



Assessment Policy

Table of Contents

1. IB Mission Statement
2. II LO Mission Statement
3. IB Learner Profile –guidelines
4. The purpose of the assessment
5. Assessment Practices
- 6 Rules used for Summative Assessment
7. Informing of the Assessment
8. IBDP Grading Scale
9. Grading scale in IBDP in accordance with the national grading system
10. Description of the grading scale used at the school
11. Frequency and standardisation of assessment in general
12. Standardisation of Assessment with reference to IA requirements
13. Internal regulations of promoting and assessing knowledge and skills
14. Deadlines for the submission of internal assignments
15. Earning the International Baccalaureate Diploma
16. Integration of the IB Policies
17. Review of the policy

1. IB Mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. Mission statement of the school

The school aims to help young people develop the necessary insight and skills so that they could become open-minded, honest and solidary people who recognize their common humanity and respect the needs and feelings of others. It is our desire to create the optimum conditions for study in order to get our students actively involved in the pursuit of knowledge and help them appreciate and develop their intelligence and academic abilities. We encourage our students to reflect on what they have learnt so that they could have greater control over their own academic performance and could achieve at their best. The whole school community promotes opportunities for students to develop true intercultural understanding and international mindedness so that they would be able to see various ideas, concepts or concerns from multiple perspectives. On top of that we shall inspire young people to take up their own responsibility in a society in a creative way. We shall always work and create having in mind the maxim „Docendo discimus" (Seneca Y) which refers to our school's ultimate aim to inspire a lifelong quest for learning.

3. IB Learner Profile – guidelines for II LO school community

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As II LO school community we strive to be:

INQUIRERS We develop our natural curiosity. We acquire the skills necessary to conduct inquiry and research and show independence in learning. We actively enjoy learning and this love of learning will be sustained throughout our lives.

KNOWLEDGEABLE We explore concepts, ideas and issues that have local and global significance. In so doing, we acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS We exercise initiative in applying thinking skills critically and creatively to

recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS We understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. We work effectively and willingly in collaboration with others.

PRINCIPLED We act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. We take responsibility for our own actions and the consequences that accompany them

OPEN-MINDED We understand and appreciate our own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. We are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING We show empathy, compassion and respect towards the needs and feelings of others. We have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK-TAKERS We approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. We are brave and articulate in defending our beliefs.

BALANCED We understand the importance of intellectual, physical and emotional balance to achieve personal well-being for ourselves and others.

REFLECTIVE We give thoughtful consideration to our own learning and experience. We are able to assess and understand our strengths and limitations in order to support our learning and personal development.

© International Baccalaureate Organization 2017

4. The purpose of assessing

Students are assessed in order to:

- a) monitor the progress of individual student learning and achievement
- b) determine the effectiveness of teaching in order to enable teachers to improve their pedagogical methods
- c) motivate students and help them plan their development
- d) inform parents or guardians about the students' progress, behaviour, special abilities and needs

Principles of assessment include that:

- a) teaching, learning and assessment are fundamentally interdependent
- b) assessment is designed to incorporate a variety of methods and should be motivating to students
- c) assessment is criterion-referenced using the guidelines set down by the IBO d) assessment is made clear to students and parents by teachers before coursework

5. Assessment practices

The school uses the following assessment practices:

Pre-assessment

All teachers continuously evaluate students' previous knowledge and skills appropriately before starting new teaching units.

Summative Assessment

Learning outcomes are evaluated by summative assessment. The basic marked assignments are multiple choice tests, open and closed questions, written work (essays), oral examinations, individual and group work, level of cooperation, activity, etc.

Students in the IB Diploma Programme have two kinds of Summative assessment which are used to communicate information on student achievement:

- a) In-school assessments: conducted in each class and reflected in school report
- b) IB assessments : completed to fulfill the requirements of the Diploma Programme. It includes Internal Assessments (oral interviews, language presentations, historical investigations, laboratory reports, math projects, commentaries) and External Assessments(Final examinations, Extended Essay, TOK Essays).

