



ASSESSMENT POLICY

LICEUM OGÓLNOKSZTAŁCĄCE Z ODDZIAŁAMI DWUJĘZYCZNYMI

IM. ADAMA MICKIEWICZA IN PIASTÓW

Introduction

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The Assessment Policy of Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Adama Mickiewicza in Piastów complies with the aims and tasks as specified by International Baccalaureate to align with IB assessment philosophy as well as the Polish Education Act of 14/12/2016 (with later changes) and its regulations concerning assessment of 26.09.2023.

Assessment philosophy

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The assessment philosophy is to collect information about the students' progress and achievements and its goal is to keep the students constantly motivated and help them improve. Assessment provides learners and teachers with direct feedback. Teachers collect information about the students' performance to make learning more effective. Assessment is criterion-related and reflects a student's achievement according to standards associated with each subject.

An effective assessment should:

- be fair and clear to all students,
- be criteria-referenced,
- support the student's success,
- be adjusted to the possible range of students,
- motivate the student to improve his/her learning skills and behaviour,
- enable students to discover their strengths and weaknesses,
- prepare the student for internal and external examinations,
- provide reliable feedback to teachers, learners and parents,
- recognize progress the students make and the skills they develop,
- be based on formative (for learning) and summative (of learning) assessment.

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The most important aims of IB DP assessment are:

- to support curriculum goals and the programme philosophy,
- reliability of results,
- reflecting international mindedness and avoiding bias,
- the role of professional judgement,
- holistic development of the student.

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The school distinguishes between two main types of assessment:

- formative assessment

- summative assessment

Formative assessment

In formative assessment teachers collect information of student learning and try to identify the needs of students in order to help the students make progress and achieve their goals. It provides chances for students to reflect upon their development and progress and find a proper way of further enhancement. It is also feedback for teachers how the student learns best and how he/she responds to the implementation of certain approaches, methods and techniques of teaching. Students should understand that learning requires a lot of effort, practice and devotion in order to develop skills and make progress. Teachers apply various strategies of formative assessment to align with learning outcomes to reinforce students' learning. Some formative assessment is included in the semester and end-of-year grade.

Summative assessment

Summative assessment's role is to summarise students' progress before studying a new material. It focuses on coursework that reflects the culmination of achievement level over a given period of time. Summative assessment grades inform students what they have already learnt and what they haven't learnt yet and finally inform parents and teachers about the students' progress in achieving IB standards.

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The assessment includes:

- the establishment of assessment criteria,
- transparency of grades for students and parents,
- information for students and parents about each subject educational requirements (presented at the beginning of each school year),
- systematic observation and documentation of the student's educational progress.
- systematic grading of students' achievements,
- semester grading,

- year-end/final grading.

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All grades, marks and reports are registered in Librus – the school online register and report system which is available to all students and their parents.

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IB Diploma Programme teachers inform the students and their parents about all the external and internal assessment requirements and mark and grade criteria of each course at the beginning of the school year.

Systematic assessment

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Forms and methods of systematic assessment/grading:

- answering questions and solving problems assigned by the teacher,
- global tests (comprising a bigger section of the material covered),
- short tests and quizzes (comprising the material covered during the last 2-3 lessons),
- long-term assignments (collaborative projects, presentations, essays),
- group work (problem solving discussions, debates, interdisciplinary projects such as: Collaborative sciences project),
- laboratory reports,
- TOK presentations and essays,
- individual or interactive activities,
- written and oral tasks,
- role plays and performances,
- online forum responses,
- portfolios, blogs, reports,
- investigation and exploration,
- data base reporting,

- critical responses,
- short oral answers,
- case studies,
- reading and listening comprehension activities,
- multiple choice questions,
- examination papers,
- other activities which show students' specific subject knowledge.

Assessment tools:

- grades expressed in the number scale: 1-6,
- teachers' comments,
- oral and written feedback,
- observation reports,
- self and peer correction, assessment and evaluation.

In order to develop the student's assessment skills and self-reflection, IB DP teachers are recommended to use self-assessment and peer-assessment as assessment tools.

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Apart from systematic, semester and year-end/final grades, the IB student additionally receives grades for oral and written works which are a part of the IB DP exams (as specified by IB).

IB Diploma Programme requirements for our school include the following elements:

Submitted to the IB by 15th March by teachers:

- Language A HL Written assignment and reflective statement,
- Extended Essay,
- TOK essay.

Submitted to the IB by 20th April by teachers:

- Language A Individual Oral,
- Language B Individual Oral Assessment,
- Historical Investigation,
- Geography Fieldwork Written Report,
- Collaborative sciences project,
- Biology Individual Investigation,
- Chemistry Individual Investigation,
- ESS Individual Investigation,
- Physics Scientific Investigation,
- Mathematics Exploration.

Written examinations at the end of the Diploma Programme form the basis of the assessment for most courses. In-school assessment tasks are either externally assessed or marked by teachers and moderated by IB.

Students are obliged to upload all their assignments to IBIS individually. Students confirm the authenticity of their work by signing The Honesty Clause.

The IB Diploma Programme lasts two years and during this period students are obliged to:

- complete six subjects out of at least 5 of the subject groups set by the IB,
- receive a positive grade in the final exams scheduled for each selected subject,
- complete the Diploma Programme core: TOK, CAS, Extended Essay.

