



Assessment Policy

(revised 2023)



1. ISoB assessment philosophy

Assessment is the gathering and analysis of information about student learning. It identifies what students can do, know, understand, and feel at different stages in the learning process. It is a basis for ongoing reflection and evaluation of the curriculum and instruction. We believe assessment is integral to planning, teaching and learning.

Through a variety of means, we strive to ensure that all members of the school community have an understanding of the reasons for assessment, what is being assessed, the criteria for success and the method of assessment.

The Assessment Policy is reviewed yearly to make it a valid document reflecting the reality of the school life.

2. Rights and responsibilities of the school community members

Teachers are responsible for:

- providing constructive feedback to students highlighting strengths and areas for improvement,
- providing opportunities for self- and peer assessment/reflection,
- encouraging students to develop a sense of ownership of their learning,
- offering students opportunities to display their learning in a variety of ways,
- accommodating diverse learning styles and multiple intelligences,
- plan assessment with consideration of reasonable workload distribution to enable the students effective preparation;
- provide information about student learning.

This is done through:

- finding out what students know/don't know and can/can't do through assessing prior knowledge,
- giving students opportunities to demonstrate how well they can apply their understanding,



- recording student progress in the following skills: *thinking, research, communication, social and self-management*,
- monitoring student behaviour and performance in order to highlight those students in need of additional support,
- providing data on/documenting assessment to support dialogue and analysis about class and individual learning with colleagues, parents, students and external bodies.

Students have the right to:

- know subject-specific requirements and assessment criteria,
- receive ongoing feedback on performance,
- know marks/ achievement levels granted for tasks,
- be able to succeed (inclusion, differentiation).

Students are responsible for:

- engaging themselves with establishing learning goals,
- drawing on received feedback to improve their learning process,
- being prepared and working systematically,
- abiding by the Academic Integrity Policy

Parents and legal guardians

Families should support the school's policies to partner with the teachers to create the learning environment that contributes to students' success.

3. Principles of assessment

Effective assessments allow the student to:

- analyze their learning and understand what needs to be improved,
- demonstrate the range of their conceptual understanding, their knowledge and their skills,



- synthesize and apply their learning, not merely recall facts,
- base their learning on real-life experiences that can lead to other questions or problems to solve,
- focus on producing a quality product or performance,
- highlight their strengths and demonstrate mastery and expertise,
- express different points of view and interpretations,
- be reflective and practice self-evaluation and peer-evaluation skills.

Effective assessments allow the teacher to:

- plan and build them into learning,
- identify what is worth knowing and assess it,
- include collaboration between the student and teacher or among students,
- take into account different cultural contexts and different ways of learning and knowing,
- use scoring that is both analytical and holistic,
- produce evidence that can be reported and understood by students, parents, teachers, administrators and board members,
- inform every stage of the learning and teaching process,
- plan further activities which address areas of interest for the teacher and the students.

Effective assessments allow the parents to:

- understand the learning process and the school's vision, mission and values,
- actively support their child's education.

4. What is assessed

The school curriculum provides the opportunity for learners to construct meaning, principally through structured inquiry, and emphasizes the connections between concepts and subject-specific knowledge and Approaches To Learning (ATL). The units of learning provide a focus for student inquiry, while literacy



and numeracy provide the tools for inquiry. Therefore, feedback is given on student progress and performance in each of these areas. Student progress and performance is assessed in the following curriculum areas - language, mathematics, social studies, the arts, science and technology, and personal, social and physical education. Additionally, feedback is provided on the attributes listed in the IB learner profile. This profile serves to increase the learners' awareness of, and sensitivity to, the experiences of others beyond the local or national community, thereby promoting and understanding their contribution to the creation of a better and more peaceful world.

5. When to assess

Continuous assessment is an integral part of teaching. The use of assessment to judge the effectiveness of both teaching and learning processes is essential to allow teachers and students to identify their strengths and weaknesses and the effectiveness of the programme. The students are clear about the purpose and means of assessment and information about the purpose and format of assessment tasks is communicated to students and parents.

Ongoing assessment

Ongoing assessment is the process by which students get feedback on what they do, based on clearly articulated criteria for successful performances. It is, in essence, the process of reflecting on performances in order to gauge progress toward the stated goals.

