

I Liceum Ogólnokształcące im. Adama Mickiewicza w Olsztynie, Poland



Assessment Policy

*“Education is the most powerful weapon which you can use to change the world”,
Nelson Mandela*

Our IB DP Assessment Policy has been developed in accordance with the following IBO publications: Coordinator’s Handbook, Diploma Programme: From Principles into Practice, IB assessment principles and practices: A guide to assessment for teachers and coordinators and Guidelines for developing a school assessment policy in the Diploma Programme.

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1. Philosophy and Principles of Assessment

I Liceum Ogólnokształcące im. Adama Mickiewicza w Olsztynie recognises that assessment underlies all teaching and learning. It involves identifying, gathering and interpreting information regarding students’ learning. The purpose of assessment is to provide timely and clear feedback to parents, teachers and students on students’ performance, achievement and progress, and then to set the directions for further work. Its results are regarded as an invaluable source of information, essential in the process of modifying and refining the teaching-learning continuum.

All aspects of learning as embodied in the IB Learner Profile as well as the Mission Statement and objectives of I LO in Olsztyn must be evaluated and monitored against the overall aims of our organisation to provide students and teachers with information on the progress made towards obtaining the goals of the programme.

Our school wishes to promote a personalised learning environment in which the curriculum reflects the needs of each student. Assessment must be personal if it is to be appropriate and effective. We aspire to

develop an assessment regime capable of evaluating the extent to which each student is reflective, knowledgeable, balanced, principled, caring, risk-taking, inquiring, communicative, thoughtful and open-minded as well as exhibiting the qualities of service, leadership and environmental and cultural awareness. Our assessment policy provides reliable feedback on these parameters in line with those of the DP.

Students and parents are made aware of the IB assessment criteria through teachers' published curricula and syllabuses and information meetings with the IB Diploma Programme Coordinator.

2. Objectives of Assessment

The assessment policy of our school aims to equip students, teachers and others involved with robust feedback relevant to all aspects of learning. Our school undertakes to provide regular and constructive assessment on condition that it contributes positively to the learning process.

Assessment at our school is designed to promote:

- joy of learning
- excellence in learning
- mutual understanding between a student and a teacher as far as goal setting, pace of learning and acquisition of knowledge as well as critical skills are concerned
- self-assessment and peer-assessment including active support by all teachers
- skills of expression, collaboration and service to others
- key qualities expected of ethical leaders and reflective learners

The required assessment tools are described in section 6.

3. Assessment Practices

All teachers introduce the assessment policy to students at all stages of IB DP. Teachers, students and parents have to understand that evaluation is individualized and done for the enhancement of the learning process and according to the programme standards.

The following will be implemented:

- Assessment will be reported in English to the students. Polish may be used to parents on request.
- Assessment will be undertaken according to the rules of the Academic Honesty Policy.
- A variety of assessment tools will be introduced and shared amongst teachers and students. Regular and constructive feedback will be provided.
- Assessment criteria will be provided to and understood by students prior to learning or any other activity. This will serve as a stimulus to reflect upon and assess themselves against all criteria and descriptors. In addition to this, students will take their achievement as well as strengths and weaknesses into consideration.
- A thorough set of records of assessment for each student will be saved for the benefit of the students, teachers, parents, and others involved.
- Assessment will be in use to revise knowledge and skills before forging ahead and thus will serve as enhancement of knowledge and personal progress and development.
- Formative and summative assessments will be given to students. The former will be used on a regular basis in daily practices to give feedback on the progress of learning. The latter will take place at the end of a unit of learning and will give feedback and reflect upon mastery of knowledge and skills.

4. Formative assessment

Formative assessment, i.e. *assessment for learning*, refers to frequent interactive assessments of students' progress and understanding in order to identify learning needs and adjust teaching appropriately. Formative assessment is integrated into the teaching and learning processes to direct and shape curricular planning. Furthermore, formative assessment develops self-motivation, learning satisfaction, engagement in thoughtful reflection, self-assessment and raises levels of achievement.

