

St. Kristoforo Progymnasium

Assessment Policy

Introduction

At Kristoforo Progymnasium is committed to provide learning environment that is centered on the needs of every student. Our assessment practices are aligned with the principles of the International Baccalaureate (IB) Primary Years Programme (PYP), ensuring that all students are supported in their development as thoughtful and capable learners.

Assessment is an integral part of the learning process and is used to inform teaching, guide student progress, and support the development of the whole child. This policy outlines the principles and practices that guide assessment in our school, providing clarity on how assessment is used to enhance the learning experience.

IB Mission Statement: IB aims to develop inquiring, knowledgeable, and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

The **IB philosophy** is grounded in a belief that education should be **student-centered**, emphasizing **inquiry-based learning**, **intercultural understanding**, and the development of essential life skills. The program focuses on holistic development, nurturing not only the intellectual abilities of students but also their **personal** and **social growth**.

Vilnius st. Kristoforo progymnasium **mission:** developing together, taking each student into account, we develop a personality that creates its own values, capable of learning consciously through research and collaboration.

Vilnius st. Kristoforo progymnasium **vision:** by cooperating, we purposefully develop a thinking, responsible and caring, consciously learning personality.

Our **motto** is #everyoneisimportant (#svarbuskiekvienas).

The Purpose and Principles of Assessment

The purpose of assessment in the PYP at Kristoforo Progymnasium is to:

- **Monitor Progress.** Assessment allows us to track the development of students' knowledge, skills, and attitudes over the course of the academic year. By regularly reviewing student progress, teachers can ensure that learning is developmental;
- **Support Personalized Learning and Identify Learning Needs.** Assessment helps identify areas where students may need additional support. Assessment allows for differentiation and individualized instruction. By evaluating each student's strengths, interests, and learning styles, teachers can personalize learning pathways, ensuring that all students have access to meaningful and challenging content;
- **Promote Accountability.** Assessment encourages students to take responsibility for their learning. By regularly reviewing their performance, students become more aware of their progress and are empowered to take ownership of their educational journey;
- **Enhance Communication and Collaboration.** Assessment results can foster better communication between teachers, students, and parents. Open dialogue about student

performance and growth enables stronger partnerships and provides a clear picture of the learning process. Collaboration among teachers and across grades also supports a cohesive and well-rounded approach to student development;

- **Foster a Culture of Reflection and Continuous Improvement.** Regular assessment encourages a culture of ongoing reflection—both for students and teachers. Students reflect on their learning and self-assess their progress, while teachers evaluate their teaching practices and modify their instruction based on assessment outcomes;
- **Celebrate Achievements and Successes.** Assessment provides an opportunity to celebrate students' academic and personal achievements. Recognizing progress, no matter how small, boosts students' confidence, self-esteem, and motivation to continue learning;
- **Ensure Alignment with the PYP Framework.** Assessment provides a way to ensure that the teaching and learning are aligned with the goals of the PYP. By using the PYP's key concepts, transdisciplinary themes, and learner profile attributes as a guide, assessments ensure that students are developing the knowledge, skills, and attitudes expected by the framework.

Assessment at Kristoforo Progymnasium is based on the following principles:

- **Balanced.** Assessment involves both formative (ongoing) and summative (final) assessments, providing a comprehensive picture of student learning.
- **Inclusive.** Assessments are designed to accommodate all learners, considering diverse abilities and needs.
- **Reflective.** Teachers and students reflect regularly on assessment data to guide the learning process.
- **Transparent.** The purpose, criteria, and process of assessment are clearly communicated to students and parents.
- **Continuous.** Assessment is ongoing and integral to the learning process, rather than a separate or isolated event.
- **Student-Centered.** Students are actively involved in the assessment process and encouraged to take responsibility for their own learning.

Assessment Practices and Criteria

In Vilnius st. Kristoforo progymnasium Assessment Criteria are established for each unit of study, reflecting the learning goals of the PYP framework. These criteria are shared with students at the beginning of each inquiry unit, so they understand what is expected of them. Taking into account the special educational needs of students, the assessment criteria, tasks, and methods of their completion may be different than for the entire class.

