

Assessment Policy
in the State Autonomous Non-Typical Educational Institution
“International Arctic School” of the Republic of Sakha (Yakutia)

The General Provisions

- 1.1. This Provision regulates the relationship arising between the teacher and Student in the process of assessing the educational attainment of students at the GANOU "International Arctic School" of the Sakha Republic (Yakutia) (hereinafter referred to as Provision)
- 1.2. This Provision was developed in accordance with the Federal Law of December 29, 2012 No. 273-FZ "On Education in the Russian Federation", the Procedure for the organization and implementation of academic activities in primary, basic and secondary core curricular approved by the order of the Ministry of Education Russia dated 30.08.2013 No. 1015, the Principles and Practices of Assessment in the Implementation of the International Baccalaureate (IB) Programs, the Standards and Practices of the International Baccalaureate (IB), the Charter of the GANOU "International Arctic School" of the Sakha Republic (Yakutia) (hereinafter referred to as IAS).
- 1.3. The criterion assessment of the academic achievements of students is a component of the integral assessment system of the school, which provides an instructive characteristic of Students' academic activities results. It is a part of the system of in-school monitoring of education quality specific to "Quality of Educational Process" and reflects the dynamics of individual academic attainment of students in accordance with the planned results of mastering the principal educational program of the corresponding level of general education.
- 1.4. The purpose of criteria-based assessment is to obtain objective information about the teaching process and learning outcomes of students, to ensure personality development ready for effective interaction with the world, self-education and self-development.
- 1.5. The main tasks of criteria-based assessment:
 - evaluation of the level of training of each student at each stage of the academic process;
 - motivating students to develop skills and abilities of a wide range to achieve the expected learning outcomes;
 - differentiation of the grades value received for the performance of various types of activities;
 - providing feedback (continuous?) between Teacher, Student and Parents to identify the quality of educational material acquisition and considerations of the educational process organization.
- 1.6. The main function of criteria-based assessment is to determine Student's boundaries of his/her knowledge/ ignorance, his/her potential capabilities, as well as awareness of the problems that may appear in academic activities and ways to overcome them.
- 1.7. Principles of criteria-based assessment:
 - Assessment criteria are defined by Teachers only or together with Students based on the planned results of Students' attainment;
 - Trust between entities of educational relations;
 - No open comparison of the results of different Students;
 - Students participate in the assessment;
 - Assessment of the process: not only the educational outcome is assessed, but also the learning process;

- Advance knowledge of all assessment criteria;
- Teacher and Student joint reflection system of learning results based on feedback;
- Developing an individual learning path for Student that implements a personalized approach to learning.

1.8. This Provision is adopted by the Pedagogical Council and approved by the Order of the School Director. If necessary, this Provision may be amended and supplemented, which are also adopted by the Pedagogical Council and approved by the Order of the School Director.

1.9. The system of criteria-based assessment of educational attainment of students in individual parts of an academic subject or the academic subject as a whole, course, discipline (module) of the educational program is carried out within the hours allotted by the curriculum (individual curriculum) for the corresponding parts of the educational program. IAS, being an institution of international type, seeks to implement a transparent and objective system for assessing the quality of education related to the mission of the IAS, Federal State Educational Standards and International Baccalaureate (IB) standards.

2. Basic concepts and terms

2.1. Descriptors - a description of the level of attainment of Student for each criterion. They show all the steps of Student to achieve the best result, can be assessed by a certain number of points: the higher the attainment, the higher the score for the criterion.

2.2. Competence - according to the Federal State Educational Standard, a predetermined social requirement (norm) for the educational preparation of Student. They can be divided into competences related to the subject of study (subject) and general competences (independent of the content of the curriculum).

2.3. Competence - the availability of knowledge and experience necessary for effective implementation in a given subject area. Integral, i.e. is a broader concept than competence. Competence is determined by the presence of the sum of competencies; each of them is consistent with the necessary level of development, characterizes a deep knowledge of the matter, the essence of the work performed, methods and means of achieving the intended goals.

2.4. A criterion is an essential, distinctive feature on the basis of which an assessment, determination or classification of something is made. The criteria show what Student should learn.

2.5. Assessment criteria is an assessment by criteria, that is, the assessment is made up of components (criteria) that reflect the achievements of students in different areas of the development of their educational and cognitive competence.

2.6. Criteria assessment is a process based on correlating the educational achievements of students, corresponding to the goals and content of education, with clearly defined, collectively developed criteria that are understandable to students, their parents and teachers.

