NURORDA ALMATY School-Lyceum LLP

ASSESSMENT POLICY

PYP and MYP · Academic year 2026–2027

This policy sets out the procedures for assessing students' knowledge and skills, calculating grades and informing parents of learning outcomes.

Document	Assessment Policy
Version	2.0 — draft submitted for approval, academic year 2026–2027
Scope	Grades 1–8 (PYP and MYP); teachers, students and parents
Policy owners	Academic Directors; PYP and MYP Coordinators
Discussed by	Pedagogical Council, Minutes No. ___, ___ _____ 2026
Approved by	Principal's Order No. ___, ___ _____ 2026
Next review	August 2027 (scheduled); earlier if required
Related policies	Academic Integrity, Inclusion, Language and Admissions Policies

Approved by: Principal _____ / _____

____ _____ 2026

NURORDA ALMATY School-Lyceum LLP is a candidate school* for the Primary Years Programme (PYP) and the Middle Years Programme (MYP). The school is pursuing authorisation as an IB World School. IB World Schools share a common philosophy — a commitment to high-quality, challenging, international education — that the school believes is important for its students' development.

* Only schools authorised by the International Baccalaureate (IB) can offer any of its four academic programmes: the Primary Years Programme (PYP), the Middle Years Programme (MYP), the Diploma Programme (DP) or the Career-related Programme (CP). Candidate status gives no guarantee that authorisation will be granted. Further information: www.ibo.org

At a glance

Assessment is an integral part of learning. It identifies what a student has achieved and informs the next steps in learning. The school applies IB approaches to assessment while meeting national requirements.

Key provisions

1. Teachers explain the purpose and assessment criteria for each task in advance.
2. No grades are awarded in Grade 1. In Grades 2–4, the term grade is calculated as the average of formative and interim assessment results.
3. In Grades 5–8, the term grade is calculated in accordance with national procedures: formative assessment — 25%; summative assessment for a unit (SAU) — 25%; summative assessment for a term (SAT) — 50%.
4. In the MYP, work is assessed against criteria A–D, with achievement levels of 0–8. A final MYP grade (1–7) is awarded at the end of each half-year. During candidacy, this is a school-awarded grade.
5. Summative assessment results are communicated within 5 working days.
6. PYP descriptive reports are issued at the end of each term from Term III of 2026–2027; MYP reports are issued twice a year. Parent–teacher conferences take place at least once a year, with additional meetings as needed. Students may also attend. Student-led conferences are planned for introduction in the second half of 2026–2027.
7. Artificial intelligence tools must not be used during interim assessment, SAU or SAT.
8. Any query about a grade should first be raised with the subject teacher within 3 working days of receiving the result.

Advice and enquiries

Issue	Contact
Grade and feedback for a specific piece of work	Subject teacher
Term grade, electronic gradebook and report	Class teacher
PYP assessment, portfolios and exhibition	PYP Coordinator
MYP criteria, final grades and projects	MYP Coordinator
Assessment access arrangements	Inclusion Coordinator; until appointed, a staff member authorised by the Principal’s order
Appeal against a grade	School office, addressed to the Principal

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1. Purpose and scope

This policy establishes procedures for assessing student achievement at NURORDA ALMATY School-Lyceum LLP (hereafter, Nurorda Almaty). Its purpose is to ensure that assessment is fair, transparent and used to improve learning and teaching.

- **Scope:** teachers, students and parents (legal guardians) in Grades 1–8.
- **Coverage:** types of assessment; assessment in the Primary Years Programme (PYP) and Middle Years Programme (MYP); calculation of term grades; administration of summative assessments; reporting; and data storage.
- **Regulatory and methodological basis:** the Republic of Kazakhstan Law on Education; the Model Rules for ongoing monitoring and attestation (Order No. 125); assessment criteria (Order No. 52); State Compulsory Education Standards; the Methodological Guidance Letter for 2026–2027 (hereafter, the Guidance Letter); IB Programme standards and practices (2020); and the CIS International Accreditation Framework (2024).

Nurorda Almaty is an IB candidate school for the PYP and MYP. During candidacy, MYP grades are school-awarded grades. The school does not issue IB-validated assessment results or IB certificates.

2. School mission, vision and values

Mission	To identify and develop students' abilities, nurturing inquisitive, competitive global individuals who embody human values and continually strive to improve themselves.
Vision	To nurture every student as a creative individual who embodies human values and pursues continuous development and learning.
Values	Self-improvement · Collaboration · Integrity · Love

The school's mission focuses on identifying and developing students' abilities. In line with this purpose, assessment identifies achievement, informs further development and supports improvements in teaching.

Value	Application in this policy
Self-improvement	Students receive feedback after each piece of work, and the next learning goal is identified.
Collaboration	Teachers plan assessment collaboratively and agree achievement levels through internal standardisation. Students take part in peer assessment.
Integrity	Students complete work independently and honestly. The school explains the basis for its grading decisions transparently.
Love	Assessment supports students; comparisons between students and humiliating treatment are not permitted. The school does not publish rankings based on learning outcomes.

Assessment supports the following IB learner profile attributes: reflective — analysing one's own work; thinkers — using criteria to justify judgements; and principled — completing work honestly. Tasks drawing on local and global contexts help develop international-mindedness.

3. Key terms

Term	Meaning in this policy
Formative assessment (FA)	Ongoing assessment during learning, used to determine the next steps for students and teachers.
Summative assessment	Assessment conducted at the end of a subject unit, unit of inquiry or term to establish learning outcomes.
SAU, SAT	Summative assessment for a unit and summative assessment for a term in Grades 5–8.
Interim assessment (IA)	Assessment conducted at the end of a learning unit in Grades 2–4 (Guidance Letter for 2026–2027).
Term grade (TG)	The grade on the national five-point scale entered in the electronic gradebook at the end of a term.
Assessment criterion	One of the criteria A, B, C and D prescribed for an MYP subject group.
Achievement level	A level from 0–8 describing the quality of work against an MYP criterion. It is not an individual mark.
Best-fit approach	Comparing work with descriptors to select the level that most accurately describes its quality. Achievement levels are not averaged.
Internal standardisation	A process in which teachers analyse student work together to develop a shared understanding of the criteria and agree achievement levels.
Approaches to learning (ATL)	Research, thinking, communication, social and self-management skills.
Student-led conference	A meeting in which students use their portfolios to present their learning to their parents.

