

APPROVED

Vilnius St. Kristoforo Progymnasium

Director August 21, 2026

Order No. (1.3 E)V-106

VILNIUS ST. KRISTOFORO PROGYMNASIUM ASSESSMENT POLICY

CHAPTER I GENERAL PROVISIONS

1. Vilnius St. Christopher's Progymnasium, in accordance with the Law on Education of the Republic of Lithuania, Order No. V-1125 of the Minister of Education, Science and Sports of the Republic of Lithuania of 31 August 2023 on the approval of the Description of the Procedure for Using the Results of Learning and Achievement Assessment of Students Studying in General Education Programs, and the Procedures of the International Baccalaureate Organization (IBO) (*Programme Standards and Practices* (2020), *PYP: Principles into Practice* (2023 update), *MYP: From Principles into Practice* (2022), *Learning diversity and inclusion in IB programs* (2023), *The Primary Years Program : From principles into practice* (2015/2023), *MYP: From Principles into Practice*) aims to ensure a learning environment focused on the needs of each student, and to implement student progress and achievement systems that include the standards in force in the Republic of Lithuania and the International Baccalaureate. (hereinafter referred to as IB, *International Baccalaureate* or *IB*) practitioner.

2. The mission of the International Baccalaureate to develop internationally minded people who, by recognizing their common humanity and shared guardianship of the planet, help create a better and more peaceful world.

3. The philosophy of the International Baccalaureate is based on the belief that education should be student-centered, emphasizing inquiry-based learning, intercultural understanding, and the development of essential life skills. The program focuses on holistic education, nurturing not only students' intellectual abilities, but also their personal and social growth.

4. The mission of Vilnius st. Kristoforo progymnasium School is to develop together, taking into account each student, and to develop a personality that develops its own values, capable of consciously learning through research and collaboration .

5. The vision of Vilnius st. Kristoforo progymnasium is to work together to develop a thoughtful, responsible and caring, consciously learning personality; **#importanteveryone**.

CHAPTER II EVALUATION GOALS AND PRINCIPLES

6. Vilnius The evaluation objectives of st. Kristoforo progymnasium are:

6.1. monitor student progress: assessment allows students to monitor the development of their knowledge, skills and attitudes throughout the school year; by regularly reviewing student progress, teachers can ensure that students are motivated to act and improve;

6.2. promote personalized learning and identify learning needs: assessment helps identify areas where students may need additional support, differentiate and individualize instruction; by assessing each student's strengths, interests, and learning styles, teachers can personalize learning pathways, ensuring that all students have access to meaningful content that meets their needs;

6.3. Promote accountability: Assessment encourages students to take responsibility for their own learning. By regularly reviewing their results, students become more aware of their progress and are empowered to take responsibility for their own learning.

6.4. improve communication and collaboration: discussing assessment results promotes smoother communication between teachers, students and parents; open dialogue about student achievement and growth enables stronger partnerships and creates a clear picture of the learning process; collaboration between teachers and educational support professionals helps to apply a coherent and comprehensive approach to student development;

6.5. Promote a culture of reflection and continuous improvement: Regular assessment fosters a culture of continuous reflection – for both students and teachers; students reflect on their learning and self-assess their progress, and teachers evaluate their teaching practices and adapt their instruction based on the results of the assessment;

6.6. celebrate achievements and successes: assessment provides an opportunity to celebrate students' academic and personal achievements; recognition of progress, no matter how small, increases students' self-confidence, self-esteem and motivation to continue learning. The Continuous Improvement System implemented in the progymnasium creates opportunities for students to set personal and class goals, provides awards for the implementation of goals. Also, in the progymnasium, summing up the entire progress of students during the year, the "Class of the Year" and "Student of the Year" are elected annually.

