

**This document is valid since DP1 cohort (session May 2024)**

## **2<sup>nd</sup> SLO IB DP ASSESSMENT POLICY**

### **1. PHILOSOPHY**

2<sup>nd</sup> SLO is a community of students, parents, teachers and administrative employees, who cooperate to create an inclusive and stimulating teaching-learning environment. We make every effort for our assessment policy to promote reflection and self-improvement instead of competition, which is why we use a wide range of self-assessment and form-assessment tools. Our aim is to reconcile precision and clarity of assessment with an individual approach to each student's profile and skills. We believe that a carefully planned assessment is a prerequisite for extending our students' knowledge, improving their skills and creativity, promoting their engagement and interest in learning as well as developing their curiosity about the world around them.

### **2. ASSESSMENT PRINCIPLES**

#### **2.1. Why do we assess?**

The internal assessment of our students' performance aims to: (a) inform the students of the level of their learning progress and educational achievements; (b) evaluate their skills and knowledge; (c) give assistance in relation to their individual development planning; (d) motivate them to make further progress in scholarship and conduct; (e) provide the students' parents or legal guardians with the information on the students' progress, special aptitudes and difficulties they encounter.

#### **2.2. What do we assess?**

We assess the knowledge and skills acquired by the students in the process of various activities such as: group work, discussions, formulating proper research questions, collecting data, research work planning, conducting and describing experiments, self-assessment, comparative thinking and creativity.

### **2.3. How do we assess?**

In our school we practise summative assessment aimed at measuring students' achievements in terms of Diploma Programme assessment criteria, as well as formative assessment – a description of the strong and weak points of students' work with suggestions of how to improve their performance. Besides teachers' assessments, we also practise and encourage students' assessments in three forms: peer assessment, self-assessment and group assessment.

At each stage of education the students are encouraged to assess their work and reflect on it. The students are also encouraged to periodically analyze and discuss their weak and strong points with one another and with the group.

## **3. ASSESSMENT PRACTICE**

In the IB Diploma Programme in our school two types of assessment are used: external and internal assessments. In both cases we use the official IB Diploma Programme grading scale from 1 (fail) to 7 (excellent) except in the Theory of Knowledge and the Extended Essay courses, which are graded on a scale from E (fail) to A (excellent).

### **3.1. IB Diploma Programme Exams**

The IB Diploma Programme Exams are a crucial part of a summative assessment called formal assessment. Formal assessment, “defined as assessment directly contributing to the final qualification, represents the final summative assessment practice in the IB continuum of education.” (*Guidelines for developing a school assessment policy in the Diploma Programme*. 2010. P. 2.)

The IB Diploma exams assess the students' knowledge acquired during the two years of the Programme. It is the student's systematic work that plays a crucial role in the attainment of the Diploma. There are two kinds of formal Diploma assessment: IB external assessments and IB internal assessments.

### IB External Assessments

The external assessment consists of two elements. The first one includes the work performed in school and sent for external marking – these are Language A HL Essays and Group 6 work. The other one comprises the subject exams that take place in May, at the end of the final year of the Diploma Programme. These annual May examinations are externally marked with no input from the subject teachers. The work and examinations marked externally account for the major part of the assessment score in each subject.

### IB Internal Assessment

Some part of the formal assessment is internal, which means that it is a school teacher who marks the work whilst only part of it is moderated externally. Detailed criteria and the model of internal assessment are explained to the students by the teachers in the particular subject course outlines/syllabuses.

However, there are two important internal assessment principles common to all subjects: the **system of deadlines** and **mandatory supervision**. Our system of deadlines provides the students with general school deadlines, which are of three types:

- Green deadline (meaning: up to this date the students are obliged to deliver to their teachers the first full or almost full version of their work – the teachers have 15 working days from this deadline to give the student full feedback);
- Yellow deadline (meaning: up to this date, which is no earlier than one month after the green deadline, the students are obliged to deliver to their teachers the final version of their work – the teachers have two weeks to offer them minor final corrections);
- Red deadline (meaning: up to this date student's work must be ready to be uploaded to the IBIS system – this readiness must be confirmed by a teacher or the IBDP coordinator).

The consequences of the student's failure to meet these deadlines are:

- for the green deadline (the students will not receive full feedback on their work);
- for the yellow deadline (the students will not receive the final feedback with minor corrections of their work);
- for the red deadline (the student's work will not be uploaded to IBIS and they will not get the Diploma).

The teacher informs the students about these deadlines by uploading them to the calendar in the school's online register (librus).

The second principle is mandatory supervision, which aims at securing academic honesty of the student's work assessed internally. The student is obliged to present to their teacher their work in progress during at least two meetings. Additional requirements may apply to a specific subject group – each is explained in a particular subject course outline/syllabus. If the student does not meet this requirement their teacher will not accept the final version of their work.

