

Muhammad al-Khwarizmi Specialized School

# Assessment policy

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Approved:

Head of the school:

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# 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

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About Us

## Innovation and Inquiry

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

## Global-Mindedness

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

## Collaboration and Service

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

## Digital Citizenship

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

## Integrity and Responsibility

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

## Excellence and Lifelong Learning

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

## 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.

# General Provisions

The procedure for conducting criteria-based assessment in the MYP years (grades 5-9). All criteria are assessed two times per year, per subject according to the MYP subject guides.



# Explanation of Criteria-based Assessment

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.

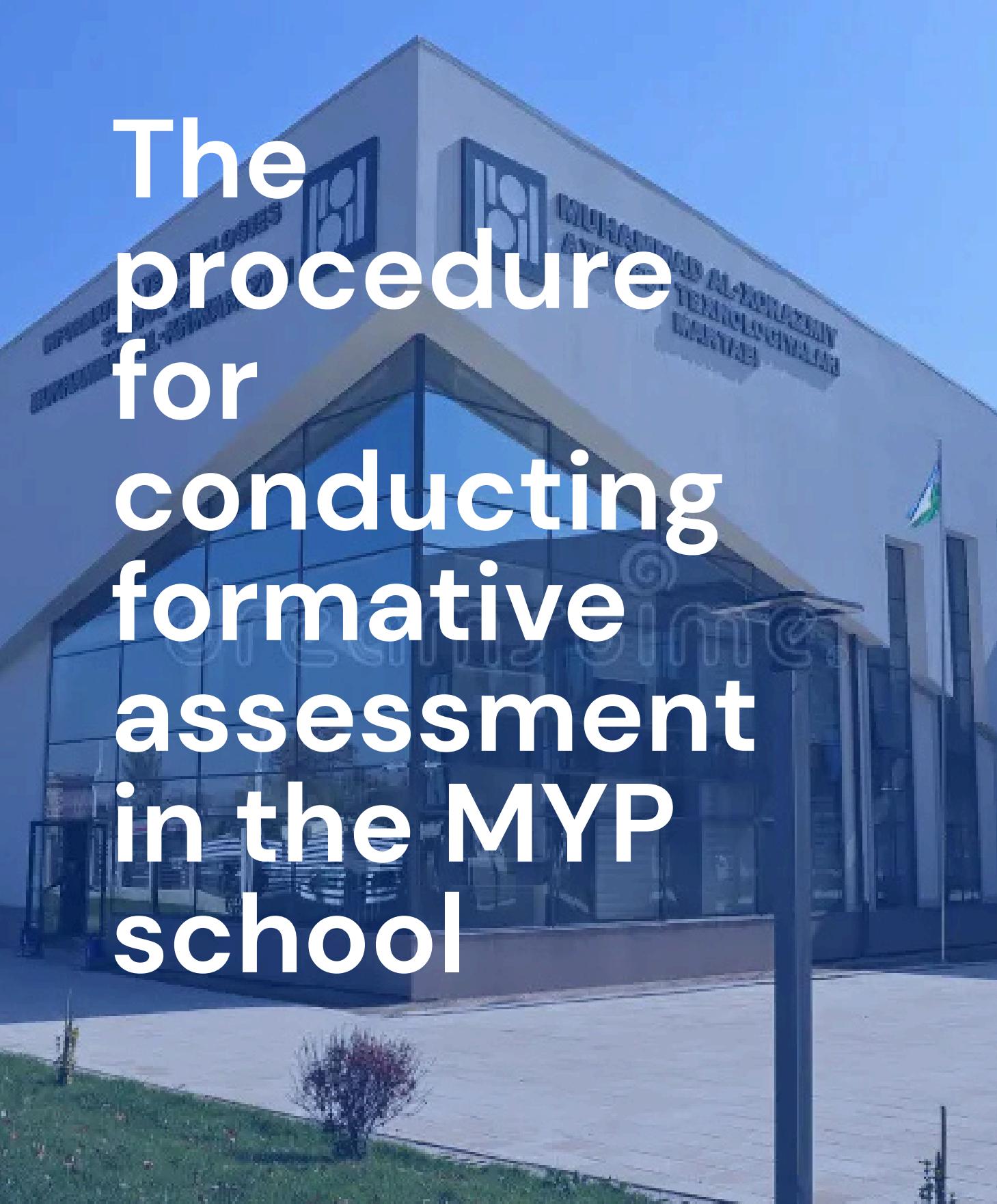
# Special School

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

Formative (ongoing) assessment allows the teacher and the student to adjust the learning process and eliminate possible gaps. Conducted in various forms (oral questioning, written work, practical work, etc.).