7. Vilnius Assessment at St. Christopher's Junior High School is based on the following principles:

7.1. balanced: assessment includes formative (continuous) and summative (final) assessments, providing a comprehensive picture of student learning;

7.2. inclusive: assessments are intended for all students, taking into account diverse abilities and needs; assessment is differentiated taking into account students' needs, language abilities and individual progress, ensuring fair opportunities for each student; the student may be given additional time to complete the task, other tasks, alternative assessment methods, language support, student assistant support, support materials, other individual measures;

7.3. Reflective : teachers and students regularly reflect on assessment data, and this becomes the basis for further learning;

7.4. transparent: the purpose, criteria and process of the assessment are clearly defined for students and parents;

7.5. continuous: assessment is a continuous and integral part of the learning process, not a separate or isolated event;

7.6. Student-centered: students actively participate in the assessment process and are encouraged to take responsibility for their own learning.

CHAPTER III

EVALUATION PRACTICES AND CRITERIA

8. Vilnius st. Kristoforo progymnasium sets assessment criteria for each learning stage (PYP – interdisciplinary topics, MYP – cycle), reflecting the learning objectives of the IB programs. These criteria are presented to students at the beginning of each learning stage so that they understand what is expected of them. Taking into account the special educational needs of students, assessment criteria, tasks and methods of their implementation may differ from the whole class.

9. Assessment practices:

9.1. Formative assessment: it is carried out continuously to monitor student progress and provide direct feedback to improve learning. The aim is to help the teacher make objective decisions about teaching and to encourage student development. Formative assessment can be provided by:

9.1.1. conversation between student and teacher;

9.1.2. conversation between students;

9.1.3. conversation with the student, parents and teacher;

9.2. Summative assessment: it helps to understand a student's achievements after completing a certain stage. Summative assessment is based on learning objectives and is used to assess the learning outcomes achieved by students at the end of an interdisciplinary topic (PYP) or learning cycle (MYP). Summative assessment can be applied in various ways: project-based activities, end-of-year project (*Exhibition* , in PYP 4), Community Project (in MYP 4), student presentations, teacher-developed tests, National Student Achievement Tests (in PYP 4 and MYP 4) and other forms of learning achievement assessment. The results of summative assessment are used to determine the level of student achievement. There are several types of summative assessment:

9.2.1. student personal progress folders: students maintain their own folders, which contain examples of work and evidence of progress; the folder helps to document students' progress and achievements in the learning process; it is a valuable tool for setting goals and self-assessment;

9.2.2. Self-assessment (assessment as part of learning): students are encouraged to participate in self-assessment activities; they analyze their progress, set goals, plan next steps; these activities help develop self-awareness, reflection and responsibility for their own learning; students, with the help of teachers, use reflection tasks to evaluate their work.

10. PYP assessment is based on a student's conceptual understanding (*Key* , *Related concepts*), knowledge, skills (*ATL*) and action in practice (*Action*) (initiative, responsible decisions, application of learning to real life) personal progress, which is recorded by the teacher. PYP assessment helps the student learn because the entire learning process is assessed, not just the final result. The student is an active participant in the assessment process because he sets learning goals and constantly reflects (*Student Agency*). Student achievement is assessed at levels: threshold, satisfactory, basic and higher. Assessment must be consistent, objective, and focused on the student's personal progress. PYP assessment is based on:

10.1. continuous learning *monitoring* ;

10.2. *documenting* evidence of learning in students' personal progress folders ;

10.3. *measuring* progress and achievements through formative and summative assessment;

10.4. information to parents (*reporting*) through reports, conversations, meetings, diary entries, etc.

11. MYP achievement is assessed using rubrics (A, B, C, D). Each subject has its own rubrics (*Appendix 1*). Each rubric must be assessed at least twice per academic year and at least once per semester.

12. MYP assessment process:

12.1. The semester is divided into learning cycles. In each cycle plan, the teacher indicates which criteria will be assessed . There must be at least (may be more) 2 formative assessments. and 1 summative assessment . Tasks are assessed according to the established criteria (A, B, C, D), with each criterion assigned a level *from* 0 to 8:

Cycle 1	Selected evaluation criteria (A, B, C, D)
First formative task	
Second formative task	
Summative assessment	
Cycle 2	
First formative task	
Second formative task	
Summative assessment	
...	

