

ASSESSMENT SCHOOL'S POLICY



IB WORLD SCHOOL 002094



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The Assessment School 's Policy was created to provide a means of understanding how and why we assess the students' work in the IB Diploma Programme.

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IB LEARNER PROFILE

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

As IB learners we strive to be:

INQUIRERS They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

KNOWLEDGEABLE They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

THINKERS They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

COMMUNICATORS They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

PRINCIPLED They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

OPEN-MINDED They understand and appreciate their own cultures and personal histories, and are open to perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

CARING They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

RISK- TAKERS They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

BALANCED They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

REFLECTIVE They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

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

SCHOOL MISSION STATEMENT

At our school, we prepare students for an active life in the modern world by developing independence, entrepreneurship and a sense of responsibility for their own future in order to help them plan and pursue their own educational and professional path.

We implement the school's mission by:

- 1) developing students' intellectual predispositions, talents and interests,
- 2) taking care of the comprehensive intellectual development and personality of students,
- 3) developing creative and abstract thinking,
- 4) developing the ability to understand phenomena taking place in the modern world and their modern interpretation while maintaining national tradition,
- 5) enabling students to work within international scientific programs,
- 6) developing foreign language skills at various levels,
- 7) using modern methods of communication,
- 8) ensuring safety and a friendly working atmosphere,

9) creating conditions for acquiring broad interdisciplinary knowledge and detailed understanding and skills enabling the student to continue education in the chosen field.

GENERAL AIMS OF THE EDUCATIONAL PROCESS

- 1) providing each student with the conditions necessary for his or her development;
- 2) taking care of the comprehensive development of each individual student;
- 3) preparing students for active participation in the community;
- 4) shaping civic attitudes, respecting the traditions and culture of one's own nation, as well as respect for other cultures and traditions;
- 5) developing students' patriotic and social attitudes;
- 6) strengthening the sense of national, ethnic and regional identity;
- 7) promoting the development of personality traits necessary for active and ethical participation in social life;
- 8) developing language competence and communicative skills as cognitive tools, in all disciplines of knowledge;
- 9) preparing the student for life in the information society;
- 10) developing thinking skills enabling students to experience and understand culture;
- 11) skill improvement;
- 12) conducting media education preparing students for proper reception and critical use of media;

- 13) developing the student's personal interests and integrating subject knowledge from various disciplines;
- 14) developing social, moral and ethical sensitivity;
- 15) developing students' desire for knowledge, developing passion for exploring the world and encouraging them for practical application of acquired knowledge;
- 16) preparing students to be actively involved at school and local community projects, including engaging in volunteering;
- 17) conducting health education in order to develop students' care for their own and other people's health, and developing skills that encourage development of pro-health attitudes.

THE GRADUATE'S PROFILE

- 1) She/he is a conscious and responsible person who can plan her/his own future.
- 2) She/he can make the right life choices, guided by universal ethical values.
- 3) She/he has well developed skills that allow them to effectively act in the 21st century world both locally and globally.
- 4) She/he acquires knowledge and skills enabling self-fulfilment and further education.
- 5) She/he skilfully uses information technology that facilitates the use of various sources of knowledge.
- 6) She/he is open to others and can cooperate in solving problems.

- 7) She/he is able to present her/his own point of view and is respectful towards other people's views.
- 8) She/he is willing to contribute to the development of the country of origin and is actively involved in democratic participation that aims at local and global stability and improvement.
- 9) She/he has a sense of national identity, knows the history of his country and cultivates native traditions.

THE AIM OF THE ASSESSMENT

The Assessment at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie complies with the national requirements stated by the Ministry of Education in Poland and IB regulations. The assessment of a student's educational achievements is based on teachers' recognition of the level and progress in mastering knowledge and skills in relation to:

- 1) the requirements set out in the programme of general education and educational requirements resulting from the school curriculum;
- 1) educational requirements specified in the programme of general education and educational requirements resulting from curricula implemented at school;
- 2) educational requirements resulting from the school curriculum - in the case of additional educational classes.

