Астана
«Білім-Инновация»
лицей-интернаты

ASSESSMENT POLICY

of

Astana “Bilim - Innovation” lyceum for gifted boys

1. **General Provisions**

The assessment guidelines of Astana Bilim-Innovation lyceum (referred to as BIL) for gifted students align with the decree from the Minister of Education and Science of the Republic of Kazakhstan on March 18, 2008, numbered 125, "**Standard rules for conducting formative and summative assessment, midterm and qualification examinations of students in educational organizations, implementing general educational programs of primary, basic secondary, general secondary education"** and integrates with International Baccalaureate curriculum assessment standards.

The school will review and update its assessment policy every two years with input from all staff members. Before making any changes, feedback will be gathered from everyone involved in the school community. The *Programme standards and practices*, as well as the guide *DP: From principles into practice*, were taken into account in developing the policy.

Student learning in the IB Diploma Programme is evaluated using criterion-based assessment, which involves formative and summative tasks, as well as internal and external assessments.

For students to be assessed fairly, they must clearly understand the assessment expectations, which should be introduced early in the course and consistently emphasized during classwork and homework. These assessment requirements outline how summative assessments will be carried out and clarify the criteria by which students will be evaluated at the end of the course.

Terms Used in the Assessment Regulations:

Annual Grade: The final mark assigned to a student at the end of the academic year for each subject, shared with legal guardians.

Approaches to Learning (ATL): A set of learning skills developed through five domains: communication, social, self-management, research, and thinking—applied across all IB programmes.

Assessment Criteria: Subject-specific goals and benchmarks used to judge student performance, as outlined in IB subject guides.

Assessment Tasks: Activities or forms of evaluation (both formative and summative) conducted regularly and aligned with the assessment criteria.

Creativity, Activity, Service (CAS): A DP component that supports students' personal growth by developing creative, social, and communication skills beyond academic subjects.

Criterion-Based Assessment: Assessment that compares actual student achievement to expected learning outcomes, based on IB-developed criteria.

DP Grade: A grade awarded by the IB for student performance in the Diploma Programme.

Descriptor: A specific explanation of what a student must demonstrate to achieve each level of performance in an assessment criterion.

Diploma Programme (DP): An IB educational programme designed for students aged 16 to 19.

Examination Grade: A grade resulting from final assessments in middle school and external assessments in high school.

Extended Essay (EE): A research paper written in the language of instruction as part of the DP. It develops students' research and academic writing skills.

External Assessment in Middle and High Schools: An evaluation developed by the IB organization and/or State Educational Departments to assess students' knowledge and learning skills at the end of middle and high school.

External Moderation: The review of students' work by IB experts after internal moderation to ensure a fair and objective assessment of project work.

Final Attestation: An assessment procedure used to determine students' mastery of academic disciplines upon completion of middle school.

Final Grade: A composite assessment combining the annual grade and exam grade in a set percentage. This grade is recorded on report cards, middle school, and high school certificates.

Final Level of Achievement: A student's academic achievement level at the end of a term in middle school, determined by assessment results and based on approved criteria.

Formative Assessment: A continuous assessment approach that provides feedback between teacher and student to guide learning.

Grade: A numeric representation of a student's academic achievement level based on assessment criteria.

Grade Level: Refers to classes within the same academic year.

IB Course Certificate: A certificate awarded to Grade 11 students who earned a DP grade in one or more subjects but did not meet all IB Diploma requirements.

IB Diploma: An official educational certificate awarded to students in grade 11 upon successful completion of all IB requirements.

IB Final Diploma Awarding Committee: The official IB body responsible for determining whether a student is awarded the Diploma or certificate and for assigning DP grades.

IB Information System (IBIS): The IB's electronic platform for registering students for external assessments and moderation, and viewing results.

Interdisciplinary Learning: Learning that integrates two or more subjects from different subject groups.

Interdisciplinary Unit: A unit of study designed by combining content from multiple subject areas.

Internal Assessment: An evaluation conducted by teachers based on IB criteria, contributing to the DP final grade, and moderated externally by the IB.

Internal Assessment Grade: A DP grade determined by teacher evaluation and externally moderated by the IB.

MYP Certificate: A certificate issued to students who have successfully completed all requirements of the Middle Years Programme.

