

APPROVED
Vilnius Volungė kindergarten - school
Order No.
V- of 2025

**ACHIEVEMENTS OF STUDENTS OF VILNIUS VOLUNGĖS KINDERGARTEN-
SCHOOL, MONITORING THE STUDENTS' PROGRESS AND USING THE
ASSESSMENT RESULTS**

CHAPTER I

GENERAL PROVISIONS

1. Vilnius Volungė kindergarten-school mission

WE INSPIRE a passion for learning that EMPOWERS each student to ACHIEVE continuous personal progress.

2. Vilnius Volungė kindergarten-school vision:

Volungė kindergarten - school is a place where it is good to learn for life, to enjoy being at school and to consider it meaningful. Everyone participating in kindergarten - school life operates in a safe, supportive and stable environment, learns according to individual capabilities, experiences success, and strives for personal progress.

Volungė – fun learning – kindergarten – school

3. Vilnius Volungė Kindergarten-School philosophy :

The most beautiful thing you can become is yourself.

4. Vilnius Volungė Kindergarten-School values:

UNITY, in pursuit of a common goal.

ORIGINALITY, in creating new ideas.

FLEXIBILITY, creating the well-being of each member.

QUALITY OF EDUCATION, creating children's success stories.

THE DESIRE TO IMPROVE, change and the will to act.

GENEROSITY to be part of the community.

EMPATHY for others.

5. The procedure for assessing the learning achievements of Vilnius Volungė

Kindergarten - School students, monitoring student progress and using the assessment results (hereinafter referred to as the Procedure) has been prepared in accordance with the Order No. V-982 of the Minister of Education, Science and Sports of the Republic of Lithuania of 19 July 2023 "On Amendments to the Order No. ISAK-556 of the Minister of Education, Science and Sports of 5 April 2005 "On the Approval of the Procedure for Consistent Learning according to General Education Programs", the Procedure for Assessing the Learning Achievements of Students Studying According to General Education Programs and Using the Assessment Results, approved by Order No. V-1125 of 31 August 2023, and other legal acts regulating the assessment of student achievements and progress.

6. The Procedure Description defines the goals and methods of assessing the learning achievements of students in grades 1–4 of Vilnius Volungė Kindergarten - School (hereinafter referred to as the School), assessment levels and principles, assessment of students' acquired competences, progress monitoring and the procedure for using assessment results. In this Procedure Description, students' learning achievements include learning progress, that is, the student's continuous growth and movement towards the set learning goals, as well as educational outcomes that reflect the competencies acquired by students.

7. **IB PYP** – International Baccalaureate Primary Education Program (Primary Year Program)

8. The following terms are used in the procedure description:

8.1. **Assessment** is the ongoing process of collecting, interpreting, and summarizing information about a student's learning progress and achievements.

8.2. **Assessment** – the result of an assessment process, a specific decision about a student's achievements and progress.

8.3. **Self-assessment** is the observation, evaluation and reflection of a student's own educational process, achievements and progress, planning further learning steps.

8.4. **Peer-assessment-** is the observation, evaluation, and reflection of another student's educational process, achievements, and progress, supporting the planning of further learning steps.

8.5. **Assessment information** – information collected in various ways from various sources about a student's learning experience, achievements and progress (knowledge and understanding, skills, attitudes). **Assessment of individual progress** – an assessment principle that compares a student's current achievements with previous ones, and monitors and evaluates progress.

8.6. **Assessment criteria** – criteria for completing tasks that meet the requirements of the general primary education curricula and are provided for in individual teacher assessment methodologies.

8.7. **Control work** – a demonstration of knowledge, abilities, skills or work intended to test a student's knowledge, abilities, skills and is formally assessed, and takes at least 30 minutes to complete.

8.8. **Types of assessment** (classified by purpose of assessment):

8.9. **Formative educational assessment** – continuous assessment during the educational process, which aims to promptly provide detailed information about the student's further learning and development opportunities, predicting the learning perspective, reinforcing the progress made. Formative assessment encourages students to learn to analyze current achievements or learning gaps, and creates opportunities for students and teachers to cooperate in good faith.

