

**IX Liceum Ogólnokształcące imienia Tadeusza Nowakowskiego  
z Oddziałami Dwujęzycznymi w Bydgoszczy**

**IB World School no. 2988  
Bydgoszcz, Poland**

# **ASSESSMENT POLICY**



## **IB mission statement**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **The school mission statement**

The aim of the school is to develop self-reliant, empathetic, open to the world and another human being, courageous, educated, reflective, responsible and active people who learn throughout their whole lives. Inspired by the life and work of the school's patron, Tadeusz Nowakowski, we want to educate students of high moral standards, prepared to live in a multi-cultural world.

A student of our school, the patron of which is Tadeusz Nowakowski, will take part in the creation of the modern world by taking up challenges, working for school, local and international communities of our planet. Besides, our student will make a conscious use of their knowledge, skills and abilities.

To reach this goal our school creates a friendly environment of mutual respect, enthusiasm for learning and cooperation by creating a community of students, teachers and parents who jointly cooperate in the process of education.

## IB learner profile

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

**As IB learners we strive to be:**

### **INQUIRERS**

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

### **KNOWLEDGEABLE**

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

### **THINKERS**

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

### **COMMUNICATORS**

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

### **PRINCIPLED**

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

### **OPEN-MINDED**

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

### **CARING**

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

### **RISK-TAKERS**

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

### **BALANCED**

We understand the importance of balancing different aspects of our lives-intellectual, physical, and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

### **REFLECTIVE**

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

**The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.**



## **Assessment policy**

### **IB WORLD SCHOOL 002988**

#### **Philosophy**

The school fulfils the aims and tasks as specified by the IBO and by the Polish Minister of National Education regulation on assessment. Furthermore, according to IB Mission Statement, the school ‘aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect’. Assessment is an important element in the process of achieving this goal. Students, teachers and parents receive feedback on the progress in all subjects, and information about educational difficulties, behaviour and abilities. The school also considers assessment results as an important indicator of the level of acquired knowledge and achievements in relation to the educational requirements included in the educational programmes.

The whole assessment process helps students plan their development themselves and enable teachers to improve their teaching methods. This means both students and teachers are involved in assessment. Furthermore, in addition to those required by the IB, teachers create their own assessments within their subjects to measure students’ progress. Parents and students have an access to students’ grades via the school electronic register. Moreover, teachers are expected to inform students and their parents exactly what goals need to be accomplished in their subject areas. The school promotes open communication based on understanding and respect.

The school expects that the students become life-long learners. This approach starts in the classroom in all subjects. As knowledgeable inquirers and thinkers students are monitored through various types of assessments, both formative and summative. Apart from different forms of assessment the school pays special attention to individual students' abilities and their approach to the learning process. It takes into account the cultural and environmental context of the learning content. The assessment process is intended to motivate and stimulate students in their efforts to gain knowledge and skills. It is also closely related with the examination activities as well as assessment criteria provided by the IBO. The school assessment is divided into current assessing/grading, semester grading and final grading.

The hierarchy of values of the school's grading/assessment system includes:

- the ability to apply knowledge in new situations
- the ability to apply knowledge in typical situations
- the knowledge of facts and terms
- the ability to work independently
- the ability to cooperate
- self-evaluation
- perseverance
- the ability to use the language of a subject

The grading/assessment includes:

- informing students and parents (guardians) about the grading criteria in the learning process
- detailed grading criteria and other issues concerning non-preparation for lessons
- the regular ongoing assessment
- the grading system.

## **Types of Assessment**

### **Admission Assessment**

IX Liceum Ogólnokształcące im. Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi is a public high school with a predetermined number of students each year. Graduates of the pre-IB class are first to be admitted to the IB Programme. The candidates are expected to:

- achieve grade 4 or higher in subjects chosen to study in IB Programme at the Higher Level and grade 3 in subjects they wish to study as Standard Level

- achieve at least a satisfactory mark for the conduct of behaviour

Students from other schools can also apply to our school. They must meet the following requirements:

- achieve grade 4 or higher in subjects chosen to study in IB Programme at the Higher Level and grade 3 in subjects chosen at Standard Level
- pass English and Maths entrance tests
- have an admission interview in English
- pass a test in the Polish language (only Polish citizens coming back from abroad)
- achieve at least a satisfactory mark for conduct

Detailed information about other conditions (necessary documents, dates, etc.) can be found on the official website of the school (<https://ixlo.edu.bydgoszcz.pl/>).

### **Formative Assessment**

Formative assessment is used to provide feedback to teachers and students on learning in process. It gives a possibility to measure students' knowledge and skills as well as identify their strengths and weaknesses. Formative assessment helps teachers develop students' capabilities. It also incorporates the skill to learn how to learn in order for students to evaluate their educational progress and performance.