6. How do we assess?

Assessments tools:

- self, teacher and peer assessment,
- anecdotal records,
- student-teacher negotiated rubrics,
- observations,
- classroom displays,
- student checklists,
- artistic responses, including art, drama, songs, poetry,
- tests and quizzes,
- portfolios,



- performances,
- collaborative work,
- written work, e.g. creative writing, essay, journal,
- reading records and comprehension tests,
- parent – teacher conferences,
- student-led conferences,
- standardized national tests,
- benchmark tests,
- oral presentation /debate, projects,
- homework,
- video /photography,
- exhibitions,
- field work,
- lab reports,
- mock exams.



7. Reporting

Criteria for effective reporting

Reporting is a means of giving feedback from assessment. It describes the progress of students' learning, identifies areas for growth, and contributes to the consolidation of the entire school community.

Because feedback is an essential component of assessment that allows us to understand and improve our work, we encourage both assessment and feedback.

Reporting at ISoB:

- involves parents, children and teachers as partners,
- reflects the school community values and the school's mission statement,
- aims to be comprehensive, honest, fair and credible,
- aims to be clear and understandable to all parties,
- allows teachers to incorporate what they learn during the reporting process into their future,
- reflects teaching and assessment practice.

Involving parents, children and teachers as partners

Parents, students and teachers have the opportunity to participate in the reporting process by asking for clarification and examining particular examples. In order for students to participate in the reporting procedure effectively, students are given guidance at different stages of assessment tasks in learning how to self-evaluate and report on their progress and are invited to participate in teacher-parent meetings. Some of the many ways we support parent/student understanding of how assessment is linked to teaching and learning include: open day for parents, parent workshops, ISoB website,



regular communication through homework, Class Dojo/ManageBac and school assemblies. IB reports are issued in English as the main language of instruction as well as certificates in Polish as requested/required by law.

More detailed information about reporting can be found in the unit 7 - *Programme specific assessment practices*.

8. Programme specific assessment practices

8.1 Primary Year Programme

Progress Reports based on the assessments outlined above, are written by class teachers and subject teachers twice annually (a report at the end of Semester 1 and a more detailed report at the end of Semester 2). These are given to parents during the parent – teacher conferences and included in student files. These reports include teacher’s comments on the IB learner profile. Progress reports include the following grades/descriptors:

N- needs time

B – meets expectations at the beginning level

M – mainly meets expectations

MF – meets expectations fully

NA – not assessed

In Grades 4 and 5 they approximate with the following Polish grades:

N	niedostateczny
B	dopuszczający/dostateczny
M	dobry
MF	bardzo dobry/celujący

Criteria for each grade:

N –the student presents limited level of understanding and performance in the following areas: concepts, skills, attitudes, action



and knowledge. The student requires help to complete tasks in class and makes many mistakes.

B- the student presents a basic level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student may require help from the teacher at times to complete tasks in class and makes some mistakes.

M- the student presents a good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete most tasks in class independently and makes few mistakes.

MF - the student presents a very good level of understanding and performance in the following areas: concepts, skills, attitudes, action and knowledge. The student is able to complete tasks in class independently and communicates their knowledge accurately and clearly.

In Grades 4 and 5 there exists the opportunity to be awarded the grade “celujący/academic excellence” which is reserved for any students who complete independent research and learning out of school hours and can present this beyond the required standards . This may also be awarded to any students who take part in interschool, regional or national competitions (laureates), including P.E.

8.2 Middle Years Programme

Awarding Grades

Formative assessment is ongoing and provides evidence of and for progression in learning. All criteria in all subjects are assessed according to achievement levels from 0 to 8 (summative assessment). For each assessment criterion within each subject, a number of band descriptors are defined. These describe a range of achievement levels with the lowest represented as 0. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. Each criterion describes a



student's strengths and weakness, facilitating an awareness of where to feel confident or where to strive for better results.

IB MYP Overall Levels of Achievement (granted for the 1st semester and at the end of the school year on the basis of all summative tasks in a subject). For each subject, there are assessment criteria that describe a specific level of achievement. Below is a generic explanation of each level. The descriptors concentrate on positive achievement, although for the lower levels failure to achieve may be included in the description.