Mark Scheme: A guide showing how points are awarded for specific high school assignments, based on IB examples.

Middle Years Programme (MYP): An IB educational programme for students aged 11 to 16, implemented at the secondary education level.

Moderation (IB DP): A process where the IB or school reviews and adjusts teacher-assessed work to ensure that internal assessments meet IB grade descriptors and are comparable across schools worldwide.

Personal Project: A major research project completed by Grade 10 students that reflects personal interests and is externally moderated.

Portfolio: A collection of selected student work and reflections across subjects, used to record and evaluate individual progress.

Pre-Examination Assessment: An assessment conducted by the school at the end of Grade 11 to evaluate student readiness before final exams.

Predicted Grades for Universities: Estimated grades given by high school teachers for university application purposes.

Progress Report: Academic performance report shared with students' legal guardians after each term or semester in primary school.

Project Exhibition: A final assessment in the Primary Years Programme where 5th grade students present and defend their group research projects.

Report Card: An official academic document that records student grades by term, semester, and academic year.

Rubric: An assessment tool used to determine the level of student achievement according to specific assessment criteria.

School Information System (SIS): The school's internal data system used to manage academic records, attendance, and communication.

Semester Assessment: A grade given to primary school students at the end of the semester for subjects with one hour of instruction per week.

Semester Grade: A final grade awarded to middle and high school students at the end of a semester.

Social Project: A collaborative research project completed by 8th grade students that focuses on community service.

Standard Level and Higher Level Subjects: Two levels of academic rigor in the IB Diploma Programme.

Standardisation of Assessment: A process where teachers align their assessment practices and judgments to ensure consistency and fairness across different classes and teachers before student work is formally assessed.

Student with Special Educational Needs (SEN): A student diagnosed with a congenital or acquired condition, such as a temporary or permanent disability.

Student's Level of Achievement: The extent to which a student has met assessment criteria, determined by performance in middle and high school evaluations.

Subject Guides: Official IB documents for primary and secondary subjects outlining curriculum requirements and assessment practices.

Summative Assessment (SA): Conducted at the end of a unit or term to evaluate student achievement based on assessment criteria.

Term Grade: A grade assigned to students at the end of each term.

Theory of Knowledge (TOK): A DP core subject that fosters students' critical and analytical thinking about knowledge itself.

Unit: A structured block of lessons in a subject that outlines content, assessments, and conceptual connections

2. Philosophy of Assessment

At Astana Bilim Innovation Lyceum for Gifted Boys, the IB Diploma Programme School Assessment Policy is designed to ensure fair, consistent, and transparent assessment practices that support high academic standards and student learning. Assessment in the DP is criterion-related and fully aligned with the philosophy and requirements of the International Baccalaureate, while also meeting the standards and regulations of the National Curriculum of the Republic of Kazakhstan. A balanced use of formative and summative assessments is applied to monitor progress, provide timely and constructive feedback, and guide teaching and learning. The policy emphasizes academic honesty, inclusivity, and the responsible use of assessment data to support student achievement, reflection, and continuous improvement at both the individual and school levels.

3. Formative Assessment

3.1 Purpose and Role

In the IB Diploma Programme, formative assessment is an essential part of the

teaching and learning process. Its primary purpose is to support student learning by providing ongoing feedback that helps students identify strengths and areas for improvement. Formative assessment is conducted during the learning process and supports progress toward meeting subject-specific assessment criteria. Formative assessment scores are converted to the 7-point grading system based on the percentage ranges defined in **Appendix 1** (e.g., 0–14% for a grade of 1, up to 67–83% for a grade of 6).

3.2 Types and Frequency

Formative assessments may include class discussions, quizzes, written tasks, oral questioning, peer and self-assessment, teacher observations, and similar learning activities. Formative assessment is conducted in both assessed and unassessed forms. Assessed formative assessments are implemented in both Higher Level (HL) and Standard Level (SL) classes at least once every two weeks.

3.3 Use of Feedback

Formative assessments are used to guide instruction and support preparation for summative assessments. They encourage reflection, promote self-assessment, and help students take responsibility for their own learning. All formative assessments are checked and, where applicable, graded, with feedback provided to students within two weeks of submission.