Formative Assessment

The educational process is primarily evaluated by formative assessment. Formative assessment aims are to help the student in the learning process strengthening learning competencies. The crucial tools of formative assessment are class discussions, providing feedback, peer assessment and self-assessment. Peer assessment is used in the teaching and learning process especially when giving feedback on written work or class presentations whereas self-

assessment is based on students' self-reflection and self-evaluation with reference to personal development. It helps students to increase responsibility for their learning. Self-assessment is used mainly in interviews with subject teachers and the IB coordinator.

Necessary prerequisites for formative assessment are accurate knowledge of assessment criteria, safe classroom environment and proper communication with the student. Teachers are supposed to use a broad variety of formative assessments which involves the process of gathering and interpreting evidence to monitor the progress in student learning

- a) using data to provide feedback (homework probe or an assignment)
- b) providing opportunities for students to assess their own work and identify their strengths and weaknesses
- c) identifying the learning needs of students

6. Rules used for Summative Assessment

Summative assessment practices are distributed over the whole school year.

- the teacher notifies the student of the result of the summative assessment. At the same time, formative assessment is provided as feedback pointing out the pros and cons of the evaluated work and performances.
- the results of the written summative assessment or practical skills are announced within 14 days
- the teacher informs the students at least one month in advance about the date of the written exams
- teachers are obliged to inform the students' representative about the study results and attendance via Vulcan school system within three days after students' work was assessed - class teachers (or educational counselors) are obliged to inform other teachers about the recommendations on students' special arrangement needs.
- all IB teachers provide the students with marking criteria specific to the subject at the beginning of each school year.

7. Informing of the assessment

Students' progress is discussed with students individually as an ongoing practice and parents are informed about it during individual parent-teacher meetings organized monthly.

Both students and parents have access to individual student accounts in the school's online register Vulcan, where they can check the grades, attendance and information connected with the student's conduct and activity at the school.

8. IBDP Grading Scale

The Grading scale in IB Diploma Programme in accordance with IBO grading system. (Applies to external assessment)

a) Mark grid used during 2-year course for course subjects from groups 1-6

Numerical grade Name of the grade

7 Excellent Performance (96 %- 100%)

6 Very Good Performance (90%- 95%)

5 Good Performance (80%- 89%)

4 Satisfactory Performance (70%-79%)

3 Mediocre Performance (55%-69%)

2 Poor Performance (40-54%)

1 Failed (0%-39%)

b) for Theory of Knowledge (TOK) and Extended Essay (EE)

A Excellent Performance

B Good Performance

C Satisfactory Performance

D Poor Performance

E Failed

At the end of the course the IBDP students are assessed in accordance with the IBO grading system. Each subject has specific assessment criteria.

9. Grading scale in IBDP in accordance with the national grading system

The national grading scale refers to current assessing/grading in IB DP classes, end of each semester grading and final grades after IBDP Year 1 and IBDP Year 2. The grading scale (1-6) is used in the school register according to the national regulations. However, students are informed about the awarded grade for a given written or oral performance in both grading scales.

Numerical grade used in the school register (1-6) Corresponding IB grades (1-7)

grade 6	(96%-100%)	7IB
grade 5	(90%-95%)	6 IB
grade 4+	(80%-89%)	5 IB
grade 4	(70%-79%)	4 IB
grade 3+	(65%-69%)	3 IB
grade 3	(55%-64%)	3 IB
grade 2	(40%-54%)	2 IB
grade 1	(0%-39%)	1 IB

10. Description of the Grading Scale used at the school (1-6)

Insufficient (1) -Insufficient achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support

Acceptable (2)-Minimal achievement against all the objectives. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support. Teacher's support is needed.

Average (3)- Limited achievement against most of the objectives, or clear difficulties in some areas. Some teachers' support may be needed.

Average Plus (3+) - Achievement against most of the objectives slightly below required level for Good (4) . Still some teachers' support may be needed.