12.2. of the half-year :

12.2.1. the teacher determines the final level of the student's knowledge and skills (from 0 to 8) that the student has achieved for each criterion (A, B, C, D). It is emphasized that this level is not arithmetic average, and the teacher 's best assessment *fit*), based on the student's achievements during the semester, completed assignments, progress made, etc. The final scores for each criterion (A, B, C, D) are summed to obtain the overall cumulative criterion score for the subject:

	Scores for each criterion received during the semester (0–8)	The most appropriate level assigned by the teacher (<i>best fit</i>) (0–8)
A		
B		
C		
D		
Total subject criterion score:		

12.2.2. The total subject criterion score is converted into a final MYP grade using the *grading* scale (see below) . 0–7). This becomes the student's semester grade . The result achieved on the assessment scale is converted into a 10-point assessment system assessment, following the assessment conversion procedure established by the school. The assessment is linked to the learning achievement levels established in the Lithuanian general education programs.

Subject's total criterion score (A, B, C, D)	Semester final grade	Lithuanian equivalent of the assessment	Explanation
0	0	Not rated	Not submitted/incomplete or work does not meet the minimum required standards.
1–5	1	2	Minimally achieves all goals. Very rarely demonstrates critical and creative thinking.

			Applies basic knowledge and skills inflexibly and rarely.
6–9	2	criterion score of 6–7 corresponds to a 3	Very limited achievement of most objectives. Rarely demonstrates critical and creative thinking. The student has difficulty understanding basic knowledge and skills.
		criterion score of 9–8 corresponds to a 4	
10–14	3	5	Limited achievement of most goals or clear difficulties in certain areas. Struggles to apply basic elements of critical and creative thinking. The student demonstrates limited understanding of the required knowledge and skills and is able to apply them only in simple situations.
15–18	4	6	Has a good understanding of the skills required and is able to apply them effectively in simple, familiar situations. Demonstrates the basic elements of critical and creative thinking. Sometimes shows an understanding of analysis, synthesis and evaluation skills.
19–23	5	7	Consistent and detailed understanding of the required skills and the ability to apply them with near-perfect accuracy in a variety of contexts. Demonstrates critical and creative thinking. The student generally has a good understanding of the skills of analysis, synthesis and evaluation, and sometimes demonstrates originality and insight.
24–27	6	criterion score of 24–25 corresponds to 8	Consistent and detailed understanding of the required skills and the ability to apply them with near-perfect accuracy in a variety of contexts. Often demonstrates critical and creative thinking. Appropriate and consistent demonstration of analytical, synthesis and evaluative skills. The student typically demonstrates originality and insight.
		criterion score of 26–27 corresponds to a score of 9	
28–32	7	10	Consistent and comprehensive understanding of the required skills and the ability to apply them in a variety of contexts. Consistently demonstrates critical and creative thinking. Consistent and appropriate demonstration of analytical, synthesis and evaluative skills. The student consistently demonstrates originality and insight, and their work is consistently of high quality.

12.3. Moral education (ethics, religion) is assessed with the words "Credited", "Not credited".

13. Once a semester, MYP students learn an interdisciplinary subject, where two or more teachers develop an interdisciplinary plan for two or more subjects. Teachers assess the student's knowledge and skills according to their subject criteria, and at the end of the interdisciplinary cycle, they assess each student according to the three (A, B, C) criteria of the interdisciplinary plan (Appendix 2).

14. PYP4 students prepare their final work (*Exhibition*) during the school year, which summarizes their experience in primary grades. This is a research-based, approximately 8-week student work that reflects the student's area of interest. The works are presented at a community event, and the activity is reflected on. The teacher writes a comment on the student's final work in his/her mid-term report, and provides feedback to the student.

