



## **IB Diploma Programme Assessment Policy**

**II Liceum Ogólnokształcące im. Tadeusza Kościuszki w Kaliszu**

**IB WORLD SCHOOL 049645**



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## **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.*

## **II Liceum Ogólnokształcące im. Tadeusza Kościuszki mission statement**

*Our mission is to create safe and supportive environment allowing for the comprehensive education of our students. We create a friendly atmosphere in which students appreciate education and develop their life-long curiosity about the world.*

*Through combined effort of our staff and through cooperation with other schools and organizations, the students develop the attitudes and skills essential for life-long learning and become responsible and compassionate citizens.*

*We offer every student at our school the chance for holistic and well-rounded growth across three dimensions: intellectual, physical, and emotional. Within our educational environment, students cultivate the skills to become imaginative, open-minded, and courageous individuals, striving to contribute to the creation of a more positive world.*

*We want our students to be independent, learn how to show respect to people representing different cultures, how to effectively cooperate with other people and how to solve problems.*

The students in II Liceum Ogólnokształcące im. Tadeusza Kościuszki:

- aim to be responsible for their own process of education,
- are curious about the world and learn how to use various sources of information,
- make efforts to speak at least two languages to communicate in the contemporary world,
- are ready to take up new challenges,
- develop their interests and passions,
- respect themselves and other people, including those from other cultural background.

*The following Assessment Policy is in accordance with II Liceum Ogólnokształcące im. Tadeusza Kościuszki Grading System, included in the School Statute (Chapter XII) and the principles of the International Baccalaureate Diploma Programme.*

## **Philosophy of assessment**

We believe that it is our collective responsibility to create an environment that supports learning, recognizes diverse abilities, and promotes academic integrity.

Our assessment philosophy is rooted in the principles of the International Baccalaureate Diploma Programme. We acknowledge that assessment is an integral and ongoing process that goes beyond measuring academic achievement. Our approach is guided by the conviction that assessment should be formative, providing continuous feedback to inform teaching and learning, and summative, offering a comprehensive evaluation of students' overall development. Appropriate assessment supports students, encourages them to learn and provides opportunities for reflection. Our aim is to encourage students to evaluate their own progress using critical thinking skills. Through education we want to teach students to be valuable members of their communities.

We believe that students bear the responsibility for their learning, and we value the students' diligent effort and timely completion of assignments in an ethical manner. We encourage students to take the initiative to establish their own personal goals and foster a commitment to lifelong learning.

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

To assess the ultimate level of achievement for every student, teachers are required to use their professional skills and experience. They should also use evidence from various assessment tasks.

Effective assessment at our school is characterized by:

- **Authenticity**  
Whenever possible, assessments reflect real-world scenarios and tasks, promoting the application of knowledge and skills beyond the classroom.
- **Feedback**  
Timely and constructive feedback is provided to students, encouraging reflection, and enabling them to take an active role in their learning.
- **Differentiation**  
Assessment strategies cater to diverse learning styles and abilities, ensuring equal opportunities for all students to demonstrate their understanding.

## IB Learner Profile and assessment

*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.

The IB Learner Profile attributes are at the heart of our educational and assessment philosophy, so our aim is to not only assess academic proficiency but also to strengthen the holistic development of our students. We assess students in a variety of ways to capture the full scope of their learning, reflecting the 'Knowledgeable' and 'Thinkers' attributes of the IB learner profile. We provide continuous feedback to students, helping them to understand their strengths and areas for improvement. In this way, the attributes of being 'Reflective' and 'Open-minded' are developed. Our students are also expected to uphold high standards of academic integrity in all their work, so we promote such integrity in all assessments, aligning with the 'Principled' attribute of the learner profile. The 'Communicators' attribute is developed through various group assessments, oral presentations and projects which encourage collaboration and communication among students. In this way, students learn to work effectively with others, respecting different viewpoints and contributing to group activities. We also design assessments that encourage students to step out of their comfort zones and explore new ideas and approaches. Such assessments provide opportunities for students to pursue their own interests and questions, which aligns with the 'Risk-takers' and 'Inquirers' attributes.

The purpose of assessment

- To produce coherent feedback for students, parents, and external institutions.
- To motivate students and help them become responsible for their learning.
- To determine students' strengths, needs and areas for improvement.
- To enable teachers to evaluate the effectiveness of their own instructions.

