**ASSESSMENT POLICY IN THE CLASSES**

**IMPLEMENTING THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME AT THE XXXV LICEUM OGÓLNOKSZTAŁCE Z ODDZIAŁAMI DWUJĘZYCZNYMI IM. BOLESŁAWA PRUSA**

**IN WARSAW**

#### The role of the assessment

The main role of the assessment 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. Teachers use the following methods of assessment: assessment criteria, markbands, markschemes, marking notes.

#### The school, in line with IB standards, adheres to the principle that assessment should be balanced and effective at the same time. We accept that balanced and effective assessment should:

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

**Formative and summative assessment.**

During the whole process of education teachers should keep the balance between formative and summative assessment.

Formative assessment is ongoing process focused on investigating knowledge, skills and understanding that students should develop. In this way it helps to establish what requires further work. It is linked with reflection and thus is one of essential components of classroom practice. Its main purpose is to provide detailed feedback on the nature of students’ strengths and weaknesses.

Summative assessment is concerned with measuring student performance against Diploma Programme assessment criteria to judge levels of their achievement. The summative assessment mainly measures student achievement according to specific criteria which students know beforehand.

Summative assessment also aims at supporting and stimulating the students’ learning. Teachers are constantly advised to take care of creating an atmosphere promoting students’ reflection in the classroom, their self- and mutual assessment.

If a student misses 25% or more classes of a given subject, the teacher has the right to conduct a written attendance test.

**Standardization of assessment**

IB DP team teachers use standardization as part of the school's assessment policy, based on the following principles:

* Within the subject groups, teachers during collaborative meetings make sure that their teaching units are aligned with the DP requirements, the appropriate age level, the teaching of ATL and the IB-Learner Profile, DP approaches to teaching and assessment procedures. Teachers compare students’ work and subject requirements and standardize their expectations and outcomes.
* Two subject teachers in one level/ class are in close contact and evaluate the teaching and learning process as well as the assessment by exchanging works of students to agree on a common level of teaching and assessing.
* During the Language Examination (Polish A, English B) it is recommended that two teachers of the subject are present during recording. Teachers can discuss the final grade for the students.

**IB DP components and procedures in internal and external assessment.**

The IB Diploma Programme uses both internally and externally assessed components to assess

student performance.

External assessment is marked by IBO examiners, and includes the examinations taken at the end of a two-year programme, in May, as well as a variety of different tasks that students have to complete in different subjects, at various times, e.g.:

* data-response questions,
* text-response questions,
* case-study questions,
* structured problems,
* short-response questions,
* multiple-choice questions

Internal assessment which includes assessment components internally marked by teachers and

externally moderated by the IB. Internal assessment includes:

* laboratory work in sciences,
* investigations in mathematics,
* oral work in languages,
* oral recording presentation in global politics,
* written report in global politics,
* fieldwork in geography.

**Grading the students.**

IB students are assessed with the following IB scale (1-7). 1 – the lowest grade; 7 – the highest grade. For the purpose of final classification in Polish system (at the end of the school year) the grades are transferred into polish scale (1-6).

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| --- | --- | --- | --- |
| **IB scale** | **Grade** | **Percentage** | **Polish scale for final classification** |
| 7 | Excellent | 100%-95% | 6 |
| 6 | Very good | 94%-85% | 5 |
| 5 | Good | 84%-75% | 4 |
| 4 | Satisfactory | 74%-60% | 3 |
| 3 | Mediocre | 59%-50% | 2 |
| 2 | Poor | 49%-40% | 1 |
| 1 | Very poor | 39%-0% | 1 |

For the purpose of Predicted grades school uses the IB scale. Students are informed about grading scale at the beginning of school year by IB Coordinator, care teacher/supervising teacher and subject teacher. Every teacher is obliged to present IB scale at the first lesson of a school year in first year of DP.

Assessment in Theory of Knowledge (TOK - Theory of Knowledge) and Research Work (EE - Extended Essay) is made in the letter system according to the following scale: A = excellent, B = good , C = satisfactory, D = average, E = elementary (N = not submitted). The grades are implemented from the IB Diploma Programme Grade descriptors and are given in this form for the completion of IB diploma components.

For the final classification at the end of the school year students get “credited” for TOK and CAS.

**TOK – Theory of Knowledge (According to IB Grade descriptors)**

**Grade A**

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

**Grade B**

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

**Grade C**

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

**Grade D**

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

**Grade E**

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

**EE – Extended Essay (According to IB grade descriptors)**

**Grade A**

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

**Grade B**

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

**Grade C**

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

**Grade D**

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and Extended essay grade descriptors; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

**Grade E**

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

**Systematic assessment.**

Students will be assessed systematically for a variety of tasks, engagement and progress made. In order to ensure systematic, differentiated and diverse grading, the school assumes that each student must obtain a minimum number of grades in a given subject depending on the level. For an SL – 5; for an HL – 7.