General School Assessment Policy in § 132.1 states that school assessment aims to:

- 1) inform a student about the level of his/her educational achievements and his/her behaviour and his/her progress in this respect;

- 2) help students learn by providing them with information on what they have done well and how he/she should continue learning;
- 3) provide the student with guidance for independent planning of his/her own development;
- 4) motivate the student to make further progress in learning and behaviour;
- 5) monitor of the student's ongoing work;
- 6) provide parents and teachers with information on progress and difficulties in learning and behaviour issues of a student and about special talents of a student;
- 7) enable teachers to improve the organisation and methods of didactic and educational work.

The following principles apply in assessment:

- 1) the principle of openness of assessments for both the student and his/her parents (legal guardians);
- 2) the principle of frequency and rhythm - a student is assessed continuously and rhythmically;
- 3) the principle of openness of criteria - a student and his/her parents (legal guardians) know the criteria of assessment, the scope of material in each subject and the forms of work to be assessed;
- 4) the principle of diversity resulting from the specificity of each subject;
- 5) the principle of differentiation of requirements - tasks posed to students should have a varied level of difficulty and provide an opportunity to achieve all grades;

- 6) the principle of openness - intra-school assessment is subject to verification and modification based on based on periodic evaluation;
- 7) the final grade is not an arithmetic mean of all the grades acquired throughout the school year.

IN-SCHOOL ASSESSMENT REGULATIONS

- 1) Assessment practices shall provide students with multiple opportunities to demonstrate their learning in a variety of ways and contexts. Each shall be given partial grades for oral tasks/presentations, tests, short tests, written tasks and additional work (taking on/ participating in additional assignments set by the teacher, and taking an active part during lessons).
- 2) Short tests concern material covered during the 3 previous lessons (the scope can be extended after informing students in advance), estimated time for a short test - 15 min. approximately.
- 3) Test concern a larger part of material and are conducted in a written manner. Students shall be given a minimum of one week's notice in advance of summative assessment as well as informed about the material.
- 4) Additional work/student's participations in lessons - additional homework, projects or papers. The teacher is open to students' own suggestions/ideas. For active participation during a lesson, students may be given a grade.
- 5) All forms of assessment shall be evaluated and returned, along with meaningful feedback, no later than two weeks from submission or three weeks (Polish A: Literature and Language acquisition), all the work

is kept at school for a year. Oral tasks/ projects shall be evaluated immediately after being presented.

- 6) Informing students about their score/grades shall be done with keeping the procedures of personal data protection.
- 7) Parents/ guardians are granted access to the student's work if required.
- 8) Within a semester students shall receive at last 5 grades, various forms of assessment should be used.
- 9) Students may be not prepared for the lesson, but no more than 2 times. Reporting of the fact of being unprepared should not happen on a lesson when a test or short quiz was previously announced.
- 10) Students' absence during a lesson does not exempt him/her from not being prepared for the next meeting.
- 11) After longer, minimum one-week justified absence, students will be given some time (agreed upon with the teacher) to catch up on as their knowledge and skills will not be evaluated within that time. When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time.
- 12) Student is allowed to improve a grade from each assessment assignment.

ASSESSMENT TYPES AND METHODS

The school believes that both summative and formative assessment are crucial to successful development and growth of a student. Therefore, both types of the assessment are exercised at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie on a regular basis.

At the beginning of each school year the teachers inform students and their parents (legal guardians) about the educational requirements resulting from the curriculum. These requirements concern both summative and formative assessment and are described in Plans of Teaching and Assessment, which are developed by subject teams and approved by the Headmaster of the school.

Plans of Teaching and Assessment include, inter alia:

- 1) requirements for individual grades,
- 2) criteria and principles of assessing the most important forms of students' competences,
- 3) a list of forms of assessing students' competences.

All grades are open to both students and their parents (legal guardians).

The school relies on teacher's professional expertise to use an appropriate form of assessment to address the needs of both types of assessment.

SUMMATIVE ASSESSMENT

This form of assessment serves to evaluate students' level of achievement and gives the information to the student and her/his parents or legal guardians and to the teacher about the progress that the student made during the course.