Good (4)- A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is evidence of the skills of analysis, synthesis and evaluation.

Good Plus (4+) Understanding of the required knowledge and skills, and the ability to apply them in a variety of situations slightly below required level for Very Good (5). The student generally shows evidence of analysis, synthesis and evaluation where appropriate. The student may demonstrate originality and insight but not in a fully consistent manner.

Very good (5) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and usually demonstrates originality and insight.

Exceptional (6)- A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
(Also : Refer to IB Subject Grading Descriptions for particular IB subjects)

11 Frequency and standardization of assessment of students' performance in general

Summative assessment

a) in school assessment: Students get term grades from each subject except for core Component CAS according to the national grading scale (1-6) and at the end of term 1 in January (semi-annual assessment) and at the end of term 2 in June (annual assessment).

b) IB assessment: Students get grades throughout the two-year IBDP course in IB grading scale (1-7) or (A-E) for TOK and EE components which are also translated into the national grading scale (1-6). Predicted grades for all IB subjects and IB core components are awarded annually by 20th

April in IB grading scale accordingly.

Formative assessment

Teacher assessment is awarded regularly throughout the 2-year IB DP course. All students are observed regularly. Observations include how the whole group works and the single roles of participants within the group. All assessment is criterion-related. Teachers are obliged to use the assessment criteria specific to a given subject or the core which are outlined in the subject guides. Assessment criteria and learning outcomes are established and explained to the students clearly in advance of an assessment. Students' work is assessed against the criteria outlined in task-specific rubrics, which may also serve as a source for feedback and guidelines for further work. Teachers are obliged to assess the students' performance (written or oral) against the defined standards by looking at the mark for a given task but also taking into account the difficulty of a given task. Therefore, each assessment task is given a grade and ultimately these are used to work out an overall subject grade. Subject grades are converted into points according to the IB grading scale and further converted into the national grading scale (1-6). The minimum number of grades awarded per term is three, however, depending on the specificity of a given IB subject students usually get more grades. Students are also awarded marks understood as percentages of a given task or component. The given percentages correspond to grades according to the given grading scales and these are formally registered in the Vulcan system the school uses on a daily basis. However, all IB students get both information with reference to percentages and corresponding grades in both IB and national grading systems. Teachers provide constructive feedback for a given task either in writing or orally depending on the nature of the given task.

Peer assessment is used in the teaching and learning process especially when giving feedback on written work or class presentations. (informal feedback, not formally registered)

Self-assessment is based on students' self-reflection and self-evaluation with reference to personal development. It helps students to increase responsibility for their learning. Self-assessment is used mainly in interviews with subject teachers and the IB coordinator.

Necessary prerequisites for formative assessment are accurate knowledge of assessment criteria, safe classroom environment and proper communication with the student. Teachers are supposed to use a broad variety of formative assessments which involves the process of gathering and interpreting evidence to monitor the progress in student learning

- a) using data to provide feedback (homework probe or an assignment)
- b) providing opportunities for students to assess their own work and identify their strengths and weaknesses
- c) identifying the learning needs of students

Examples of types of assessment tasks and components used include :

- a multiple-choice question
- a short-response question

- an extended-response question
- an essay
- a project
- a research assignment

12 Standardisation of Assessment with reference to IA requirements

The process of standardisation of all IA requirements takes into account the 21-day consultation time needed for IB teachers to decide on the final assessment for the given assignment. Therefore, before the final assessment of the given IA component is awarded, the formal meeting of the IB subject teachers with the coordinator is arranged in order to discuss and eventually come up with the agreed marking of the given student's performance either oral or written. All IB teachers are given a period of 21 days to assess individually IA either oral or written performances.