4. School assessment philosophy

The school's approach to assessment is guided by equity, transparency, respect for diversity and inclusion. All staff must follow this policy. As an integral part of learning, assessment serves three purposes:

- Assessment for learning — identifying students' learning difficulties and adjusting teaching approaches.
- Assessment as learning — developing students' ability to manage their own learning through self-assessment and peer assessment.
- Assessment of learning — establishing the knowledge and skills students have acquired at the end of a subject unit, unit of inquiry or term.

Requirements for quality assessment

1. Assessment tasks align with learning objectives and are designed to reveal conceptual understanding.
2. Before a task, teachers explain the assessment criteria and achievement levels and provide an example of the work expected.
3. Assessment includes written, oral, practical, project-based and creative tasks.

4. Feedback is specific and timely. It identifies achievements and areas for further improvement.
5. Subject understanding and language proficiency are assessed separately. Language errors do not lower the achievement level unless the criterion assesses language skills.
6. Grades are not reduced because of behaviour, attendance or lateness.
7. Assessment is based on established criteria; students' results are not compared with one another.

5. Aligning national requirements and IB assessment

The school combines the national assessment system of the Republic of Kazakhstan with IB approaches to assessment. The table below explains how the requirements are implemented. When a Guidance Letter for a new academic year is published or Order No. 125 is amended, the formulas and timelines for Grades 2–4 are checked before the academic year begins. The policy is updated ahead of its scheduled review if required.

Requirement	Source	School implementation
Term grade on the national five-point scale in the electronic gradebook	Order No. 125	In Grades 2–8, term grades are calculated using the formulas in this policy.
Grades 2–4: formative and interim assessment; no separate SAT	Guidance Letter 2026–2027	TG = (FA% + IA%) ÷ 2. Where feasible, interim assessment is integrated into the unit of inquiry.
Grades 5–8: FA 25%, SAU 25%, SAT 50%	Order No. 125	SAU and SAT tasks address State Compulsory Education Standards learning objectives and are designed using MYP criteria. The proposed procedure for recording levels in the gradebook is set out in "Term grades in the electronic gradebook (Grades 5–8)".
Learning objectives in the state standards	Order No. 348 (State Compulsory Education Standards)	Each unit of inquiry planner shows the connections between national learning objectives and IB concepts.
PYP: monitoring, documenting, measuring and reporting learning	IB PYP Learning and teaching	Portfolios, descriptive feedback, term reports and the PYP exhibition; student-led conferences in line with the implementation plan.
MYP: criteria A–D, achievement levels 0–8, best-fit judgements and internal standardisation	IB MYP From principles into practice	All strands of every criterion are assessed at least twice a year. A final MYP grade (1–7) is awarded at the end of each half-year.

Explanation for parents

The electronic gradebook grade is determined by national procedures, while the final MYP grade in the progress report is based on MYP criteria. These grades may therefore differ. Both provide information about the student's learning outcomes. For example, a Grade 6 student achieves FA — 70%, SAU — 60%, SAT — 62%. Calculation: 0.25 × 70 + 0.25 × 60 + 0.5 × 62 = 63.5% → gradebook grade "3". If the student's four criterion levels at the end of the half-year are 5, 5, 4 and 5 (total 19), the MYP grade is 5.

6. Types of assessment and feedback

Type of assessment	Timing	Purpose
Pre-assessment	At the start of each new unit of inquiry	To identify prior knowledge and skills and inform unit planning.
Formative assessment (FA)	Ongoing throughout the unit of inquiry	To provide timely feedback and adjust teaching approaches.
Summative assessment	At the end of a subject unit, unit of inquiry or term	To establish the extent to which learning objectives have been achieved.

Assessment approaches are selected to suit the subject. They include reading, writing, speaking and listening tasks, mathematical problems, experiments, creative work and inquiry projects. ATL skills are developed and assessed in line with the requirements of each subject.

Feedback

- Teachers identify students' achievements and specific next steps for improving their work.
- Summative assessment results are communicated within 5 working days.
- After a significant summative assessment, students compare their results with the criteria and discuss their next learning goal with the teacher.

Using feedback in the PYP

In Grades 1–4, feedback follows this sequence:

- Using the learning objective and success criteria, the teacher identifies what has been achieved and one priority for improvement.
- The student explains the next step in their own words or demonstrates it. The teacher checks that the feedback has been understood.
- In the next relevant lesson, the student is given time to improve a specific part of the work, complete a similar task or demonstrate understanding in another way.
- The teacher compares the new assessment evidence with earlier results to identify progress and further learning needs.

Teachers are not required to ask students to redo every piece of work in full. Improvement activities address specific learning needs. Significant changes are recorded in the portfolio or the teacher's existing observation records.

This procedure applies to formative work during learning. It does not permit students to retake interim assessments to improve a grade or automatically replace a previously recorded result. Evidence from a later lesson is considered under the assessment procedures applicable to that lesson.

- For an extended piece of work, such as an MYP project or research paper, the teacher provides detailed written feedback on one draft. Teachers do not edit students' texts for them.

Teachers may use artificial intelligence (AI) as a supporting tool when developing assessment tasks, rubrics and learning materials. Decisions about student achievement remain the teacher's responsibility. Students' use of AI is governed by "Administration of summative assessments" in this policy and "Artificial intelligence and digital tools" in the Academic Integrity Policy. Homework must be limited in scope and linked to current learning. It must not require students to learn new material independently, and its volume must not exceed national limits.

7. Assessment in the PYP (Grades 1–4)

The main purpose of PYP assessment is to support progress in learning through regular feedback. Teachers monitor students' knowledge, conceptual understanding, ATL skills, IB learner profile attributes and action arising from learning.