8.10. **Summative assessment** is an assessment used at the end of a program. Its results formally confirm a student's achievements at the end of the educational program.

8.11. **Assessment methods** (classified by the nature of assessment and evaluation):

8.12. **Formative assessment** – assessment where tasks of a certain format are assigned, the time required to complete them is estimated, the tasks are evaluated using formal criteria, and the evaluation is recorded.

8.13. **Informal assessment** – assessment that occurs continuously: through observation, opinion formation, speaking, discussion. The assessment is recorded in a form chosen by the teacher (marks, symbols, individual comments, etc.).

9. Evaluation principles:

9.1. Evaluation is oriented to student, him aimed at to motivate, to encourage and to inspire students' desire to learn.

9.2. Evaluation includes wide strategies and methods spectrum.

9.3. Evaluation equally correct for all ethnic, gender and socioeconomic groups.

9.4. Evaluation is balanced and engaging all students and stakeholders country.

9.5. Students learning assessment based on for everyone for the subject characteristic for purposes and

evaluation criteria.

10. Effective assessment belongs to from high-quality students, teachers and parents (guardians / caregivers) cooperation .

CHAPTER II

EVALUATION OBJECTIVES

11. Objectives of assessing student learning achievements:

11.1. to observe and to evaluate students progress for IB primary education programs standards

and strengthening student learning;

11.2. to find out each student strengths, education needs;

11.3. together with the student and his/her parents (guardians/caregivers), make decisions regarding further educational steps and the assistance necessary for the student;

11.4. to encourage to student oriented training and to help for students to educate student profile properties;

11.5. on time to provide returnable connection for students and for teachers, improving teaching process quality;

11.6. to help for teachers to ponder their teaching efficiency;

11.7. to help for students to plan to motivate learning ;

11.8. to evaluate education quality, identify problems and initiate necessary solutions.

12. Effective assessment allows for students:

12.1. to share own experience, knowledge and understanding with others;

12.2. from in advance to know and to understand high-quality project preparation and delivery criterion;

12.3. to educate different learning style, apply different self-expression skills;

12.4. reveal wide knowledge, conceptual understanding and skills spectrum;

12.5. to ponder own learning, to evaluate myself and to participate evaluating others students;

12.6. to return own learning real everyday life experience, which can to encourage further research;

12.7. to analyze own learning and to understand, what need to improve;

12.8. plan your development;

12.9. increase motivation to improve.

13. Effective assessment allows for teachers:

13.1. to ensure, that all students would apply learning strategies, helping to reach success;

13.2. prepare high-quality project preparation and delivery criteria;

13.3. to plan considering students and teachers' comments;

13.4. to collect data, which can effectively understand everything school community;

13.5. together to analyze and to ponder students achievements and progress (both

difficulties, both strengths);

13.6. to consider to different learning style, multifaceted intelligence and abilities and different cultural contexts;

13.7. apply analytical (separate scores for different work aspects) and holistic (one score) assessment;

13.8. to determine professional area of improvement .

14. Effective assessment allows for parents:

14.1. to find out about student development and achievements;

14.2. to observe student being done progress (both learning difficulties, both strengths);

14.3. to support child and to enjoy his learning.

CHAPTER III

EVALUATION PROVISIONS AND METHODS

15. Assessment is based on the modern concept of learning, age-related development, psychological characteristics, individual needs of the student, and corresponds to the educational goals . What is assessed is what was intended to be achieved in the educational process: students' knowledge and understanding, general and subject-specific abilities, values, and behavior.

16. Assessment is positive and constructive – what the student has already learned is assessed, gaps are identified and help is provided to correct them. Individual student progress is assessed – the student's current achievements are compared with previous ones.

17. Assessment is objective and effective – the highest possible reliability of assessment is sought; educational standards are relied on, various sources of assessment information are used, modern assessment methodologies and methods of presenting assessment information are applied (student achievement portfolios, descriptions, electronic tools).