## Forms of assessment

- Ongoing formative assessment (e.g., interview-based assessment, self-assessment, observations, class discussions, process journals, concept mapping, group work)
- Summative assessment (e.g., oral exams, tests, essays, final presentations, portfolios, reports, short answer quizzes, multiple choice tests)
- Achievements in subject competitions

## Inclusive practices in assessment

We are committed to providing assessments that are fair, equitable, and reflective of each student's abilities, including the students with special educational needs. Implementing inclusive practices in both formative and summative assessments ensures that all students, have equal opportunity to demonstrate their learning. Therefore, we strongly encourage our teachers to use the following strategies, which are also outlined in our [Inclusion Policy](#):

## Formative assessment

- Instead of written quizzes only, include oral presentations, group projects, or creative assignments (like drawing or building models) to cater to different learning styles.
- Provide immediate and constructive feedback through one-on-one sessions or written comments that guide students on how to improve.
- Use peer-assessment and self-assessment to foster self-reflection and critical thinking skills.
- Adjust questions based on student needs, e.g., simplify language or rephrase questions for English language learners without altering the complexity of the concept being assessed.

## Summative assessment

- Offer extended time, or the option to take breaks for students with anxiety, ADHD, or other learning challenges.
- If appropriate, allow students to choose between writing an essay, creating a video, or building a portfolio as their final project.

In accordance with the IBO regulations and procedures, students may also be granted inclusive access arrangements in the form of:

- additional time during written and/or oral exams
- extensions to deadlines
- modified exam papers
- information and communication technologies - word processor with spell checker,
- calculators, practical assistance, and alternative venues
- exemptions from assessment,
- access to speech and communication,
- assistance with practical work.

## Grading

The grading system used in the IB Diploma Programme at II Liceum Ogólnokształcące im. Tadeusza Kościuszki follows the International Baccalaureate grade scale from 1 (the lowest) to 7 (the highest). When calculating the student's average grade in all subjects, to compare the results with the results of the students within the National Curriculum, grade of "7" is treated as grade of "6".

Grades are awarded on regular basis during each reporting period (semester 1 and semester 2). Before the end of each semester, students will be awarded a single grade from 1 to 7, based on all grades they received throughout the semester.

Each subject has different benchmark criteria used for different type of assignment, such as projects, written essays, presentations, etc. A semester grade awarded in each subject reflects a student's level of demonstrated competence.

1. Grades in IB DP subjects are given as percentages and calculated on a scale from 1 to 7 according to the following criteria:

<50%	insufficient performance (1)
51% - 59%	poor performance (2)
60% - 67%	mediocre performance (3)
68% - 75%	good performance (4)
76% - 83%	very good performance (5)
84% - 91%	excellent performance (6)
92% - 100%	outstanding performance (7)

2. Semester and annual grades are issued in accordance with the formula specified in §49 of the School Statute, using the following weighted average ranges:

1.00 - 1.84	insufficient performance (1)
1.80 – 2.64	poor performance (2)
2.65 – 3.64	mediocre performance (3)
3.65 – 4.59	good performance (4)
4.60 – 5.49	very good performance (5)
5.50 – 6.59	excellent performance (6)
6.60 – 7.00	outstanding performance (7)

3. The minimum number of grades from which a semester grade can be issued at standard level subjects is 3, and at higher level 5. The requirements for the minimum number of grades do not apply to TOK and CAS.

4. When final semester and/or annual grades are issued, teachers consider the students' performance in various assessment forms and tasks. They also use the subject-specific criteria published in the DP subject guides and grade descriptors provided by the IB.



5. Information about students' progress is provided to their parents or guardians during parent-teacher meetings, emails and via the school electronic register (Mobidziennik).

## General regulations

- Teachers are expected to provide students with a minimum of a two-week advance notice before scheduling any summative test or in-class written assignment, particularly when such assessments encompass a significant portion of the course material. This ensures that students have ample time to prepare and effectively manage their study schedules.
- Students are allowed to communicate to their teachers on two occasions per semester that they are unprepared for class, without the necessity of providing specific reasons.
- If, due to unfortunate circumstances, a student is unable to write any summative test or in-class written assignment, it is the student's responsibility to write it as soon as possible. If a student is absent from classes without a valid reason, they must either take a test or be prepared for an oral examination on the date determined by the teacher.
- Students are given the opportunity for a re-sit if they fail an in-class assessment.
- Teachers use a variety of assessment tools to gather data on student performance. Students' progress is assessed on a regular basis and the grades and attendance are recorded in the school online register (Mobidziennik). Parents and/or legal guardians are encouraged to track their children's progress via this online register.
- The school prioritizes the implementation of inclusive access arrangements to ensure that students with diverse learning requirements receive the support necessary for their academic success.
- School reports are issued for all students and their parents twice per semester: in the middle and at the end of each semester when parent meetings are scheduled.
- If a student's overall attendance falls below 70% during the academic year, they are required to complete an additional examination. If a student exceeds a 30% absence in a specific subject, promotion to the next academic year may be withheld. Each such instance will be evaluated on an individual basis.
- Students must meet all TOK, CAS, EE, and other curriculum deadlines.
- Students must sit mock exams scheduled by the school.

