



VIII Prywatne Akademickie Liceum Ogólnokształcące



ASSESSMENT POLICY

the International Baccalaureate Diploma Programme section in VIII Prywatne Akademickie Liceum Ogólnokształcące

Philosophy:

VIII PALO, as a meeting place of students, parents and educators, is a community whose intention is to promote and ensure thorough intellectual and emotional development. Progress-oriented assessment addressing all aspects of students' development is an important tool for encouraging them in their *'work to understand (...) [their] strengths and weaknesses in order to support (...) [their] learning and personal development'* [IB Learner Profile]. As an IB World School, we embrace the IB principles in that respect and strive to engage all our students, their parents and teachers in that process, based on mutual respect, commonly accepted goals, principles and rules.

Principles and goals:

Assessment

- engages both the student and the teacher.
- is performed according to clearly stated rules and respects dignity of all involved.
- is criteria-based and refers to IB requirements.
- addresses student's performance and progress in knowledge and skills.
- provides feedback to students and parents as well as teachers, indicating areas needing readjusting in both learning and teaching.
- supports student's planning and learning.
- employs various formats and strategies (summative and formative assessment, group and individual reflection, local and overall range, peer marking etc.).

Assessment structure, links to other documents:

The assessment policy is outlined in the School Statute and in the Regulations for International Sections in VIII PALO. The following document is based on these regulations, which reflects the fact that VIII PALO is a state-recognized school and conforms to both IB and Polish state requirements.

Various other documents are referred to below and its domain overlaps with those of Academic Honesty Policy, Language Policy or Special Education Needs Policy.

- AHP specifies procedures applied when assessment principles are breached and/or regular practices are not applicable, that is when assessed material is not a student's own work.
- LP describes the role of the language of instruction in Groups 3-6 teaching and assessment and outlines language-related issues of communication between students-teachers-parents.
- SENP specifies procedures applied to provide fair assessment to those students whose performance may be hindered by their particular situation.

Due to VIII PALO's obligations to both the IBO and Polish state educational requirements, assessment in the international section is carried out in two modules.

The first module is defined by the IBO and covers the IB Internal Assessment tasks (set by the IB Diploma Programme, which are assessed internally). The module is comprised of tasks, projects and activities, which are detailed in the IB DP for specific subjects and levels, and are assessed according to the criteria set by the organization. The module is carried out internally but using external criteria. The final grade on the IB diploma is impacted by the assessment of the tasks (the weight of the module is defined by subject guides).

The second module is the continuous assessment, both summative and formative, of every student's progress, carried out by every teacher. The assessment is to be carried out according to the general rules specified in the School Statute of VIII PALO, at the same time serving the purpose of the IB DP.

Detailed rules and practices:

1. Students are assessed at least three times a semester.
2. The scale of component, semester and final grades is compliant with the International Baccalaureate grading scale: 1-7.
 - 1 (*very poor*) – the lowest grade,
 - 2 (*poor*),
 - 3 (*mediocre*),
 - 4 (*satisfactory*),
 - 5 (*good*),
 - 6 (*very good*),
 - 7 (*excellent*) – the highest grade.

The scale is also used to award annual and final grades in specific subjects.

For the use within the Polish education system the IB grading scale is readjusted in the following way: 1, 2 – niedostateczny, 3 – dopuszczający, 4 – dostateczny, 5 – dobry, 6 – bardzo dobry, 7 – celujący.

