

## International School of Bydgoszcz

### Assessment Policy

### Diploma Programme

#### 1. Philosophy and Principles

Integral to International School of Bydgoszcz mission is educating independent, creative and responsible graduates. ISOB assessment policy reflects these principles which are also central to the IB Mission Statement and Learner Profile. We recognize that teaching, learning and assessment are interdependent and rely on clearly delineated criteria for success and the methods of assessment. We affirm the value of assessment in holistic education and are guided by the following principles:

*Students:*

- have differing learning styles and abilities
- have different experiences, expectations and needs
- perform differently according to the context of learning
- see self-assessment and peer assessment as natural parts of the learning process
- need to know their achievements and areas for improvement in the learning process
- should receive feedback that is meaningful and timely.

*Learning is:*

- dependent on prior knowledge and developmental in nature
- influenced by gender and socio-economic, cultural and linguistic factors
- shaped by well-informed and purposeful instructional approaches
- enhanced by direct experience and compelling situations
- a life-long experience

*Assessment is:*

- designed by teachers to incorporate a variety of methods and to be relevant and motivating to students
- geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world
- criterion-referenced using guidelines established by the IBO and made clear to students by teachers before coursework begins
- reflective of the attributes and desired outcomes of the IB Learner Profile
- a valuable aspect of lifelong learning.

## **2. Assessment Practices**

At International School of Bydgoszcz we believe that the most important aim of Diploma Programme assessment is to support and encourage student learning.

*What is assessment like?*

- It is integral with planning, teaching and learning
- It is fair, meaningful, and consistent opportunity for students to demonstrate their mastery of concepts and skills
- It is valid, reliable, and comprehensive
- It is clear to students and parents
- It reflects the taught curriculum
- It matches the learning objectives
- It meets DP criteria

*Why do we assess?*

- To recognize differences in learning styles
- To diagnose learning difficulties

- To extend the student's learning
- To encourage self-reflection
- To reward effort and achievement
- To help evaluate accuracy of courses
- To generate sufficient data for providing accurate feedback

*What are the types of assessment?*

- Summative – usually at the end of unit of work, end of topic, semester, year, also mock exams
- Formative – ongoing assessment which provides evidence of and for progression in learning and also diagnoses students' existing knowledge
- Self-assessment and peer-assessment – assessment which encourages students to take responsibility for their own learning and induces critical thinking skills

A wide range of formative and summative assessments includes: multiple-choice style quizzes and tests, short and extended responses, essays, research papers, projects, portfolios, class discussions, group and individual oral presentations, individual oral and written, works of art, commentaries, multimedia presentations, performances, problem solving teams, group critiques, historical investigations, experimental investigations, sketchbooks, investigation workbooks, studio work, fieldwork, response journals, and reflection logs. An accurate measure of the student's true achievement is continuously sought to inform teaching and learning.

Ongoing class discussions and individual consultations with teachers take place throughout each course. Peer and self-assessments help students to develop a range of effective strategies as they actively build their understanding of new concepts and learn how to judge the quality of coursework against well-defined criteria.

### 3. Differentiation

Differentiation occurs when necessary for students to demonstrate their understanding. Multiple intelligences are applied to formative assessments to foster critical and creative thinking. Emphasis on higher-order cognitive skills supports inquiry-based, constructivist learning.

### 4. Grading/marking

The ISOB grading scale is used along with IB assessment rubrics as specified in each of the subject guides. Both are given to students at the beginning of each course and are applied to formative and summative tasks. Summative results are analysed and assist in shaping formative assessments.

Students complete a sufficient variety of assessment items in order to maximize their opportunity to demonstrate what they know and can do. The quality of assessment items completed is consistently measured against clearly established standards (IB assessment criteria).

Formative and summative tasks may range from 10 percent to 40 percent of the student's grade. Final evaluation is based on cumulative achievement; students are required to earn **at least a grade of 2 in order to continue in an IB course in Grade 11 and at least grade 3 to be able to sit IB final exams.**

Both formative and summative items must be completed in order for students to progress to the next academic level. Students who fail to comply to designated standards are required to submit the assessments within an established timeframe after conferring with teachers who notify parents or guardians, the DP coordinator, and class tutor. Failure to fulfil assessment requirements results in removal from the course and failing grade earned.

## 5. Recording and reporting

Teachers record grades on Managebac which provides online, immediate access to students and parents. Grades are updated on Managebac weekly. In addition, teachers may record grades in a standard record book. Both written and oral feedback affirm progress, diagnose needs, evaluate achievement, and assist in accountability.

Progress reports are issued orally or in a written form during parent-teacher meetings. Reports are issued during each semester. Parent/teacher conferences are scheduled minimum twice per year. As needed, teachers consult with parents on an individual basis.