Every teacher must apply specific methods of assessment resulting from the needs of the subject and IB guidelines for the guidelines.

**Predicted grades.**

Predicted grades are given by school teachers on the basis of the overall evaluation of the student at the time PG are given in IB scale (1-7). Predicted grades may be given for university recruitment purposes and must be given in March in IB 2 following IBO requirements. Predicted grades are given based on current educational achievements, results from the MOCK Exam and the level of completion of the Internal Assessment.

**Recording and reporting students achievements.**

Each form of assessment is recorded in the school documentation adopted for school practice. Both formative and summative assessment is recorder in the electronic journal - Librus Synergy. Students and parents have constant access to assessments and monitoring of student progress in the IB DP.

IB DP subject teachers are obliged to inform the student's parents and the student himself about the student's progress. Information is provided electronically or verbally during school meetings. IB DP teachers are obliged to inform the program coordinator about a student's backlog of Internal Assessment, CAS and EE.

The student is obliged to meet all deadlines, deliver their work on time and take responsibility for any shortcomings. Each failure to meet the deadline set by the IB teachers will result in a reduction in the grade for a given credit, project or even the mid-year / annual grade from a given subject.

To monitor progress on TOK, CAS and EE, the school uses ManageBack. Access to the program is available to students, parents, CAS coordinator, TOK teacher, EE supervisors, IB Coordinator.

**Accountability and review**

Students can expect a culture of accountability in the development of assessment protocols that inform their learning. Teachers work regularly in collaborative “professional learning communities” to discuss, clarify and sequence the learning targets for the class, and hence develop formative and summative assessments to measure student progress toward these objectives.

All teachers are responsible for clarifying how their own classroom assessment practices adhere to the general guidelines described in the official IB Assessment policy. Teachers may post such explanations on the electronic journal - Librus Synergia. distribute hard copy explanations to students, parents or IB Coordinator.

Whenever a student has doubts about the assessment of his work (especially Internal Assessment and Extended Essay), he may ask the IB Coordinator to verify that all subject-specific guidelines have been followed for his work. IB Coordinator is obliged to clarify the student's concerns with respect to the applicable guidelines in the IB.

Assessment rules and regulations applying to the whole school, not exclusively to the IBDP, are included in the School Statute.

**Awarding the IB Diploma**

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

* CAS requirements have been met;
* The candidate’s total points are 24 or more;
* There is no “N” awarded for Theory of Knowledge, the extended essay or for a contributing subject;
* There is no grade E awarded for Theory of Knowledge and/or the extended essay.
* There is no grade 1 awarded in a subject/level;
* There are no more than two grade 2s awarded (HL or SL);
* There are no more than three grade 3s or below awarded (HL or SL);
* The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count);
* The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL);
* The candidate has not received a penalty for academic misconduct from the Final Award Committee.

**Reviewing of the policy**

The IB DP coordinator appoints a team at the beginning of each school year, responsible for reviewing and updating the assessment policy in accordance with the applicable IBO standards. The IB DP coordinator is the leader of that team.

*This document has been prepared and modified as a result of the analysis of students' needs
and expectations by a team of teachers involved in the IB DP.*

*The document was developed on the basis of the following IB publications and Policies of other IB school: A Handbook of Procedures for the Diploma Programme, Diploma Programme Assessment: Principles and Practice, Guidelines for developing a school assessment policy in the Diploma Programme. The Diploma Programme: From principles to practice (IB Publishing Ltd, 2015), International Baccalaureate Organisation, Diploma Programme Assessment procedures 2021 (Peterson House, 2021), International Baccalaureate Organisation Programme standards and practices (2020), International Baccalaureate Diploma Programme A guide to assessment (2018,2020), Diploma Programme Assessment procedures (2023), IB DP Assessment Policy International Baccalaureate III Liceum im. Marynarki Wojennej RP w Gdyni; IB Grade descriptors for use from December 2017.*

*This document was revised and updated in November 2023.*

(─) Koordynator IB DP (─) Dyrektor

 w XXXV Liceum Ogólnokształcącym XXXV Liceum Ogólnokształcącego

z Oddziałami Dwujęzycznymi z Oddziałami Dwujęzycznymi

 im. Bolesława Prusa w Warszawie im. Bolesława Prusa w Warszawie