



**II Liceum Ogólnokształcące im. Tadeusza
Kościuszki Kalisz
School 049645**

Assessment Policy

Diploma Programme

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.

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.

IB learners 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 the 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.

Philosophy

II Liceum Ogólnokształcące believes that assessment is essential for both students - to support and encourage to learn and provide a reflection on how to improve their performance - and teachers - to help them find the right direction for modifying and optimising the further teaching process.

Its results are regarded as a valuable source of information, fundamental in the process of modifying and refining the teaching -learning cycle. The school aim is also to encourage students to evaluate their own progress using reflection and critical thinking skills while interpreting their results. Through education the school aims to teach students to be good individuals and citizens of their communities. It strives to develop their intellectual and ethical virtues.

It is the belief of II Liceum Ogólnokształcące that students are responsible for their own process of learning by working hard and completing assignments on time and in ethical and appropriate manner. Students are expected to set goals for their personal growth as life-long learners.

Teachers are responsible for facilitating students' learning, communicating clearly what goals need to be accomplished in their subject areas and providing guidance when needed.

Teachers are expected to provide progress reports in timely manner to keep students and parents informed about students' grades and progress.

The purpose of assessment:

- To produce coherent feedback for students, parents and external institutions
- To motivate students
- To determine students' strengths, deficiencies and needs
- To help students become responsible for their own process of learning
- To help teachers recognize where students are struggling and address problems immediately
- To enable teachers to evaluate the effectiveness of their own instructions

- To guide future planning teaching and curriculum development

Forms of assessment

- Ongoing formative assessment, such as homework, short tests and quizzes to monitor students' learning and inform curriculum delivery
- Summative assessment, such as final projects, papers, midterm exams and testing aiming to summarize overall learning at the completion of an instructional unit
- Oral tests
- Achievements of subject competitions (Olimpiada)
- Essays, presentations, portfolios, reports, exploration
- Group work

Formative assessment

Formative assessment is an essential element of the learning process. It provides detailed feedback on students' strengths and weaknesses and helps students understand what constitutes excellence and where their performance stands in relation to this. Also, it makes students better judges of their own performance and helps them develop strategies for improvement.

Teachers at II Liceum employ various strategies to support formative assessment, such as teacher evaluation, teacher-supported self-evaluation, peer evaluation and the use of assessment criteria.

Grading

- The school will follow the International Baccalaureate grade scale (from 7 – the highest to 1 – the lowest).
- Grades will be awarded through each reporting period, semester 1 and semester 2. Before the end of each semester, students will be awarded a single grade from 7 to 1 on the basis of all the grades they received throughout the semester.
- Each subject has a different benchmark criteria used for different type of assignment, such as projects, written essays, presentations.
- A semester grade, awarded in each subject, reflects a student's level of demonstrated competence

Final (reported) grades are whole numbers without pluses (+) or minuses (-)

Final (reported) semester grade descriptors are as follows:

Grade		Descriptor
Grade 7	Excellent	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.
Grade 6	Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. There is a consistent evidence of analysis, synthesis and evaluation where appropriate. The student demonstrates originality and insight.
Grade 5	Good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
Grade 4	Satisfactory	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
Grade 3	Mediocre	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support.
Grade 2	Poor	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

Grade 1	Fail	Minimal achievement in terms of the objectives.
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General regulations

1. The teacher should give students a week notice before a test or any assignment written in class is scheduled, if a test or assignment covers the larger part of material.
2. Students are informed about their grades up to two weeks in case of assessment taking place after the instructional period , and up to three days in case of short tests or quizzes.
3. Teachers assign homework on a regular basis and check it according to IB DP criteria.
4. Students have a right to inform teachers that they have not done their home assignment in any form only once per semester in case of SL subject and twice per semester in case of HL subject.
5. If a student, due to unfortunate circumstances, is unable to write a test in due time, student's responsibility is to write the test at the date determined by the teacher.
6. If a student fails a written test, the student
7. will have the possibility to write a re-sit.
8. An absentee student, whose absence from classes is unjustified, is obliged to write a test or be prepared to be tested orally at the date determined by the teacher.
9. Students' progress and achievements are tested on a regular basis and the grades are recorded in a school online register (mobidziennik) together with all attendance. Parents are encouraged to track their children's progress via school online registration system.
10. Students with learning support requirements are provided with access to arrangements on the basis of their needs. (see Inclusion Policy)
11. School reports are issued for all students and their parents twice per semester: in the middle and at the end of each semester when teachers-parents meetings are scheduled.
12. If a student's absence is over 30% of overall attendance during the school year, the student is obliged to write an additional test. A student who does not attend a specific subject by more than 30% during the school year will not be promoted for year 2. Each such case will be considered separately.