The DP coordinator determines the retention of students in the program based on final grades and teachers' recommendations. Students may appeal the final grades according to school statute.

## 6. Re-sit examinations and appealing against the semester/final grade

### § 1

1. Students who cannot be assessed because of excusable absenteeism (at the end of semester I or the end of the school year) have the right to take a re-placement examination.
2. Students who cannot be assessed (at the end of semester I or the end of the school year) because of inexcusable absenteeism may take a re-placement examination – if the School Board agrees – at the request of the student and/or his/her parents (guardians).
3. The re-placement examination also concerns students who:
  - study individually (on the basis of separate rules),
  - study abroad,

- qualify to become a student of a higher form than the student's current certificate states,
  - change the school type or profile.
4. The Principal in agreement with the student and/or his/her parents (guardians) appoint a date for the re-placement examination. If the student, due to unfortunate circumstances, cannot take the exam at the appointed time, he/she has the right to do so at another time agreed with the Principal.
  5. The parents' (guardians') presence is allowed during the re-placement exam.
  6. The re-placement exam is supervised by the examining board appointed by the Principal. The examining board consists of:
    - the Principal or Head of the Diploma Programme
    - the subject teacher.
  7. The re-placement exam consists of both written and oral parts.
  8. After the re-placement exam a report is drawn up. The report includes:
    - the first names and surnames of the teachers who are the members of the examining board,
    - the date of the exam,
    - the exam tasks,
    - the regulations of the exam.
  9. The student's written exam papers and brief information about the oral part of the re-placement exam will be attached to the report.

## § 2

1. A final 'failed' grade (1) can be changed only as a result of the re-take exam, with the exception of final year students.
2. In exceptional cases the School Board may agree on two re-take exams (on two different subjects) only.

3. The re-take exam is carried out during the last week of the summer holidays. The exact date is settled by the Principal who appoints the examining board which includes:
  - the subject teacher as the examiner,
  - a teacher of the same or similar subject/related subject as a member of the examining board.
4. The form teacher has the right to be present during the exam but without the right to make any decisions.
5. The subject teacher can be exempted from membership of the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
6. If the student, due to unfortunate, justified and documented circumstances cannot take the re-take exam, the Principal appoints another time of the re-take exam.
7. After the re-take exam a report is drawn up. It includes members of the examining board, the date of the re-take exam, the student's written work and exam tasks attached.
8. The subject teacher is obliged to prepare, in written form, the range of the material/programme the student has to revise to be well-prepared for the exam.
9. A student who fails the re-take exam does not advance to a higher form.
10. Taking into consideration the educational abilities of the elementary and middle school pupils the School Board may allow the pupil, who failed the re-take exam, to continue in a higher form *once* during any given educational stage. The examining board's decision is irreversible.

### § 3

1. Students and parents (guardians) have the right to appeal the semester or final grade.
2. The appeal must be lodged within 7 days after the end of the school year.
3. The appeal must be lodged in written form to the Principal.
4. In the case of a final educational or behaviour grade given against the rules, the

5. Principal will appoint an examining board which:
  - carries out a test in a written - and oral form and decides on the semester/final grade (in case of the semester or final educational classes grade),
  - in the case of a final behaviour grade – the School Board takes a vote on the issue; if the number of votes is equal the chairperson of the board makes the final decision.
6. The date of the test (mentioned in 4 above) is agreed with the student and his/her
7. Parents (guardians).
8. The examining board consists of:
  - o in the case of semester/final educational classes grade:
    - the Principal as the chairperson
    - the subject teacher
    - another teacher of the same/similar subject o in the case of the final behaviour grade:
      - the Principal as the chairperson
      - the form teacher
      - appointed by the Principal one of the subject teachers working with the class
      - psychologist
9. The subject teacher can be exempted from the membership in the examining board on his/her request. In this case the Principal appoints another teacher of the same subject as the examiner.
10. The behaviour grade settled by the examining board cannot be lower than the previously given grade
11. A report documenting the boards' work is drawn up. This report includes:
  - o in the case of the semester/final classes grade:
    - members of the board
    - the date of the exam
    - exam tasks

- the result and the final grade o in the case of the final behaviour grade:
- members of the board
- the date
- the result of voting
- the final behaviour grade and its justification

12. Students' written work and brief information about oral tasks must be attached to the report.

13. If the student, due to unfortunate circumstances, cannot write the test at the appointed time he/she can do so in another time agreed with the Principal

14. A student graduates if he/she obtains favourable grades in all the subjects in the final year and also in all the compulsory subjects he/she has had in the previous years.

15. A student graduates with distinction if he/she achieves an average grade of at least 4,75 and a 'very good' or 'excellent' behaviour grade.

### 7. Transfer of Diploma Programme achievement levels into Polish grades

For the sake of issuing a final semester/year report which enables the students to enter Polish system of education, there is a table of conversion of IB grades into Polish grades. Such reports are issued on Polish report forms only if need be and on request.