7.1 Monitoring and documenting learning

Learning is documented through observation checklists, worksheets, written and oral tasks, photographs, audio and video recordings, discussion notes and annotations on work. Materials gathered during field trips and charitable activities may also provide evidence of learning.

Classroom assessment includes student presentations, group and individual tasks, reflection, self-assessment, peer assessment and the co-construction of success criteria. Digital PYP assessment materials are stored in Google Drive; paper-based work is kept in students' portfolios.

Documenting ATL skills, learner profile attributes and action

During collaborative unit planning, teachers select ATL skills and IB learner profile attributes that align with the learning objectives and identify how these will be demonstrated through the tasks. The number of skills and attributes selected depends on the unit's content.

Teachers briefly record significant achievements, difficulties and next steps in existing observation records or portfolios. Relevant materials are selected to show each student's development over the academic year. An identical individual report for every student in every unit is not required.

Example record: "During group inquiry, compared information from two sources and explained the differences. Next step: justify the reliability of a source."

IB learner profile attributes are not used to label a child's personality permanently. Rather than using general labels such as "irresponsible" or "unable to reflect", teachers describe the student's actions in a specific situation.

When action arising from learning is observed, the student's initiative, decision, action and its outcome are recorded. Students explain the connection to their learning in an age-appropriate way. Action may be individual or collective, small-scale or sustained over time.

Donating money, attending paid events or taking a prominent public role is not a requirement for demonstrating action. Subject marks are not reduced if no action has been observed.

Conclusions about ATL skills, IB learner profile attributes and action are shared with parents descriptively. A single incident is not used to draw definitive conclusions about a child's overall development.

7.2 Portfolios

Portfolios show progress in learning as well as students' selected achievements.

- For each unit of inquiry, 1–2 work samples showing learning outcomes are selected for the portfolio. Work and observation records collected over the year make progress visible. A separate collection of baseline and later evidence is not required for every unit.
- Earlier and later work or observation records are selected to compare progress towards the same learning objective. The tasks do not have to be identical.
- Each selected sample includes its date and learning objective, together with a short student reflection or teacher feedback. A next step is identified where appropriate. The same detailed, multi-part form is not required for every sample.
- With teacher support, students select their own work, such as a written task, drawing, mathematical solution, project or recording of a performance. In an age-appropriate way, they explain what achievement the work shows, what they have learned and their next learning goal.

- In Grade 1, or where written reflection is difficult, students may respond orally, through a drawing or audio recording, or through a brief comment recorded by the teacher.
- Teachers review the selected materials and check that dates and learning objectives are included.
- If progress is not evident, teachers adjust teaching approaches or support and check their effectiveness through later work and observations. A separate reporting form is not required.
- PYP portfolios may be paper-based or maintained in Google Drive. Materials do not have to be duplicated in both formats. Access and storage are managed in accordance with the personal data provisions of this policy.
- Portfolio-based student-led conferences (SLCs) are planned for introduction in the second half of 2026–2027 and annually thereafter. Students lead the presentation with teacher support. Portfolios are passed to the teacher who will teach the student in the following academic year.

7.3 Awarding term grades (Grades 1–4)

- **Grade 1:** no grades are awarded. Students and parents receive descriptive feedback.
- **Grades 2–4:** the academic year has four terms. Grades are awarded at the end of each term for graded subjects taught for more than one lesson a week. For subjects taught for 1 lesson a week, grades are awarded only at the end of Terms 2 and 4. These grades are calculated from all FA and IA results for the half-year using the formulas below. The annual grade for these subjects is the average of the two half-year grades.
- The academic year comprises 34 teaching weeks, or 33 weeks in Grade 1.
- Singapore Math is a supplementary elective taught for 3 lessons a week, outside the units of inquiry. Lessons are delivered in Kazakh or Russian according to the class's language of instruction, using a programme and learning resources developed specifically for the school. No term grade is awarded, and no separate PYP report using the FM, CM, PM and NM levels is prepared. This policy does not introduce separate PYP planning or reporting forms for the course.

Term grades in Grades 2–4 are determined using the national calculation procedure below. During learning, teachers provide descriptive feedback on specific learning objectives and success criteria. The school's descriptive mastery levels do not replace the formula for calculating term grades.

Calculating the term grade (Grades 2–4)

Component	Calculation procedure
Formative assessment, FA%	For each subject, teachers assess each student's achievement on a 1–10 scale in at least 30% of the lessons taught during the term. Formative assessment covers at least 50% of the learning objectives planned for the term. FA% = (total FA marks ÷ (number of assessed lessons × 10)) × 100
Interim assessment, IA%	Conducted at the end of a learning unit. Maximum mark: Grade 2 — 12; Grade 3 — 14; Grade 4 — 16. IA% = (total IA marks ÷ (number of IAs × maximum mark for one IA)) × 100
Term grade, TG%	TG% = (FA% + IA%) ÷ 2. Each component contributes 50%.

Converting percentages to the national five-point scale

Percentage	Grade
0–39%	“2” — Unsatisfactory
40–64%	“3” — Satisfactory
65–84%	“4” — Good
85–100%	“5” — Excellent

Example

A Grade 3 student earns 96 marks across 12 assessed lessons during the term. FA% = 96 ÷ 120 × 100 = 80%. In two interim assessments, each with a maximum of 14 marks, the student earns 12 and 11. IA% = 23 ÷ 28 × 100 ≈ 82%. TG% = (80 + 82) ÷ 2 = 81%. The term grade is “4”.

The annual grade is the arithmetic mean of the 4 term grades, rounded to the nearest whole number. No separate assessment is conducted to determine the annual grade.

7.4 PYP mastery levels

The school uses the descriptive levels below to explain achievement against a specific learning objective. These are not IB-awarded grades and are not automatically equated with 1–10 marks in the electronic gradebook or with term grades.