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Internal Assessment

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) is planned at the beginning of each IB1 year and is used consistently throughout the two-year period. Appropriate internal assessment timelines are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course. All the internally assessed work that is part of the final diploma grade from each subject is marked by the teachers according to the criteria given in the relevant IB DP subject guides.

External assessment

Appropriate external assessment timelines for tasks completed during the course are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course. The final May session exam schedule is designed basing on the IB Exam Schedules document for the given session. This detailed schedule is announced to the students about a month before the exam session. Students are familiarised with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

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According to the table below students are given the following marks:

Ocena doskonały	7	dsk. 100% - 96%	excellent performance
Ocena bardzo dobry	6	bdb. 95% - 90%	very good performance
Ocena dobry	5	db. 89% - 80%	good performance
Ocena zadowalający	4	zd. 79% - 70%	satisfactory performance
Ocena dostateczny	3	dst. 69% - 55%	mediocre performance
Ocena dopuszczający	2	dop. 54% - 40%	poor performance
Ocena niedostateczny	1	ndst 39% - 0%	insufficient performance

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Mock exams are obligatory for every student. If a student fails to sit the mock exams they intend to take, they are given 0 points for them. Only doctor's excuse can exempt students from the absence at the mock exams.

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All students are obliged to take written tests at the time set. In case of a student's absence, he/she will sit the test at the time fixed by the teacher.

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Written tests covering a larger part of the material have to be recorded in e-register at least a week before the fixed time. There should be no more than three such tests in a week and only one a day.

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Written tests have to be marked within two weeks and the next test cannot be given to students if the previous one has not been marked.

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Students' progress is communicated to their parents by the school e-register *Librus* and at the meetings with the form and subject teachers, during which parents are given progress reports. Parents-teacher meetings are scheduled regularly by the school. Final information on students' progress is in the form of the end-of-school-year certificate.

Term/End-of-year/Final classification

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Every IB DB student has to take six compulsory subjects from the ones offered by the school. At final exams three of them have to be chosen at the Higher Level and the remaining three the Standard Level. The change of the subject level will be possible until the end of September of starting the IB course

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At the end of Year 1 all students are required to provide necessary documents to the CAS teacher. If they fail to achieve this, they cannot continue into Year 2.

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Every Year 1, an IB student has to participate in Collaborative Sciences Project completed by the end of the school year.

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All school IB students have to meet deadlines set by the school regarding the written and oral assignments, which are required by the IB. If they fail to fulfil these conditions, they cannot pass internal assessment, which results in the lack of possibility to sit external exams.

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According to requirements of IB, teachers have to issue predicted grades, which are subject to communication only between the IB and the subject teachers. They take into consideration internal tests results, the results of mock examinations, the internal assessment, and the scale used by IB during the previous spring examination session. They are on the IB 1 – 7 scale and are issued for all the IB students in April during the last year of the course.

If required in the process of application to foreign universities, students are given preliminary predicted grades in autumn during the second year of the DP course. Predicted grades are established on the basis of formative and summative assessment marks and progress achieved by individual students in the study period preceding the time of providing the predicted grade. Every separate predicted grade is a result of an independent decision of the subject teacher.

§6

For Theory of Knowledge and the Extended Essay, candidates receive a grade from A to E. The third element of the core, CAS, does not receive a grade. Completion is assessed by the school.

Candidates can earn between zero and three points towards the overall diploma points. The number of points is calculated using the table below – the IB DP core point matrix.

Core points matrix

		Theory of knowledge				
		A	B	C	D	E
Extended Essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	1	0	
	E	Failing condition				

Example: According to the chart, a candidate who receives a B in theory of knowledge and a C in the extended essay will be awarded 2 points from the core elements.

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The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- a) CAS requirements are met.
- b) The candidate has achieved at least 24 total points.
- c) A grade has been awarded in all subjects, TOK and the EE.
- d) A grade of at least a 2 has been awarded in all subjects.
- e) The candidate does not have a grade 2 awarded 3 or more times.
- f) The candidate does not have a grade 3 awarded 4 or more times.

- g) The candidate has at least 12 points on HL subjects. (For candidates who register for four HL subjects, the three highest grades count).
- h) Candidates have at least 9 points on SL subjects. (Candidates who register for two SL subjects must be awarded at least 5 points at SL).

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A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The sessions need not be consecutive.

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The standardization of marks and/or requirements between all subject group teachers, EE supervisors and CAS /TOK teachers will be assured during regular intervals. This will be done horizontally and vertically at least once a term.

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This Policy is reviewed every three years by all school teachers. (last revision: 04.2024).

Bibliography

The Assessment Policy of Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Adama Mickiewicza in Piastów was comprised on the basis of similar documents published by:

- Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. Władysława Jagiełły in Płock,
- Akademickie Dwujęzyczne Liceum Oxford Secondary School in Bielsko-Biała,
- Konopnicka 1st High School in Suwałki,
- III Liceum im. Marynarki Wojennej RP w Gdyni.

While preparing the policy we have been using other relevant IBO documents:

- Programme development guidance for Diploma Programme candidate schools,
- Diploma Programme Assessment procedures,

- Assessment principles and practices—Quality assessments in a digital age,
- The Diploma Programme: From principles to practice.

This Policy aligns with the school’s Special Educational Needs, Inclusion Policy, Academic Integrity Policy, Language Policy, School Complaints Procedures Policy, and other school IB DP documents.