Assessment practices:

- **Formative Assessment.** Formative assessment is conducted regularly to monitor student progress and provide immediate feedback to improve learning. It may take the form of observations, questioning, peer reviews, student reflections, quizzes, or small-group activities. The goal is to inform both the teacher's instructional decisions and the student's development. Formative assessments could be done in several types:
 - ✓ Observation;
 - ✓ Conversation between student and teacher;

- ✓ Conversation between student and student;
- ✓ Conversation student, parents and teacher;
- **Summative Assessment.** Summative assessments evaluate the student's overall achievement at the end of a unit or inquiry. These assessments are based on the learning objectives and often take the form of projects, presentations, tests. The results of summative assessments are used to determine students' achievement levels relative to the expected learning outcomes. Summative assessments have several types:
 - ✓ National Student Achievement Tests, which are written in the end of 4 and 8 grade;
 - ✓ Students tests in the beginning and in the end of the year;
 - ✓ Project of the year;
 - ✓ Exhibition as a culminating project that typically takes place at the end of a student's time in the PYP. It is a significant part of the PYP and offers students the opportunity to demonstrate the skills, knowledge, and understandings they have developed throughout their time in the programme;
 - ✓ Presentations;
 - ✓ Tests, ect.;
- **Student Portfolios.** Students maintain a portfolio that includes examples of their work over time. This portfolio helps to document their progress, achievements, and reflections on their learning journey. It provides a valuable tool for self-assessment and goal-setting;
- **Self-Assessment.** Students are encouraged to participate in self-assessment activities. These activities help foster self-awareness, reflection, and accountability in the learning process. Students use reflection prompts to assess their own work, with guidance from teachers.

The assessment in the MYP (Middle Years Programme) is based on criteria (A, B, C, D). Each subject has its own description of the MYP assessment criteria (rubrics). Each criterion must be assessed at least twice during the school year, and at least once per semester. In each unit plan, the teacher identifies which criteria will be assessed. Each unit plan must include no fewer (may be more) than **2 formative assessments** and **1 summative assessment**. Tasks are assessed according to the identified criteria (A, B, C, D), assigning a **level from 1 to 8** for each criterion.

At the end of the semester, the teacher determines the **final level** (from 1 to 8) the student has reached for each criterion (A, B, C, D). It is emphasized that this level is **not** an arithmetic average, but rather the teacher's **best-fit judgment**, based on the student's overall performance during the semester, completed tasks, progress made, etc.

The final levels for each of the criteria (A, B, C, D) are added together to get a total score. This total is then converted into the final **MYP grade** using the **grade boundary table**. This becomes the student's **semester grade**. In Lithuania MYP students get grades from 1 to 10. To ensure consistently and clarity Lithuanian grades are converted into MYP Achievement Levels (out of 8 per criterion).

Criterion Score	Grade	Lithuanian grade	Explanation
0	0	Not assessed	Not submitted/not completed or the work does not meet the minimum required standards.

1–5	Grade 1	2	Minimal achievement of all objectives. Very rarely demonstrates critical and creative thinking. Applies basic knowledge and skills inflexibly and infrequently.
6–9	Grade 2	6–7 Criterion Score is 3 9–8 Criterion Score is 4	Very limited achievement of most objectives. Rarely demonstrates critical and creative thinking. The student struggles to understand basic knowledge and skills.
10–14	Grade 3	5	imited achievement of most objectives or clear difficulties in certain areas. Makes an effort to use basic elements of critical and creative thinking. The student demonstrates a limited understanding of the required knowledge and skills and is able to apply them only in simple situations.
15–18	Grade 4	6	A good understanding of the necessary skills and the ability to apply them effectively in simple, familiar situations. Demonstrates basic elements of critical and creative thinking. Occasionally shows an understanding of analysis, synthesis, and evaluation skills.
19–23	Grade 5	7	Consistent and thorough understanding of the required skills and the ability to apply them with near-flawless accuracy in a wide range of contexts. Demonstrates critical and creative thinking. The student generally shows an adequate understanding of analysis, synthesis, and evaluation skills, and occasionally demonstrates originality and insight.
24–27	Grade 6	24–25 Criterion Score is 8 26–27 Criterion Score is 9	Consistent and thorough understanding of the required skills and the ability to apply them with near-flawless accuracy in a wide range of contexts. Frequently demonstrates critical and creative thinking. Appropriate and consistent demonstration of analysis, synthesis, and evaluation skills. The student generally demonstrates originality and insight.
28–32	Grade 7	10	Consistent and thorough understanding of the required skills and the ability to apply them in a wide range of contexts. Always demonstrates critical and creative thinking. Appropriate and consistent demonstration of analysis, synthesis, and evaluation skills. The student consistently shows originality and insight, and their work is always of high quality.