Teachers will:

- provide clear rubrics in advance to help understand the learning objectives as well as ease the task,
- use representative samples of students' work or performance to analyse and provide them with feedback,
- collect evidence of students' work,
- document the learning progress of groups and individuals,
- keep qualitative records of task results,
- act in accordance with the Academic Honesty Policy

Students will:

- reflect on their learning,
- communicate their learning to teachers and peers,
- evaluate their learning by themselves and by others according to known rubrics,
- share their learning and understanding with others,
- use a variety of styles and abilities to demonstrate their learning.

Examples of Formative Assessment (but not limited to) are:

- Questioning Strategies
- Rubrics
- Debates
- Presentations
- Skits and performances
- Experimental Investigations
- Investigation workbooks
- Selected Response (quiz)
- Peer reviews/editing
- Progress journal entries
- Group discussions
- Open responses
- Classroom Observations
- Self-assessments
- Reflections

Formative assessment is an integral part of effective teaching. To be effective, it must take place in a positive and supportive environment where students and teachers build a relationship based on trust and understanding.

5. Summative assessment

Summative assessment, *i.e. assessment of learning*, takes place systematically when needed and its aim is to give the teacher and the student a clear insight into student's understanding as well as mastery, including the provision of information about student's achievement. It is to give students opportunity to demonstrate what they have learned and what they have to improve.

Summative assessment assesses several elements of learning in order to inform and lead students to improve their learning skills. It is further to encourage students to undertake action which make the learners reach for more profound understanding of the topic and the associated concepts.

Summative assessment enables students, teachers and parents to assess the level of students' performance, and thus may lead to greater academic achievement in externally assessed components. It is also a major tool for reinforcing the teaching of the curricular goals of the programme.

Summative assessment is intended to achieve the following objectives:

- to give students the possibility to demonstrate their knowledge and skills,
- to help teachers evaluate the effectiveness of the learning and teaching process.
- to let students know the level of knowledge acquisition

Marks will be given according to the ILO Internal Marking System for IB DP students. The tables are contained in the Internal Marking System document.

We concur with the belief of IB schools that students are ultimately responsible for their own learning.

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. More detailed information about assessment in the Diploma Program can be found in IB Program Handbooks located in www.ibo.org.

6. Forms of Assessment

The following forms of assessment will be conducted:

- skills observations, ICT presentations, oral presentations, practical work, assignments, projects, essays, creative writing, unit tests, 'mock' examinations, coursework tasks, self-assessment, peer-assessment, journals and the like, interviews, videos.

7. IB Grading Scale

The International Baccalaureate grading scale is a numerical system from 7 (excellent) to 1 (very poor performance).

The student's 1-7 grade is a direct measure of the competency a student has shown in terms of skills and knowledge.

The International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

- 7 – Excellent
- 6 – Very good
- 5 – Good
- 4 – Satisfactory
- 3 – Mediocre

- 2 – Poor
- 1 – Very Poor

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay follow a letter grade system as seen below.

- A – Excellent
- B – Good
- C – Satisfactory
- D – Mediocre
- E - Elementary
- N – No grade

Conditions for the awarding of the IB Diploma

Students can achieve up to 42 points in the IBDP for completing their six subjects at a maximum Level 7. Additionally, a maximum of 3 bonus points may be gained from a candidate’s combined Extended Essay and Theory of Knowledge grades.

		Theory of Knowledge				
		Grade A	Grade B	Grade C	Grade D	Grade E
Extended Essay	Grade A	3	3	2	2	Failing condition
	Grade B	3	2	2	1	Failing condition
	Grade C	2	2	1	0	Failing condition
	Grade D	2	1	0	0	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Maximum number of possible points to be obtained on an IB Diploma:

$$6 \text{ subjects} \times 7 \text{ points} + 3 \text{ bonus points} = 45 \text{ points}$$

IB DIPLOMA PASSING REQUIREMENTS

A candidate must gain a minimum of 24 points in order to achieve a full IB Diploma.

However, there are some restrictions on the way in which these points are achieved:

1. CAS requirements have been met.
2. Candidate’s total points are no fewer than 24.
3. An N (no grade awarded) has not been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has not been awarded for one or both of theory of knowledge and the extended essay.
5. There is no grade 1 awarded in a subject/level.
6. Grade 2 has not been awarded three or more times (HL or SL).
7. Grade 3 or below has not been awarded four or more times (HL or SL).
8. Candidate has gained no fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained no fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Universities often recognise both the achievement of the full IB Diploma as well as performance in individual subjects when considering applicants.