2.7. The criterion assessment system (criterion assessment system) includes formative (formative) assessment (assessment of the learning process) and summative (final) assessment (results of studying topics, sections, assessment for a quarter, year).

- 2.8. A mark is the result of the assessment process, a formal (conditional) (sign), quantitative expression of the assessment of students' educational achievements in numbers, letters or otherwise.
- 2.9. Evaluation is a verbal description of the results of actions.
- 2.10. Assessment of educational achievements is the process of establishing the degree of compliance of the results actually achieved by Student with the planned learning objectives for adjusting and regulating the educational process through feedback.
- 2.11. Expected learning outcomes - a set of competencies expressing what exactly Student will know, understand, demonstrate at the end of the learning process.
- 2.12. Reflection is the process and result of fixing the state of the development, self-development and reasons.
- 2.13. Formative (formative) assessment is a type of assessment that is carried out continuously, is based on assessment in accordance with the criteria, provides feedback between the teacher and students, and allows timely adjustments to the educational process, including without scoring.
- 2.14. Summative (final) assessment (SA) is a type of assessment that is carried out at the end of the study of a certain educational period (quarter, six months and a year), as well as topics, sections, modules of the curriculum with assignment of points. It is carried out based on the results of various types of verification work (tests, tests, essays, laboratory, research, projects, essays, presentations, etc.). The marks given for the verification work are the basis for determining the final mark.
- 2.15. Self-esteem is an assessment of oneself, one's capabilities, qualities and place among other people.
- 2.16. The current monitoring of students' progress is a systematic test of students' knowledge, carried out by the teacher in the current classes, in accordance with the general educational curriculum.

3. Monitoring and evaluation of academic achievements in a criterion-based assessment system

- 3.1. The main principles of criterion-based assessment and the form of testing the acquisition of program material and the level of student achievement:
- 3.1.1. Criteria. Criteria assessment includes assessment during the educational process (formative assessment) and assessment of the learning outcome (summative), including the final assessment for a certain period. Content control and assessment are based on criteria developed jointly with Students. The criteria should be unambiguous and extremely clear.
- 3.1.2. Self-esteem priority. Self-assessment of students should precede teacher assessment. To form an adequate self-assessment, a comparison of two self-assessments of students is used: predictive (assessment of the work ahead) and retrospective (assessment of the work performed).

3.1.3. Flexibility and variability. Content control and assessment involves the use of various procedures and methods of studying the effectiveness of training, the study of both individual and group, collective results of educational activities.

3.1.4. The naturalness of the monitoring and evaluation process. Monitoring and evaluation should be conducted in a learner-natural environment that reduces stress and tension. The characteristics of the educational and cognitive activity of students include the results of observation of their educational activity under normal conditions.

3.2. Types of control under criteria-based assessment.

3.2.1. Entrance and final test and diagnostic work determine the level of retained and final knowledge of students during the vacation period and the academic year, respectively. Entrance work is carried out at the beginning of the school year and serves as material for drawing up a repetition program, both general for the class and individual. The final work is designed to systematize the skills that were mastered by students during the academic year.

3.2.2. Test and diagnostic work. This type of work is used in the study of the topic and is carried out in two stages: "at the entrance" to the topic (predictive control) - "playing" all operations of the educational action in the mind before the start of its actual implementation and "at the exit" of studying the topic (reflexive control, directed to identify retained knowledge on the topic).

3.3.2. Formative assessment, including homework, is carried out to monitor student achievement of learning goals and further building differentiated work in the lesson and is carried out through the teacher's recommendations in writing (in notebooks or diaries, electronic journals through comments) or orally.

3.3.3. In formative classroom assessment, the teacher provides feedback. The teacher independently determines the number of students, the form and frequency of providing feedback.

3.3.4. Current monitoring of students' progress is carried out by teachers in the form of a summative assessment to provide teachers, students and parents with information about the progress of students upon completion of sections / cross-cutting topics, modules, curricula and a certain academic period (quarter / half year, academic year, level of secondary education) with points and marks. This allows you to determine and fix the level of mastering the content of the curriculum for a certain period.

3.3.5. The results of formative and summative assessment are used by teachers to plan the educational process, reflect and improve their own teaching practice.