Regarding the assessment of students' performances during all oral exams conducted annually at the school in the period of December - February (Polish A literature HL/SL , English B HL , German B SL and French B SL ab initio) all IB teachers of the given subject first listen individually to all oral exam recordings and assess individually each component against the IB criteria. IB teachers have a period of 21 days to prepare the documentation regarding criteria marking of the oral exam. Once the whole exam has been individually marked, the appointed chairman of the given oral examination board arranges a meeting of all IB teachers of a given subject with the IB coordinator to discuss potential differences in the criteria marking with the purpose of coming up with the final shared version of criteria marking based on the specific criteria for the given oral exam. The coordinator is provided with the document including individual comments and justifications for the marking and the final assessment of the IA of the given student with justification. As for group 1 subject -Polish A literature, group 2 subjects such as English B and French ab initio the school employs at least two IB teachers who are responsible for conducting the IA oral exams. Should slight differences in marking with reference to criteria of the IA occur then the higher marking is accepted. However, This practice is only used if the marking falls into the same level. As for German SL the school employs only one IB teacher for the moment. Therefore, the teacher collaborates with another IB German teacher from a different school in order to standardise the assessment of the oral performance.

On a rare occasion where bigger differences in assessment of oral performances should occur an additional meeting with the IB coordinator is arranged in order to address the differences and decide whether any further external consultation is necessary. The IB coordinator may consult an external examiner of the given subject from other IB schools if significant differences in marking of the given student's performance occur. In this case the final assessment (marking) of the given criterion is calculated taking into account the average of all individual markings . The principle of 'benefit of the doubt' in favour of the student may apply should examiners themselves be in doubt about what the marking should be.

As for assessments of particular IAs from other IB subjects the school offers such as Geography (Fieldwork),History (Historical investigation) , Sciences (Internal Assignments) and Mathematics AA (Mathematical Exploration) a slightly different procedure is used. The IB teacher of a given student first individually marks the student's IA and prepares a written document with justifications of the

assessment. The IA written performance together with the assessment document with justifications for is verified by at least one more IB teacher of a given subject from the school. First, an informal meeting within IB subject teachers takes place in order to discuss potential differences in marking. This is followed by the formal meeting of the IB teacher of the given subject with the IB coordinator during which the IB teacher responsible for assessing the given IA presents the assessment document for the student's IA. Should significant differences in assessment between at least two IB subject teachers of the given subject occur then the IB coordinator asks both IB teachers to present in writing their individual assessment documents. Should the difference in assessment be significant and possibly fall out of the same level then the IB coordinator may consider consulting another external examiner of the given subject from another IB school in order to address such differences. The final assessment in such a case would be the average of three individual assessments unless the IB teachers involved in the process come up with a shared one.

As for Core Extended Essay the coordinator is provided with the assessment document including justifications for the assessment with reference to all criteria. The given EE work may be reassessed by another IB teacher of the given subject either from the same school or from a different school. The school may also refer to external specialists of the higher institutions the school has been collaborating with. This may be the case especially regarding the EE written within sciences when students refer to sophisticated research findings or data that may go much beyond the material covered during the IB course.

As for TOK Essay and TOK Exhibition the TOK coordinator should consult particular IB teachers if the given component explicitly refers to the knowledge covered in IB courses. Besides, the TOK coordinator may consult with an external TOK teacher or TOK examiner if possible. This situation typically occurs regarding the assessment of the TOK Essays in which students refer explicitly to the specialized examples that come from the fields of both natural and human sciences ,mathematics , history etc. Given the nature of the subject, the TOK coordinator might be better off consulting the specialists of particular subjects who may have a deeper insight into the particular issue the student includes in the TOK essay.

13. Internal regulations of promoting and assessing knowledge and skills

The level of acquired knowledge and skills provided for in the IB syllabus is assessed according to the Internal System of Assessment. Each student is obliged to read these regulations. The criteria of requirements are described in IB documents. IB DP candidates studying selected subjects in Year 1 (Class 3 IB) are promoted to Year 2 (Class 4 IB) , and candidates studying selected subjects in Year 2 (Class 4 IB) are admitted to IB final exams under the following conditions:

- no SL (standard level) subject grade lower than 2 (according to the national grading system)
- no HL (higher level) subject grade lower than 2 (according to the national grading system) - all the required written assignments and other tasks set by the IB Faculty must be completed including the requirements of TOK and CAS
- IB students must meet both official internal deadlines (for Extended Essay,TOK Essay, Internal Assignments, other externally assessed work), deadlines within each subject (course

assignments, tests and presentations).