3.4 Academic Integrity

If a student violates the principles of academic integrity during a formative assessment, including plagiarism, collusion, or other forms of misconduct, the school will take appropriate action in accordance with the Academic Integrity Policy. This may include investigation, documentation of the incident, and educational consequences. Rewriting or resubmission of formative assessments is not permitted.

3.5 Absence and Non-Submission

If a student is absent during a formative assessment with a valid excuse, such as a medical certificate, an official order from the principal, or documentation confirming participation in Olympiads, conferences, or other competitions, the subject teacher must inform the homeroom teacher, who will notify the parents or legal guardians. The subject teacher schedules a consultation session and sets a date for completing the assessment, allowing the student to take it at that time.

3.6 Missed Formative Assessments

For any formative assessment in high school that is not completed by the deadline due to an unexcused absence, a grade of "0" may be awarded by the teacher in accordance with school regulations.

4. Summative assessments

4.1 Purpose and Role

In the IB Diploma Programme, summative assessment is used to evaluate students' achievement at the end of a learning period. Its purpose is to measure the extent to which students have met the subject-specific objectives and assessment criteria after completing a unit or section of the course. Summative assessments are graded and contribute directly to students' term and semester grades. Summative assessment scores are converted to the 7-point grading system based on the percentage ranges defined in **Appendix 1** (e.g., 0–14% for a grade of 1, up to 67–83% for a grade of 6).

4.2 Frequency and Alignment with National Standards

Summative assessments are conducted **a minimum of two to three times per term** and **four to six times per semester**, depending on the subject-specific requirements and assessment structure defined in the State Educational Standards. The number and timing of summative assessments reflect the nature of each subject and ensure compliance with national curriculum regulations while maintaining alignment with IB assessment requirements.

4.3 Types of Summative Assessments

Summative assessments may take various forms, including written and oral tasks, presentations, portfolios, research papers, projects, listening tasks, and reading assignments. These assessments are designed to evaluate the learning objectives and content covered during the assessed period.

4.4 Feedback and Reporting

Each term, students and their parents receive feedback based on summative assessment performance, helping them understand academic progress, achievement levels, and areas for improvement. All summative assessments are marked and returned with feedback within **two weeks** of completion.

4.5 Absence and Missed Assessments

Students who miss a summative assessment **without a valid excuse** (such as a medical certificate, an official order from the principal, or documented

participation in academic events) will receive a grade of **"0"**, which will directly affect the student's **term grade**.
Students who miss a summative assessment for a valid reason may complete the assessment at a later date in coordination with the subject teacher.

4.6 Academic Integrity

All students must adhere to the principles of Academic Integrity when completing summative assessments. Any violation will be addressed in accordance with the School Academic Integrity Policy. Rewriting or retaking summative assessments is not permitted.

5. Assigning term, semester, annual, and final grades.

5.1. Term Grade Calculation

In the IB Diploma Programme, the term grade on the 7-point scale is calculated using a **25/75 ratio** of formative and summative assessment results.

5.2. Subject Exceptions

The 7-point ratio rule applies to all subjects except for "Initial Military and Technological Training" (IMT), "Physical Education", and "History of Kazakhstan".

5.3. Pass/Fail Subjects

For IMT and Physical Education, a **"pass/fail"** mark is issued based solely on formative assessment results.

5.4. Grade Conversion

Once the 7-point IB grade is determined, it is converted into a 5-point national scale grade according to Appendix 2 of the Regulations.

5.5. Semester Grade Calculation:

The semester grade on the IB 7-point scale is calculated by averaging the two term grades within the semester (**50% each**), rounding the result to the nearest whole number.

5.6. Academic Risk Notification

Legal guardians of MYP or DP students at risk of receiving a grade of 3 (satisfactory) or 2 (unsatisfactory) on the 5-point scale in two or more subjects are notified at the midpoint of the semester.

5.7. Final Year Grade (IB Scale):

The final year grade on the 7-point IB scale is determined by averaging the grades from the first and second semesters (**50% each**), rounded to the nearest whole number.

5.8. National Year Grade

On the 5-point National grading scale, the year grade is calculated as the arithmetic average of all terms' grades, rounded to the nearest whole number.

