



MUHAMMAD AL-KHWARIZMI
SPECIALIZED SCHOOL



ASSESSMENT POLICY

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**Muhammad al-Khwarizmi Specialized School
Assessment Policy**

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Muhammad al-Khwarizmi Specialized School

Assessment Policy

I. Assessment philosophy

The main purpose of assessment is to improve and maintain the student's learning. For this purpose, the collection and analysis of information about the student's achievement at different stages of the educational process is carried out. Criteria assessment determines academic achievement according to criteria based on the objectives and content of the subject. The description of the level of achievement for each criterion provides information on what the student has achieved and what is needed for improvement. All those involved in the assessment process (students, teachers, parents, and administration) must understand the goals, objectives, principles, methods, forms and tools of assessment as described in the International Baccalaureate guidelines.

Muhammad al-Khwarizmi Specialized School mission

The mission of the specialized school named after Muhammad al-Khwarizmi is to have 21st-century skills that can solve global problems on a global scale with the help of digital technologies in the path of peace and universal development, relying on the universal and national values that are inculcated in the minds of students at the school, raising a generation that is perfect and worthy of its ancestors.

Core Values of Muhammad al-Khwarizmi Specialized School

Innovation and Inquiry

We encourage curiosity, creativity, and scientific thinking inspired by Muhammad al-Khwarizmi's spirit of discovery.

Integrity and Responsibility

We act honestly, respect others, and take responsibility for our learning, decisions, and actions in both the digital and real worlds.

Global-Mindedness

We embrace diversity and intercultural understanding, learning to see the world through multiple perspectives and to build peace through respect.

Excellence and Lifelong Learning

We strive for academic excellence, continuous self-improvement, and the pursuit of knowledge throughout life.

Collaboration and Service

We work together as a community, valuing teamwork and contributing to society through meaningful action and service.

Respect for Universal and National Values

We uphold the moral, cultural, and historical values of Uzbekistan while fostering universal human values such as compassion, justice, and equality.

Digital Citizenship

We use technology responsibly, creatively, and ethically to solve problems and improve our world.

II. General Provisions

Criteria-based assessment is implemented in Grades 5–9 in accordance with IB MYP subject guides. Each criterion is assessed at least twice per academic year per subject. Assessment expectations and criteria are communicated to students at the beginning of each unit.

Explanation of Criteria-based Assessment

Criteria-based assessment is a way to measure student learning from four different perspectives. In this methodology, a student may build on domains in which he or she is achieving well, and focus on the areas of individual improvement. The domains are comprehensive, and generally fall under four categories: knowledge, skill, communication and transfer.

As opposed to a traditional numeric marking or mean scoring, this methodology supports the individual learning potential of each student. As an example, a mark of 3 on a scale from 1-5 could indicate that a student achieves equally on all measured areas, or could mean the student has areas of strength but one area that requires significant improvement. Criteria-based assessment disaggregates the results so that improvement may be targeted, and achievement celebrated.

Marks for each criterion are recorded and reported separately to communicate the areas of strength and challenge to students, parents and faculty. Each mark is based on the standards and indicators found in the IB subject guides, repeated in the Unit plan, and published to the student at the initiation of the unit. In this manner, IB marking is transparent, communicative, and growth-oriented.

| Name of subjects | A | B | C | D |
|-------------------------------|--------------------------------------|--------------------------------------|---------------------------|---|
| Arts | Knowing and understanding | Developing Skills | Thinking Creatively | Responding |
| Design | Inquiring and analyzing | Developing Ideas | Creating the Solution | Evaluating |
| Individuals& Societies | Knowing and understanding | Investigating | Communicating | Thinking critically |
| Language Acquisition | Comprehending Spoken and Visual Text | Comprehending Spoken and Visual Text | Communicating | Using Language |
| Language& Literature | Analyzing | Organizing | Producing Text | Using Language |
| Mathematics | Knowing and understanding | Investigating Patterns | Communicating | Applying mathematics in Real World Contexts |
| Physical and Health Education | Knowing and understanding | Planning for performance | Applying and Performing | Reflecting and Improving Performance |
| Sciences | Knowing and understanding | Inquiring and designing | Processing and Evaluating | Reflecting on the Impacts of Science |

| Community Project | Investigating | Planning | Taking action | Reflecting |
|-------------------|---------------|----------|---------------|------------|
|-------------------|---------------|----------|---------------|------------|

Marking Within Assessment Criteria (A–D)

Student achievement in each subject group is assessed using four criteria (A, B, C, and D), as prescribed by the IB Middle Years Programme. Each criterion is assessed on a levels of achievement scale from 0 to 8, based on IB-published criterion descriptors.