- if the student fails to inform the subject teacher or IB coordinator before the deadline, the teacher will have the right not to accept the student's work or the student's work may be left unassessed. (including class assignments: written and oral, internal deadlines for Extended Essay.)

- have respected the rules stated in Academic Integrity Policy

- have not missed more classes than it is provided for in internal regulations described in the Statute of the School (II LO im. Romualda Traugutta in Częstochowa) concerning the absence limit (50 percent). When the student's absences exceed the limits, they are obliged to complete the missed assignments following the criteria specified by the teacher of a particular subject (described in detail in the Internal System of Assessment (PSO). Students are promoted to higher year by resolution of the School Pedagogical Council of Education. All special cases will be considered by the school board. In all other cases, not described in this document, the Statute of II Secondary School of Romulad Traugutt in Częstochowa applies.

14. Earning the International Baccalaureate Diploma

Earning the International Baccalaureate Diploma All assessment components for each of the six subjects and the additional IB Diploma requirements must be completed in order to qualify for the award of the IB diploma. The failing conditions include:

a) CAS requirements have not been met.

b) IB student's total points at the final examination session are **below 24**.

c) **N** (no grade) has been given for theory of knowledge, extended essay or for any contributing subject (chosen subject from a particular group).

d) Grade **E** has been given for one or both of theory of knowledge and the extended essay. e)

Grade **1** has been given in any subject at standard or higher level.(SL or HL) f) IB the student has gained **fewer than 12 points on HL subjects** from three chosen subjects. (students who register for 4 HL , 3 highest grades count)

g) IB the student has gained **fewer than 9 points on SL subjects** from three chosen subjects. Students who register for 2 SL subjects must gain 5 points at SL.)

15. Assessment deadlines for the submission of internal assignments

The school Internal Calendar of deadlines specifies the deadlines for the submission of all internal assessment assignments. Both teachers and students are obliged to meet the deadlines set in the calendar. At the onset of DP Year 1 students and parents are given guidance on how to follow all deadlines at the required time. The maximum time a deadline can be extended is one week. If the extended deadline is not met, the student will receive the mark 1 (Fail) for the particular assignment.

16. Integration of IB Policies

This Assessment Policy is closely related to the Academic Integrity Policy, which demonstrates basic principles of students' proper academic conduct. Support for students

with special learning needs is clearly defined in Inclusive Policy, which declares options and necessary assistance. The Complaint Policy makes references to the procedures regarding assessment at the school.

17. Review of the policy

The Assessment Policy has been written by a school leadership team in close cooperation with IB pedagogical staff. This Assessment Policy is reviewed by a collaborative IB team twice a year : at the beginning of each school year in September and at the beginning of the second school term in January (last update : 24. 01. 2025) . the policy is made available to to students , parents and teachers via school website.

This policy and procedure are reviewed in accordance with :

Approaches to assessment 3.4: The school implements, communicates and regularly reviews consistent and fair systems and processes for reporting student progress and handling appeals or challenges. (0404-03-0400)

Leadership 4.4: The school ensures that students and legal guardians are informed of the general characteristics of relevant programme(s) and how the school implements them. (0201-04-0400)

References:

- Statut II Liceum Ogólnokształcącego (2023) (school statute)
- Diploma Programme Assessment procedures 2022, Published by International Baccalaureate Organization
- Diploma Programme: Assessment appeals procedure For use from September 2016, Published by International Baccalaureate Organization
- Rules for IB World Schools (2020), published by International Baccalaureate Organization
- The IB complaints procedure (2018), Published by International Baccalaureate Organization