## External and Internal Assessment

The IB DP Programme assessment criteria serve as the foundation for our assessment practices. Achievement levels are determined through a holistic assessment of student performance, considering the specific descriptors outlined in the IB assessment criteria. This approach provides clarity and consistency in evaluating and communicating student achievement.

Some of the assessment mandated by the International Baccalaureate is conducted internally. Teachers use the assessment instruments provided by the IB and the teachers' marking undergoes external moderation to ensure that the assessment instruments are used consistently. Extended Essay, Language A: Literature HL Essay and TOK Essay are produced under the teacher's guidance and supervision, but these essays are marked by IB external examiners.

The IB DP coordinator and subject teachers set appropriate in-school assessment deadlines for assessment components completed during the course. IB students and their parents or legal guardians are informed about these deadlines in September each year. The students' progress is monitored, and in case of any problems or doubts, students may ask the teachers and/or coordinator for advice and help. When a student misses deadlines parents are notified.

The final exam schedule for the May session is based on the IBO exam schedule for the respective session. Students receive the school detailed exam schedule approximately a month before the exam session.

## Standardization

Standardization involves quality assurance of teachers' assessments. It is conducted through the collaborative evaluation by teachers teaching the same subject. During this process they discuss and align their grading criteria to enhance the uniformity of assessments across classes and grade levels. The aim of internal standardization is to guarantee a consistent interpretation of the IB DP assessment criteria.

- In the final internal oral assessments for Language A, Language B, and Language Ab initio, two subject teachers are present during examinations and assign points based on the criteria outlined in the respective subject guides. Following the assessments, teachers engage in discussions regarding the grades, reviewing recordings, if necessary, to reach a consensus.
- For other types of assessment, teachers select a representative sample, which may include mock exams, projects, essays, or other graded assignments. They schedule meetings to exchange various assessments completed by their students.

- Teachers review and evaluate the work independently, applying the predetermined grading criteria or rubric. After evaluating the assessments, teachers come together to compare their individual grades. A discussion takes place to address any discrepancies and to clarify the application of the grading criteria.
- In cases where there are significant differences in grading, teachers may adjust their grades to align more closely. The goal is to reach a consensus on how to apply the grading criteria consistently across all assessments.

## Awarding of the IB Diploma

- The essential criteria for the IB Diploma include comprehensive performance assessment throughout the Diploma Programme. Each subject receives a grade ranging from 1 to 7, with 7 being the highest. These grades are also translated into points, where a grade 7 earns 7 points, a grade 6 earns 6 points, and so forth.
- The grades for Theory of Knowledge (TOK) and the Extended Essay (EE) are designated from A to E, with A as the highest grade. These grades are combined in the diploma points matrix, contributing between 0 and 3 points to the total.

### Diploma points matrix

		THEORY OF KNOWLEDGE				
EXTENDED ESSAY	Grade	A	B	C	D	E or N
	A	3	3	2	2	<i>Failing Condition</i>
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	<i>Failing Condition</i>				

While Creativity, Activity, Service (CAS) is not subject to formal assessment, its completion is mandatory.

The maximum cumulative points from subject grades, TOK, and the EE amount to 45. The minimum requirement for the award of the Diploma is set at 24 points. However, a candidate can only be awarded the diploma certificate when additional conditions set by IBO are met:

- 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.

## Assessing Theory of Knowledge and Extended Essay

There are two assessment components in the Theory of Knowledge course. TOK Essay based on a prescribed title is supervised by TOK teachers within the school and graded externally by IB examiners. TOK exhibitions are assessed internally by TOK teachers and moderated by IB examiners. The Extended Essay entails independent research on a topic chosen by the student and is also written under the teacher's supervision and graded externally by an IB examiner.

To maintain the integrity of assessments, the school reviews the students' work for authenticity using anti-plagiarism platforms and teachers' professional judgement. If any uncertainties arise, assessment results are temporarily withheld until resolution by the school. During external moderation, samples suspected of academic misconduct are not submitted.

## Predicted grades

In accordance with IB guidelines, teachers predict the grades that students will receive in a subject and level during the upcoming examination session. These predictions are based on the teacher's comprehensive assessment of the student at the time of assigning the grade. Semester, final grades, and mock exam results from each IB DP year are also taken into consideration. The predicted grades are expressed in numbers on a 1 to 7 scale.

For Theory of Knowledge and Extended Essay, predicted grades are expressed in letters:

- A      excellent performance
- B      good performance
- C      satisfactory performance
- D      mediocre performance
- E      insufficient performance

*This document has been prepared on the basis of the following reference material:*

- International Baccalaureate Organization. “Assessment Principles and Practices— Quality Assessments in a Digital Age.” IBO, 2019. Updated November 2021, December 2022, November 2023.
- International Baccalaureate Organization. “Access and inclusion policy.” IBO, 2022. Updated November 2022, November 2023.

*This document is reviewed bi-annually.*

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