



**IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi  
im. Stanisława Staszica w Sosnowcu  
IB World School No. 061902**

# **Assessment Policy**

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The following assessment policy aligns with the School Grading System of IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec, set out in the School Statutes, and the requirements and philosophy of the International Baccalaureate Diploma Program.

## **1. PHILOSOPHY**

Our school recognizes that the purpose of assessment is to support curricular goals, encourage appropriate student learning as well as to measure learning. The proper use of assessment allows for effective teaching to the course requirements, to the examination and other formal assessment requirements. It also provides ongoing and consistent feedback regarding student attainment to students themselves, teachers and parents/legal guardians.

## **2. PRINCIPLES**

Assessment at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica is grounded in the following principles:

- assessment supports curricular goals and has a positive backwash effect, i.e. encourages good quality teaching which produces the most desirable educational outcomes for students;
- assessment uses a range of tasks and methods appropriate to the widest possible range of students and by acknowledging their diverse learning styles, educational needs, level of language and cultural background enables them to demonstrate their personal level of achievement;
- assessment is criterion-related (as opposed to norm-referenced). It judges students' work in relation to pre-determined subject specific criteria stipulated in the relevant DP subject guides as well as criteria set out in the School Statutes, rather than in relation to the work of other students;
- assessment recognizes and rewards a student's performance in higher-order cognitive skills (synthesis, reflection, evaluation, analysis, critical thinking) rather than just in the fundamental cognitive skills (knowledge, understanding, application);
- assessment is valid for the purposes for which it is intended (it actually measures what it is stated to measure);
- assessment supports concurrency of learning and the overall learner experience;

- assessment supports the IB’s wider mission and student competencies described within the learner profile, especially inquirers, knowledgeable, thinkers, communicators and internationally minded;
- assessment reflects the international context and the intercultural understanding purpose to IB teaching.

### **3. ROLES AND RESPONSIBILITIES**

#### **STUDENTS:**

- actively engage in the learning process and take responsibility for their own learning know how their work will be assessed and refer to the assessment criteria while they are completing their work;
- understand the learning value of assessments by respecting and adhering to assessment deadlines;
- produce coursework—including work submitted for assessment—which is authentic, based on their individual and original ideas with the ideas and work of others fully acknowledged;
- know how to self-assess and peer-assess their work so as to be able to better analyze their own learning, reflect on progress and set goals for improvements.

#### **TEACHERS:**

- provide students with all information regarding assessments and requirements for each IBDP subject: at the beginning of the school year/term and during the course of instruction in a manner that is clear and understandable to the students;
- collaboratively create and publish a timeline for internal and external IB requirements to help students plan ahead and manage their workload;
- use a broad range of assessment strategies throughout their course to allow all students – regardless of their unique learning profile, including those with diverse learning needs – to demonstrate their learning;
- teach students how to self-assess and peer-assess their work so that they can engage in the learning process and take responsibility for their own learning;
- provide students with prompt and constructive feedback in order to help them analyze their own learning, reflect on progress and set goals for improvements;

- keep an accurate record of all assessment tasks;
- work closely together to standardize their grading practices to ensure accuracy of interpretation of assessment criteria and reliable results in accordance with IB guidelines;
- regularly review assessment strategies and strive to match their assessment practices with those of the IB;
- attend specialized IB professional development conferences or online workshops which provide training in the teaching and assessing of IB courses.

## 4. PURPOSE OF ASSESSMENT

### 4.1 FORMATIVE ASSESSMENT vs SUMMATIVE ASSESSMENT

**Formative assessment** is an on-going process that takes place during the course of instruction and focuses on how individual students are progressing towards meeting the lesson or unit learning objectives. As stated in *IB Guidelines for developing an assessment policy* (IBO, 2010, p.4) and *Assessment principles and practices—Quality assessments in a digital age* (IBO, November 2021, pp. 25-26), **formative assessment** provides detailed feedback on the nature of the students' strengths and limitations and helps students to improve their understanding of what constitutes excellence and where their own work stands in relation to this. It enables them to become a better judge of their own performance and develop strategies to improve. The purpose of **summative assessment** is to measure accurately the level of each student's attainment at the end of an instructional unit. It focuses on what skills and knowledge the student has gained and demonstrates the student's readiness to progress to the next stage of education.