Teachers use a variety of assessment forms such as verbal assessments, quizzes, short tests, essays given by teachers to their classes, teacher-supported self-evaluation, rubrics, matrices and peer evaluation. Teachers, students and their parents can use formative assessment to evaluate students' learning process and to make necessary adjustments.

Frequency of formative assessment is no less than once a month.

### **Summative Assessment**

Summative assessment is used at the end of a teaching unit in order to evaluate students' level of mastery. Teachers use a variety of assessment methods such as 1-2 hour paper tests, essays, projects or presentations. The level of mastery is determined using a rubric for the assessment and the grade is recorded in the electronic class register used by IX Liceum Ogólnokształcące im. Tadeusza Nowakowskiego z Oddziałami Dwujęzycznymi.

Frequency of summative assessment is no less than twice a semester.

## **Internal Assessment**

Internal assessment is mandatory assessment for IB students completed during the 11th and 12th grades. It focuses on students' skills and the subject content. Internal assessment is graded by the classroom teacher using the rubric published by the International Baccalaureate Organization. This type of assessment is submitted to IBO for moderation to ensure all internal assessment scores worldwide are consistent. Internal assessment can take a variety of forms in different subjects, e.g. oral presentations, fieldworks, investigations, science lab reports, math projects. This types of assessment contributes to students' school grades and students' IB score for the subject.

## **External Assessment**

External assessment is mandatory assessment for IB students completed during the 11th and 12th grade. It is not scored by the classroom teacher. External assessment is a sequence of IB exams that are administered during the May testing session and Extended Essays that are sent directly to IB examiners for evaluation. Students must take the external assessment on the assigned date.

## **Internal assessment and predicted grades**

Teachers are closely involved in both IA and predicted grades and the involvement of teachers in the IA and grading of their candidates is a key part of the DP assessment process.

This involvement occurs in three ways.

- Teachers submit marks for IA on the work done by candidates for a subject and level (SL/HL).
- Teachers predict the grade they believe each candidate will attain in the forthcoming examination session for a subject and level. Predicted grades should be based on the grade descriptors that are available in DP *Grade descriptors* document.

In addition to submitting marks and predicted grades, coordinators are required to submit a sample of the work that has been internally assessed by teachers, for the purpose of moderation.

## **Requirements for Internal Assessment**

Teachers for each subject and level with an IA component must ensure that the candidates' work conforms to the requirements for the subject and level. Details of these requirements are available in the subject guides available on the programme resource centre.

Teachers must assess candidates' work using the IB assessment criteria for that subject and level. Teachers' marks must be awarded within the range of minimum and maximum marks

available. Do not use fractions, decimal places or estimates. Teachers' assessment must be based on work actually done by the candidates.

Candidates must complete all work for IA in the language for which they have been registered for that subject and level.

Teachers must award marks even if the work, or participation, is incomplete. If a candidate submits no work, an "F" must be entered on IBIS for the mark. This will result in no grade being awarded for the subject and level.

### **Predicted grades**

A predicted grade is the teacher's estimation of the grade the candidate is expected to achieve in the subject. A predicted grade should be based on:

- all the evidence of the candidate's work
- the teacher's knowledge of IB standards.

Predicted grades are required for all subjects, including TOK and the EE. It is important that each prediction is made as accurately as possible, without under-predicting or over-predicting the grade.

### **External Assessment-non-examination components**

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.

Non-examination components:

-Extended Essay

-TOK essay

-Language A:Literature HL essay

### **External Assessment-examination components:**

Group 1

Language A: Literature HL/SL (Paper 1,2)

Group 2

Language B: HL (Paper 1,2)

Group 3

History HL (Paper 1,2,3) SL (Paper 1,2)

Geography HL (Paper 1,2,3) SL (Paper 1,2)

Psychology HL (Paper 1,2,3) SL (Paper 1,2)

Group 4

Biology HL/SL (Paper 1,2,3)



Chemistry HL/SL (Paper 1,2,3)

Physics HL/SL (Paper 1,2,3)

Group 5

Mathematics HL (Paper 1,2,3) SL (Paper 1,2)

The core:

TOK- ESSAY (1600 WORDS)+ TOK Exhibition

Extended Essay: 4000 words

CAS - Fulfilled and accepted CAS evidence (18 months experience)-CAS Diary

- Finished and accepted CAS Project ( 5 stages)
- Fulfilled and accepted final reflections ( CAS Diary)
- Finished and accepted final CAS Poster

### **Standardization process of assessment**

Where more than one teacher is involved in teaching the course teachers collaborate to develop schemes of work. Because of the nature of IB Final internal assessments which is collected by subject, not by teacher, and are sent for moderation to the IB examiners as school samples, teachers collaborate to meet the standards of assessment required by the IBO. Our practices include:

- sharing ideas with colleagues During subject meeting ,
- observing each other's classes,
- exchange students' assignments for peer assessment,

### **Grading Scale and Assessment Criteria**

The grading scale is determined individually by teachers within a subject and it reflects the programme assessment criteria in respective subjects. The IB assessment criteria are applied directly in the assessment of student's works, the form and content of which is similar to the IB examination activities.

