

SCHOOL ASSESSMENT POLICY

1349 IB

revised & updated, September 2024

Philosophy

One of the crucial aspects of the IB Diploma Program is the nature of the assessment which is to ensure students access to multiple methods and opportunities to show their achievement of the subject area objectives.

This effective approach is incorporated within the IB subject area courses when teachers create their own assessment to measure students' progress by synthesizing them with IB requirements and criteria. It is the belief in our school (II Liceum Ogólnokształcące im. Generalowej Zamoyskiej i Heleny Modrzejewskiej) that teachers are responsible for facilitating students' learning in the best possible way. They meet this responsibility first by working diligently to understand intimately their subject matter and the standards of achievement for courses they teach.

Teachers are expected to communicate clearly to students and their parents the exact goals that need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. To monitor that teachers are to provide progress reports every two weeks to keep parents and students apprised of students' grades.

Teachers are expected to analyse assessment data to determine strengths, deficiencies, to facilitate all students' needs. Teachers are aware that assessments can be insufficient and to ensure a balanced evaluation they use many types of assessment to estimate student's progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve when needed.

Teachers are expected to use to their full advantage tools available through technology and other venues to enhance their instruction and further assist their students with their progress.

Assessment policy can be successful only when teachers' collaboration is present, to assure support for curricular goals and encourage appropriate student learning. To ensure the above, monthly meetings are held where all teachers can share and discuss any issue related to the students or the program.

At the beginning of each school year, teachers meet to set up a schedule with deadlines for the Extended Essay and Internal Assessments. To ensure that students understand what the assessment expectations, standards and practices are, each teacher starts classes at the beginning of the school year with an explanation (first year of the program) or a revision (second year of program) of the criteria and assessment requirements. Moreover, teachers of individual subject groups meet twice per semester, or when needed, to evaluate students' progress and possible solutions to current problems.

In order to exchange ideas, view different methods or discuss their performance and receive constructive feedback, teachers and the DP Coordinator regularly attend and observe lessons of other teachers.

To provide students with regular feedback, teachers make themselves available to students for individual consultations. Another great source of information and an opportunity for thorough evaluation is provided by means of assessing the results of mock exams and final exams, which allows the school to establish areas in need of improvement.

It is the belief in our school that students are ultimately responsible for their own learning and independent in the learning process. They meet this responsibility by working diligently to complete assignments on time and fulfill assessment criteria, all in an ethically appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment.

Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on their progress in meeting these goals, and to assess their achievement of them. Through



regular homework and practicing exam skills by completing past papers, aided by teachers' evaluation and feedback on how to improve, students can monitor their progress.

To be able to monitor students' performance and progress, teachers conduct surveys, which are an extensive and detailed source of information on the students' point of view.

It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable in their subject areas.

The coordinator is responsible for providing teachers with essential information about students and giving the teaching staff opportunities to analyze and reflect on this information. The coordinator provides time for teachers to reflect on their practices and plans, individually and collaboratively, to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future.

How do we grade?

The school uses subject-specific IB criteria to indicate levels of achievement. At the end of each semester, students receive a summative grade, based on the IB, 1 (low) – 7 (high), grade scale.

IB marks from IB scale are converted into the Polish system according to the following formula¹:

$$PL = 1 + \frac{5}{6} (IB-1)$$

The results in the IB to Polish national system grade conversion:

<u>IB grade</u>	<u>Polish grade</u>
1	1,00
2	1,83
3	2,67
4	3,50
5	4,33
6	5,17
7	6,00

Polish system mark is converted to IB scale according to the following formula:

$$IB = 1 + \frac{6}{5} (PL-1)$$

<u>Polish grade</u>	<u>IB grade</u>
1	1,00
2	2,2
3	3,4
4	4,6
5	5,8
6	7,0

¹ The formulas are based on the idea that the highest and lowest grades on the two scales should correspond exactly, and the distance between subsequent grades should be the same.

IB Required Assessments (External and Internal)

Some of the assessment required by the IB is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IB outside of the school. These include the Extended Essay, essays for Theory of Knowledge.

The annual May examinations are assessed externally. These include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations constitute the majority of the assessment score for each subject.

Earning the International Baccalaureate Diploma

The IB uses criterion-referenced assessments to confer points leading to an IB Diploma.