18. Assessment is open and transparent: students and their parents (guardians, carers) are informed about the assessment criteria and procedures. At the beginning of the school year, the class (or subject) teacher introduces students and their parents (guardians, carers) to the assessment provisions, principles and methods, and discusses the forms of providing information.

19. Formative and summative assessment methods are used to implement the objectives of assessing learning achievements.

19.1. **Formative assessment** ensures the implementation of the most important goal of assessing student achievement – to help them learn. Formative assessment is defined as the cyclical use of learning information obtained during teaching(s) to plan or adjust further teaching and

learning. Formative assessment includes:

19.2. diagnosing the current learning situation in order to purposefully select the appropriate teaching strategy, learning content, student activities, etc.;

19.3. creating conditions for students to learn and demonstrate what they have learned, allowing each student to reveal their potential;

19.4. Providing feedback that encourages further learning. Feedback is specific and focused on the student's task, providing qualitative information that can help the student do their work better;

19.5. ensuring conditions for students to learn with and from their classmates;

19.6. encouraging students to reflect on their learning experience and evaluate their results.

19.7. **Summative** assessment is associated with the recognition of learning achievements and aims to determine the quality of the completed task and activity in relation to a certain standard. Summative assessment is always carried out at the end of a certain stage of learning. At the institutional level, a distinction is made between internal and external summative assessment of the school.

20. The school's internal summative assessment is divided into:

20.1. a shorter-term summative assessment, where students report on an agreed-upon learning period. The teacher plans shorter-term assessments when preparing the long-term plan for the subject, and the teacher provides the assessments with commentary;

20.2. a longer-term summative assessment, where the teacher summarizes the results of a longer period and evaluates the student's work over a semester or academic year. For a summative achievement levels or others in the curriculum or individual student plans are used for assessment

provided symbols.

21. Summative assessment is properly implemented:

21.1. is meaningful when all stakeholders, including students and their parents (guardians, carers), clearly understand the meaning of the learning outcomes, what the achieved learning outcomes mean, and what should be done next;

21.2. corresponds to the objectives formulated in the general curricula, defining what students must know, understand and be able to do using the acquired knowledge;

21.3. are based on criteria and descriptions of achievement levels. In order to achieve student learning outcomes

comparability, teachers interpret the requirements of achievement levels in the same way;

21.4. Students' learning progress is checked several times and with different assessment tools; decisions about students' abilities are based on more than one assessment method;

21.5. a clear grading scale is used, clear to all stakeholders, to assess what the student has done, not what he has not done;

21.6. is based on evidence of learning achievements accumulated over a certain period of time;

22. The achievements of students for the semester (academic year) are summarized by assessing the progress made by the student, focusing on the characteristics of the achievement levels of students described in the general programs, taking into account the characteristics of the achievement levels defined in the chapters of the general programs in the areas of achievement and development of educational subjects, Appendix 1 to the Procedure Description, by recording the achievement level of the subject in the electronic diary Tamo :

22.1. half-yearly and annual assessment:

| Achievement level |
|-------------------|
| Higher |
| Home |
| Satisfactory |
| Threshold |

An unsatisfactory assessment of a semester subject is recorded if the student did not attend school without a justifiable reason and did not complete the assessment tasks assigned during that period (e.g., tests, etc.), did not demonstrate the achievements provided for in the general primary education programs. If the student did not complete the assessment tasks assigned during the semester due to justified reasons (e.g., illness), the entry “exempt” (“exempted”) is recorded . If, after the end of the educational process, the assigned tasks provide the student, whose learning achievements while studying according to the subject program were recorded as an unsatisfactory annual assessment, with the opportunity to achieve at least the threshold level of learning achievements established in the general programs (hereinafter referred to as additional work), then the assessment of additional work is considered annual.

An unsatisfactory assessment of a semester subject is recorded if the student did not participate (without a valid reason) in the NMPP assessment.