Assessment of students' work is standardized by teachers to ensure accountability and to meet IB assessment criteria. Criterion-referenced tests are designed to measure knowledge and skills required in a subject. The most important element of standardized assessment is mock exams.

## **Responsibilities**

Students' main responsibilities are to:

- successfully complete all assessments
- strive to achieve the characteristics identified in the IB Learner Profile
- meet the deadlines as outlined in the school IB calendar (a separate document updated every year) as well as set by teachers for classroom assignments
- maintain relationships with Extended Essay and CAS supervisors
- assume responsibility for learning by developing learning skills and time management skills, reflecting on their achievements, strengths and weaknesses, as well as seeking guidance
- adhere to all the requirements for academic honesty

Parents' main responsibilities are to:

- monitor student progress weekly using the school electronic register
- display support and encouragement to student
- contact the teacher in case of problems with student's achievements or any questions or conflicts in order to address the issue in a timely manner
- attend IB parent meetings

Teachers' main responsibilities are to:

- acknowledge students with the aims and objectives of IB courses they take
- use teaching strategies that are effective to the course requirements and as a consequence to the examinations and other formal assessment requirements
- apply teaching methods so that students understand what the assessment expectations, standards and practices are (both in class and homework tasks)
- assess students' progress regularly using both formative and summative assessment
- strive to help students develop characteristics identified in the IB Learner Profile
- display support and encouragement to students
- follow deadlines as outlined in the school IB calendar
- provide timely feedback (written or verbal) on students' assignments and assessments
- record the assessment regularly in the electronic register

- inform students and their parents/legal guardians of the progress they make
- use a variety of instructional and assessment strategies
- use methods of teaching that will allow students to recall, adapt and apply knowledge and skills to new questions and contexts
- contact parents in case of problems with students' achievements or any questions or conflicts in order to address the issue in a timely manner
- collaborate with other teachers of the same subject in order to develop schemes of work
- observe students and share ideas with other teachers during formal and informal meetings

Further details on assessment are included in the attachment 'School grading/assessment system'. National assessment requirements are incorporated in this document. SEE BELOW

# **IB SCHOOL 2988**

## **School grading/assessment system**

### **I General conditions**

#### **§ 1**

The school fulfils the aims and tasks as specified by IBO and specified in the Education Act and regulations (national requirements) concerning the assessment based on it from 30/04/2007 (with later amendments).

#### **§ 2**

The internal grading/assessment system is a tool for teachers to grade/assess and to recognize the progress and the level of students' educational achievements in relation to the educational requirements included in the educational programmes.

#### **§ 3**

The purpose of grading/assessing is:

1. to inform students about the level and progress of their educational achievements and behaviour.
2. to help students plan their development themselves.
3. to motivate.
4. to inform parents (guardians) and teachers about the students' progress, educational difficulties, conduct and special abilities.
5. to enable teachers to improve their didactic and pedagogical methods.

#### **§ 4**

The grading/assessment includes:

1. informing students and parents (guardians) about the grading criteria in the learning process.
2. detailed grading criteria and other issues concerning non-preparation for lessons.
3. the regular ongoing assessment.
4. the grading system.

## § 5

The hierarchy of values of the grading/assessment system includes:

- the ability to apply knowledge in new situations.
- the ability to apply knowledge in typical situations.
- the knowledge of facts and terms.
- the ability to work independently.
- the ability to cooperate.
- self-evaluation.
- perseverance.
- the ability to use the language of a subject.

## § 6

The assessment is divided into:

- current assessing/grading
- end of each semester grading
- final grades

### Mark grid

Used during 2-year course

	<b>Name of the grade</b>	<b>Numerical grade</b>	<b>Polish</b>
1.	Excellent	6	Celujący
2.	Very good	5	Bardzo dobry
3.	Good	4	Dobry
4.	Satisfactory	3	Dostateczny
5.	Poor	2	Dopuszczający
6.	Failed	1	Niedostateczny

If the educational achievements are a little higher than the grade itself, it is possible to get a plus (+) with the grades from 1 to 5 – which is half of the grade's value (it concerns only the current grading and the end of semester I grading).

Each subject has specific assessment criteria

At the end of course students are assessed in accordance with IBO grading system.

	<b>Name of the grade</b>	<b>Numerical grade</b>
1.	Excellent	7
2.	Very good	6
3.	Good	5
4.	Satisfactory	4
5.	Mediocre	3
6.	Poor	2
7.	Failed	1

## **§ 7**

1. A student can be assessed in the following ways:
  - teachers' written comments
  - teachers' verbal comments
2. A student can be graded at the beginning or at the end of a lesson.