15. MYP4 students prepare a *community* project at the end of the school year. *project*). This is a project that examines and researches a community problem and aims to find possible solutions to the problem. The community project is led by the teacher(s). Students work in groups. The work is presented at a community event, and the activities are reflected on. The teacher(s) evaluates the community project according to four criteria (A, B, C, D) (Appendix 3) . The evaluation is included in the student's mid-term report.

CHAPTER IV

MONITORING AND REFLECTION OF STUDENT PROGRESS

16. By implementing the Continuous Improvement System in all *classes Improvement*) each student creates their own personal portfolio, which strengthens their independence and responsibility for their own learning (*Student Agency*). The folder consists of:

16.1. a title page indicating the student's name, surname and class;

16.2. page "I am", where the student creatively introduces himself: illustrates, depicts what describes him (activity, personalities, objects, etc.);

16.3. are formulated - one goal is associated with learning and academic achievements, the other goal is personal, associated with the student's hobbies and free time;

16.4. monthly progress monitoring table – here the student marks the level achieved in each subject each month with the corresponding letters according to the entries in the electronic diary (PYP) or draws a grade curve (MYP);

16.5. half-year and annual results – the student marks his/her half-year assessments;

16.6. the questionnaire "Analysis of My Learning", which the student completes after each semester, reflecting on his or her level of competence ;

16.7. page "I am proud", where the student draws, depicts with symbols, lists activities, events in his life that he is proud of, which he considers important. It is recommended to collect evidence of "I am proud" : certificates of appreciation and diplomas for participation in events, competitions, olympiads, creative works, photographs, etc. Time is allocated for this activity at least twice a semester;

16.8. other evidence of performance or self-assessments, e.g.: ATL and IB student profile characteristics height self-reflection (Appendix 4).

17. The class teacher analyzes progress and achievements with the student every month, encouraging the student to reflect on their performance while working individually, in pairs, or in small groups.

18. Every month, the class teacher discusses the progress of his/her students with the supervising deputy for education , and together plans the necessary interventions (agreements with students, involving specialists in educational assistance to the student, informing parents, examining the case in the child welfare commission, preparing an individual assistance plan, contacting external institutions, etc.).

CHAPTER V

PROVIDING FEEDBACK TO PARENTS ON STUDENT ASSESSMENT

19. Vilnius st. Kristoforo progymnasium values close communication with parents and strives to provide regular information about students' progress, therefore:

19.1. regularly provides information to parents (guardians, caregivers) via the progymnasium's e-blog: general information, newsletters , assessments, praise, comments, etc.;

19.2. provides parents with a half-yearly report once every six *months Card*) (Annex 5) ;

19.3. Once a year, the progymnasium hosts a parents' day, during which parents can register for a conversation with different subject teachers;

19.4. tripartite conversations “Student – parents – class teacher” are held once a year (Appendix 6) ;

19.5. Parents are encouraged to get involved in junior high school initiatives, campaigns, events and other activities.

CHAPTER VI

FINAL PROVISIONS

20. The description of the student assessment procedure is reviewed every two years or more often as needed.

21. Teachers, the TB coordinator, and administration are involved in developing and adjusting the description of the student assessment procedure.

22. This document is available to all interested parties.

CRITERIA FOR ASSESSING COURSES IN IB MYP

Subject	Evaluation criteria			
	A	B	C	D
Language and Literature (Lithuanian)	Analyzing	Organizing	Producing Text	Using Language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and Societies (History, geography)	Knowing and understanding	Investigating	Communicating	Thinking critically
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real life contexts
Sciences (Biology, Physics, Chemistry)	Knowing and understanding	Inquiring and design	Processing and evaluative	Reflecting there the impacts of science
Design (Informatics, technologies)	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Arts (Arts, music, dance)	Investigating	Developing	Creating and implementing Performing	Evaluating
Physical and Health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