5.9. State Final Examination Subjects

For History of Kazakhstan, Algebra, Kazakh Language, Russian Language, and one elective subject, the final certificate grade is a weighted average: **70%** from the quarterly grades average and **30%** from the State Exam grade.

5.10. External IB DP Assessment:

Final grades for IB DP subjects involving external exams are determined by combining external assessments (written exams/essays, **70–80%**) and internal assessments (oral tasks/investigations, **20–30%**).

5.11. Academic Integrity: All assessment components must be assessed using IB criteria and completed in strict accordance with the IB Academic Integrity Policy.

6. Monitoring of Students' Academic Achievements and Communication of Assessment and Diploma Programme (DP) Information

The school ensures transparent communication regarding the DP assessment process through various channels. Comprehensive information is first provided at the **beginning of Grade 10** during formal parent meetings. Furthermore, the school hosts regular **"Coffee Mornings"**—informal weekly sessions where parents are invited to discuss the DP requirements and assessment standards in detail.

To evaluate student learning and progress, the school conducts regular monitoring of academic achievements according to a schedule approved by the School Director's order.

This monitoring is based on the results of summative assessments, which may take various forms such as tests, quizzes, and other tasks. Its purpose is to identify areas where students face challenges in mastering specific parts of the curriculum, assess the effectiveness of teaching strategies, and make necessary adjustments to subject planning.

Based on the monitoring results, individual Report Cards are prepared and shared with students and their legal guardians at the end of each Semester via the Toddle platform. Teachers use this data to refine and improve the teaching and learning process.

7. Procedure for Providing Special Conditions to Students with Special Needs

Students with special educational needs are granted special conditions during summative assessments, as outlined in Appendix 3 of these Rules, upon submission of valid documentation. This may include a medical-consultative commission (MCC) report, a medical-social expertise (MSE) conclusion from their place of residence, or a certificate from a specialized medical institution.

The decision to apply specific accommodations is formalized through an official order issued by the School Director. Students with special needs are assessed and awarded scores, achievement levels, and grades according to the procedures defined in the school's Assessment Policy.

These accommodations are designed to support equitable access to assessment and must not result in any unfair advantage over other students.

8. Procedure for Conducting Internal Assessment in the DP

All Grade 11 students studying the DP programme must complete internal assessments within the deadlines set by the school, in accordance with the subject-specific guidelines provided by the IB. Failure to meet these deadlines may lead to a reduction in the final subject grade. Internal assessments take various forms—such as written assignments, essays, and project drafts—depending on the requirements outlined in the IB subject guides.

Teachers evaluate students' internal assessment work using official IB assessment criteria. To ensure accuracy and alignment with IB standards, the school carries out internal standardization and quality assurance procedures. Once assessed, student work is submitted electronically to the IB via IBIS for external moderation.

Following this review, the IB may choose to uphold, increase, or reduce the teacher-awarded grade. The final moderated internal assessment scores are then included in the calculation of the student's overall DP subject grade.

In the IB Diploma Programme, final Internal Assessment (IA) grades are used exclusively for IB assessment purposes and do not influence or contribute to the annual national (state) grade.

The Internal Assessment Calendar might be found in the DP Handbook for

students and Parents.

9. Procedure for Conducting Pre-Exam Assessment

To evaluate the academic performance of Grade 10 students in DP subjects, the school conducts a pre-exam assessment.

The assessment materials are developed by the school's teachers using past official IB exam papers and are aligned with the topics covered throughout Grade 10.

The results of the pre-exam assessment are recorded as part of the summative assessment for the second semester and are taken into consideration when determining whether students will be registered for the IB exam session under the certificate or diploma track. Students will be registered for the full Diploma if they receive at least 4 out of 7 in the pre-exam assessment.

10. External Assessment for the IB Diploma

In September of the current academic year, the IB Diploma Programme Coordinator registers students for external assessments via the IBIS system.

To register for the IB Diploma examination session, students must fulfill three specific conditions:

- they must meet all current requirements for **CAS** (Creativity, Activity, Service), **TOK** (Theory of Knowledge), and the **EE** (Extended Essay).
- candidates are required to achieve a minimum score of **24 points** across six subjects based on pre-examination results and
- maintain a record free of violations against the **Academic Integrity Policy**.