Grade 7	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	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The student generally demonstrates originality and insight.
Grade 5	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	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	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	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	Minimal achievement in terms of the objectives.

Note: **Descriptors should not be considered as marks or percentages.** It should not be assumed that there are other arithmetical relationships; for example, a level 2 performance is not necessarily twice as good as a level 1 performance.

A student who attains a particular achievement level in relation to one criterion will not necessarily attain similar achievement levels in relation to the others.

The grade 'fail' (0) can be given for dishonest work. 0 marks are given for the second violation of the academic integrity policy (please refer to the Academic Integrity Policy).

No Grade issued (applies to both formative and summative assessment)

Absent student will receive an N/A in the ManageBac (denoting No Grade issued as the work was not handed in). N/A marking affects a student's final subject grade reflects his behaviour grade (as it depicts a student's attitude toward the subject).

0 points will be given for work not submitted during assessment or by the deadline (in case of projects) or if the work doesn't meet the requirements of the criterion.



IB and Polish grades

As we need to issue the Polish certificate at the end of the School Year, we use the following chart to convert the MYP semester and final grades to Polish ones. The conversion table is as follows:

IB Semester or Final grade	Polish grade
1	1
2	1
3	2
4	3
5	4
6	5
7	6

Due to the English language level discrepancies between International Baccalaureate programme and Polish curriculum, the grade conversion differs from other subjects and is more favourable for students requesting the issuance of Polish certificates. The conversion table for both English Acquisition and English Language and Literature is as follows:

IB Semester or Final grade	Polish grade
1	1
2	2
3	3
4	4
5	5
6	6
7	6

Students receive feedback on their performance based on the criteria level descriptors. All four assessment criteria in the subject are covered at least twice in each year. At the end of the semester or the year, teacher analyses the student's achievement levels and uses his/her own professional judgement to award an overall level of achievement for each individual criterion. The criterion levels in the subject are then added together to give a criterion level total for that subject. This total is then converted to an overall level of achievement out of 7



using the IB grade boundary (the process is automatically performed by ManageBac).

Overall Level of Achievement	1	2	3	4	5	6	7
Boundaries	1-5	6-9	10-14	15-18	19-23	24-27	28-32

8.3 Diploma Programme

The grading scale for the IB DP students ranges from 1 to 7 (with 7 being the highest).

7 – excellent performance

6 – very good performance

5 – good performance

4 – satisfactory performance

3 – mediocre performance

2 – poor performance

1 –scarce performance

The DP teachers assess their students using the following scale of grades in each subject:

Formative assessment	Achieved percentage
1	0-39
2	40-49
3	50-64
4	65-75
5	76-85
6	86-95
7	96-100



Students, their parents/guardians, may wish to obtain the Polish certificate. Then there is a request to convert the IB grades into the Polish system equivalent.

IB grades	Polish grades
1	1
2	2
3	3
4	4
5	5
6	6
7	6

In case of CAS activities, there is no final grade awarded but the student receives a comment 'pass' or 'fail' on the school certificate.

Grading is undertaken positively and consistently in relation to clear subject criteria presented by teachers at the beginning of a school year.

All assessments are designed to be formative in nature for the student and summative where appropriate.

Students are informed about a date of a test (longer written forms (1-2 topics)) at least 7 days before the test. Quizzes (short written forms (1 theme, usually 2-3 lessons)) are not announced by teachers.

Feedback to students is prompt (in a case of tests within 15 working days excluding holidays or an absence of a teacher) and supportive. Oral tasks/projects are evaluated immediately after being presented.

For active participation during a lesson, students will be given plus (+). 5 pluses will be changed into the highest partial grade.

Teachers must keep all records of assessment in ManageBac.

Parents/ guardians are granted access to the student's work if required.

If a teacher suspects that a student is guilty of malpractice during a test or a quiz, he/she will receive grade 1. The student will not be allowed to retake a test/quiz in this case.



Students may be unprepared for the lesson twice in a semester. It does not apply on a lesson when a test was announced in advance.