3.4. Planning and organizing formative assessment

The process of formative assessment in a teacher's activities requires the implementation of the following stages:

- fixing the planned results in the form of training activities in the appropriate section of the work program;
- choice of formative assessment technique at each lesson;
- development or selection of tasks, taking into account the individual characteristics of students;
- drawing up an assessment criterion for each task based on learning objectives;

- distribution of assessment criteria by levels of thinking skills (knowledge, understanding and application, synthesis of new knowledge);
- development of descriptors for each task, which describe the main stages of its implementation. The assignment descriptors must be clear and accurate so that the teacher's decision in the assessment is objective. In addition, descriptors allow you to determine at what stage of the task Student is experiencing difficulties;
- selection of feedback tools. Feedback is used at various stages of the lesson and allows the teacher to carry out continuous interaction with Students, as a result of which there is an adjustment and further planning of the learning process.

Planning and organizing summative assessment:

3.5.1. Summative assessment is carried out to determine and fix the degree of curriculum acquisition for a certain period of study.

3.5.2. Summative assessment is carried out for a section / topic / module, for a quarter, for a year and at the end of the level of education.

3.5.3. The decision on points / levels / grades based on the results of summative assessment is made by the teacher in accordance with the assessment criteria.

3.5.4. Summative assessment for a section / topic / module is carried out upon completion of a section, topic or module according to the curriculum. As a result of summative assessment, students are given marks, which are taken into account when setting marks for a quarter.

3.5.5. Based on the results of each procedure of summative assessment for a section / topic / module, a student receives a mark in the form of the number of points scored from the maximum possible and the corresponding level of educational achievements.

3.6. Assessing algorithm for completed assignments (summative assessment):

- developing the content of tests;
- each task is divided into actions (operations), according to evaluation criteria;
- each criterion is assigned a certain number of points as determined by the teacher with grading scheme according to descriptors;
- the sum of the points of the selected criteria is the "value" of the task;
- the sum of the "values" of the tasks is the total value of the test;
- the completed work is initially checked by Student in accordance with the specified criteria;
- the number of points gained by Student is calculated;
- students fill out an assessment sheet;
- the test is checked by the teacher in accordance with the specified criteria, errors are identified;
- the points calculated by the teacher and Student are compared;

The IAS uses a seven-point system for summative assessment.

3.9 Criteria for academic activities of each subject of the IAS Curriculum in general:

A) Mastery of basic facts, concepts and methods;

B) Application of the acquired knowledge in solving standard and non-standard tasks and projects;

C) New knowledge is gained by synthesising the existing knowledge with that comes the ability to independently formulate tasks, and the choice of adequate means of solving them;

D) Attitude to the results of the activities (self-assessment).

3.9.1 The quantitative content of the criteria for each subject is determined by points and the corresponding descriptions (descriptors), explaining the level of achievement for each criterion, and are developed by teachers independently (it is allowed to use a different terminology of the levels of achievement).

3.9.2. Approximate scores, description of possible descriptors and achievement levels are in Appendices # 1 and # 2.

3.9.3. Grading scale at the IAS in all subjects of the Curriculum:

Отметка	Критерий
«1» (bad).	The work (response) of Student is of poor quality. Student demonstrates a complete lack of any knowledge of the training material. No understanding of concepts and contexts. Does not demonstrate critical or creative thinking. Knowledge and skills are not used.
«2» (non-satisfactory).	The work (response) of a student of limited quality. Student demonstrates the superficial acquisition of knowledge of the academic material. Student expresses misunderstandings or significant gaps in understanding of many concepts and contexts. Very limited demonstration of critical or creative thinking.
«3» (satisfactory).	The work (response) of Student of an acceptable quality. Acquisition of the main provisions of the program material without the ability to operate at a constructive level. Student demonstrates a basic understanding of concepts and contexts with minor gaps. The level of critical and creative thinking at a basic level.
«4» (good).	Correct acquisition of the program. Some minor inaccuracies and errors. The work (answer) of Student as a whole is of good

	<p>quality.</p> <p>Student demonstrates understanding of most concepts and contexts, with minor gaps and basic critical, creative thinking. But Student needs support in unfamiliar situations.</p>
<p>«5» (excellent).</p>	<p>Student demonstrates an understanding of the program.</p> <p>The work (answer) of Student as a whole is of high quality.</p> <p>Student demonstrates understanding of concepts and contexts shows critical and creative thinking, while sometimes experiencing difficulty.</p>
<p>«6» (Higher-than-expected).</p>	<p>Student demonstrates high-quality and sometimes innovative work (answer). A deep understanding of concepts and contexts can be seen. Demonstrates critical and creative thinking with some difficulty. Uses knowledge and skills in familiar and unfamiliar situations.</p>
<p>«7» (Superior).</p>	<p>The work (answer) of a student of high quality, innovative and original.</p> <p>Demonstrates a comprehensive, detailed understanding of concepts and contexts. Consistently demonstrates challenging critical and creative thinking. Shares his experience with other people.</p>