Failure to satisfy any of these criteria will result in the student being ineligible for registration in the IB Diploma examination session.

External assessments include formal examinations in all subjects at both Higher and Standard Levels, as well as in the Theory of Knowledge (TOK) course. It is important to clarify that **Core components** (TOK, CAS, EE) do not involve formal written examinations. Instead, assessment is based on **essays**, research projects, and evidence portfolios completed within the school. These

works are internally managed and then submitted to the **IB** for external moderation and final grading.

The results of the external assessments are made available to the school through the IBIS system by July 6 of the respective academic year. Official IB Diplomas or Certificates are issued to students and received by the school in September.

Furthermore, all submitted work must strictly adhere to the school's **Academic Integrity Policy** to be eligible for registration and grading.

11. Procedure for Submitting a Request Based on Internal and External Assessment Results in the IB DP

If a student disagrees with the results of their internal and/or external assessment, the IB Assessment Centre provides a formal process for requesting a re-mark of external assessments or a re-moderation of internal assessments. Such requests must be initiated through a written application submitted by the student or their legal guardian.

The cost of the request is set by the IB. An additional agreement outlining the terms and payment must be signed with the student's legal representative before the DP Coordinator can proceed with submitting the request. Once submitted, the IB Assessment Centre will review and reassess the student's work. As a result of this process, the student's grade may either increase or decrease.

12. Circumstances Beyond the Control of the Parties as Defined by the IB

Circumstances beyond the control of the parties refer to events or conditions outside a candidate's control that may negatively impact their assessment performance. These include serious stress, extreme family difficulties, bereavement (loss of a loved one), or situations that pose a risk to the candidate's health or safety. Such circumstances may affect an individual student, a group of students, or even the entire school.

However, the following are **not** considered adverse circumstances:

1. Mistakes or negligence on the part of the school, such as errors in candidate registration, delays in requesting accommodations for special needs, failure to manage adverse circumstances properly, or not ensuring appropriate conditions for external assessments.

2. A candidate's inability to demonstrate improvement, even when an authorized inclusive assessment arrangement has been provided.

If a candidate or group of candidates experiences adverse circumstances **before submitting components with early deadlines** (e.g., the Extended Essay, Theory of Knowledge essay, or internal assessments subject to external moderation), the school may request an **extension** from the IB. This request must be supported by appropriate documentation as outlined in the relevant IB handbook. Only the IB is authorized to approve such extensions, and it is the sole official solution available in these cases.

Any request for special consideration due to circumstances beyond the candidate's control must be submitted to the IB by the DP Coordinator on behalf of the affected student(s). This request must be made within 10 calendar days following the completion of the relevant IB external assessment component. The application must include a written statement from the Upper School Coordinator, along with appropriate supporting documentation.

If the IB determines that a candidate's performance was genuinely impacted by such circumstances, it may, at its discretion, grant special consideration. This is done in a way that does not provide the candidate with an unfair advantage over others. In such cases, the IB may adjust the candidate's external assessment score for the affected subject(s) or IB Diploma requirements.

If the candidate's final score is one or two marks below the next grade boundary, the IB may award the necessary marks to move the student up to the higher level. For Theory of Knowledge (TOK) and the Extended Essay (EE), a minimum of one mark below the next level is required for an adjustment. This grade adjustment is the only form of support offered in cases of circumstances beyond the control of the parties.

12. Procedure for Consideration of Incomplete Assessment in the IB DP

An "incomplete assessment" refers to a situation where a student fails to submit one or more components of the external assessment for a given subject. In such cases, the IB Diploma Programme Coordinator must submit an official request for special consideration to the IB on behalf of the student. This request

must be submitted within 10 calendar days after the completion of the relevant subject's external assessment and must include a detailed statement from the DP Coordinator along with supporting documentation.

The IB may, at its discretion, award a final course grade under the following conditions:

1. The reason for the incomplete assessment is deemed to be outside the student's control—such as serious illness or injury, the death or funeral of a close relative, or mandatory hospital or court attendance.

2. The student has completed a sufficient portion of the overall assessment, demonstrating that they could achieve at least 50% of the total marks available in that subject, including marks from external components.