13. Students should meet all TOK, CAS, EE and other curriculum deadlines.

14. Students have to sit two Mock Exams, according to the Calendar of Deadlines. These exams look exactly like IB final exams, are graded accordingly, and the grades are entered into the register.

External Assessment

Externally assessed coursework includes:

- World Literature Essay/s
- Extended Essay
- TOK Essay
- Final exams

The TOK Essay on a prescribed title is supervised by a TOK teacher in the school, and then graded externally by an IB examiner. The extended essay is an independent research on a topic chosen by the student and supervised by a teacher in the school. Emphasis is placed on the process of engaging in personal investigation, on the communication of ideas and presenting information in a logical and coherent way, and on the overall presentation of the Extended Essay in compliance with IB guidelines. Students should devote 40 hours to the essay over the course of several months.

The final TOK grade and the final Extended Essay grade are entered into the Diploma Points Matrix (see below) to award a possible maximum of 3 extra points to be added to a student's Diploma score. Students who have not submitted satisfactory work in either area will fail the Diploma.

If EE or TOK essay supervisor finds out that the essay is not the student's own work, the school will not submit the essay to IB authorities, or if the essay has already been uploaded, the IB authorities will be notified immediately about this fact. This will result in the failure of IB diploma (see Academic Honesty Policy)

The diploma points matrix

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

TOK and the Extended Essay

The performance of a student in both Diploma Programme requirements, Theory of Knowledge and the Extended Essay, is determined according to the quality of the work, based on the application of the IB Diploma Programme assessment criteria. It is described by one of the band descriptors A–E. Using the **two** performance levels and the diploma points matrix, a maximum of **three** diploma points can be awarded for a student’s combined performance.

A student who fails to submit the TOK essay, or who fails to make a presentation, will be given N for TOK, will score no points, and will not be awarded the diploma.

24 points overall is required to be eligible for the diploma

At the start of Year 1 and Year 2 students are provided with School Calendar of Deadlines including the deadlines which each IB DP student is expected to meet. Students' progress is monitored and students are advised, when necessary, by the DP Coordinator and other members of the Teaching Staff. Parents are informed of missed deadlines on a regular basis. A student who does not submit the final EE draft within the stated time period will not have the work sent to the examiner for evaluation. This will result in a loss of grade for that component, and this will automatically result in the loss of the diploma.

Internal assessment

Deadlines for submission of drafts and final pieces are given to students at the beginning of year 1 and year 2. Students' progress is monitored, and in case of any problems or doubts, students may ask the teachers and/or Coordinator for advice and help.

Parents are informed in case the student misses deadlines. If a student has not completed the final draft as per the deadline, they may not have the work sent for moderation, or the previous/incomplete draft will be submitted, which will be considered by the Coordinator. This is likely to result in a lower grade than might have been the case if a revised final draft had been submitted. These marks are then submitted by the teacher to the DP Coordinator.

Predicted grades

Following IB requirements, teachers predict the grades students will achieve in the examination session in a given subject and level. These grades are also based on the teacher's overall evaluation of the student at the time of giving the predicted grade.

The teacher is required to provide the Coordinator with the grade within the deadline set in the School Calendar of Deadlines.

Students absent for a prolonged period of time because of serious illness may still be eligible for the award if, upon their return, they provide medical evidence of their condition and pass subject tests set by their teachers.

Communication of Assessment Policy

This document is available and communicated through many channels, such as school website, parents' meeting and students' meeting, school library, and Coordinator's office.

Assessment Policy Review

This document will be revised by IB Diploma teachers on a regular basis annually, and communicated to students, parents and the whole community via school website. The Assessment policy is also available in school library and in DP Coordinator's office.

(Revised in 2018)

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

- Diploma Programme Assessment. Principles and Practice
- IB Diploma Grade descriptors.
- Theory of Knowledge - guide