3.10. In the event of a student moving to another educational organization and in connection with the need to issue marks in the report card, in the certificates of basic general education, secondary general education and in other necessary cases, it is allowed to convert students' marks into a five-point grading scale according to the following scale:

IAS grades	Five-point grading scale
«1»	«1»
«2»	«2»
«3»	«3»
«4»	«4»
«5», «6», «7»	«5»

4. Assessment procedure features at intermediate and final certification of students.

4.5.1. Intermediate certification is finding the level of mastering of the basic educational program of general education of the corresponding level, including a separate part or the entire volume of a subject, course, module, discipline of the educational program of the IAS.

4.5.2. Interim certification of students is carried out in order to:

- objectively detecting the actual level of mastering the educational program and achieving the results of mastering the basic educational program;
- correlating the results of mastering the educational program exclusively with the requirements of federal state educational standards of the corresponding level of general education;
- assessment of the achievements of a particular student that allows to identify gaps in the acquisition of the educational program and take into account the individual needs of Student in education;
- assessment of the dynamics of individual educational achievements.

4.5.3. Intermediate certification is carried out for all students of the IAS. Intermediate certification is required for students of all forms of education, including students on an individual curriculum and in accelerated learning. The timing of the intermediate certification is determined at a meeting of the pedagogical council of the IAS.

4.5.4. Intermediate certification is carried out in academic subjects, course, module, discipline provided by the IAS curriculum.

4.5.5. Intermediate certification of students based on the results of a quarter, half a year and a year is carried out by teachers in the form of summative assessment to determine and fix the level of acquisition of the content of educational material upon completion of the study of sections / topics / module, quarter, half year and year.

4.5.6. Intermediate certification of students is carried out according to a seven-point assessment system.

4.5.7. Formative and summative assessment tasks are compiled by teachers independently.

4.5.8. In grades 7-11 in the subjects of the compulsory part of the curriculum, summative assessment is carried out.

4.5.9. Summative assessment is not carried out for academic subjects of grades 7 - 11, selected based on the part formed by the participants of educational relations, at the end of the academic year a "pass" ("failure") is given.

4.5.10. Summative assessment in languages is carried out in four types of speech activity (listening, speaking, reading, writing). Assessment of listening and speaking skills is carried out in the classroom during the week for which the summative assessment is scheduled.

4.5.11. It is allowed to conduct no more than three SAs of a quarter in one day, taking into account the level of complexity of academic subjects. Quarters SA are not carried out on the last day of the end of the quarter. Simultaneously, the section SA and the quarter SA of one academic subject are not held on the same day.

4.5.12. When assessing students with special educational needs, the teacher uses differentiated and / or individual tasks, and also makes changes to the assessment criteria, taking into account the characteristics of Student, including when implementing individual curricula.

4.5.13. In cases of non-performance of summative work before the end of the current quarter / half-year, Student is given an entry "Temporarily non-rated" in the electronic journal until a positive mark of summative work is received. Based on the results of the completion of the summative work, a quarter / half-year mark is granted.

4.5.14. Students who were absent on the day of the summative assessment due to objective reasons, including those associated with unfavorable weather conditions, undergo summative assessment according to an individual schedule.

4.5.15. The summative works of students for the current academic year are stored in the school until the end of the academic year.

4.5.16. Information on the results of the summative assessment is provided to students, parents or legal representatives of the child in paper or electronic form.

4.5.17. With a workload of 1 hour per week, a half-year grade is given based on the results of formative assessment and COP.

4.5.18. The annual mark in academic subjects for students of grades 7-9 is set as the arithmetic mean of the sum of quarter marks and / or according to the results of the work of summative assessment for the year, rounded to the nearest integer, and is the final mark.

4.5.19. The annual mark in academic subjects for students in grades 10 and 11 is set as the arithmetic mean of the sum of semi-annual marks and / or based on the results of the summative assessment for the year, rounded to the nearest integer, and is the final mark.

4.5.20. The final grade of students in grade 11 is set as the arithmetic mean of the annual marks for grades 10 and 11, rounded to the nearest integer.

4.5.21. For students in grades 7-10 who have an annual mark "2" in one or two subjects, a summative assessment is organized for the academic year, including the content of the material for the academic year, which is carried out according to the schedule drawn up by the school.