DP achievement level	Polish grade
7	6
6	5
5	4
4	3
3	2
2	2

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1	1
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## 8. Homework

The ISoB homework policy stipulates up to 40 minutes of homework each night per subject. This time may vary depending on particular course loads and the nature of the assignment. Homework tasks are designed to provide optimal practice of a range of cognitive skills identified in course outlines. Regular review of homework promotes positive results in formative and summative assessments. Peer assessments and class discussions are constructive instruments in homework review.

## 9. Academic Honesty Policy Integration

Academic honesty is strictly enforced following the guidelines set forth in the ISoB handbook. Evidence of malpractice is discussed with the student and their parents and results in no credit being awarded for the assignment. Repeated instances of malpractice result in removal from the course. The school regularly uses the online Turnitin service to verify authenticity of work submitted.

## 10. Behaviour Grade

The aim of the grading criteria system of behaviour is to recognize to what extent students follow the resolutions as given in The Code of School Behaviour and School Policies.

- The propose of the behaviour grading system is to:
  - Inform students about their behaviour and the progress in this matter
  - Help students plan their development
  - Motivate students to self-development

- Inform parents (guardians) and other teachers about the progress and difficulties concerning the behaviour and about students' special abilities.

Mark Grid (behaviour)

	The name of the grade	The name of the grade Abbreviation (Polish)
6	Excellent	wz - wzorowe
5	Very good	bdb - bardzo dobre
4	Good	db - dobre
3	Satisfactory	pop - poprawne
2	Non-satisfactory	ndp - nieodpowiednie
1	Reprehensible	ng - naganne

At the beginning of each school year the form teacher and subject teachers inform pupils and parents (guardians) about:

- The behaviour grading criteria
- The conditions of achieving a higher than predicted behaviour grade
- The consequences of the reprehensible behaviour grade

*End of semester I and the final behaviour grade takes into account:*

- Following the resolution as given in The Code of School Behaviour and School Policies
- A systematic attendance and active participation in school life
- Following the rules of cooperation with other students, teachers and school staff
- Respecting all people regardless of their race, skin colour, sex, language, nationality, views and beliefs
- Taking care of common good and order at School

- Acting in a responsible way taking into consideration their own and other people's lives, health and psychophysical and intellectual development
- The behaviour grade does not influence in any way the subject grade, the advancement to the next form and graduation (with the exception of the ('reprehensible' grade)
- The behaviour grade and semester/yearly educational classes grades are final unless a student or his/her parents (guardians) express their reservation to the teacher, then to the Principal, if they think that the final behaviour grade or a subject grade was given against the rules
- The School Board can decide not to allow a student to advance to a higher form or graduate if the student was given a 'reprehensible' behaviour grade twice
- A student who was given a 'reprehensible' behaviour grade three times does not advance to the higher form, or in case of final form students, do not graduate
- A student does not receive a final (semester) grade if he/she has been absent from more than half of the number of lessons during the course in a given school year

### **11. Integration of Assessment Policy**

Each of the areas of assessment, admissions, and language instruction are integral to providing ISoB students with a comprehensive education. The principal, DP coordinator, assistant coordinator, subject department chairpersons and class tutor review incoming freshman students' and new students' standardized test scores, written samples, academic records, and teachers' recommendations. Collectively they reach a decision about each student's placement in the IB programme course of study. A personal interview is also scheduled.

Further details may be found in the school's language policy and *Diploma Programme: From Principles into Practice*.

## 12. Teacher Training

Teachers consult the appropriate IB DP subject guides along with the school's written *Diploma Programme Handbook for Parents and Students* available in print and on the school's website. Mark schemes of previous exams are provided annually to guide teachers in evaluating their methodology, course content, and students' abilities.

This feedback, along with annual subject reports, provides further insight into IBO assessment standards.

The MyIB is available to teachers and used regularly to evaluate instruction and to share best practices with colleagues around the world.

All new DP subject teachers meet with the principal and DP coordinator for an overview of the curriculum, practices, and assessments before classroom instruction begins.

The DP Coordinator registers new teachers at the first available IB workshops.

ISoB's DP faculty, many of whom are veterans in the program, freely engage in an exchange of ideas and in peer observations.

## 13. Assessment Policy Implementation, Evaluation and Review

Through professional development efforts, International School of Bydgoszcz is implementing data-driven instruction as a tool for continuous improvement in each discipline.

Acknowledged as a working document, the *IB Diploma Program Assessment Policy* is written and compiled by ISoB faculty and coordinator. In order to facilitate the complex dynamic between teaching and learning, the policy is reviewed annually by the faculty, DP coordinator, administration, and guidance department. The *IB Diploma Program Assessment Policy* is available in written form and on the school's website.