Examples of summative assessments at our school include:

- 1) multi-unit forms of assignment: project, investigation/essay, test, class work, cross-curricular test,
- 2) single unit forms of assignment: writing, unit tests (topic tests) both oral and written, group work (synthesis of material, solving cross-cutting issues), the paper on a large batch of material,

3) current tasks: quizzes, exercises, assignments, short tests and other forms of written and oral answers concerning current material, homework, activity, familiarity with a prescribed reading assignment, work in groups associated with the implementation of current tasks, mock internal assessment tasks.

FORMATIVE ASSESSMENT

The goal of formative assessment is to *monitor student learning* to provide ongoing feedback that can be used by teachers to improve their teaching and by students to improve their learning help students identify their strengths and weaknesses.

Formative assessment includes every feedback and comments, in oral or written form that the students receive from the teachers. Formative assessment serves to provide the students information about the quality of their work, the level of the progress in their learning and the level of achievement and fluency gained in assessed area. It allows reflecting on the quality their work and helps to plan their aims and goals. It also provides the teacher a feedback about the teaching and allows modifying or adapting teaching techniques.

At I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie formative assessment is a significant part of assessment process and takes place many times in the educational process.

Examples of formative assessments at our school include:

- 1) A brief written summary of a lecture or lesson,
- 2) A quiz, which can be scored by the student or teacher,
- 3) Teacher's oral feedback to the current tasks performed by the students,

- 4) The first drafts on internal assessment assignments and extended essays.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments and course-end examinations. These assessments are summative in nature and evaluated according to criterion-referenced rubric established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffolding student development of content knowledge and skills.

EVALUATING STUDENT'S ACHIEVEMENT IN IB DP

Detailed requirements for the assessment are given to students at the beginning of a school year. Parents are provided with requirements and current feedback during parent meetings - there are at least six such meetings every school year.

IBDP students are assessed according to the Internal Assessment System of our school which is compatible with the National Assessment System which is more clear for parents thus the students are assessed in the 1-6 scale.

Students are informed about the results of this assessment in two ways: in IB scale 1-7 and in Polish 1-6 scale. However, all the grades received by the students must be recorded in the register in 1-6 scale of Polish grades.

IB DP ASSESSMENT POLICY

For all the tasks, that are assessed in IB 1 to 7 scale the grades are aligned with the Polish 1 to 6 scale as follows:

IB DP GRADE	OBTAINED RESULT	POLISH GRADE
7	100% - 96%	6
6	95% - 90%	5
5	89% - 80%	4
4	79% - 70%	4
3	69% - 55%	3
2	54% - 40%	2
1	39% - 0%	1

For all the TOK tasks, that are assessed in IB E to A scale the grades are aligned with the Polish 1 to 6 scale as follows:

IB DP GRADE	OBTAINED RESULT	POLISH GRADE
A	100% - 96%	6
B	95% - 80%	5
C	79% - 60%	4
D	59% - 40%	3
E	39% - 0%	1

All IBDP students at our school are informed by the subject teachers about the IB Grade Boundaries from previous years.

All IBDP subject teachers are obliged to conduct at least 1 Mock Examination in their subject, assess it according to the IBO Assessment Scale (1-7) and inform the parents about the results. These exams include questions on material completed over the entire course of study.

DETERMINING PREDICTED GRADES

As it is stated in Diploma Programme Assessment Procedures, “The involvement of subject teachers in the internal assessment and grading of their candidates is a key part of the DP assessment process.” Therefore, it is required from the teachers to submit marks for internal assessment on the work done by the candidate. What is more, teachers are also expected to predict the grade they believe each candidate will get for the upcoming examination in the subject and level. For this purpose, teachers should refer to the IB document Diploma Programme grade descriptors. Following IB requirements, teachers predict the grades that the students will achieve in the examination session in a given subject and level. Predicted grades are based on the teacher’s overall evaluation of the students work, the semester and final grades from each IB DP year as well as all mock exam results. The student is required to take all the mock exams offered by the school as they required for the predicted grade calculations. Students attitude and engagement are also look at during the predicted grade process.

Predicted grades issued for the university entrance purposes are based on the same data (though in some cases the teacher might not possess that many

information if the student fills in the university application in autumn of DP year 2).