22.2. By decision of the Child Welfare Commission, the achievements of students educated according to an individualized or adapted program for the semester (school year) may be assessed as follows: "made progress" (denoted by "pp"), "made no progress" (denoted by "n.p."), "credited" (incl .), "not credited" (incl .);

22.3. For students exempted from physical education classes for individual semesters or the entire school year, the entry " exempt " is recorded;

22.4. After completing the primary education program, the class teacher prepares a description of the achievements and progress assessment of the completion of the primary education program (Appendix 2), the digital version of which is sent to parents by e-mail/ Tamo's diary by the class teacher;

22.5. A 4th grade student with an unsatisfactory annual assessment (after additional work, if assigned) in at least one subject is left to repeat the curriculum in the final grade of the primary education program.

23. External summative assessment is organized by the National Education Agency, which carries out national student achievement tests (hereinafter referred to as NMPP) for the purposes of education quality management. Based on the NMPP results, management decisions are made related to the need for teacher qualification improvement, the organization of education, the quality of learning materials or other issues. Schools are not compared based on the NMPP results - this is strictly prohibited.

24. In order to improve the quality of education, the school applies a system for monitoring student achievements, guided by the points of Section VI of this Procedure.

CHAPTER IV

LEVELS OF ASSESSMENT OF STUDENTS' LEARNING ACHIEVEMENTS AND ASSESSMENT OF STUDENTS' ACQUIRED COMPETENCES

25. Assessment in school is implemented at the personal (student), interpersonal (several students), community (class and school) and national levels, which are compatible with each other and form a common system:

25.1. the personal (student) level includes the student's self-assessment of specific learning achievements. Self-assessment is planned and implemented with the help of the teacher. The teacher selects self-assessment methods and tools, taking into account the individual needs, inclinations and capabilities of the student. Student self-assessment and long-term monitoring of progress develop self-regulated learning skills;

25.2. interpersonal (multiple students) level includes mutual self-assessment of students according to specific competences. Self - assessment is planned and implemented with the help of the teacher. The teacher selects self-assessment methods and tools, taking into account the relationships between students, experience of working in smaller or larger groups, group dynamics and other

important characteristics of pairs and/or groups;

25.3. The community-based classroom level includes the teacher's planned and implemented assessment of student achievements, in order to achieve all three goals - to help learn, to recognize and certify results, to manage the quality of teaching (si). The teacher chooses the methods, methods and tools for assessing student achievements, taking into account the teaching (si) objectives and the specifics of a specific educational subject. In order to achieve adequate and effective assessment of competencies, the teacher takes into account the needs, inclinations and capabilities of the entire class and each student and meaningfully combines all assessment methods. The teacher implements competency-based tasks by offering students rich tasks to perform, revealing the expression of competencies;

25.4. The community level of the school includes this Procedure Description, which is consistent with national level documents. In order to implement science-based advanced practice in assessing student achievement, members of the pedagogical community cooperate to improve professional competencies, make decisions collegially, and jointly create and maintain an assessment culture in the community;

25.5. The national level includes external evaluation carried out to validate education, as well as monitoring learning achievements, analyzing learning data, drawing conclusions and making recommendations to achieve better quality education.

26. Students develop competencies throughout the school by completing tasks during lessons and participating in various educational activities. When assessing the competencies acquired by students, teachers are guided by the following principles:

26.1. When developing students' competencies, they are assessed together with subject achievements;

26.2. Students' competences acquired through participation in social, civic, cultural and other educational activities are assessed by compiling a student's work assessment portfolio, recording information on student achievements in a diary and in other ways chosen by the teacher.

27. Formative assessment methods are used to assess the competences acquired by the student.

Formative assessment of a student's acquired competences promotes individual progress and competence development, therefore the teacher devotes the most time and attention to it in the educational process. The accumulated information and other evidence of the students' acquired competences are summarized in a written commentary at the end of a certain learning stage.