3. The school IB assessment system also includes the following special grades:
 - P –violation of the academic honesty rules; the procedure for dealing with such cases is described in the document *Academic Honesty Policy*.
 - 0 –absence of a student from an important test; the grade is invalidated if the student takes the test in a later term;
 - Descriptive grade – a teacher's comment to a task, which is not graded using the 1-7 scale, which is a form of formative assesment .
4. The assessment criteria are mostly compliant with the grade boundaries specified in *IB Subject Reports* and *IB Subject Guides*. Teachers specify the rules to be applied in the grading process of particular types of activity.
5. Graded activities and tasks:
 - a) Students are assessed for their academic performance, progress and dedication.
 - b) Assessed activities: oral tests, written tests (essays, tests, short tests), projects, experiments and lab reports, active participation in class, group work, homework, mock exams, presentations. The teacher of a particular subject can introduce his/her own rules regarding this matter.
 - c) The students' conduct is not graded.
6. Homework is an integral part of the learning process. Its role ranges from reviewing the current material through developing skills to self-assessment tool and discussion/reflection springboard. Fulfilling their homework tasks is one of the students' central responsibilities. Assigning homework, teachers should reasonably consider other students' school obligations.
7. Major oral and written tests are to be announced at least one week in advance. The material covered by the test must be specified to the students and the test must be announced in the electronic register. Students and parents/guardians have access to marked works.
8. Different weights (numerical or descriptive) may be assigned to different types of component grades. Semester and annual grades do not have to be based on the arithmetic average of the component grades. The requirements and the criteria of assessment are communicated to the parents and students by teachers at the beginning of the school year.
9. Every student can report lack of preparation for a class, without any consequences. Lack of preparation includes homework and oral exams. The teacher of a particular subject can introduce detailed rules regarding this matter, e.g. the number of lessons on which a student can report lack of preparation, based on level (e.g. Standard Level - twice a semester, High Level - three times a semester).
10. In justified cases, such as long-term absence or other cases accounted for by the parent, the student's lack of preparation is excused. After a long-term absence caused by health problems, family matters or other adverse circumstances, the student is entitled to a prolonged period of time to make up for the absence.
11. At the end of each school year, students sit for mock final exams. The grades received from such exams affect the annual grade and so called *predicted grades*, forwarded to universities for recruitment purposes. The teachers specify and communicate these grades' impact on the annual grade.
12. The grades from the *Internal Assessment* module are included in the register and affect the annual grades.

The teachers specify and communicate these grades' impact on the annual grade.

13. The annual grade is an effect of component summative grades and conclusions from the formative assessment process gathered over the whole school year.
14. The rules for improving grades are set individually by each teacher.
15. The students have the possibility to do extra-curricular work to be assessed. The rules of such assessment are set individually by each teacher.
16. Student's achievements are registered and reported to parents/guardians through e-register and individual contacts with teachers, class tutor or student's tutor.

The rules of promotion and graduation (according to the School Statute):

1. The terms of promotion from IB DP grade 1 to IB DP grade 2 and the terms of graduation are similar to the terms of achieving an IB Diploma:
2. To be promoted, the following conditions have to be met by the student:
 - a. all grades have to be higher than 1,
 - b. a combined score of 24 or more has to be achieved as the total of following:
 - i. all annual grades, except for the Theory of Knowledge (TOK),
 - ii. points calculated from the annual TOK grade using the following rule: grades: 1,2,3,4 = 0 points; grades 5, 6, 7 = 1 point;
 - c. at least 75% attendance to each subject's classes,
 - d. in the case of promotion to IB grade 2: completing all CAS tasks for the year set by the CAS coordinator, confirmed by the CAS coordinator; in the case of the decision to graduate in the IB DP system: completing all CAS tasks required by IB Diploma Programme confirmed by the CAS coordinator,
 - e. no registered violations of the IBO rules for Academic Honesty,
 - f. meeting all deadlines as defined by the schedule announced by the teachers and the IB DP coordinator.
3. In special, justified cases, it is possible to promote a student to IB grade 2 or to agree for a student to graduate in the IB DP system even if one of the aforementioned criteria is not met. The decision is issued by the teachers' council, based on the justification of the case and the plan to make up for the missing competence, prepared by the student or the student's parent and approved by the DP coordinator and the class tutor.
4. The procedure of completing the subject by sitting for an end-of-year qualifying exam or change the grade 1 through a make-up exam does not apply the international section students. These exams are available to students after transferring to the national curriculum section of the school.
5. Students of the international section are entitled to an appeal from the awarded qualifying grade. The rules included in the School Statute apply.

Policy implementation and review:

The Assessment Policy should be reviewed after amendments in Polish educational law and IB policies changes are introduced. Changes may also be introduced before each school-year as a result of evaluation of its effectiveness and compatibility with school practice.

The implementation of school IB policies is the responsibility of all IB staff, with the DP coordinator and the head of school supervising the process, assisting and training the teachers.

The school policies are published on the school website.