Students in grades 7 - 10, having an annual mark "2" in three or more subjects, are retained for a second year of study.

4.5.23. Upon receiving marks "3 - 7", students of grades 7-10 are enrolled to the next year.

4.5.24. Students in grades 7 - 10 who have repeatedly received a mark "2" in one or two academic subjects are subject to additional summative assessment for the academic year in these subjects.

4.5.25. Additional summative assessment is carried out before the start of the new academic year.

4.5.26. In case of receiving a mark "2" for additional summative assessment, Students are enrolled for repeated training.

4.5.27. Revision of quarter, annual and final marks is not allowed.

4.5.28. When a student is transferred from one school to another during the academic year, the results of his summative assessment are drawn up in an extract from an electronic (paper) journal, certified by the director's signature, the school's seal and issued together with Student's personal file.

4.5.29. In the case of a transfer of a student from a school where any subject has not been previously studied, "Not studied" is indicated in the column "Grade for a quarter".

5. Interim and state final certification of external students.

Persons who master the basic general educational program of the corresponding level of general education in the form of self-education, family education, or who have studied under an educational program that does not have state accreditation, have the right to undergo an external intermediate and state final attestation at the IAS.

4.2. Intermediate certification of external students is carried out exclusively according to the main educational program of the corresponding level of education of the Federal State Educational Standards.

4.3. IAS does not conduct intermediate certification of external students in authorized and accredited international educational programs, including those in the International Baccalaureate (IB) programs.

4.4. Interim and state final certification can be carried out during one academic year, but should not coincide in terms. External students who do not have academic debt and who have passed intermediate certification in the prescribed manner are allowed to the state final certification.

4.5. When passing intermediate and state final certification, external students enjoy the academic rights of students.

4.6. The deadlines for submitting an application for passing the interim attestation as an external student, as well as the procedure for the emergence, change and termination of educational relations with external students, are established by local regulations of the IAS.

4.7. The deadline for submitting an application for passing the state final certification as an external student cannot be less than three months before its start.

4.8. Intermediate certification of an external student is carried out by a pedagogical worker who implements the corresponding part of the educational program independently in the terms and forms established by the pedagogical council of the IAS.

State final certification of external students is carried out in the manner prescribed by law.

- Before the start of the intermediate certification, an external student can get advice on issues related to certification within the Federal educational standards in accordance with the schedule approved by the director of the IAS.

- An external student has the right to credit the results of mastering academic subjects, courses, modules, disciplines, practice, additional educational programs in other organizations carrying out educational activities, in the manner prescribed by the local normative act of the IAS.

- The results of the intermediate attestation of external students are recorded by pedagogical workers in the protocols, which are stored in the archive of the IAS.

- Based on the protocol of the intermediate certification, the external student is issued a certificate with the results of passing the intermediate certification in the educational program of the corresponding level of general education.

4.10. Unsatisfactory grades of intermediate certification in one or several academic subjects, courses, modules, disciplines and other types of educational activities provided for by the curriculum, or failure to pass the intermediate certification in the absence of valid reasons are recognized as academic debt.

5. Elimination of academic debt from external students.

5.1. Students and external students who have academic debt have the right to undergo intermediate certification in the corresponding academic subject, course, module, discipline no more than twice within the time frame determined by the IAS Pedagogical Council, within one year from the date of the formation of academic debt. The specified period does not include the time of illness of Student, his or her being on academic leave or maternity leave.

5.2. Students and external students are required to eliminate academic debt in academic subjects, courses, modules, disciplines in a timely manner.

5.3. A commission is created to carry out intermediate certification for the second time.

5.4. The elimination of academic debt is carried out in the same forms in which the intermediate certification was organized.

5.5. The results of the elimination of academic debt in the relevant academic subject, course, module, discipline are recorded in the protocol of the commission.

5.6. Students who have not liquidated their academic debt within the established timeframe from the moment of its formation are expelled by the decision of the pedagogical council of the IAS.

6. Rights and obligations

6.1 It is necessary to build a cooperative relationship between teachers, students, parents and school administration under conditions of criteria-based assessment. Each of the participants in such cooperation has the right, first of all, to self-assessment of their activities, to their special reasoned opinion regarding the assessment of the results of the activities of one subject by another.