The teacher has the right to assess students' progress after a part of material/programme. A student cannot get two 'failed' grades (1) during one lesson unit (it does not concern written tasks prepared earlier). The grade 'failed' (1) can be given for dishonest work.

## **II Ways and rules of informing students and parents (guardians) about the progress and achievements**

### **§ 1**

1. The grades are official for the students as well as for the parents (guardians).
2. The student is informed about the grade the moment the grade is being given.
3. If asked by a student or parents (guardians), the teacher should give reasons why the particular grade is given to the student.
4. Parents (guardians) are informed about the current assessment at least twice a semester.
5. The dates of informing parents (guardians) about the students' progress is included in the schedule for each school year.
6. Parents (guardians) are informed about the grades during parents and teachers meetings.

### **§ 2**

Teachers have an obligation to keep checked and graded tests till the end of the school year. Both the students and parents (guardians) have the right to have access to the tests.

### **§ 3**

Teachers have an obligation to inform students and their parents (legal guardians) about the predicted learning progress grades in the following way:

- before the end of the semester/school year, teachers inform students and their parents/legal guardians about the semester/final predicted grades:
  - a week before -predicted positive grades
  - a month before -predicted 'failed' grades

### **III Current Assessment**

#### **§ 1**

Each school year is divided into two semesters.

#### **§ 2**

1. Forms and methods of assessment:

- answering questions asked by the teacher
- class participation
- 1-2 hour tests based on a larger topic
- 1-hour test based on the material from the last 2-3 lesson units
- short tests based on the last lesson unit topic
- achievements in Olympiads and competitions
- long-term works – projects, essays, presentations, portfolio, etc.
- papers, reports
- group work

A part of student's work is assessed by subject teacher and finally sent to IBO. It is finally a part of final exam grade.

2. The rules concerning written forms of assessing students' progress:

- written forms of assessing students' progress are 1-2 hour tests, 1 hour tests, short tests
- students can write only one long test a day
- students do not have to be informed about the planned short tests (based on the last lesson unit topic)

3. Students have the right to be informed a week before the planned tests (based on the material from more than 3 lesson units) and three days before tests covering the material from 3 lesson units.

4. Teachers are obliged to return the written tasks and tests in two weeks' time. If the teacher does not return the test in due time without reasonable justification, students have the right to disagree to have the unfavourable grade written in the register and have the right to re-sit the test.

5. Forms of verbal ways of assessing students' learning progress:

students have the right to inform the teacher they are unprepared for the class once a semester (if there is only one hour of the class per week) and twice a semester (if there are at least two hours of the class per week).

6. If the student, due to the unfortunate circumstances, could not write the test it is their responsibility to do so another time (unless the teacher decides something else), agreed with the teacher, no later than two weeks after the test. In cases of unjustified absences the student is obliged to be prepared for the classes on the first day of his/her presence at school.

7. Students have the right to improve unfavourable grades for written tests (1-2 hour tests) covering larger parts of the educational programme. The subject

teacher defines the rules on how to improve unfavourable grades at the beginning of the school year.

### **§ 3**

1. Students who begin their education in this school have the right to the so called 'protective period' which lasts two weeks. During this period students are not graded unfavourably. They can only get favourable grades.
2. Students have the right to rest during holiday breaks. It is not allowed to give them any homework for the time off school.

### **§ 4**

1. Students' learning progress is assessed regularly. Students should be graded at least once a month
2. In cases of students' absences it is allowed to give fewer grades.
3. Detailed grading criteria and other issues concerning non-preparation for the lesson should be defined by the subject teacher.
4. It is not allowed to carry out any written tests a week before the end of the first semester and a week before the end of the school year classification.

### **§ 5**

Current assessment documentation:

- grades must be regularly written into the electronic register
- subject teachers are obliged to write in the e-register what kind of activities the grades are for

## **IV Semester and end-of-year assessment**

### **§ 1**

1. Students undergo the overall assessment twice a year.
2. The end of the school year overall assessment is the summary of the yearly achievements of the students.
3. At the end of the course the students are assessed in accordance with IBO grading system. Predicted grades are sent to IBO.

### **§ 2**

1. Semester and final grades are assigned by subject teachers. Teachers present the final assessment during the General Staff meeting at the end of the semester.



2. A student with unfavourable grades after the first semester should improve them according to the rules defined by the subject teachers.
3. If a student is absent for 20% of the teaching time, they are obliged to take an extra test covering the parts of the course missed by the student

#### Resources supporting the School Language Policy

- *Guidelines for developing a school assessment policy*, © International Baccalaureate Organization 2010
- *Diploma Programme assessment: Principles and practice*
- *Assessment Procedures 2022*, © International Baccalaureate Organization 2021

Last review of the Assessment Policy : May 2021 and September 2021