A mastery level is determined using several sources of evidence, such as work samples, observation records and student explanations. The teacher identifies the assessed learning objective, what has been achieved and the next learning goal. Appendix 1 explains the use of the 1–10 scale in formative assessment.

Level	Descriptor
Fully mastered (FM)	Demonstrates all expected outcomes for the learning objective. Explains conceptual understanding and applies knowledge in the context specified by the objective.
Core outcomes mastered (CM)	Demonstrates achievement of the core outcomes for the learning objective. Some aspects contain inaccuracies or require fuller explanation.
Partly mastered (PM)	Demonstrates partial achievement of the learning objective. Significant gaps remain in connecting key concepts or applying knowledge.
Not yet mastered (NM)	The available evidence shows that the core outcomes for the learning objective have not yet been achieved. The teacher plans further teaching support.

Where evidence is insufficient, no mastery level is assigned. The teacher records “insufficient evidence” and arranges further observation or a task. The use of authorised access arrangements does not justify lowering a mastery level.

7.5 Organising interim assessment (Grades 2–4)

- Teachers working with the same grade level, for example all Grade 3 classes, develop tasks collaboratively using the material taught.
- Completed tasks are submitted for approval to the PYP Coordinator or Academic Director for Grades 1–4 at least 5 working days before the assessment.

- For a subject taught for 1 lesson a week, interim assessment takes place once a term in the second half of the term, in accordance with the school's assessment calendar.
- The duration and administration of interim assessment depend on the subject and task format. Written interim assessments in Kazakh or Russian, literary reading and mathematics are allocated 40 minutes. Listening, speaking, practical, creative and project-based assessments follow the subject procedures in the current Guidance Letter. Additional time and breaks agreed in the Individual Support Plan (ISP) are maintained.

Connecting units of inquiry with national learning objectives

When planning a unit of inquiry, class and subject teachers align national learning objectives, the central idea, lines of inquiry and assessment materials. These connections are recorded in the unit planner.

For each assessment, the planner records: the subject and learning objective code; the outcome being assessed; its connection to the unit of inquiry or the reason for separate assessment; the task format; criteria and descriptors; how individual achievement will be identified; and the timing.

Where a national learning objective can be assessed through inquiry, the task is integrated into the unit. When group work is used as evidence, each student's individual achievement is established through observation, an individual response, an explanation or an individually completed part of the work.

Where a meaningful connection to the unit cannot be made, or national requirements prescribe a specific format, assessment takes the form of a separate subject task. Integration does not replace a compulsory learning objective, a prescribed task format or the requirement to identify each student's achievement.

One piece of work may provide evidence for learning objectives in several subjects. In such cases, criteria and results are recorded separately for each subject. The same evidence is not counted twice within the same assessment component of a subject.

When approving a task, the PYP Coordinator checks objective coverage, alignment of criteria, the scope for identifying individual achievement and workload. At the end of the unit, teachers use assessment evidence to plan further teaching.

7.6 PYP exhibition (Grade 4)

The PYP exhibition is a culminating inquiry undertaken in the final year of the programme. It brings together the key features of the PYP and therefore requires careful advance planning.

- Assessment has three components: the student's contribution and understanding during preparation; the exhibition itself; and the student's reflection.
- School teachers assess the exhibition. The PYP Coordinator familiarises teachers with the school-developed rubrics.
- Outcomes are described in the PYP progress report. Only aspects aligned with subject learning objectives may be recorded as formative assessment in the gradebook.
- The use of languages during the exhibition is governed by the Language Policy.

8. Assessment in the MYP (Grades 5–8)

MYP assessment is criterion-related. Each subject group uses four criteria, labelled A, B, C and D. Achievement levels of 0–8 are determined for each criterion.

8.1 Criteria and achievement levels

- Before a task, teachers explain the assessment criteria and task-specific clarifications and provide an example of the work expected.
- Teachers compare work with descriptors and select the level that most accurately describes its quality. Achievement levels are not averaged arithmetically.
- All strands of every criterion are assessed at least twice a year.
- A level of 0 is not awarded for work that has not been submitted. Such work is recorded as “not submitted”.
- Grades 5–6 (MYP 1–2) use MYP year 1 descriptors; Grades 7–8 (MYP 3–4) use year 3 descriptors; and Grade 9 (MYP 5, from 2027–2028) uses year 5 descriptors.
- Language acquisition uses the following criteria: A — Listening; B — Reading; C — Speaking; D — Writing. Descriptors are selected according to the student’s language acquisition phase (1–6).

8.2 Term grades in the electronic gradebook (Grades 5–8)

Term grades in the electronic gradebook are calculated under Order No. 125: formative assessment — 25%; all SAU results for the term — 25%; SAT — 50%. FA marks are entered using the scale prescribed in Order No. 125 and support feedback to students. The final MYP grade (1–7) is determined from evidence gathered through summative tasks, rather than from FA marks. Where Order No. 125 prescribes a specific procedure, for example for subjects without SAT or subjects taught for one lesson a week, that procedure applies. Percentages are converted using the table “Converting percentages to the national five-point scale”.

SAU and SAT tasks are designed using MYP criteria. Pending Pedagogical Council approval, the proposed procedure is to enter the sum of the achievement levels as marks in the gradebook. Maximum mark = number of assessed criteria × 8. Percentage = sum of levels ÷ maximum possible total × 100.

> **Example**
>
> An SAU task is assessed against criteria A and B. The student achieves levels 6 and 5 respectively: (6 + 5) ÷ 16 × 100 ≈ 69%. This result is entered in the gradebook as the SAU mark.

8.3 Final MYP grade (1–7)

At the end of each half-year, teachers review the evidence for each criterion and determine the final level that best represents the student’s achievement. Final levels are based on summative tasks; formative work is used for feedback. The four criterion levels are added (0–32) and converted to a final MYP grade (1–7) using IB-published grade boundaries. If evidence for any criterion is insufficient during the half-year, no MYP grade is awarded. The report records “not assessed”, and the teacher arranges an additional task in consultation with the MYP Coordinator.