IB grades are determined through the criterion-referenced rubrics established by the IB's standards and practices in each content area. Multiple components are assessed to specific criteria and are then combined to determine the final grade. Each subject area has its own defined internal and external assessments in addition to the subject area examinations, administered in May of each year.

8. Special Features of Assessment in the Diploma Programme

Summative assessment in the IB DP is criterion-related and holistic. Formative and the internal summative assessment will be used to enhance students' interest in learning as well as to achieve the goals the ILO in Olsztyn's mission. Assessment must therefore be valid, reliable, consistent, transparent and relevant. Targets used in assessment must be attainable given the level or phase reached by students.

Teacher will use students' progress to assess interdisciplinary achievements as a reflection of their understanding and embodiment of the IB Learner Profile. Formative assessment is used on a regular basis to aid the teaching and learning process. It allows students to take responsibility for their learning and encourages them to engage in self- and peer-assessment. Summative assessment enables students, teacher and parents to gauge the level of students' performance and improvement in academic achievement.

The following procedures will take place:

- **Formal examinations**, where;
 - students will have had exposure to 'mock' examinations prior to the final examinations, which will inform them of their level of competencies and allow them to develop skills in the areas of revision, time-management and/or any topic analysis,
 - DP2 students will take 'mock examinations during the 4th semester
 - the formative assessment in DP1 and DP2 will have a significant weight when determining students predicted grades for the purpose of university applications,
 - before the external DP examinations session, students will have a thorough experience and understanding of the IB regulations and expectations in all areas including academic honesty as well as special circumstances such as for example calculators, dictionaries, extra time, etc.
- **Internal assessments**, where;
 - part of the final grade is determined for many DP subjects by the students' performance in internal assessments carried out throughout the DP. These tasks contribute to overall grades and are subject to strict regulations on how they can be completed and on the assistance that can be provided. There are special subject assessment documents provided by teachers to monitor the performance, e.g. setting deadlines, terms of submission, etc.
- **Extenuating circumstances**, when;
 - a student may be deemed to have suffered from extenuating circumstances in completing an assessment. Adequate arrangements will be made to ensure that the student has a reasonable period of time to complete the assessment. Such adjustments will always be made at the discretion of the school, in strict adherence to the IBO regulations and full approval of the IB DP coordinator.
- **Reporting of final assessment**, where;
 - the final diploma award is determined by a combination of internal and external assessment in six subjects, each graded on the scale of 1 – 7. Additional points are awarded for two of the core constituents: Theory of Knowledge and the Extended Essay. A total of 45 point is available to

each candidate and contributes to the maximum reported grade. The external examinations will take place at I LO in Olsztyn in May for the DP2.

- as part of the formal assessment, the school will submit predicted grades on a student's expected grade outcome, which may be used in some university application systems. The process of prediction is conducted through analysis of the student's academic performance and is reviewed for consistency across each diploma year and between diploma years.
- **Late submissions and plagiarism;**
 - in line with a positive philosophy of education, students will not lose marks for their work on late submission. However, depending on the nature of the task and situation as well as whether it is formative or summative assessment, it is possible for the grade to be lowered and/or in particular instance to result in zero marks. More details to be found in the Academic Honesty Policy.
 - the school is committed to maintaining academic honesty throughout assessment and overall conduct, as outlined in the Academic Honesty Policy.
- **Data recording and analysis;**
 - data from summative and formative assessments will be stored in a systematic way across the DP. It will be available to students, teachers, parents and school authorities to provide useful information on students' needs, progress and opportunities.
 - data will be analysed at school - level to identify areas of progress or lack of it
 - and for further teaching as well as to facilitate staff development.

9. References

- International Baccalaureate Organisation. 2015. Guidelines for developing a school assessment policy in the Diploma Programme.
- International Baccalaureate Organisation. 2015. Diploma Programme assessment: Principles and practice.
- International Baccalaureate Organisation. 2015. IB assessment principles and practices: A guide to assessment for teachers and coordinators.

Assessment Policy was revised in September, 2024 by

Wojciech Boryszewski – head of I LO in Olsztyn

Justyna Sobeczek – IB DP coordinator

and IB DP teachers at I LO in Olsztyn