CRITERIA AND ASSESSMENT LEVELS OF THE INTERDISCIPLINARY PLAN

Criteria	A – the basis of the connection of things (<i>Disciplinary grounding</i>)	B – interdisciplinary synthesis (<i>Interdisciplinary synthesis</i>)	C – <i>Communicating</i>
Area (<i>beach</i>)	The student must: i. explain knowledge and understanding : understands the basic concepts and content of all integrated subjects. ii. apply subject methods/tools: n develops subject-specific skills (e.g. analysis, calculations, interpretation).	The student must: i. explain the relationships between things: understands how things relate to each other. ii. apply subject methods/tools to create a new product: understands and acts by linking subject knowledge and practices. iii. evaluates the benefits of interdisciplinary integration .	The student must: iii. Present ideas in a structured way: is able to present information logically and clearly. iv. use appropriate language and terminology: is able to use concepts/language of all subjects. v. Selects appropriate methods of presenting work.
Rating levels (1-8)			
1–2	- Limited understanding of subject knowledge. - Minimal application of skills, lots of mistakes.	- Weak or superficial connections between things. - Synthesis almost does not occur.	- Ideas are presented unclearly, lacking structure. - Inaccurate use of terms.
3–4	- Satisfactory understanding. - Sometimes the methods of things are applied properly.	- Simple, obvious connections. - Limited attempt to connect things.	- The presentation is partly clear. - Sometimes the terminology and form are appropriate.
5–6	- Good understanding of all things. - Skills are mostly applied correctly and independently.	- Clear and meaningful connections between things. - A proper integrated understanding is created.	- Clear and logical presentation. - The language of things is used appropriately. - The appropriate form of communication has been chosen.

7–8	• A detailed and accurate understanding of things. • Consistent, accurate and effective application of methods.	• A complex, deep and insightful synthesis. • A new, original understanding or solution is created. • The value of synthesis is clearly appreciated.	• Very clear, consistent and effective presentation. • Precise and developed use of terms. • The form is fit for purpose and perfectly tailored to the audience.
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COMMUNITY PROJECT ASSESSMENT

Criteria	A - research (<i>Investigating</i>)	B – <i>Planning</i>	C – action (<i>Taking Action</i>)	D – reflection (<i>Reflecting</i>)
Strands	The student must be able to: i. define the project's purpose and global context (<i>global context</i>); (ii) identify community need; iii. choose a study and explain how it relates to the project idea.	The student must be able to: i. create criteria for achieving project goals (<i>success criteria</i>); ii. prepare a detailed action plan for your project; iii. to reveal self - <i>management</i> skills.	The student must be able to: i. to act independently; (ii) to develop thinking, communication and social skills; iii. demonstrate active involvement in the project and the community.	The student must be able to: i. assess the quality of the project according to the predetermined success criteria (<i>success criteria</i>); ii. reflect on how the project has affected his/her own height and community; iii. reflect on ATL capabilities.
Rating levels (1-8)				
1–2	• The community's need and goal are superficially identified. • Limited research knowledge.	• The plan is very limited or unclear. • Poor process documentation.	• Limited independent operation. • Weak communication, social, and thinking skills.	• A superficial reflection on the project and learning.
3–4	• The goal is clear. • Basic research and prior knowledge are shown.	• A sufficient action plan has been developed. • The basic organization of the project has been revealed.	• Sufficient engagement in the activity. • Good communication, thinking, and social skills.	• Sufficient reflection on results and ATL capabilities.
5–6	• A clear and fairly complex goal. • Well-tailored research and relevant knowledge.	• A clear and detailed plan. • Good process management and self-governance .	• Meaningful activity for the community. • Developed thinking, communication, and social skills.	• A detailed reflection on impact and personal growth.
7–8	• A very clear and ambitious goal. • Excellent research skills using relevant sources.	• A very detailed and effective plan. • Excellent self-management and organizational skills.	• A deep and meaningful impact on the community. • Excellent thinking, communication, and social skills.	• A very detailed, precise and critical reflection on one's activities, ATL and impact on the community.