MYP grade boundaries

Total achievement levels	MYP grade
1–5	1
6–9	2
10–14	3
15–18	4
19–23	5
24–27	6
28–32	7

Determining the five-point equivalent of an MYP grade

MYP grade	National five-point grade
1	“2” — Unsatisfactory
2–3	“3” — Satisfactory
4–5	“4” — Good
6–7	“5” — Excellent

During candidacy, the final MYP grade is a school-awarded grade and is not an IB-validated result. This table is not used to determine the term grade in the electronic gradebook, which is calculated under Order No. 125. It is used only to show the five-point equivalent of an MYP grade in progress reports and school transfer documents.

8.4 Internal standardisation

- Before final levels are determined, teachers of the same subject analyse work samples together and agree how to apply the criteria consistently.
- Summative tasks in the Kazakh- and Russian-medium streams have the same level of demand. Internal standardisation includes work from both streams.
- Classroom tasks in STEM subjects taught in English in Grades 7–8 are completed in English. Bilingual dictionaries are permitted. The language of SAU and SAT is determined by the approved curriculum in accordance with the Language Policy.
- The Head of Subject Department briefly records the outcomes of internal standardisation.

8.5 Interdisciplinary units and MYP projects

- At least one interdisciplinary unit is taught in each year of the MYP. It is assessed against the interdisciplinary criteria: A — Evaluating; B — Synthesising; C — Reflecting (0–8 each).
- **The personal project is completed in MYP year 5, corresponding to Grade 9 from 2027–2028. It is assessed against three criteria: A — Planning; B — Applying skills; C — Reflecting (0–8 each).**
- For the personal project, students keep a process journal, develop a final product and write a report. Each student is assigned a supervisor, with regular meetings scheduled. The school organises workshops on research, time management and project planning. Students provide peer feedback. The process journal and report are uploaded to the school’s digital repository (currently OneDrive). After completion, students and parents receive written feedback for each criterion.
- The school submits personal project samples for IB moderation only after authorisation.

- If Grade 9 opens as planned in 2027–2028, students in Grade 8 in 2026–2027 will complete the personal project in Grade 9 the following year. The community project is not compulsory for these students; the school may offer it as an option.
- The MYP Coordinator checks project requirements against the current IB guide each year. If Enhanced MYP guidance is published, or Grade 9 does not open as planned, project requirements will be clarified with the IB and the policy reviewed early. The relationship between national final attestation in Grade 9, the personal project and MYP grades will be set out in this policy before Grade 9 opens.

9. Administration of summative assessments

1. **Assessment calendar.** The summative assessment calendar is published at the start of each term. No class has more than two summative assessments on the same day.
2. **Advance notice.** Students are informed in advance of the assessment date, learning objectives, criteria, task instructions and permitted materials.
3. **Task versions.** Common assessment materials are prepared for all classes at the same grade level, for example all Grade 6 classes. Three versions are prepared: two for the scheduled assessment and a third for students absent for an authorised reason. One version is sufficient for tasks where copying is not possible, such as oral presentations or individual inquiry.
4. **Administration.** Work is completed under teacher supervision. Students use only permitted materials. Medical devices and agreed assistive tools are also permitted.
5. **Artificial intelligence.** AI tools must not be used during interim assessment, SAU or SAT. For other tasks, the teacher specifies the permitted level of AI use (0–3) in the instructions. These levels are defined in “Artificial intelligence and digital tools” in the Academic Integrity Policy. Where AI use is permitted, students disclose the assistance in accordance with the requirements for that level. Failure to disclose AI assistance is treated as academic misconduct under the relevant policy.
6. **Communication of results.** Teachers communicate assessment results within 5 working days.
7. **Reassessment.** Summative assessments may not be retaken to improve a grade. Where academic misconduct in interim assessment, SAU or SAT is confirmed, the student completes the work again in class under teacher supervision, in accordance with the Academic Integrity Policy. The purpose is to obtain evidence of individual achievement, rather than to improve the grade. The new work is assessed using the usual criteria and its result entered in the gradebook. Until a valid result is available, the student may temporarily be recorded as “not attested” under Order No. 125.

Absence and late submission

- Students absent from an assessment for an authorised reason, supported by a medical certificate or the Principal’s permission, receive a consultation after returning to school and complete the work within the scheduled period. The task has the same level of demand as the assessment completed by the class.
- If work is not submitted on time, the teacher informs parents and sets an extension of no more than 3 working days. If the work remains outstanding, the teacher informs the class teacher and relevant coordinator. Late submission does not lower the achievement level.
- Where evidence is insufficient, the procedure for entering a grade is determined by Order No. 125.

10. Assessment for students requiring support

- Everyday access arrangements specified in a student's Individual Support Plan (ISP) apply to all internal school assessments. These may include additional time, breaks, a quiet space, enlarged print, assistive technology or alternative ways of responding. A Psychological, Medical and Pedagogical Consultation (PMPK) report is not required before these arrangements can be used.
- Access arrangements do not change the skill being assessed or give a student an advantage over others.
- Where national requirements call for formal documentation or a Principal's order, for example in state attestation, special conditions are provided on the basis of a PMPK or medical report.
- Providing an individual task or changing assessment criteria constitutes a modification of learning objectives. Such changes are recorded separately in the ISP and approved under the Inclusion Policy on the support team's recommendation and with parental consent. Where required nationally, the change is made by a Pedagogical Council decision based on a PMPK report. Parents are informed of its implications for grades and documents.
- After authorisation, access arrangements for IB-assessed work are processed in accordance with the IB Access and inclusion policy.

11. Reporting and conferences

Reporting provides parents with transparent information about learning processes and outcomes. It supports students' active participation in learning, reflection and planning of next steps.