28. When planning the assessment of students' acquired competences, the teacher plans the intended learning path leading towards the educational outcomes: starting with the identification

of the educational outcome and its division into smaller steps that will help students approach the set goal, then the learning content is planned, planning learning tasks and selecting activities:

28.1. prediction of educational outcomes – following the general curricula and taking into account the learning needs of students, the classroom context and the school culture, the teacher defines specific educational outcomes;

28.2. planning of learning steps and characteristics – the teacher foresees what characteristics of learning will show that students, successfully overcoming smaller steps, are moving purposefully towards the set goal;

20.3. selection of learning tasks and activities – the basis for developing students' acquired competencies is meaningful activities and rich tasks. These include problem-based, research, analytical, project-based, etc. tasks and activities. To implement them, the teacher uses various learning sources and environments, considers issues and problems relevant to students, and learns in different environments. Their result is solutions adopted and practically applied by students. Tasks and activities of this type develop higher-level thinking, help ensure consistency between educational objectives, learning activities and assessment.

29. Effective feedback is important for assessing the student's acquired competences, when the teacher provides the student with information about his achievements and learning path during education (lessons) and participation in social, civic, cultural and other educational activities at school. Feedback is mutual, therefore, by providing feedback, the teacher supports the students, encourages them to be open, to search, and not to be afraid of making mistakes. It is important for the student to learn what and how he should improve in his learning process in order to make progress and improve his learning achievements:

29.1. The teacher provides feedback in various forms (verbal, written, non-verbal) and encourages the student to trust in their own abilities, to achieve better results, and motivates them to learn;

29.2. When providing feedback, the teacher can use assessment tools that record the growth of competence, such as: competence certificate portfolios; achievement descriptions; student self-assessment descriptions; student activity observation descriptions; questionnaires (open-ended questions and questions with a choice of answers), etc.;

29.3. Summative assessment can also be used to assess the competences acquired by a student, which allows for the accumulation of detailed information about changes in competences over a longer period of time and the use of this information for providing feedback. Summative assessment must be based on the teacher's qualitative observations about the student's progress, recorded in a form convenient for the teacher, on which the teacher could base his or her decision

about the final summary assessment of the student's achievements, if necessary.

CHAPTER VI

PRINCIPLES OF ASSESSING STUDENTS' LEARNING ACHIEVEMENTS

30. The essence of student achievement assessment is to help the student learn and improve. Student achievement assessment is based on openness, impartiality, communication and cooperation between all members of the school community.

31. When assessing student achievements, the principle is that every student can grow and develop when they are provided with conditions that meet their needs and the necessary assistance.

32. The students' achievements are assessed, therefore the assessment cannot be understood as a means of reward or discipline. In cases of failure to complete (submit) students' tasks, the Procedure for Consistent Learning according to General Education Programs is followed, approved by the Order of the Minister of Education, Science and Sports of the Republic of Lithuania of 5 April 2005 No. ISAK-556 "On the Approval of the Procedure for Consistent Learning according to General Education Programs".

33. Students' progress is encouraged through personal development, not through the pursuit of being better than others. Assessment avoids comparing students with each other.

34. When planning, organizing and implementing the assessment of students' learning achievements, the teacher:

34.1. follows the Code of Ethics for Teachers, approved by Order No. V-561 of the Minister of Education and Science of the Republic of Lithuania of 11 June 2018 "On the Approval of the Code of Ethics for Teachers";

34.2. applies adequate methods of monitoring and evaluating students' learning achievements in the educational process;

34.3. creates and supports a learning-oriented assessment culture;

34.4. collegially resolves issues related to the assessment of students' acquired competencies;

34.5. constantly reflects on their teaching, assessment practices of students' learning achievements and acquired competences, and their added value to each student's learning;

34.6. improves instruments that help assess students' learning achievements and acquired competences;

34.7. discusses with students issues of academic integrity and the possible consequences of not adhering to the principle of integrity;

34.8. responds in a principled manner to cases of student dishonesty, such as plagiarism, cheating, using outside help during exams, etc.;

34.9. provides information and explains in detail to parents (guardians, caregivers) about students' learning achievements and problems;

34.10. respects students' privacy and maintains confidentiality during the assessment process;

34.11. properly manages data on the monitoring and evaluation of students' learning achievements.