Ethic, religious are assessed using words “Passed”, “Not passed”.

Monitoring and Reflection of Student Progress

Starting from the first grade, according to the Continuous Improvement system, each student, together with the class teacher, creates a Student Portfolio, which consists of:

- a title page, which contains the student's name, surname, and class;
- a page "I am", where the student draws, using symbols to depict what he or she identifies with (activity, personalities, objects, etc.);
- semi-annual goals are formulated - one goal is associated with learning, academic achievements, the other goal is personal, associated with the student's hobbies, and leisure time;
- a monthly progress monitoring table - here the student marks the level achieved in each subject of each month with the corresponding letters according to the entries in the electronic diary;
- semi-annual and annual results - the student marks his or her semi-annual assessments;
- results of inspections – data is filled in after autumn and spring inspections, the results of which are discussed with subject teachers;
- questionnaire “Analyzing my learning”, which the student fills out after each semester, reflecting on the level of his/her competences;
- a page "I am proud", where the student draws, depicts with symbols, lists activities, events in his life that he is proud of, which he considers important. It is recommended to collect evidence of "I am proud": certificates of appreciation and diplomas for participation in events, competitions, olympiads, creative works, photographs, etc. Time is allocated for this activity at least twice a semester.

The class teacher analyzes the progress and achievements together with the student every month during the last class hour. The class teacher encourages the student to reflect on his activities by working individually, in pairs or in small groups.

The class teacher discusses the progress of his students with the supervising deputy for education every month, together planning the necessary interventions (agreements with students, involvement of specialists in educational assistance to the student, informing parents, consideration of the case in the child welfare commission, preparation of an individual assistance plan, appeal to external institutions, etc.).

Assessment Reporting

Kristoforo Progymnasium values strong communication with parents and aims to provide regular updates on student progress. Reporting takes place through:

- Regular communication between home and school (email, newsletters);
- Consistent student assessment in a descriptive manner. Information is provided through the electronic diary;
- Summative assessment is written in electronic diary at the end of semester;
- Once a year open day at school, when parents can register for conversation with different teachers;
- Once a year for all students conversations “Students-Parents-Teacher”;

- Parents are invited to participate in interdisciplinary topic final event.

Conclusion

At Kristoforo Progymnasium, assessment is an integral and ongoing part of the learning process. We believe that effective assessment not only measures student achievement but also guides and enhances learning, supports individual growth, and fosters a deeper understanding of the content. Through formative and summative assessments, we aim to provide timely feedback, encourage self-reflection, and help students set meaningful goals for their academic and personal development.

Our assessment practices are designed to be fair, transparent, and aligned with the PYP framework. They are focused on the whole child, ensuring that academic, social, emotional, and personal progress are equally valued. By providing opportunities for self-assessment, peer feedback, and collaborative reflection, we empower students to take ownership of their learning journey.

Through continuous collaboration among students, teachers, and parents, we ensure that assessment serves as a powerful tool for improvement. By maintaining an environment of trust and open communication, we work together to create a school culture where every student feels supported, challenged, and motivated to reach their full potential.

References:

- Primary Years Programme: From principles into practice, 2015
- Programme Standards and Practices, International Baccalaureate Organization, 2014.
- Learning and Teaching, International Baccalaureate Organization, 2018.