SELF-ASSESSMENT OF IB STUDENT PROFILE CHARACTERISTICS

Date _____		
	What activities have strengthened my qualities as a IB student?*	Self-assessment (select and underline 1 out of 4)**
Inquirers	• •	😊 – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. 😊 – I often demonstrate this quality in practice. 😊 – I understand and apply this trait perfectly.
Knowledgeable	• •	😊 – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. 😊 – I often demonstrate this quality in practice. 😊 – I understand and apply this trait perfectly.
Thinker	• •	😊 – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. 😊 – I often demonstrate this quality in practice. 😊 – I understand and apply this trait perfectly.
Communicator	• •	😊 – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. 😊 – I often demonstrate this quality in practice. 😊 – I understand and apply this trait perfectly.

Principled	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.
Open-minded	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.
Caring	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.
Risk-taker	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.
Balanced	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.
Reflective	• •	☹ – I don't understand what this trait is about, or I don't apply it in my life. 😊 – I'm trying to put this quality into practice. ☺ – I often demonstrate this quality in practice. ☺ – I understand and apply this trait perfectly.

* We reflect on formal and informal activities taking place at school and record examples that demonstrate the development of the IB student characteristic.

** We assess the development of our own qualities and underline the most appropriate statement.

ATL SELF-ASSESSMENT

date		
	Question for self-reflection *	Self-assessment (select and underline 1 out of 4)**
Social skills	- Am I able to listen before I speak? - Do I include others in the conversation? - Do I remain calm during disagreements and help resolve problems? - Can I work smoothly with classmates who have different ideas or working styles?	☹ – I still have a hard time working well with others or being nice. 😊 – I try to share, listen, and help my classmates. ☺ – I often get along well with others. ☺ – I always work collaboratively and help others feel included and respected.
Research skills	- Am I able to find information that will help me learn? - How do I check if the information is correct and useful? - How do I select information?	☹ – I still have difficulty finding or verifying information. 😊 – I try to find relevant information and use it carefully. ☺ – I often find reliable information and am able to select it. ☺ – I understand how to do good research and share what I learn with others.
Communication skills	- Can I explain my thoughts so that others understand me? - Do I listen as carefully as I speak? - Can I give and receive information respectfully? - Am I comfortable speaking in front of others?	☹ – I still have difficulty sharing my ideas or listening carefully. 😊 – I try to speak clearly and listen to others. ☺ – I often communicate and understand others properly. ☺ – I always communicate confidently, negotiate, and reach agreements with others.
Thinking skills	- Do I delve deeper into the topic by asking follow-up questions? - Have I tried different ideas or ways to solve the problem? - What do I do when the information is complex and not immediately understandable? - How do I use what I already know to learn something new?	☹ – I still have trouble solving problems or coming up with new ideas. 😊 – I try to think carefully and try different ways to solve problems. ☺ – I often solve problems and can explain my thoughts. ☺ – I always think creatively and help others solve problems.
Self-management skills	- Do I plan my activities and my time to complete the work? - What do I do to stay focused when work is tough? - Have I tidied up my workplace? - Do I calm myself down if I feel angry or frustrated?	☹ – I still have trouble planning my time or staying organized. 😊 – I try to manage my time and finish work on time. ☺ – I often plan and organize my activities properly. ☺ – I understand how to properly manage my time, and I can explain to others how to do it.

* We work in pairs or trios, reflecting on current issues.

** We assess our own development of abilities and underline the most appropriate statement.



VILNIUS ST. KRISTOFORO PROGYMNASIUM SEMESTER REPORT

Student:
Class: 1
Teacher:
Half-year:

1. Interdisciplinary topic

Subject (UOI)	Central idea	Student achievements, comment

2. Capabilities (ATL)

Area	Commentary on how skills are developed
Thinking skills	
Social skills	
Communication skills	
Self-management skills	
Research skills	

3. Characteristics of a IB student:

Student profile feature	Commentary on how qualities are developed
Inquirers	
Knowledgeable	
Thinker	
Communicator	
Principled	
Open-minded	
Caring	
Risk-taker	
Balanced	
Reflective	

