



**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:

- engage actively and honestly 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;
- communicate promptly with their teacher or the DP Coordinator if a deadline cannot be met;
- 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;
- comply with the school's rules on the use of artificial intelligence tools;
- notify a teacher or the DP Coordinator promptly if an adverse circumstance arises that may affect their ability to complete or perform in an assessment.

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;
- 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 and marks;
- support the authentication of student work and remain vigilant for signs of academic misconduct;

- work closely together to standardize their grading practices to ensure accuracy of interpretation of assessment criteria and consistency of marking, 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.

THE DP COORDINATOR:

- oversees compliance with IB assessment regulations across all subjects;
- maintains the school assessment calendar and communicates IB deadlines to staff and students;
- submits internally assessed marks, samples, and predicted grades to the IB within the deadlines specified in the current DP Assessment Procedures;
- manages requests for inclusive access arrangements in accordance with the IB Access and Inclusion Policy;
- manages adverse circumstances requests in accordance with the IB Adverse Circumstances Policy;
- administers IB examinations in accordance with the DP Assessment Procedures and examination conduct regulations;
- ensures that examination materials are handled, stored, and dispatched securely;
- maintains records of all IB-required submissions and correspondence;
- communicates IB policy updates to staff and ensures that this policy is reviewed and updated accordingly.

PARENTS / LEGAL GUARDIANS:

- support their child in meeting assessment deadlines and obligations;
- notify the school promptly if a circumstance arises that may affect their child's ability to complete or sit an assessment;
- understand that predicted grades are confidential and not communicated to families, in line with IB policy;
- engage constructively with the school's assessment communication channels.

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 *Assessment principles and practices—Quality assessments in a digital age* (IBO, May 2025, p. 23), **formative assessment** provides detailed feedback on the nature of the students’ strengths and weaknesses and to help develop their capabilities. Types of assessment such as direct interaction, for example a discussion, between teacher and student are particularly helpful here.” 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 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) is the component of a student's IB grade that is assessed by the classroom teacher. The marks are entered on IBIS and 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).

The IA task for each subject is specified in the relevant DP subject guide.

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.

All IA must be the student's own authentic work, completed under the conditions specified in the subject guide.

5.2 EXTERNAL ASSESSMENT

A student's work is **externally assessed** if it is assessed by an examiner appointed by the IB, and not by the student's teacher for the subject concerned. It includes two categories:

5.2.1 FINAL EXAMINATION

Final examinations are taken in April/May in the second year of the Diploma Programme. The exams are administered in accordance with the DP Assessment Procedures and IB conduct of regulations. The examination schedule is published by the IB at least one year before examinations will be taken.

5.2.2 NON-EXAMINATION COMPONENTS

These are assessed externally but completed over time rather than under examination conditions.

They include:

- the Extended Essay;
- the Theory of Knowledge essay;
- the literature HL essay (Language A);
- the literature SL individual oral (language A).

These components are submitted to the IB by the deadlines specified in the assessment calendar.

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 monitor progress and 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.

Students' work is checked and marked based on standardized assessment practices drawn up collaboratively by all the IB teachers at the school to ensure a common interpretation of assessment criteria and consistency.

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

The school adopts and applies the values of honesty, trust, fairness, respect and responsibility in all assessment contexts in line with the stipulations of the IB Academic Integrity Policy. Detailed information regarding academic integrity and malpractice is provided in the school's Academic Integrity Policy.

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.

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

Detailed information regarding assessment practices is also provided in the School Statutes as well as the *IV LO IBDP Handbook*.

6.1. 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:

POLISH NAME OF GRADE	ABBREVIATED FORM OF NAME OF GRADE	NUMERICAL VALUE OF GRADE	VALUE OF GRADE IN PERCENTAGE S	ENGLISH NAME OF GRADE
doskonały	dsk	7	100% – 95%	excellent performance
bardzo dobry	bdb	6	94% – 85%	very good performance
dobry	db	5	84% – 70%	good performance
zadowalający	zd	4	69% – 55%	satisfactory performance
dostateczny	dost	3	54% – 40%	mediocre performance
dopuszczający	dop	2	39% – 25%	poor performance
niedostateczny	ndst	1	24% – 0%	insufficient performance

IB GRADING SCALE	POLISH GRADING SCALE
7	6
6	6
5	5
4	4
3	3
2	2
1	1

6.2 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).

6.2.1 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 Programme Assessment Procedures*.

6.2.2 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.

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.

6.2.3 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, the 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.

6.2.4 SUBMISSION DEADLINES

IB submission deadlines, published in the DP Assessment Procedures, are absolute. Failure to submit IB-required components by the IB deadline may result in no grade being awarded for the subject or component.

If a student is at risk of missing an IB deadline due to an adverse circumstance, the DP Coordinator must be notified immediately, so that a formal request for an extension may be submitted to the IB, if appropriate.

6.2.5 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. Otherwise, they mark the work against the assessment criteria in the usual way.

If a student's IA work is incomplete due to circumstances outside their control, the DP Coordinator will consider whether the adverse circumstances procedures should be invoked.

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. Where loss occurred due to a school administrative failure, the DP Coordinator will contact the IB for guidance.

6.3 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.

6.4 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.

6.5 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.

6.6 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.

6.6.1 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 students. They are not released to the students.

6.7 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 students 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;
- students must meet all of the requirements within a maximum of three examination sessions.

B. ADDITIONAL REQUIREMENTS:

- CAS requirements have been met;
- the student'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 student has gained 12 points or more on HL;
- the student has gained 9 points or more on SL subjects (students who register for two SL subjects must gain at least 5 points at SL);
- the student 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 student can achieve is 45 points.

6.8 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.

