possible errors made by research participants and scientists conducting it; types of data obtained, descriptive statistics and output statistics, statistical tests, suitable for different types of data. In addition, we practised writing essays in exam format. In the exam at HL, X will have to write 3 short essays in 20 minutes, of about 300 words and 3 long essays in 60 minutes, 800-1000 words, as well as answer the questions about some investigation, which she will read about directly in the exam.

Since X studies psychology at a higher level, we also studied the section on the benefits of research conducted on animals.

X always comes to class first, there was not a single time when she was even a minute late. She always does her homework efficiently and on time and works in class well. She asks a lot of clarifying questions, compares concepts with each other, and gives interesting examples. She has a wide vocabulary, which helps her express her thoughts in detail and write high-quality essays. X has made noticeable progress in writing essays, the structure is becoming clearer, however, more work needs to be done to ensure that the critical remarks she makes on each study relate specifically to it, and are not general phrases suitable for many other studies.

For example, most experiments conducted in the laboratory have low environmental validity, this is a fact, but if you just write in an essay that the experiment has low environmental validity because it has been conducted in the laboratory, you will not get points. And if you write, for example, that the experiment in which the participants had to watch a video of a car accident in the laboratory and estimate the speed of the car does not reflect the ordinary life of a person, and is something artificial that the participants will do in the laboratory once, then you can get the highest score for critical thinking, because the explanation is given for the specific study, and not just a student has learned the definition of environmental validity and states it, not necessarily understanding what this concept means. Also, X sometimes does not complete the operationalization of variables, for example, in the test this was connected with the use of technologies. X did not write how it could be measured.

The last aspect that X needs to focus on is improving the structure of the ethics essay, which we will continue to work on in the next trimester.

X, thank you for your hard work and have a good vacation!

Mathematics: analysis and approaches SL

Predicted Grade - 5

Interim Grade - 5

This trimester, we worked with functions (exponential function, logarithmic function,

quadratic function and rational function), learned how to find inverse and complex functions, and solve exponential and logarithmic equations.

X is diligent in class and performs all tasks. X consistently performed well in almost all the assignments. X rewrote one assignment, correcting the errors. X got 4 for the assignment on Rational and quadratic functions. I would advise X to come to the consultation to analyze the work, identify and close knowledge gaps. We will continue studying the topic of Functions in the next trimester, I want X to feel confident completing these tasks.

Spanish Ab Initio SL

Predicted Grade - 7

Interim Grade - 7

In the first trimester, we studied the topic Identity: we discussed what factors determine our identity (name, age, nationality, job, family, appearance and character, preferences), and then we learned to speak, write, read and listen about it in Spanish. Within these topics, X learned how to use a large amount of vocabulary, conjugate regular and some irregular verbs in the present tense, and use verbs to express opinion (eg gustar). X also learned how to write an advertisement and a personal letter.

X is responsible and completes all tasks on time. She is an independent student who does not need a detailed explanation or a model answer, she perfectly draws analogies, which allowed her to write excellent written tasks on the studied types of text. X already knows and can do a lot in Spanish. I would advise her to believe in it herself, then perhaps her first reaction 'I don't know Spanish' in reply to a question will disappear.

Appendix 2. Components of assessment and descriptions.

Interim grades

Every DP student receives an interim grade after every semester (half of the academic year). Interim grades based on summative grades that students get during the Academic term. For every subject, students should have at least 3 summative assessments. It based on DP subject grade boundaries, as following:

- 1: Very poor performance;
- 2: Poor performance;
- 3: Satisfactory performance;
- 4: Adequate performance;
- 5: Good performance;
- 6: Very good performance;

7: Excellent performance.

Interim grades for TOK

Interim grade for TOK based on summative assessment as well. However grade boundaries for TOK are:

- A: Excellent performance;
- B: Good performance;
- C: Satisfactory performance;
- D: Mediocre performance;
- E: Elementary performance.

CAS progress

Students and parents (or other stakeholders) could indicate their progress in CAS in academic reports that coordinator sent to them every term.

Final grades

The final grades are based on interim grades and the results of mock exams.

Mock exams

The students pass mock exams for every subject at the end of the first year in DP and in March in the second year in DP.

Two year calendar

The European gymnasium teachers create a calendar with deadlines for different stages of IA of each subject (plus TOK, EE and CAS).

Predicted grades in academic reports

Predicted grades in academic reports based on summative assessments, mock exams and professional judgement of the subject teacher. PG could be different from the interim grades.

Appendix 3. Marks transfer table (IB - Russian)

Mark IB (max «7»)	Wording	Russian Mark System (max «5»)
«7»	Excellent	«5» (Excellent)
«6»	Very good	
«5»	Good	«4» (Good)

«4»	Adequate	
«3»	Satisfactory (Appropriate)	«3» (Satisfactory)
«2»	Poor (Superficial)	«2» (Poor)
«1»	Very poor (Rudimental)	