Date: _____



VILNIUS ST. KRISTOFORO PROGYMNASIUM SEMESTER REPORT

Student:

Grade: 2–3

Teacher:

Half-year:

1. Interdisciplinary topic

Subject (UOI)	Central idea	Student achievements, comment

2. Subjects:

Things	Comment on achievements
Lithuanian language and literature	
Social sciences	
Mathematics	
Arts	
Natural sciences	
Physical education	

3. Capabilities (ATL)

Area	Commentary on how skills are developed
Thinking skills	
Social skills	
Communication skills	
Self-management skills	
Research skills	

4. Characteristics of a IB student:

Student profile feature	Commentary on how qualities are developed
Inquirers	
Knowledgeable	
Thinker	
Communicator	
Principled	
Open-minded	
Caring	

Risk-taker	
Balanced	
Reflective	

Date: _____



VILNIUS ST. KRISTOFORO PROGYMNASIJAS SEMESTER REPORT

Student:
Grade: 4
Teacher:
Half-year:

1. Interdisciplinary topic

Subject (UOI)	Central idea	Student achievements, comment

2. Subjects:

Things	Comment on achievements
Lithuanian language and literature	
Social sciences	
Mathematics	
Arts	
Natural sciences	
Physical education	

3. Capabilities (ATL)

Area	Commentary on how skills are developed
Thinking skills	
Social skills	
Communication skills	
Self-management skills	
Research skills	

4. Characteristics of a IB student:

Student profile feature	Commentary on how qualities are developed
Inquirers	
Knowledgeable	
Thinker	
Communicator	
Principled	
Open-minded	
Caring	
Risk-taker	
Balanced	
Reflective	

Teacher's summary comment on the student's strengths and areas for improvement throughout the PYP period , evaluation of the final project (*exhibition*) :

Date: _____



VILNIUS ST. CHRISTOPHER'S HIGH SCHOOL
MYP STUDENT SEMESTER ACHIEVEMENT REPORT

student of grade x
 Name Surname
 2025–2026 mm 2nd half

Serial No.	Subject name	Evaluation criteria (<i>best (fit)</i>)				Level	TB certificate	LT grade
		A	B	C	D			
1.	Lithuanian language and literature							
2.	English							
3.	Foreign language II							
4.	Mathematics							
5.	Design							
6.	Biology							
7.	History							
8.	Arts							
9.	Physical education							
10.	Community project							
11.	Interdisciplinary subject:							

Note:

Design: Computer Science + Technology

Arts: fine arts + music + dance

2026-06-26

Class teacher:

 Signature
 e

VILNIUS ST. KRISTOFORO PROGYMNASIUM
TRIPARTITE CONVERSATION "STUDENT - PARENTS - CLASS TEACHER"
INSTRUCTION

The tripartite meeting involves the student, parents, and teacher. Its goal is to strengthen the bond between the school and the family, creating opportunities to get to know the student, and developing their confidence in themselves and in adults.

Before the interview:

1. The student prepares for the interview based on the questions in the "Interview Process" section.
2. The class teacher coordinates the meeting time with the parents.

Conversation progress (20 min.):

1. The teacher greets the class, introduces the purpose of the three-way conversation, "warms up" the atmosphere with a few questions, and names a few positive things about the student (2–3 min).
2. The student, based on the data in the personal binder, presents (5–10 min):
 - 2.1. How are you feeling at the moment and at school in general?
 - 2.2. What are you proud of?
 - 2.3. What are his goals?
 - 2.4. What are the ratings?
 - 2.5. How do they develop their abilities (ATL) and develop the characteristics of the student profile?
 - 2.6. What would you like to improve?
 - 2.7. What will you do yourself and what help will you need?
3. Parents provide feedback to the student on what was presented (2–3 min).
4. The class leader provides feedback to the student on what was presented (2–3 min).
5. Everyone thanks each other and says goodbye (1 min).