Format	Content	Timing
Electronic gradebook	Term grades (Grades 2–8). PYP grades are recorded in Bilim.class and EduPage.	At the end of each term
PYP progress report	Student achievements and areas for development; school descriptive mastery levels (FM, CM, PM, NM) for subject learning objectives; ATL skills; and IB learner profile attributes. Reports are prepared in Google Docs and stored in Google Drive. Parents are given access to their own child's report.	At the end of each term from Term III of 2026–2027
MYP progress report	Achievement levels for each criterion, final MYP grade (1–7), interdisciplinary unit outcome, ATL skills and teacher comments	Twice a year, at the end of each half-year
Parent–teacher conference	Discussion of achievement, student well-being and support at home. In the PYP, students may attend and explain their learning. Additional meetings are arranged as needed.	PYP and MYP — at least once a year
Student-led conference (PYP)	Students use their portfolios to present their achievements and challenges	Planned for introduction in the second half of 2026–2027, and annually thereafter

Format	Content	Timing
Three-way conference	The student, parent and teacher discuss next learning goals together. In the PYP, this may form part of a parent–teacher conference attended by the student; a separate compulsory PYP meeting is not required.	PYP — within parent–teacher conferences, as needed; MYP — at least once a year

Reporting supports learning and makes individual progress visible. Students' results are not compared with those of other students.

12. Recording, storing and using assessment data

- Term grades are recorded in the national electronic gradebook; MYP criterion achievement levels are recorded in the school's record-keeping system.
- Written summative assessments are retained at least until the end of the academic year under Order No. 125. Portfolios and, from 2027–2028, personal project samples are retained for the period approved by school leadership. If an appeal is lodged, retention must be extended until it has been resolved. Parents may request access to their child's marked summative work.
- Photographs and audio and video recordings included in portfolios are made with parental consent and stored in a secure, school-approved system.
- Teachers analyse results each term and adjust plans for the next learning unit. Subject departments discuss overall trends.
- The school does not publish rankings based on students' learning outcomes. General reports contain aggregated data only.
- If a student's work or reflection raises a safeguarding concern, the teacher follows the school's Child Protection and Safeguarding Procedure.

Newly admitted students and students with extended absences

Teachers conduct baseline diagnostic assessment at the start of the academic year and when a new student is admitted. Evidence may be insufficient if a student joins mid-term or has a prolonged illness. In such cases, the relevant criterion is recorded as "not assessed", with an explanation. Gradebook entries follow Order No. 125.

13. Resources and learning environments

- **Staffing:** subject teachers, Heads of Subject Departments, PYP and MYP Coordinators, and the support team.
- **Time:** the timetable allocates time for collaborative planning and internal standardisation.
- **Teaching and assessment materials:** criteria, rubrics, task-specific clarifications and work samples are held in a shared teacher resource bank.
- **Learning spaces:** classrooms for summative assessment and a quiet space for access arrangements.
- **Digital environment:** the national electronic gradebook and the school's record-keeping system; in the PYP, Bilim.class, EduPage, Google Docs and Google Drive. MYP materials are stored in the school's currently approved digital repository, OneDrive.

14. Roles and responsibilities

Participant	Responsibilities
Student	• Reviews assessment criteria and asks questions • Completes work independently and honestly • Identifies the next learning goal using feedback • Takes part in self-assessment and peer assessment
Parent or legal guardian	• Regularly reviews reports and electronic gradebook entries • Discusses learning processes and outcomes with the child • Attends conferences • Contacts the teacher first if questions arise
Subject teacher	• Explains assessment criteria in advance • Uses a range of assessment approaches • Communicates summative assessment results within 5 working days • Enters grades in the electronic gradebook promptly • Takes part in internal standardisation
Class teacher	• Coordinates preparation of reports and conferences • Explains term learning outcomes to parents
Head of Subject Department	• Checks the quality of interim and summative assessment tasks • Organises internal standardisation and records outcomes
PYP and MYP Coordinators	• Monitor alignment of assessment with IB requirements • Advise teachers • Coordinate the PYP exhibition, interdisciplinary units and projects
Academic Directors	• Approve the assessment calendar • Analyse assessment results and take appropriate decisions • Consider requests concerning grades
Support team	• Agrees ISP access arrangements with teachers • Checks implementation of arrangements
Principal	• Enacts the policy by order following discussion by the Pedagogical Council • Provides the resources and time required for assessment

15. Complaints, appeals and review of decisions

Students, parents and legal guardians who disagree with a school decision may request a review. The same procedure applies across the school's five policies.

1. **Initial discussion.** The applicant first contacts the staff member who made the decision, the class teacher or the relevant coordinator. Most concerns are resolved at this stage.
2. **Written application.** If the matter remains unresolved, a written request addressed to the Principal must be submitted within 5 working days of receiving the written decision. The request is registered by the school office. It may be delivered in person or sent to the school's official email address. It must state the reasons for disagreement and include any available supporting evidence. The class teacher can help prepare the request.

3. **Impartial review.** A leader or panel not involved in the original decision reviews the request. If the Principal made the original decision, the school's governing body appoints an impartial reviewer.
4. **Response.** A reasoned written response is provided within 10 working days. If an extension is needed, the school informs the applicant of the reason and the revised deadline.

The student's learning and necessary support continue during the review. Students and families must not be subjected to pressure for raising a complaint. Their right to use other appeal routes provided by law is preserved.

For a query about a grade, the student or parent first contacts the subject teacher within 3 working days of receiving the result. The teacher responds in writing through school email or the electronic gradebook within 3 working days. If the student or parent disagrees with the response, they may submit a request to the Principal within 5 working days of receiving it, following the general procedure above.

16. Confidentiality and personal data

- The school collects only the data required to implement this policy and uses it solely for that purpose.
- Access is restricted to staff who work directly with the student and need the data to fulfil their duties. Medical, psychological and disciplinary information is subject to particular confidentiality safeguards.
- Information is shared with third parties only on a lawful basis or with written consent from a parent or legal guardian.
- Data is stored in secure, school-approved systems. Storage and cross-border transfers comply with the Republic of Kazakhstan Law on Personal Data and their Protection (2013, No. 94-V).
- Records are securely destroyed or anonymised when their retention period expires.
- Parents may access their child's data and request correction of identified errors. Requests are submitted through the school office.
- Reports and analytical materials contain only aggregated information that does not identify individual students.