Formative and summative assessments carried out in our school include:

- in-class assignments;
- discussions and debates;
- individual and group projects;
- presentations;
- problem solving;
- lab work;
- fieldwork reports;

- scientific and mathematical investigations;
- homework;
- descriptive and argumentative essays;
- oral question-answer sessions
- quizzes;
- tests (specified in the School Statutes and Vulcan electronic grade book as “sprawdzian” and “praca klasowa”);
- mock IB exams;
- peer evaluation;
- self-evaluation.

Assessment instruments primarily designed for summative (formal) assessment at the end of the course are adapted and used formatively as part of the learning process by IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec.

## 5. TYPES OF ASSESSMENT

### 5.1 INTERNAL ASSESSMENT

**Internal assessment** (IA) occurs when our school teachers evaluate examples of student work throughout the IBDP course and submit the IA marks to the IB information system (IBIS). The work is then reviewed and moderated by IB examiners. This moderation process allows the IB to align marks awarded from all schools taking the assessment for that subject with the global standard.

Examples of internal assessments include:

- individual oral presentation (language and literature);
- interactive oral activity (language acquisition);
- fieldwork report (geography);
- investigation (history, sciences);
- project (mathematics);
- portfolio (the arts).

Internal assessment focuses on skills, not subject content, but the internal assessment activities chosen by the teacher or the student can often be used as vehicles for teaching prescribed course content and contribute summatively to the final assessment outcome.

## **5.2 EXTERNAL ASSESSMENT**

A candidate's work is **externally assessed** if it is assessed by an examiner appointed by the IB, and not by the candidate's teacher for the subject concerned.

### **5.2.1 FINAL EXAMINATIONS**

All IBDP courses except for Group 6 have externally assessed final examinations. They are taken by students over the course of three weeks in May in the second year of the Diploma Programme. The exams are conducted according to a strict set of regulations set out in *The Conduct of Examinations* booklet. The examination schedule is published by the IB at least one year before examinations will be taken.

### **5.2.2 NON-EXAMINATION COMPONENTS**

Some components, other than final examinations, are also externally assessed. They include:

- extended essay;
- Theory of Knowledge essay;
- literature HL essay (language A);
- literature SL individual oral (language A).

These assessments enable students to show their work over time and outside of the restrictions of the examination environment.

## **5.3 SCHOOL-BASED ASSESSMENT**

In addition to IB internal and external assessments, IB teachers also use school-based student assessment. These school-based assessments contribute to the students' semester and end-year grades. They include quizzes, unit tests, practice exams and in-class assignments modeled on IB assessments, assessed according to grading practices consistent with IB guidelines.

Detailed information regarding school-based assessments is provided to the students by each subject teacher at the beginning of the course.

## **6. ASSESSMENT PRACTICES**

Assessment at IV LO is carried out so as to meet the assessment criteria for the relevant subject and level set out in the DP subject guides as well as the criteria laid down in the School Grading System of IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec, presented in the School Statutes.

At the beginning of the IBDP course, all subject teachers provide students with the necessary information regarding:

- types of assessments
- frequency of assessments
- assessment dates and deadlines
- marking criteria

### **6.1 STANDARDIZATION OF ASSESSMENT OF STUDENTS' WORK**

Standardization is a process by which the assessments of a teacher are quality assured by another colleague/other colleagues from the same subject or course.

In order to standardize assessment at IV LO, teachers hold regular meetings during which they commonly mark selected students' work. They first mark the samples individually, then discuss and justify their grading and finally reach a consensus. Such practices ensure a uniform interpretation of assessment criteria and consistency and allow for students' work to be checked and marked based on standardized assessment practices collaboratively drawn up and followed by all the IB teachers at the school.

### **6.2 FREQUENCY OF ASSESSMENT OF STUDENTS' WORK**

The frequency of assessment of students' work varies.

Formative assessments are carried out on a regular basis. Some, such as homework or oral-answer sessions, might happen in every class, whereas the regularity of others, like lab work or quizzes, could be based on a calendar or a given teacher's lesson plan. Not all formative assessments have to include feedback accompanied by a grade or be scheduled by the teacher in advance.

Summative assessments are administered periodically, e.g.: at the end of an instructional unit, at the end of the school term, school year or course. They always carry a grade, they are

scheduled in advance and their dates are recorded in the school's electronic gradebook and/or calendar of assessments.