6.2. The rights and obligations of students.

6.2.1. Students have the right to:

- make a mistake and time to eliminate it;
- perform their own assessment of their achievements and difficulties;
- participate in the development of assessment criteria for assignments;
- the choice of the degree of complexity and the number of test tasks;
- for additional time to master challenging material.

6.2.2. Students are required to:

- master the accepted methods of assessment;
- show evaluative independence as much as possible in educational work;
- have and neatly keep workbooks, notebooks for tests, self-assessment and mutual assessment sheets, achievement sheets, which would reflect Student's and teacher's control and assessment activities.

6.3. The rights and obligations of the teacher.

6.3.1. The teacher has the right to:

- have their own value judgments about Student's work;
- assess the activities of students on the basis of jointly developed assessment criteria;
- assess Student only in relation to his own capabilities and achievements;
- participate in the revision and introduction of appropriate changes to the provision on criteria-based assessment in order to optimize the educational process.

6.3.2. The teacher is obliged:

- to comply with the Regulation on the system of criteria-based assessment;
- to observe the pedagogical tact when assessing the results of students' activities;
- to master the accepted methods of criteria-based assessment;
- to create conditions for the formation of students' self-control and self-assessment;
- assess knowledge, skills and abilities in subjects;
- keep a timely record of student achievements in an electronic journal and diagnostic cards;
- to bring to the attention of parents (legal representatives) information about the results of the educational activities of children, their achievements, successes and difficulties.

6.4. The rights and responsibilities of parents.

6.4.1. The parent has the right:

- to know about the principles and methods of assessing the educational activities of their children;
- to receive reliable information about the results of the educational activities of children, their achievements, successes and difficulties;
- receive advice on criteria-based assessment.

6.4.2. The parent is obliged:

- to know and comply with the main provisions of the adopted assessment system;
- to inform the teacher about the possible difficulties and problems of the child that the parent faces at home.

6.5. The rights and obligations of the school administration:

6.5.1. The administration has the right:

- to revise and make appropriate changes to the provision on criteria-based assessment in order to optimize the educational process;
- to improve the system of criteria-based assessment.

6.5.2. The administration is obliged:

- to create all the necessary conditions for the implementation of criteria-based assessment policy;
- to exercise control over the implementation of criteria-based assessment policy;
- to ensure the professional development of teachers for the successful implementation of criteria-based assessment policy.

6. Final provisions.

6.1. Disputed issues are regulated by the internal policies and procedures of the IAS and in accordance with the legislation of the Russian Federation.

Profile of the descriptors of the academic activities criteria.

Criteria	Уровень достижений	Дескрипторы
Criterion A (Knowledge and understanding)		Student has not reached a standard corresponding to any of the listed descriptors.
		Student demonstrates a very limited understanding of the subject or topic. The work lacks detail, development and support.
		Student demonstrates a limited understanding of aspects of the subject or topic. The work lacks details, development and support. Student sometimes demonstrates understanding of the material.
		Student demonstrates a sufficient understanding of aspects of the subject or topic. The work has enough adequate details, development and support. Student demonstrates understanding of the material.
		Student demonstrates a good understanding of aspects of the subject or topic. There are enough essential details, development and support in the work. Student demonstrates a good understanding of the material.
		Student demonstrates a deep understanding of aspects of the subject or topic. The work provides vivid details, demonstrates development and support. Student carries out the analysis of information.
Criterion B (Understanding and applying knowledge)		Student has not reached a standard corresponding to any of the listed descriptors.
		Student's work is generally not organized and confused. The arguments are not presented in a logical manner. The logical order is expressed very poorly.
		Student's work displays starting elements of organization, but there is a significant lack of logical order.

		Student's work is mostly organized, written in a clear and coherent manner. The arguments are well thought out and presented in a logical manner.
		Student's work is well organized for the most part, written in a clear and coherent manner. The arguments are presented in a thoughtful, logical manner.
		All of Student's work is very well organized, written clearly and coherently. The arguments are presented in a convincing manner. The critical apparatus is used carefully where required.
Criterion B (New knowledge synthesis)		Student has not reached a standard corresponding to any of the listed descriptors.
		Student demonstrates very limited observation skills, understanding of a purpose or topic.
		Student demonstrates very limited observation skills, understanding of a purpose or topic.
		The learner is able to carry out quantitative and qualitative measurements of the description of observations as a result of observational learning.
		Student analyzes observations results, systematizes them and knows how to isolate the relevant and the secondary. In such descriptions the use of various abstractions is demonstrated.
		Knows how to independently generalize and formulate tasks, choose adequate means to address them efficiently.