INTERNAL MODERATION AND STANDARISATION

To ensure that internally marked coursework is at the standard defined by the IB teachers inform their assessment practices through:

- discussing the assessment instruments making sure they have the same understanding of the assessment criteria;
- unpacking the assessment instruments for students and translating them into practices;
- using the assessment samples and past student works to inform their assessment practices;
- using the past papers and markschemes;
- moderating and standardising the work between different teachers.

When more than one teacher is involved in a subject for a single year group in IB DP standardisation of internal assessment is carried out with a view providing a common system for the application of the assessment criteria. It happens before the submission of the IA marks into IBIS. The teachers draw 3-5 student samples, anonymise them and mark them according to the criteria. Afterwards, same subject departments participate in standardisation meetings to develop equitable and consistent interpretations of level descriptors. Additionally, when a new teacher is introduced to the programme, s/he works with the teacher tutor with whom s/he discusses the assessment criteria and moderates a set of first tests delivered. Where there is only one teacher of a subject, internal standardisation is not possible and collaboration with other IB schools is a possible alternative.

ENSURING EFFECTIVE USE OF CRITERION-REFERENCED RBUBRICS

All teachers in IB Diploma Programme receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional development opportunities including the Online Curriculum Centre, collaboration with other subject area teachers around the state, and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that use of assessment criteria is consistent.

RECORDING AND REPORTING ASSESSMENT RESULTS

- 1) All assessment marks/grades/points are recorded in e-register VULCAN (the whole school operates on it).
- 2) After each task students receive feedback with the explanation of the achievement level.
- 3) All student's work is gathered by subject teachers and can be analysed by parents during teachers-parents' meetings.
- 4) Every single parent has an access to e- register VULCAN by his/her username and password.
- 5) Every single parent can easily communicate with subject teachers and IBDP Coordinator via VULCAN register.

RIGHTS AND RESPONSIBILITIES

STUDENT'S RESPONSIBILITY

According to the 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.”

With this in mind and in accordance with the attributes of an IB learner, students at I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie strive to:

- Being autonomous by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Demonstrating a personal commitment to make a positive impact on our local, national and global communities.
- Analyzing and monitoring their formative and summative assessment data to assess their own progress.
- Exhibiting courage and independence through searching out new ideas and experiences.
- Applying critical thinking skills to a wide range of issues through reasoned and ethical decisions.
- Applying effort on formative assessments to maximize progress and summative assessment scores.
- Acting with a sense of integrity, honesty and respect through accepting responsibility for one's actions.
- Submitting work on time, adequately attending to interim draft and final deadlines without exception.

TEACHER'S RESPONSIBILITIES

- Focus on the assessment of student learning outcomes rather than just teaching content.
- Modify teaching in light of the learning that has taken place using formative assessment data.
- Analyze assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and assess common assessments.
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong.
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Provide timely written and oral feedback on assignments.
- Avoid assessing summatively without assessing formatively with feedback first.
- Bear in mind the student's whole schedule and use only meaningful assessments.

COORDINATOR'S RESPONSIBILITIES

- Ensure that all Teachers are provided with current course information and documentation.
- Ensure that Teachers are aware of and comply with requirements specified by the IBO with respect to the assessment programme, student enrollment, results, attendance within timeframes specified by the IBO.

PARENT/ GUARDIAN INVOLVEMENT

- At any given time either parents or teachers may request a meeting when there is an area of concern.
- If the parent feels uncomfortable about approaching the Class Guardian, it is the correct process to take the matter to the head of faculty. A bridge will be constructed to meet the needs of all concerned.
- Teachers and parents may ask for a support person to attend meetings.
- Class parent meetings are informative sessions. A colleague may attend to offer support or bring information. The content of these meetings varies to meet the needs of the class and may include: curriculum content, camp planning, excursions, teaching strategies and techniques, health and well-being of the students, whole school directives, parent concerns etc.

ASSESSMENT POLICY REVIEW

This document will be revised by IB DP teachers on a regular basis.

This document has been prepared on the basis of the following reference materials:

- Assessment principles and practices (IBO Document),
- The school charter of I Liceum Ogólnokształcące im. Stanisława Staszica w Lublinie.