Teachers award one level of achievement per criterion using a best-fit approach, selecting the level descriptor that most accurately reflects the student’s demonstrated performance.

Possible Levels of Achievement

For each criterion (A, B, C, D), the following levels may be awarded:

| Level | Descriptor (General IB Meaning) |
|-------|--|
| 0 | The student does not reach a standard described by any of the descriptors below. |
| 1–2 | Limited achievement of the criterion objectives. |
| 3–4 | Adequate achievement of the criterion objectives. |
| 5–6 | Substantial achievement of the criterion objectives. |
| 7–8 | Excellent achievement of the criterion objectives. |

Criterion-Level Assessment and Recording

Each assessment criterion (A–D) is assessed independently in accordance with IB Middle Years Programme requirements. The maximum possible level of achievement for each criterion is 8. The final level of achievement for each criterion is determined using evidence from summative assessments collected across the reporting period. Teachers do not calculate averages of assessment scores; instead, they apply professional judgement and a best-fit approach to determine the most appropriate criterion descriptor that reflects the student’s overall achievement.

Total Achievement and Grade Conversion

For each subject, the four final levels of achievement awarded for criteria A–D are summed to produce a total achievement score. The maximum possible total is 32 points (8 points per criterion). This total achievement score is then converted into a final IB grade on the 1–7 scale using the IB-published grade boundaries.

The system of criteria-based assessment includes formative and summative assessment.

Formative Assessment

Formative assessment supports learning by providing timely feedback and guiding instructional adjustments. It includes, but is not limited to, oral responses, written work, projects, performances, experiments, portfolios, reflections, and digital tasks.

Formative assessment does not contribute directly to semester grades but is essential for skill development and learning progression. Students who miss formative tasks are provided with alternative opportunities to complete them.

Summative Assessment

Summative assessment evaluates student achievement at the end of a unit using MYP criteria. Summative tasks may be written, oral, practical, or digital and are designed to align with unit objectives and assessment criteria.

Summative tasks involving oral or demonstrative responses may be audio- or video-recorded for moderation and quality assurance purposes. All recordings are securely stored, accessed only by authorized personnel, and handled in accordance with national data protection regulations. Recordings are retained only for the minimum period necessary.

Completion of summative assessments is mandatory. Retakes of completed summative assessments are not permitted. However, in line with the philosophy of assessment as part of learning, students are provided with structured opportunities to reflect on feedback. Where appropriate, students may complete reflective or improvement tasks that support learning progression without altering the original summative grade.

Students absent for valid reasons are given an opportunity to complete missed assessments. Unexcused absence results in a recorded mark of zero in accordance with school regulations.

The procedure for conducting formative assessment in the MYP school

Formative assessment methods at **Muhammad al-Khwarizmi Specialized School** vary in format and purpose, accommodating diverse learning styles and fostering active teacher–student interaction. These assessments allow for the **adjustment and differentiation of instruction** to meet the needs of all learners.

Formative assessment carries a corrective function. Formative assessment is not included in semester and year grades.

Common approaches to collecting evidence of learning include:

- Observation of expression, behavior, and attitudes
- Questionnaires and reflections
- Creative writing (essays, compositions, posters)
- Oral responses (presentations, monologues, dialogues, discussions)
- Projects and research assignments
- Debates and performances
- Quizzes and tests
- Experiments and demonstrations of physical or technical skills
- Process journals and portfolios
- Case studies or matrices
- Blogs and digital reflections

Students are expected to complete all ongoing formative assessment tasks, as these activities directly contribute to the development of knowledge and skills required for successful performance in **summative assessments**.

If a student is unable to complete a formative task — including in cases of absence — the **teacher, in consultation with the student**, will schedule an additional opportunity to complete the task. This ensures that every student has equitable access to learning and feedback, and that no gaps remain in formative assessment records.

The procedure for conducting summative assessment in secondary school (MYP)

Summative assessment is conducted at the end of each unit to determine the extent to which students have achieved the specific knowledge, understanding, and skills outlined in the unit objectives. All summative assessments are designed and evaluated using the prescribed MYP subject-group criteria.

The type and format of summative tasks are determined by the subject teacher in accordance with the unit objectives, the phase or level of study, and the intended learning

outcomes. Assessment tasks may include written, oral, practical, or digital components, and must reflect the criteria being assessed.

All participants in the educational process—teachers, students, parents, and the school administration—are informed about the assessment criteria and requirements in advance to ensure transparency.

Summative tasks involving oral or demonstrative responses are recorded (audio or video) and securely stored by the school for moderation and quality assurance purposes.