### **6.3 REVIEW OF ASSESSMENT PRACTICES**

Assessment practices are regularly reviewed so as to align with the requirements and philosophy of the International Baccalaureate Diploma Programme.

### **6.4 SELF-ASSESSMENT AND PEER ASSESSMENT**

Self-assessment and peer assessment are extremely important elements of the assessment process. They help students take responsibility for their own learning process by being able to accurately measure their proficiency in specified skills against measures of proficiency in generalized skills and setting goals and strategies for personal development. Moreover, they are also very much in line with the learner profile attributes of open mindedness, communication and critical thinking.

At IV LO, self-assessment and peer-assessment:

- is carried out in an on-going manner during the teaching and learning process, at the end of instructional units, at the end of the school term and the school year;
- takes on the form of oral or written feedback on formative and summative assessments mentioned in section 4.1 of this document;
- is based on clear criteria given by the teacher;
- is mediated by the teacher.

### **6.5. GRADING SYSTEMS**

Assessment is carried out on the basis of:

- a point-percentage system, where students are given information on how many points out of a maximum score they have obtained - for all school-based formative and summative assessments;
- the IB grading scale, with 7 as the highest and 1 as the lowest possible grade – for IB required internal and external assessments, semester and end-year grades, predicted grades and IBDP final grades (see sections below);
- the Polish grading scale, with 6 as the highest and 1 as the lowest possible grade – for end-year report cards issued by the Polish ministry of education.



The percentage results are converted into semester and final grades as follows:

<b>POLISH NAME OF GRADE</b>	<b>ABBREVIATED FORM OF NAME OF GRADE</b>	<b>NUMERICAL VALUE OF GRADE</b>	<b>VALUE OF GRADE IN PERCENTAGE S</b>	<b>ENGLISH NAME OF GRADE</b>
doskonały	dsk	7	100% – 98%	excellent performance
bardzo dobry	bdb	6	97% – 90%	very good performance
dobry	db	5	89% – 80%	good performance
zadowalający	zd	4	79% – 65%	satisfactory performance
dostateczny	dost	3	64% – 50%	mediocre performance
dopuszczający	dop	2	49% – 35%	poor performance
niedostateczny	ndst	1	34% – 0%	insufficient performance

<b>IB GRADING SCALE</b>	<b>POLISH GRADING SCALE</b>
7	6
6	6
5	5
4	4
3	3
2	2
1	1

## **6. 6 IB- REQUIRED ASSESSMENTS**

All IB- required assessments with the exception of TOK, EE and CAS are graded on a scale of 1–7, in accordance with the requirements of the International Baccalaureate Diploma Program (see section 6.6).

### **6.6.1 INTERNAL ASSESSMENTS**

It is compulsory that all internally assessed student work should:

- conform to the requirements for the relevant subject and level set out in the DP subject guides;
- meet the assessment criteria for the relevant subject and level set out in the DP subject guides;
- be completed in the language for which they have been registered for the relevant subject and level;
- be made available to the IB for the purpose of moderating marks and/or quality assurance at any time until the close of the exam session – if requested.

IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec:

- use standardized assessment practices so they are consistent with each other;
- ensure that students are familiar with the internal assessment criteria and that the pieces of work chosen for use in internal assessment address these criteria effectively;
- enter the marks for IA on IBIS within the allotted time period specified for each given school year in the *Diploma Paper Assessment Procedures*.

### **6.6.2 EXTERNAL ASSESSMENTS**

#### **Final Examinations**

IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec provide students with all necessary information regarding exam timelines and regulations no later than by the end of the first month of the course.

Detailed information regarding final exam regulations and procedures is provided in the document *IV LO IBDP Handbook* as well as at [www.ib.org](http://www.ib.org).

### **Non-Examination Components**

These components are evaluated according to the established subject area criteria.

The scores from these external assessments are factored into the overall score for the course earned by the student.

IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec:

- give students adequate time to produce their external assessments during the course;
- provide students with information regarding the assessment criteria for these components;
- provide guidance and feedback to students according to IB's guidelines within these courses.

### **6.6.3 ASSESSMENT TIMELINE**

Prior to the beginning of an IBDP course, IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec collaboratively create a calendar with internal deadlines for the following:

- submission of internally assessed components for all subjects concerned;
- submission of externally assessed non-examination components (e.g. TOK essay, extended essay);
- submission of predicted grades;
- submission of internal assessment samples;
- completion of CAS requirements.