17. Links with other policies

Policy	Connection
Academic Integrity Policy	Rules for AI use are set out in "Artificial intelligence and digital tools" in the Academic Integrity Policy. That policy also establishes the reassessment procedure following academic misconduct. Both policies prohibit AI tools during interim assessment, SAU and SAT.
Inclusion Policy	Access arrangements and modifications to learning objectives are documented in the ISP.
Language Policy	Subject understanding and language skills are assessed separately. In the MYP, English is assessed using language acquisition criteria appropriate to the student's phase.
Admissions Policy	Baseline diagnostic assessment of newly admitted students informs teaching and support planning.

18. Communication, monitoring and review

Communicating the policy

- The approved policy is published on the school's official website and official parent communication channel. A paper copy is available from the school office.
- Teachers, students and parents are introduced to the policy at the start of each academic year. New staff are introduced to it on appointment, and newly admitted students and parents on joining the school.
- The policy is published in Kazakh and Russian versions with equivalent content. An English version is prepared for submission to the IB. If the versions differ in meaning, the Kazakh text prevails.

Monitoring implementation

Policy owners monitor implementation throughout the academic year using the indicators below. Findings inform the annual policy review.

Policy implementation indicators

Indicator	Evidence	Responsible	Timing
Timely feedback	Sample summative assessments showing results communicated within 5 working days	Heads of Subject Departments	Each term
Consistency of assessment	Internal standardisation records; comparison of results in the Kazakh- and Russian-medium streams	PYP and MYP Coordinators	Every half-year
Workload	Assessment calendar confirming a maximum of two summative assessments per class per day	Academic Directors	Each term
Parents' understanding of reports and grades	Short parent questionnaire	Class teachers	Once a year
Student participation in assessment	Proportion of work samples containing reflection and a next learning goal	Subject teachers	Every half-year
PYP assessment and documentation of progress	Sample checks of FA coverage; portfolio objectives and feedback; selected evidence of progress during the year and next learning goals	PYP Coordinator and Primary School Academic Director	Each term

Review

- The policy is reviewed every August by a working group comprising school leadership, PYP and MYP Coordinators, teachers, the support team, the librarian, and student and parent representatives.
- The policy is reviewed ahead of schedule if legislation, IB or CIS requirements, or the school's structure changes, for example when Grade 9 opens.
- Changes are discussed by the Pedagogical Council and approved by the Principal's order. Each change is recorded in the version history, and the previous version is archived.

Appendix 1. Using the 1–10 scale in formative assessment

This procedure applies to Grades 2–4. No marks are awarded in Grade 1; students receive descriptive feedback.

Basis for assessment

A formative assessment mark reflects achievement against specific learning objectives. Before assessing, the teacher defines the learning objective, success criteria and descriptors and shares them in language students can understand.

Descriptors reflect the subject, learning objective and task. They describe what students should know, understand or be able to do. A fixed number of errors or percentage of completed tasks is not used as a stand-alone assessment measure across all subjects.

The overall lesson mark is based on evidence collected at different stages of the lesson. Completing one task or working during one stage does not automatically justify the highest mark.

Determining the mark

The teacher prepares lesson assessment descriptors and a mark scheme in advance. The scheme identifies the outcomes assessed, the evidence for each and their contribution to the overall mark. The maximum lesson mark is 10.

Where the content of an answer, its explanation and the method used show different outcomes, each is assessed against the relevant descriptor. A calculation error does not automatically indicate a lack of conceptual understanding. Equally, a correct answer alone does not necessarily demonstrate understanding of the method.

Additional penalties or general caps not specified in the mark scheme are not permitted. An error is considered within the relevant criterion. It may also be considered under another criterion only if it affects a separately assessed outcome.

Support and fairness

Marks are not reduced because of behaviour, classroom participation, pace of work or the use of authorised access arrangements. Additional time, enlarged print, assistive technology and alternative response methods agreed in the ISP do not affect marks if they do not change the learning objective being assessed.

An answer supplied by the teacher or another person is not counted as evidence of the student’s own achievement. In such cases, the teacher uses further questions or an alternative task to establish understanding.

Self-management, use of feedback and other ATL skills are recorded descriptively in a separate note. They are assessed within a subject criterion only if they form part of the learning objective and the criteria communicated in advance.

Recording the result

An overall mark from 1–10 is entered in the electronic gradebook. A mark of 1 does not mean that exactly 10% of the tasks were completed; it is the lowest outcome on this scale.

Absence or insufficient assessment evidence does not justify awarding the lowest achievement mark. The teacher records the reason and provides another opportunity to demonstrate learning. The gradebook entry follows current national procedures.

Alongside the overall mark, students receive brief feedback on the criteria achieved and the next step. Teachers retain enough work samples or brief observation notes to justify the mark.

Example subject mark scheme

The mathematics lesson objective is to understand a two-step word problem, select a solution method and justify the answer. Evidence is collected at several stages of the lesson.

Assessed outcome	Marking descriptors
Understanding and modelling the problem — 0–4 marks	0: no relevant evidence provided. 1: identifies individual pieces of information in the problem. 2: identifies known and unknown quantities and partially represents their relationship. 3: constructs a model consistent with the problem but does not fully represent one relationship. 4: constructs a model that fully and accurately represents the information and relationships.
Applying a solution method and calculating — 0–4 marks	0: no relevant solution method shown. 1: begins one relevant part of the solution. 2: correctly completes one of the two operations. 3: uses an appropriate method for both operations but makes a calculation error. 4: completes both operations correctly and obtains the correct result.
Explaining and checking the solution — 0–2 marks	0: no relevant explanation provided. 1: explains the steps taken. 2: justifies the choice of operations and checks the result.

In this example, marks for the criteria are added. If a student has participated and sufficient evidence is available to assess the work, but the total is 0, the lowest value on the gradebook scale, 1, is entered. A criterion mark of 0 is not entered as a separate grade in the electronic gradebook.