The schedule for summative assessment is established by the school administration. All summative tasks must be completed by the end of the unit.

Completion of summative assessment tasks is mandatory for all students. Retakes of completed summative assessments are not permitted.

If a student is absent during a summative assessment for a valid reason, the teacher—upon consultation with the school administration—provides additional time for the student to complete the task. The schedule for such make-up assessments is set collaboratively between the teacher and administration.

Following submission, teachers evaluate student work using task-specific clarifications developed for each assessment criterion. Teachers then determine achievement levels using the best-fit approach, guided by standardized MYP descriptors.

Where no evidence of achievement is available due to unexcused absence, the criterion level is recorded as 0, in accordance with IB assessment guidance.

If a student fails to complete or submit a summative task within the designated timeframe, the teacher must:

- a. Inform the class tutor in writing of the student's absence or non-submission;
- b. Record a comment in the Student Information System (SIS) noting the missed task;
- c. Ensure that second attempts at the same summative assessment are not permitted.

All summative assessments are conducted under uniform conditions for each class within the same grade level (parallel).

In the event of a disagreement between the student and teacher regarding assessment outcomes, the MYP Coordinator may be invited to mediate and support the resolution process.

III. Marks calculations

All assessment criteria are applied in accordance with the corresponding MYP year level. At Muhammad al-Khwarizmi Specialized School, the alignment between school grades and MYP years is as follows: Grade 5 corresponds to MYP Year 1; Grade 6 to MYP Year 2; Grade 7 to MYP Year 3; Grade 8 to MYP Year 4; and Grade 9 to MYP Year 5. Students are assessed using the criteria descriptors and achievement level bands appropriate to their assigned MYP year.

Results from summative assessments, awarded in accordance with the final level of achievement for each criterion, are recorded in teachers' assessment records and submitted to the IB MYP Coordinator in line with the school's assessment calendar.

Semester grades are reported on the IB 1–7 scale. The semester grade is determined by:

1. establishing the final level of achievement for each criterion based on evidence from summative assessments;
2. summing the final criterion levels to produce a total achievement score; and
3. converting this total score into an IB grade using the IB-published grade boundaries.

Reporting

Students and parents receive formal assessment reports twice per academic year.

Assessment reports are communicated through the school's official digital reporting platform and, where required, in printed format. Parents and students are granted secure access to individual assessment information through the school's designated system.

Reports include:

- criterion-level achievement for each subject;
- final IB grades on the 1–7 scale;
- IB grade descriptors; and

In addition to written reports, the school provides opportunities for parent–teacher conferences to discuss student progress, assessment outcomes, and next steps for learning.

Criteria Reporting

| Subject | A | B | C | D | Total/32 | Subject Grade/7 | Criterion Total 32 (within the criterions of A,B,C,D.) | FINAL LEVEL |
|-------------------------------|---|---|---|---|----------|-----------------|---|-------------|
| Language and Literature | 6 | 5 | 5 | 7 | 23 | 5 | Reports are given to students and parents two times a year. The criteria grades the MYP totals, the IB grades and the grade descriptors are included on the report. | 1–5 |
| Language Acquisition | 7 | 8 | 8 | 6 | 29 | 7 | | 6–9 |
| Individuals and Societies | 7 | 5 | 6 | 6 | 24 | 6 | | 10–14 |
| Sciences | 5 | 4 | 4 | 4 | 17 | 4 | | 15–18 |
| Mathematics | 5 | 5 | 6 | 6 | 22 | 5 | | 19–23 |
| Arts | 6 | 6 | 5 | 6 | 23 | 5 | | 24–27 |
| Physical and Health Education | 6 | 8 | 7 | 5 | 26 | 6 | | 28–32 |
| Design | 7 | 8 | 6 | 6 | 27 | 6 | | 7 |

report to parents.

| Boundary guidelines | IB grades | Uzbek system grades | Descriptor |
|---------------------|-----------|---------------------|------------|
| | | | |

| | | | |
|-------|----------|---|---|
| 1-5 | 1 | 2 | Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills. |
| 6-9 | 2 | 2 | Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills. |
| 10-14 | 3 | 3 | Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations |
| 15-18 | 4 | 4 | Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations. |
| 19-23 | 5 | 4 | Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations. |

| | | | |
|-------|----------|---|---|
| 24-27 | 6 | 5 | Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence. |
| 28-32 | 7 | 5 | Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations. |

Required IB MYP Assessment Scheme and the State Assessment

MAKSS participates in the national assessment system as well as its internal IB MYP assessment scheme. At the end of each term, all students take subject assessments in the core topics aligned with the specialization of the school. At MAKSS, these subject assessments include English, Mathematics, exact sciences and ICT.