CHAPTER VI

MONITORING AND RECORDING STUDENTS' PROGRESS AND ACHIEVEMENTS

35. In the first grade, the level of students' readiness for school is monitored in September-October, and the students' abilities are recorded in a form prepared by the school (Appendix 3). Intermediate observations and recordings of achievements are carried out during the school year. The knowledge and abilities of newly arrived students are checked during the first month.

36. Taking into account the number of lessons allocated to the subject and the student's attendance, the estimated frequency of recording assessments in the electronic diary per month is:

36.1. when 1 weekly hour is allocated to a subject, the student's achievements are assessed with at least 1 assessment (comment);

36.2. when 2 weekly hours are allocated to the subject, at least 2 assessments (comments) per month;

36.3. when 4–5 weekly hours, at least 3–4 ratings (comments);

36.4. when 7–8 weekly hours, – at least 4–5 ratings (comments).

37. For students who study according to adapted or individualized programs, learning achievements and progress are assessed according to the achievement criteria provided for in these programs.

38. Preparation and assessment of short-term summative works:

38.1. The content of the test work must consist of tasks requiring the following abilities: 25 percent. higher-level thinking, 30 percent. – knowledge, deep understanding and reasoning abilities, 30 percent. – familiar context, standard application abilities, 15 percent. – simple, uncomplicated (standard), direct information retrieval.

39. **Providing assessment information:**

39.1. The teacher provides students with ongoing information about their learning and progress, what they have already achieved and what they should do to improve their achievements. Students' achievements are not publicly compared with each other; the progress made by a particular student is monitored and assessed by comparing his/her previous achievements with his/her current ones;

39.2. Information can be provided to students orally and in writing. Written comments are made in notebooks, on test sheets, when assessing independent, creative and other work, in electronic exercises, and in students' digital notebooks;

39.3. information about learning results (tests, tests, and other tasks) is provided to students and parents (guardians, caregivers) in the form of short comments; levels are not indicated, and substitutes for grades (letters, signs, symbols) are not used;

39.4. The teacher provides parents (guardians, caregivers) with information about the child's learning achievements in an electronic diary and during individual consultations;

39.5. Tripartite meetings (class teacher, student, parents (guardians, caregivers) are organized at least twice per school year, during which learning progress, learning expectations, learning needs, and ways to improve learning progress are discussed. If necessary or if learning difficulties arise, parents (guardians, caregivers) may be invited more often for individual consultations, informed by Tamo message or phone call, and a return tripartite meeting may be organized.

40. Based on the information received during the assessment about the progress of students, the teacher adjusts the educational process and provides measures to ensure learning progress.

41. During the distance learning period, teachers monitor and record students' learning progress in synchronous lessons, activities, and by analyzing students' work in the Google Classroom environment and other electronic learning environments.

CHAPTER VII

USE OF SUMMARY ASSESSMENT RESULTS OF STUDENT LEARNING ACHIEVEMENTS

42. The Deputy Director monitors the achievements of students in the long-term summative assessment, analyzes the results of inspections and semesters together with teachers, and conducts comparative analysis. Taking into account the data received, makes decisions on the development of a specific plan for improving students' achievements and its implementation.

43. The results of the NMPP, school inspections, and semi-annual and annual assessments

of student achievements are analyzed by the teachers' council or teachers' college, in meetings of individual class teachers, and, if necessary, by the Child Welfare Commission.

44. Based on the analysis of students' learning achievements during the semester and academic year, the teacher makes decisions regarding the content of education, teaching methods and strategies, learning tasks, the suitability of sources, the effectiveness of resource use, the reality of educational goals, and the planning or adjustment of the educational process.

45. The summarized student achievements are used in planning the school's strategic and annual activity plans, and in preparing the primary education curriculum.

AGREED

Vilnius Volungė Kindergarten - School Council

2025 date

protocol no.