If both conditions are met, the missing component may be awarded a mark calculated using an established IB procedure. This involves analyzing the student's results in completed components alongside the overall mark distribution of other students in the same subject. However, this statistical estimation cannot be applied if more than one component is missing in the same subject or level.

In cases where an incomplete assessment results from broader issues—such as the enforced closure of the school during written exams—impacting multiple students, the IB Diploma Final Award Committee will consider all affected students equally and determine the appropriate course of action.

It is important to note that the IB does not permit any rescheduling of official examinations within the current session. Regardless of the reason for absence, students who miss an exam must take it during the next available examination session in the following academic year.

13. Procedures for Conducting and Evaluating TOK, EE, and CAS

The **Creativity, Activity, Service (CAS), Extended Essay (EE) and Theory of Knowledge (TOK)** components are mandatory requirement of the IB Diploma Programme and must be completed in accordance with IB standards.

CAS requirements:

1. **Engagement Duration**: Actively participate in a range of CAS

experiences over a minimum period of 18 months throughout the DP, including at least one substantial CAS project.

2. **Project Completion**: Plan and implement a CAS project that spans a minimum of one month, demonstrating sustained effort from initiation to completion.
3. **Application of CAS Stages**: Demonstrate understanding and appropriate use of the five CAS stages—Investigation, Preparation, Action, Reflection, and Demonstration—throughout their experiences.
4. **Portfolio Maintenance**: Maintain an up-to-date CAS portfolio that documents all CAS experiences and projects, including goals, evidence of participation, and reflections.
5. **Monthly Reflection**: Submit at least one meaningful reflection per month within the CAS portfolio, explicitly showing progress toward the seven CAS learning outcomes.
6. **Supervisory Interviews**: Participate in three formal interviews with the CAS Supervisor and/or CAS Coordinator during the two-year programme.
7. **Balanced Participation**: Ensure a thoughtful and appropriate balance of Creativity, Activity, and Service across all CAS experiences.
8. **Reflection Meetings**: Attend scheduled monthly CAS reflection meetings as part of the monitoring and support process.

All components are monitored and evaluated in line with IB expectations to ensure the integrity and educational value of the CAS programme.

Extended Essay (EE) requirements:

1. The Extended Essay must not exceed the maximum word limit of **4,000 words**.
2. The IB recommends that students spend approximately **40 hours** of independent work to complete the EE.

3. The essay is assessed using **five criteria (A–E)**, which evaluate aspects such as focus and method, knowledge and understanding, critical thinking, presentation, and engagement.
4. Completed essays are assessed by the **supervising teacher** and are then externally moderated by the IB to ensure consistency and fairness in grading.

Theory of Knowledge (TOK):

1. Students must complete a **minimum of 100 hours** of instructional time over the two years of the Diploma Programme.
2. They are required to produce both an **initial and a final version of a TOK essay**, demonstrating interaction and engagement with the TOK teacher.
3. Students must also complete the **TOK Exhibition**, accompanied by a written commentary that meets the requirements set out in the TOK subject guide.

Assessment and Reporting:

- Grades for both TOK and the EE are awarded on a **letter scale from A (highest) to E (lowest)**.
- TOK and the Extended Essay are assessed according to IB criteria and together contribute up to 3 additional points toward the IB Diploma. CAS is recorded as completed/not completed in line with IB requirements and does not receive a grade
- A failing condition in either TOK or EE, or non-completion of CAS, will result in the candidate not receiving the full IB Diploma, even if subject scores meet the minimum requirements.

14. **Requirements for the Award of the IB Diploma**

To be eligible for the award of the International Baccalaureate (IB) **Diploma, candidates must fulfill all of the following conditions:**

1. **CAS (Creativity, Activity, Service)** requirements have been fully met.
2. The candidate has achieved a **minimum total of 24 points** across six Diploma Programme subjects.
3. All required components of the **Theory of Knowledge (TOK)**, **Extended Essay (EE)**, and **internal assessments** have been submitted and are not marked with an 'N' (non-submission).
4. The candidate has not received a **grade of 'E'** in either TOK or the EE.
5. No **grade of '1'** has been awarded in any subject, at either Higher Level (HL) or Standard Level (SL).