Assessment results are used as benchmarking for national progress toward learning goals, and as individual measures to be recorded in the official student transcript. Assessment marks for the national examinations are not combined with IB MYP assessment results; however, a term assessment may be used as one element of the criteria-based rubric for a subject if the assessment can be mapped to the standards and indicators of the subject guide.

Students receive two separate marking reports at the end of each semester. The IB MYP report is a comprehensive reflection of criteria achievement in each subject and a description of the overall IB level according to the tables published in this policy. ATL progress is also included in the IB MYP report. The second report is a summation of the student's performance on the national examination, with marks aligned to the national scheme (normative, percentage-based, with a scale of 1-5). The national examination report becomes part of the student's official academic record.

Conditions to achieve a certificate for the Middle Years Programme

The curriculum framework consists of **eight** subject groups.

- Language and literature
- Language acquisition
- Individuals and societies
- Sciences
- Mathematics
- Arts
- Physical and health education

Students at the end of their year-five of the IB MYP students enter the IB external assessment. The outcomes of these assessments are recorded in an MYP course results document. Students can choose to:

- do the **personal project** only, leading to a **school certificate**, or
- take **additional assessments** (ePortfolios or on-screen examinations), which can lead to the award of the **MYP certificate**.

MYP personal project allows students to:

- decide what they want to learn about;
- identify what they already know;
- discover what they will need to know to complete the project;
- create a proposal or criteria for completing it.

Conditions for the Award of the School Certificate

The School Certificate is awarded by the school to students who successfully complete the internal requirements of the IB MYP. To be eligible for the School Certificate, students must:

- a) participate in and complete the required years of the MYP;
- b) complete all subject-specific assessments in accordance with MYP assessment criteria;
- c) engage in interdisciplinary learning activities as planned by the school;
- d) fulfill the school's expectations for service as action;
- e) complete the **Personal Project** in accordance with school guidelines.

The School Certificate confirms successful participation in the MYP and meeting the school's internal academic requirements. It does not constitute the award of the IB MYP Certificate.

The **IB MYP Certificate** is awarded by the International Baccalaureate to students who meet all IB-defined assessment requirements. To be eligible for the IB MYP Certificate, students must:

- a) complete the final year of the MYP;
- b) participate in the required IB eAssessment components, including on-screen examinations and/or ePortfolios, as applicable to the subject groups;
- c) achieve a minimum grade of 3 in each externally assessed subjects of ;
- d) achieve a minimum grade of 3 in the Personal Project;
- e) complete the on-screen examinations in interdisciplinary assessment and achieve at least a grade 3;
- f) meet the IB minimum total score of 28 for the award of the certificate.

All MYP assessment decisions are based exclusively on IB assessment criteria. Where local or national regulations require grades to be reported in another system, MYP grades are converted to national grades only after MYP assessment outcomes have been finalized. National grades are not used to determine or influence MYP assessment results.

Links to Other Policies

Assessment at MAKSS operates within a coherent framework of interrelated policies that together ensure fairness, integrity, inclusion, and consistency across all aspects of teaching and learning.

Academic Policy

- Assessment is governed by the principles outlined in the Academic Policy, which defines academic integrity, preventive education, investigation procedures, and sanction levels.
- Integrity expectations apply equally to all forms of student work—including homework, formative and summative assessments—ensuring authenticity, ethical research practice, and responsible use of technology.

Language Policy

- The Language Policy ensures clarity, transparency, accessibility, and multilingual communication in all assessment-related materials and feedback.
- It reinforces the use of precise, student-friendly language and bilingual reporting (English / Uzbek / Russian) so that assessment expectations are understood by the entire school community.

Monitoring and Review

Quality Cycle

- The Assessment Policy is reviewed annually in April as part of the school's institutional quality-assurance cycle.
- The process is led jointly by the Academic affairs department and the IB MYP Coordinator, with input from subject teachers.
- Recommendations arising from the review are submitted to the Head of school for ratification to ensure transparency, accountability, and alignment with school-wide strategic priorities.

Improvement Actions

Findings from the annual review inform targeted improvement strategies that strengthen the quality and impact of assessment across the school.

Assessment data are used to:

- identify subject-level or cohort trends and implement interventions to raise attainment and achievement grades.
- refine teachers' understanding and application of assessment criteria through collaborative moderation; and
- plan focused professional development (PD) sessions that enhance feedback practice, data literacy, and consistency of judgement.

These improvement actions are integrated into the school's Professional Learning Plan. Together, they reinforce a sustainable cycle of reflection, integrity, and continuous improvement in alignment with IB MYP Standards.

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