This is a school-developed example for practical use. It must not be applied unchanged to other subjects. Each subject requires descriptors aligned with its learning objective.

Appendix 2. Alignment with IB and CIS standards

The table maps this policy to the IB Programme standards and practices (2020) and CIS International Accreditation Framework (2024). As the full CIS standards are available only through the members' portal, references are made at Cornerstone or Dimension level. The table supports preparation for authorisation and accreditation.

Standard	Requirement	Policy reference
PSP Culture 5.1 (0301-05-0100)	The policy defines the school's assessment philosophy in line with IB philosophy	"School assessment philosophy"
PSP Culture 5.2 (0301-05-0200)	The policy identifies national and IB requirements and how the school implements them	"Aligning national requirements and IB assessment"
PSP Culture 5.3 (0301-05-0300)	Rights and responsibilities of community members and principles of quality assessment	"Roles and responsibilities"; "School assessment philosophy"
PSP Culture 5.4 (0301-05-0400)	Materials, resources and processes for fair and reliable assessment	"Resources and learning environments"; "Internal standardisation"
PSP Culture 5.5 (0301-05-0500)	Assessment supports ongoing learning and development	"Types of assessment and feedback"
PSP 0404-01-0100, -0200	Feedback and clear, meaningful reporting	"Types of assessment and feedback"; "Reporting and conferences"
PSP 0404-02-0111 (PYP)	PYP teachers systematically document and analyse learning processes and outcomes	"Assessment in the PYP (Grades 1–4)"
PSP 0404-02-0121 (MYP)	Assessment is planned in accordance with MYP criteria and procedures	"Assessment in the MYP (Grades 5–8)"
PSP 0404-02-0122 (MYP)	Total achievement levels are recorded; personal projects are submitted for moderation after authorisation	"Final MYP grade (1–7)"; "Interdisciplinary units and MYP projects"
PSP 0404-02-0300	Students and parents are introduced to assessment requirements from admission	"Communication, monitoring and review"
PSP 0404-03-0121 (MYP)	MYP teachers conduct internal standardisation	"Internal standardisation"
PSP 0404-03-0200	Regular checks on the implementation of access arrangements	"Assessment for students requiring support"
PSP 0404-03-0400	A fair system of reporting, complaints, appeals and review of decisions	"Complaints, appeals and review of decisions"; "Reporting and conferences"
PSP 0404-04-0121 (MYP)	Personal project in MYP year 5; community project for students completing the programme in MYP year 3 or 4	"Interdisciplinary units and MYP projects"
PSP Culture 6.1–6.5	Connections between policies, learning environments, resources and the IB learner profile	"Links with other policies"; "Resources and learning environments"

Standard	Requirement	Policy reference
PSP 0404-03-0100	Assessment is administered in accordance with IB regulations and programme documents	“Administration of summative assessments”
PSP 0404-03-0300	Information in external reports, electronic gradebooks and transfer documents is accurate and follows consistent procedures	“Assessment in the MYP (Grades 5–8)”
PSP 0404-03-0500, 0404-04-0100	Assessment procedures are monitored and varied assessment approaches are used	“Administration of summative assessments”; “Communication, monitoring and review”
CIS: Guiding Principles	Assessment reflects the school’s mission and values	“School mission, vision and values”
CIS: Cornerstone — Practices	A published policy reviewed regularly; complaints procedures and data protection	“Complaints, appeals and review of decisions”; “Recording, storing and using assessment data”
CIS: Learning	Assessment improves learning; criteria are clear; evidence informs learning and teaching	“School assessment philosophy”; “Recording, storing and using assessment data”
CIS: Well-being	Manageable assessment workload; results are not used to humiliate students	“Administration of summative assessments”; “Recording, storing and using assessment data”

Appendix 3. References

1. Constitution of the Republic of Kazakhstan (adopted by national referendum on 15 March 2026; effective from 1 July 2026).
2. Republic of Kazakhstan Law No. 319-III of 27 July 2007 on Education, as amended.
3. Model Rules for ongoing monitoring of academic performance, interim attestation and final attestation (Order No. 125 of the Minister of Education and Science of the Republic of Kazakhstan, 18 March 2008; version of 17 September 2026).
4. Criteria for assessing students' knowledge (Order No. 52 of the Minister of Education and Science of the Republic of Kazakhstan, 21 January 2016).
5. State Compulsory Education Standards (Order No. 348 of the Minister of Education of the Republic of Kazakhstan, 3 August 2022).
6. Model curricula for primary, basic secondary and general secondary education (Order No. 500 of the Minister of Education and Science of the Republic of Kazakhstan, 8 November 2012, as amended).
7. Rules for the operation of psychological and pedagogical support services in educational organisations (Order No. 92 of the Minister of Education of the Republic of Kazakhstan, 29 April 2025; revised by Order No. 144-NQ of 29 May 2026).
8. Y. Altynsarin National Academy of Education. Methodological Guidance Letter on the organisation of the educational process in general education schools in the 2026–2027 academic year.
9. Republic of Kazakhstan Law No. 293-VI of 27 December 2019 on the Status of Teachers.
10. Republic of Kazakhstan Law No. 230-VIII of 17 November 2025 on Artificial Intelligence.
11. Republic of Kazakhstan Law No. 94-V of 21 May 2013 on Personal Data and their Protection, as amended.
12. International Baccalaureate. Programme standards and practices (2018, with 2020 updates).
13. International Baccalaureate. PYP: Learning and teaching (2018).
14. International Baccalaureate. MYP: From principles into practice (2014, with updates); MYP Projects guide (2021).
15. International Baccalaureate. Assessment principles and practices — Quality assessments in a digital age (2018).
16. International Baccalaureate. Academic integrity policy (2019, with updates).
17. Council of International Schools. CIS International Accreditation Framework (2024). https://www.cois.org

Version history

Version	Date	Changes	Approval details
1.0	2026	Initial version.	Pedagogical Council
2.0	___ 2026	PYP reporting, conferences, portfolios and storage procedures clarified; language revised.	Submitted for approval