All of the student work listed above is submitted to the DP coordinator who is responsible for submitting the work to the IB.

All the assessments included in the calendar are distributed along the two years of the Diploma Programme. This practice helps students to thoughtfully plan their work and meet submission deadlines. It also allows time for teachers to provide feedback on drafts, check for authenticity, mark final pieces of work and prepare moderation samples in good order before any due date. The calendar is made available to their students by the end of the first month of the IBDP course.

This calendar should be consulted by teachers when setting daily homework and classroom assessments.

#### **6.6.4 INCOMPLETE WORK**

If a student submits no IB-required work, or if the work cannot be authenticated, an “F” must be entered on IBIS for the mark. This will result in no grade being awarded for the subject and level.

If some part of a student’s work for IA is incomplete, the student may still be eligible for a final IB grade in a given subject on condition that:

- the student has attended a written examination, but failed to gain any marks for the component;
- an acceptable reason for the assessment being incomplete is provided by the coordinator.

Acceptable reasons for work being incomplete include circumstances not reasonably within the control of the student such as illness or injury, major adverse or unforeseen circumstances during the examination session or work not being provided by a previous school for a transfer student.

Subject-specific marking instructions on how to deal with such unusual cases are provided in the subject guides and the program resource center for any. Otherwise, they mark the work against the assessment criteria in the usual way.

Regardless of the circumstances, a grade will not be issued for a subject at the end of the course unless at least 50% of the marks, including an external component, are available.

If a student’s work has been lost, the student must redo the work.

#### **6.7 SEMESTER AND END-YEAR GRADES**

Semester and end-year grades are calculated on the basis of:

- all the grades students have received for their school-based assessments (see section 5.3)
- IB-required assessments (if applicable).

Semester and end-year grades are reported as 1–6, in accordance with the Polish grading scale as well as 1–7, in accordance with the IB grading scale. The percentage results and grades are converted as shown in section 6.1 of the assessment policy.

In case of the subject of Theory of Knowledge and CAS activities, there is no final grade awarded, but the student receives a comment ‘pass’ or ‘fail’.

Detailed information regarding semester and end-year grades is provided in the School Statutes as well as in the document *IV LO IBDP Handbook*.

## **6.8 PROMOTION FROM DP YEAR 1 TO DP YEAR 2**

In order to be promoted from DP Year 1 to DP Year 2, a student must fulfill the following criteria:

- complete all the assignments required for each subject specified in the School Internal Calendar and listed by the teachers at the beginning of the school year (e.g. mock final exam);
- receive a “pass” in TOK and CAS and EE;
- fulfill all other requirements specified in the School Statutes as well as in the document *IV LO IBDP Handbook*.

## **6.9 IBDP FINAL EXAMS**

Students are admitted to IBDP final exams on condition that they have fulfilled all of the requirements specified in the school statutes as well as in the document *IV LO IBDP Handbook*.

## **6.10 IBDP FINAL GRADES**

Performance in each subject is graded 1–7, with 7 being the highest grade.

TOK and the EE are graded from A to E. The core is worth between zero and three points towards the overall diploma points grade. The number of points is calculated using the table below:

	THEORY OF KNOWLEDGE						
EXTENDED ESSAY	GRADE AWARDED	A	B	C	D	E	NO GRADE (N)
	A	3	3	2	2	FAILING CONDITION	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E	FAILING CONDITION					
	NO GRADE (N)						

CAS is not assessed but must be completed in order to pass the diploma.

### 6.10.1 PREDICTED GRADES (PG)

IB teachers predict the grade they believe a student will receive for a given subject and level at the end of the 2-year Diploma Program. They are required for all subjects, including TOK and the EE.

Predicted grades should be based on:

- the grade descriptors provided in the document *DP Grade descriptors*;
- all the evidence of the student's work;
- the teacher's knowledge of IB standards.

It is important that each estimation is made as accurately as possible.

Predicted grades are used for grade award meetings when considering a subject's grade distributions and the performance of individual candidates. They are not released to the candidates.

## **6.11 OBTAINING THE IB DIPLOMA**

The IB Diploma is awarded based on performance across all parts of the DP. Students qualify for the award of the diploma on condition that they have fulfilled all of the following requirements:

### **A. CORE REQUIREMENTS:**

- DP candidates must study six subjects, plus the three core subjects – EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations;
- candidates must meet all of the requirements within a maximum of three examination sessions.