When a student is absent on a day of a test – (3-4 days of excused absence) he/she must write the test on the first lesson. If the absence is longer than 5 days a student will have 2 weeks to write the test.

A student has the right to improve a grade from a test. The higher grade will be given next to the original one.

Assessment for the IB Diploma

The IB uses both external and internal assessment in the DP.

Students and parents/guardians are informed about the assessment criteria by the DP Coordinator in general terms and by their subject teachers in detail at the beginning of a school year.

IB DP school calendar with timelines for Internal assessment and External assessment is prepared by the IB DP coordinator in cooperation with the subject teachers. The calendar is presented/given to G11 and G12 students in the second week of a school year.

The final May examination session schedule is designed by the IB.

IB examiners mark work produced for external assessment, while work produced for internal assessment is marked by school teachers and externally moderated by the IB.

Diploma Grades Core requirements for the award of the IB Diploma:

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.



- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.*
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore $45 = (6 \text{ subjects} \times 7) + 3$ for EE and TOK.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

Matrix for award of points for TOK and the EE. *

EE/TOK	A	B	C	D	E or N
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E or N	Failing condition				



Authenticity of students' work

In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity with the use of plagiat.pl. Besides each student has to sign authentication document for each component assessed internally or externally.

If any doubts arise to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved in a school by the Principal, the DP coordinator, and a teacher. In the course of external moderation, samples suspected for academic misconduct are not submitted to the IB.

Predicted grades

Teachers are expected to predict a grade they believe each candidate will get for final examinations. These grades are based on:

- the semester and final grades from Grade 11 and Grade 12
- mock exam results. The student must sit all mock exams in Grade 12
- the predicted scores for the Internal Assessment

Predicted grades are not revealed to the students and parents.

8.4 Standardization of assessment

The ultimate purpose of standardization of assessment is to:

- understand the subject area criteria and its strands;
- keep consistency and build common understandings in subject area groups;
- employ a common interpretation of assessment criterion strands;
- understand that each command term has a common meaning;
- ensure cross-programme understanding & application of assessment criteria.

In case of doubt when issuing the grade, the teacher **consults with other teachers from the same subject group/grade level**. They analyze the criteria together and check whether they understand them in a similar way and set the achievement level the best to their knowledge and judgement.



The process involves the following steps:

- **stating an achievement** level granted for student's work by a staff member;
- **justifying the** level with evidence;
- **evaluating** levels with evidence;
- **deciding** on common level of achievement.

Additionally, teachers organize **self and peer - evaluation** in the classroom, which is very helpful in drawing conclusions and deciding about achievement levels. What is more, this method allows students to get acquainted with the criteria better and to improve their understanding of the subject-specific requirements. It fosters students' reflection on their own learning.

Regular visits to **My IB website** and reference to examples of assessed assignments improves the quality of assessment.

After each examination session, the analysis of **Subject reports** from the IB website is done.

Teachers join **IB Forum** to be in touch with the educators from different IB schools all over the world.

9. Behaviour Grade

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

The propose of the behaviour grading system is to:

- inform students about their behaviour and their 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 their behaviour and about students' special abilities.

Mark Grid (behaviour)

- G0-G3 class pupils' grade for behaviour is a descriptive grade.



- G4-G12 class pupils' grade for behaviour is the following:

	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 informs students and parents (guardians) about:
 - the behaviour grading criteria,
 - the consequences of a reprehensible behaviour grade.
- End of the 1st semester and the final behaviour grade take into account:
 - following the resolution as given in the program specific Handbook and school policies;
 - 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 the 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 but it can influence the advancement to the next form/program and graduation (the ‘non-satisfactory’ and ‘reprehensible’ grade).
- The behaviour grade and semester/final educational classes grades are irreversible although a student or his/her parents (guardians) may 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 (see: appealing the grade procedures in the



program Handbooks);

- 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 in a row.
- A student does not receive a final (semester) grade if he/she has been absent from over 50 percent of lessons during the course in a given school year.

10. Assessment information for students and parents

At all times, assessment results for formative and summative tasks are communicated to the students and parents:

- via the Class Dojo or Managebac,
- during teacher-parent meetings,
- individual appointments with subject teachers (if needed),
- in the progress reports and certificates issued at the end semesters.