The DP Coordinator maintains records of all submissions to the IB, including IA marks, moderation samples, predicted grades, access arrangement applications, and adverse circumstances requests.

Evidence of student work submitted for IB assessment is retained securely until after the issue of final results for the relevant session, in case of IB queries, moderation, or appeals.

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

6.9 ACADEMIC INTEGRITY AND MALPRACTICE

The school adopts and applies the values of honesty, trust, fairness, respect and responsibility in all assessment contexts in line with the stipulations of the IB Academic Integrity Policy. Detailed information regarding academic integrity and malpractice is provided in the school's Academic Integrity Policy.

6.10 THE USE OF ARTIFICIAL INTELLIGENCE TOOLS

Students may not use AI tools to generate text, data, images or any other content that is presented as their own work in any IB-assessed component, unless the subject guide or task brief explicitly permits or requires such use.

Using AI tools in any part of the research, drafting or production process for an assessed piece of work must be disclosed and acknowledged in the work, even if the final submission does not contain AI-generated material.

At the start of each course, subject teachers will explain to students what use of AI tools, if any, is appropriate for the subject's assessed components.

Teachers will remain alert to indicators that AI tools may have been used inappropriately.

The use of an AI tool to produce work that is submitted as one's own without acknowledgement constitutes plagiarism and will be treated as academic malpractice.

The school acknowledges that IB guidance on AI use in assessment continues to evolve. The DP Coordinator will monitor updated IB guidance and communicate any changes to students and teachers.

6.11 INCLUSIVE ASSESSMENT ARRANGEMENTS

The school is committed to an inclusive approach to assessment in line with the IB Access and Inclusion Policy.

Inclusive assessment arrangements reflect the student's established way of working throughout the course and they must be in place consistently during learning and teaching before they can be applied in IB assessments.

For IB assessments, some access arrangements require prior authorization from the IB; others may be implemented by the school without IB approval.

Detailed information as regards the list of arrangements, eligibility criteria, and authorization requirements is set out in the school Access and Inclusion Policy.

6.12 ADVERSE CIRCUMSTANCES

The IB recognizes that students may experience circumstances beyond their control that affect their ability to perform in assessments. There are two categories of adverse circumstance recognized by the IB:

- adverse circumstances during assessment, where the onset or occurrence is either during the examination(s) or within the three months immediately before written examinations. These include a temporary illness or injury, severe stress, exceptionally difficult family circumstances or bereavement;
- adverse circumstances causing prolonged absence, where a student or group of students, due to difficult and unforeseen circumstances, has been unable to engage in learning for an extended period (defined by the IB as 30 or more consecutive or non-consecutive calendar days within a six-month period). Examples of such circumstances include civil unrest and natural disasters.

Adverse circumstances do not include shortcomings on the part of the school.

6.12.1 STUDENT AND PARENT RESPONSIBILITIES

Students and parents/legal guardians must communicate any adverse circumstance to the school before or during the examination(s) for mitigation measures to be applicable. The IB will not process requests for adverse circumstances submitted after the issue of results.

6.12.2 SCHOOL RESPONSIBILITIES

The school's responsibilities in relation to adverse circumstances are to:

- support students through difficult circumstances;
- ensure that staff, students, and parents understand the adverse circumstances procedure;
- determine, in consultation with the DP Coordinator, which mitigation measures are appropriate in each case;
- submit requests to the IB in accordance with the timelines and documentation requirements set out in the IB Adverse Circumstances Policy and the DP Assessment Procedures;
- obtain the student's consent (or that of their parent/legal guardian) before submitting any documentation containing personal or medical information to the IB.

6.12.3 MITIGATION MEASURES

The mitigation measures available through the IB include:

- access arrangements (such as additional time or a word processor, where the circumstance arose within three months before examinations);
- deferral of external assessment to a future session;
- extensions to IB submission deadlines;
- rescheduling of examinations (within 24 hours of the original scheduled time, except in exceptional cohort-wide circumstances);
- use of an alternative venue;
- missing mark procedure (as a last resort only, and only when other measures are not viable).

The school will select the mitigation measure that best supports the student whilst having the least impact on the validity of IB assessment. The missing mark procedure is used only when no other measure is viable and will not be planned in advance.

The IB cannot offer grades to a student without completion of IB assessments. Predicted grades or other school-based evidence cannot serve as a substitute for IB assessment in the event of prolonged absence from learning and teaching.

IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec supports students who experience adverse circumstances and implements the IB procedures set out in the Adverse Circumstances Policy.

6.13 ON-SCREEN ASSESSMENT

The International Baccalaureate is introducing on-screen, digital examinations for the Diploma Programme as part of a multi-year transition designed to reflect how students learn and engage with the world today. This transition is governed by the IB's commitment to ensuring that all forms of assessment remain valid, reliable, and consistent with established IB assessment principles.

IV Liceum Ogólnokształcące z Oddziałami Dwujęzycznymi im. S. Staszica in Sosnowiec acknowledges this transition and is committed to preparing students and staff accordingly. Our school will review its readiness on an ongoing basis and update this policy accordingly. The DP coordinator will monitor communications from the IB regarding the transition to digital examinations and communicate relevant updates to students, teachers, and parents / legal guardians.

Specimen digital examinations made available by the IB exclusively to IB World Schools via the Programme Resource Centre (PRC) in English, French, and Spanish will be used by our teachers to familiarise students with the digital format in a no-pressure context well in advance of any examination session.

7. FINAL REMARKS

All other information regarding IBDP assessment rules and regulations, is included in the School Statutes as well as other IBDP-related school documents.

This policy is reviewed on yearly cycle by the DP Coordinator and subject teachers, in consultation with school leadership. The review will take into account any changes to IB regulations, new guidance issued by the IB, and any experience of policy implementation that suggests revision is needed.