6. No more than **two grades of '2'** have been awarded across HL and SL subjects.
7. No more than **three grades of '3' or below** have been awarded across HL and SL subjects.
8. The candidate has obtained a **minimum of 12 points in HL subjects** (if four HL subjects are taken, the three highest-scoring HL subjects will be considered).
9. The candidate has earned at least **9 points across SL subjects** (candidates taking only two SL subjects must achieve a minimum of **5 points** in total for those two subjects).
10. The candidate has **not been sanctioned for academic misconduct** by the IB Final Award Committee.

Candidates who successfully meet all IB Diploma Programme requirements will be awarded the **IB Diploma** along with an official **Diploma Programme (DP) Results document**. This document includes subject grades, total diploma points, confirmation of CAS completion, and individual scores for both TOK and the EE.

Candidates who do not satisfy all criteria for the full IB Diploma will be issued **IB Course Certificates**. These certificates list the grades awarded for individual subjects, including TOK and EE where applicable, and confirm completion of CAS requirements, if fulfilled.

15. Policy Review

The school maintains a structured process to ensure that the Diploma Programme (DP) and school policies remain effective and up-to-date. To gather diverse perspectives, the school conducts surveys among teachers, parents, and students at the end of the academic year to identify areas for improvement and address any missing elements within the current policies.

The review process is organized as follows:

- Participants: The review committee includes the DP Coordinator, school leadership, teacher representatives, and parent representatives to ensure a collaborative approach.
- Timeline: Policies are formally reviewed on an annual basis or whenever

there are significant updates to IB standards or national regulations.

Appendix 1.

to the Rules of criteria-based assessment
of students' academic achievements of
Astana «Bilim-innovation lyceum for gifted boys»

Scale for Converting Percentage Scores to the 7-Point Grading System in High School

Percentage Range	7-Point Grading System

0–14%	**1**
15–29%	**2**
30–44%	**3**
45–53%	**4**
54–66%	**5**
67–83%	**6**
84–100%	**7**

Appendix 2.

to the Rules of criteria-based assessment
of students' academic achievements of
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Conversion scale from 7-point to 5-point grading system

7-point grading system	Digital 5-point grading system
1	2
2	
3	3
4	4
5	
6	5
7	5

Appendix 2.

to the Rules of criteria-based assessment
of students' academic achievements of
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Conditions for Students with Special Educational Needs During Summative Assessments

To ensure equitable access to summative assessments, students with documented special educational needs may be granted specific accommodations based on their individual requirements and medical documentation. The following support measures may be provided:

1. **Extra Time**: Up to 25% additional time may be granted to students with visual impairments (blind or visually impaired), hearing impairments (deaf or hard of hearing), motor disabilities, or insulin-dependent diabetes mellitus.

2. **Reader Support**: A designated reader may be assigned to read the assessment instructions and questions aloud for students with permanent or temporary visual impairments.

3. **Scribe Support**: A trained scribe may assist students with physical disabilities or temporary injuries by transcribing their verbal or indicated responses.

4. **Prompter Support**: A responsible adult may be positioned near the student to help refocus attention and encourage task progression. This support is available for students with neurological or cognitive conditions

(e.g., ADHD or OCD) that impair concentration or cause repetitive behaviors.

5. **Supervised Rest Breaks**: Students may take scheduled rest breaks during the assessment. These breaks are not included in the total allocated assessment time.

6. **Practical Assistant**: A designated assistant may carry out practical tasks under the student's direct instruction when physical limitations prevent the student from completing such tasks independently.

7. **Separate Testing Environment**: Students with special needs may be assessed in a separate, accessible room to minimize distractions and ensure optimal conditions, supervised by a trained invigilator.

8. **Reading Aloud**: Students who benefit from auditory reinforcement may be allowed to read questions or instructions aloud in a supervised, separate environment.

9. **Use of Magnification Tools**: Students with visual processing difficulties may be permitted to use a magnifying device to assist with reading printed materials.

10. **Color Identification Assistance**: Students with color vision deficiencies (color blindness) may request assistance from an invigilator to identify colors as needed during the assessment.

Note: More than one type of special condition may be granted to a student, depending on the nature of their needs and the specific requirements of the subject being assessed.