### **B. ADDITIONAL REQUIREMENTS:**

- 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.

The overall diploma points are calculated by adding together the grades (1 up to 7) achieved from each of the six subjects and then including points (0 up to 3) from the core. This means that the highest score that a candidate can achieve is 45 points.

## **6.12 RECORDING AND REPORTING STUDENT ASSIGNMENTS AND PROGRESS**

Teachers keep ongoing and up-to-date records of all formative and summative tasks that reflect the criteria being assessed.

All scores, grades, and reports are recorded in Vulcan, the school electronic gradebook. It is available to all students and their parents at all times.

Additionally, students' progress is communicated to students as an ongoing practice in the form of:

- written and/or oral feedback based on various formative and summative tasks done in class and/or at home;
- Microsoft Teams;
- progress reports;
- one-on one consultation sessions.

The language used for such communication will be English and, if necessary, Polish.

IB teachers at IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec also understand the importance of maintaining good communication with parents / legal guardians as it is essential to student success. The faculty of the school communicate with parents through:

- Vulcan electronic gradebook;
- Microsoft Teams;
- progress reports;
- report cards;
- parent-teacher conferences held three times during the school year;
- individual consultations.

The language used for such communication will be Polish and, if necessary, for instance in the case of non-Polish speaking parents / legal guardians, English.



## **7. INCLUSIVE ASSESSMENT POLICY**

### **7.1 POLICY**

As stated in the *Diploma Programme Assessment procedures 2023*, all candidates must be allowed to take their examinations under conditions that are as fair as possible. Reasonable forms of access arrangements may be authorized in all situations where standard examination conditions and assessment procedures would put candidates at a disadvantage and prevent them from being able to demonstrate their skills and knowledge adequately. Candidates eligible for inclusive assessment arrangements are those with individual needs such as:

- learning disabilities
- specific learning difficulties
- communication and speech difficulties
- autism spectrum disorders
- social, emotional and behavior challenges
- multiple disabilities and/or physical, sensory, medical or mental health issues.

Any reasonable adjustments for a particular candidate pertaining to his or her unique needs will be considered.

The inclusive access arrangements related to assessment are based on the following principles:

- the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs;
- although the purpose of the inclusive access arrangements is to reduce the adverse effects of a candidate's special needs when demonstrating his or her level of attainment, the arrangements must not give that candidate an advantage in any assessment component.

### **7.2 INCLUSIVE ACCESS ARRANGEMENTS NOT REQUIRING AUTHORIZATION**

Some access arrangements are permitted in examinations at the discretion of the coordinator (or head of school), without prior authorization from the IB. This includes:

- permitting a candidate to take an examination in a separate room

- arranging for appropriate seating
- the presence of an assistant or, if necessary a nurse
- permitting a candidate who normally uses an aid (for example, a Braille slate, a hearing aid, coloured filter lenses) to use the aid in examinations
- permitting a candidate to receive instructions from a communicator
- permitting a candidate to have test directions clarified by the invigilator or a designated reader
- permitting a candidate to use noise buffers such as headsets or earplugs
- permitting a candidate to take rest breaks
- permitting a candidate to use a prompter
- giving a candidate additional time to complete assignments during the two-year programme

### **7.3 ACCESS ARRANGEMENTS REQUIRING AUTHORIZATION**

Inclusive assessment arrangements which must have prior authorization from the IB Assessment Centre include access to:

- modification of papers
- additional time
- writing
- reading
- speech and communication
- calculators and practical assistance
- extensions and exemptions

All requests for inclusive assessment arrangements must be submitted using the online system on IBIS. The Request for inclusive assessment arrangements is located under the Candidate tab and must be submitted no later than 15 November/15 May, 6 months before the written examinations.

Detailed information regarding inclusive assessment arrangements can be found in the school's Inclusion Policy as well as in the document *IV LO IBDP Handbook*.

## **8. FINAL REMARKS**

All other information regarding IBDP assessment rules and regulations, is included in the School Statutes as well as in the document *IV LO IBDP Handbook*.

Sources:

*Diploma Programme: From principles into practice*

*Diploma Programme Assessment procedures 2023*

*Assessment principles and practices—Quality assessments in a digital age*

*Candidates with assessment access requirements*