The summative (final) assessment is carried out during and at the end of the study of the unit to determine the level of achievement of the acquired knowledge and the level of development of students' skills. Upon completion of the study of the unit, at least one summative work is carried out.

	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 Written 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



# 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.



## The procedure for conducting formative assessment in the MYP school

- 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.

# Marks calculations

All criteria are assessed according to the year level. Grades 5 and 6 are assessed with year 1, grades 7 and 8 are assessed with year 3 and grade 9 is assessed with year 5.

The results of the summative assessment, exhibited in accordance with the level of achievement of the relevant criteria, are recorded in the teacher records and submitted to the MYP coordinator.

The semester grade is put on a scale of IB from one to seven and is calculated by determining the final level of achievement for each criterion according to the requirements of the IB, then by summing the marks for the criteria and calculating the grade taking into account the grade limits set by the IB.

All criteria are reported individually, per subject and per criteria. The sum of each subject is divided by 32. The result is translated to a final IB grade using the MYP table.

## Criterion A: Knowing and understanding

Maximum: 8

At the end of year 1, students should be able to:

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples.

Achievement level	Level descriptor
0	The student does not reach a standard described by any of the descriptors below.
1–2	The student: <ol style="list-style-type: none"><li>i. <b>recognizes some</b> vocabulary</li><li>ii. demonstrates <b>basic</b> knowledge and understanding of content and concepts through <b>limited</b> descriptions and/or examples.</li></ol>
3–4	The student: <ol style="list-style-type: none"><li>i. <b>uses some</b> vocabulary</li><li>ii. demonstrates <b>satisfactory</b> knowledge and understanding of content and concepts through <b>simple</b> descriptions, explanations and/or examples.</li></ol>
5–6	The student: <ol style="list-style-type: none"><li>i. <b>uses considerable relevant</b> vocabulary, <b>often accurately</b></li><li>ii. demonstrates <b>substantial</b> knowledge and understanding of content and concepts through descriptions, explanations and examples.</li></ol>
7–8	The student: <ol style="list-style-type: none"><li>i. <b>consistently uses relevant</b> vocabulary <b>accurately</b></li><li>ii. demonstrates <b>excellent</b> knowledge and understanding of content and concepts through <b>detailed</b> descriptions, explanations and examples.</li></ol>

## Criteria reporting

	Overall Levels of Achievement (OLA) for subject criteria A-D					
Subject	A	B	C	D	Total/32	Subject Grade/7
Language and Literature	6	5	5	7	23	5
Language Acquisition	7	8	8	6	29	7
Individuals and Societies	7	5	6	6	24	6
Sciences	5	4	4	4	17	4
Mathematics	5	5	6	6	22	5
Arts	6	6	5	6	23	5
Physical and Health Education	6	8	7	5	26	6
Design	7	8	6	6	27	6

Each criteria marked separately

Mark comes from IB table

Criterion Total /32	FINAL IB LEVEL
1-5	1
6-9	2
10-14	3
15-18	4
19-23	5
24-27	6
28-32	7

**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. ATL achievement is also listed on the MYP 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 State Assessment and the IBMYP Assessment Scheme

MAKSS participates in the national assessment system as well as its internal IBMYP 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 IBMYP 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 IBMYP 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 IBMYP 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.

A photograph of a classroom interior. Rows of wooden desks and chairs are arranged facing a chalkboard on the right wall. Above the chalkboard hangs a large, detailed world map. The ceiling features a grid of fluorescent light fixtures. A projector is mounted on the ceiling above the chalkboard area.

Thank You