Each of the six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the extended essay with at least a D grade, and accomplishes about 150 CAS (Creativity, Activity and Service) hours can be awarded an IB Diploma, provided none of the following conditions are met (according to ibo.org):

- no grade 1
- a grade of 2 on no more than 2 subjects
- a grade of 3 on no more than 3 subjects
- at least 12 point on HL subjects, in case of 4 HL subjects the three highest grades count
- at least 9 point on SL subjects, or at least 5 points at SL in case of 2 SL subjects.

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45.

Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate's combined performance. Those students who do not satisfy the entire set of requirements for an IB Diploma or who elect to take fewer than 6 subjects are awarded a certificate for the examinations completed.

Principles of assessment

II Liceum Ogólnokształcące im. Generalowej Zamoyskiej i Heleny Modrzejewskiej in Poznan recognizes that teaching, learning, and assessment are fundamentally interdependent.

We are guided by the following principles:

Students:

- have different learning styles,
- have different cultural experiences, expectations and needs,
- perform differently according to the context of learning,
- need to see self-assessment and peer assessment as a natural part of the learning process,
- need to know their achievements and areas for improvement in the learning process,
- need to receive feedback that is positive and constructive: promoting formative assessment in day-to-day teaching.

Assessment:

- is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students,
- is geared toward the appraisal of a broad range of concepts, attitudes, knowledge, and skills appropriate to an international and increasingly complex world,
- is criterion-referenced using the guidelines set down by the IB and is made clear to students by teachers before coursework begins.

Why do we assess?

Students are assessed in order to:

- create a clear picture of the student and his or her interests,
- assess the effectiveness of the environment on student learning,
- extend student learning,
- monitor the progress of individual students' learning and achievement,
- determine the effectiveness of teaching,
- inform curriculum review - help evaluate suitability of courses,
- inform others as appropriate, including students, teachers, parents, receiving schools, future employers.

How do we assess?

We assess by gathering evidence and information from the following sources:

- ongoing formative teacher assessment,
- summative assessment tasks - previous summative records,
- parents' consultations - conversations with other adults who have knowledge,
- students' self-reflection and peer-to-peer feedback,
- by analysing the above using professional knowledge and expertise - student evaluating surveys.

Assessment methods used in 1349 IB School include:

In-classroom activities and homework, including:

- short-term tasks and long-term projects
- case studies
- debates
- discussions
- essays
- reports

- multiple-choice tests
- observation
- projects
- portfolios
- (verbal, multimedia) presentations
- problem-solving
- research assignments
- short-answer questions
- selected response, such as written tests and quizzes
- other, specified in the Subject-specific Grading Systems

Predicted grades

IB students are given their preliminary predicted grades in autumn during the second year of the DP course. They are on the IB 1 – 7 scale. These grades are used in the application process to foreign universities. The final, official predicted grades are issued for all the IB students in April during the last year of the course. Predicted grades are established on the basis of formative and summative assessment marks and progress achieved by individual students in the study period preceding the time of providing the predicted grade. Each separate predicted grade is the result of an independent decision of the subject teacher.

Recording and reporting student progress

Students' progress is discussed with students individually as an ongoing practice and parents are informed about it during parent-teacher meetings organized twice a term. On an everyday basis, both students and parents have access to individual student accounts in the school's online register Librus, where they can check the grades, attendance and information connected with the student's behaviour and activity at school.

Teachers are required to keep ongoing and up-to-date records of all forms of assessment.

The Admission policy specifies the type of assessment for the prospective candidates intended to check their language proficiency and the IB learner profile requirements.

As specified in the **Language policy**, the teaching process in 1349 IB School caters for the linguistic needs of the students. The assessment aims at enabling students to learn and use both native (Polish) and foreign (English, German, Spanish, French) language(s) effectively and confidently in concept-based teaching - content and language integrated teaching in the respective subjects.

Roles and responsibilities for training new teachers

All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP Coordinator who is responsible for the general training and, if possible, the new teachers should be also supervised by a DP subject teacher.

Assessment policy review

The policy is subject to review in order to ensure it aligns with the standards and practices of the IB. The DP Coordinator ensures that any new or updated documentation with regard to the Assessment Policy provisions, which is published by the IB, will have its reflection in the school assessment policy.