The work in EE, TOK, Langlit and VA assessed externally is supervised according to the same principles.

### **3.2. Additional Assessment Strategies**

#### Descriptive Grade

In the middle of the 2<sup>nd</sup> semester of the DP1 year and of the 1<sup>st</sup> semester of the DP2 year the students receive descriptive grades for each of the taught subjects. The students and their parents are informed of these grades through the school's online register (librus).

#### Mock Exams

At least once each year the IB DP students write mock exams. Mock exams are intended to prepare the students for real exams. A whole week in the school calendar is dedicated solely to Mock Exams. The impact of Mock Exam on a student's grade is subject specific and should be specified in Subject Assessment Policy.

### 3.3. Graduation requirements

#### Attendance requirement

In the IB Diploma Programme the students need to focus on systematic work and responsibility for their learning process, which is why classes and workshops attendance are of crucial importance. A student and his/her parents are informed regularly (at least twice each semester) of the percentage of the student's attendance *via* school's online register (librus) in the form of a descriptive grade. In our school we obey the following rules:

- 70% attendance requirement in each DP year;
- In case of long-term absences due to an illness or in case of other justified pedagogical or psychological issues a Spotlight Meeting led by the student's homeroom teacher together with all the teachers that teach a given student is organized. The Spotlight Meeting may recommend lowering attendance requirement for a particular student. Taking into consideration this recommendation, IB Coordinator can decide to reduce attendance requirement for the student in question.

#### Credit warnings

One month before the end of the year the classification council of DP1 and five weeks before the end of the DP2 year teachers inform the students of predicted final grades, as well as of credit warnings that are given when a student is at risk of getting a failing grade. There are two types of credit warnings:

- Attendance failing condition
- The final grade of 1 in SL subjects, the final grade of 1 or 2 in HL subjects, the final grade of E in ToK.

Students have one month to improve their attendance or grade.

### Promotion to the DP2 year

In order to be promoted to the DP2 year the students are required to:

- reach at least the grade of 2 in each of the SL subjects and the grade of 3 in each of the HL subjects and at least D in ToK;
- fulfill the attendance requirement.

The students who fail to fulfill these conditions may apply for an attendance exam or an end-of-year achievement exam, both of which take place in August, can be taken only once and are in form of board exams (the teacher teaching a given student and another teacher of the same subject or the most related subject). The Teachers' Council permission is required for each exam. For both the passing condition is the grade of 2 for SL subjects and 3 for HL subjects (according to relevant official IBO grade boundaries).

The student's final grade for the attendance exam is the grade that he or she would have received according to the Subject Assessment Policy. If this grade previously was below 2 for SL and 3 for HL the student receives a passing grade (2 for SL and 3 for HL).

For an end-of-year achievement exam the student's final grade is the grade achieved in this exam.

The student who has not met the attendance and substantive requirements in a given subject writes only one exam in that subject. They can get a maximum grade of 3 in HL and grade of 2 in SL from this exam.

The students who did not receive promotion to the DP2 year may apply for the DP1 year repetition.

### Graduation

In order to graduate and to be admitted to the Final IB exams students are required to:

- reach at least the grade of 2 in each elective subject and at least the grade of D in ToK;
- fulfill the attendance requirement.

The students who do not fulfill these conditions may apply for an attendance exam or an end-of-year achievement exam. The Teachers' Council permission is required for each exam. Both exams take place three days before the end-of-year Teachers' Council, can be taken only once and are in form of board exams (the teacher teaching a given student and another teacher of the same subject or the most related subject). For the students who participate in External Examinations during the November session an attendance exam or an end-of-year achievement exam take place before the end of August. The date of the examination is set by the IB Coordinator and the student is informed of the date at least a week before the examination.

For both exams the passing condition is the grade of 2 for SL and 3 for HL subjects (according to relevant official IBO grade boundaries).

A student's final grade in an attendance exam is the grade that he or she would have received according to the Subject Assessment Policy. If this grade previously was below 2 for SL and 3 for HL, the student receives a passing grade (2 for SL and 3 for HL).

The student's final grade is the grade achieved in an end-of-year achievement exam.

The student who has not met the attendance and substantive requirements in a given subject writes only one exam in that subject. They can get a maximum grade of 3 in HL and grade of 2 in SL from this exam.

The students who fail the exam are allowed to apply for the DP2 year repetition. They may apply for approved credits in the subjects they have passed – in such cases they only have to retake the subjects with failing condition. In May Examination Session they are allowed to take exams in the subjects in which they have achieved a passing condition. Each case is decided by the Teachers' Council.

### Academic Honesty Rules Violation

If any class assignment is produced by a student with violation of the Academic Honesty Policy, the lowest grade according to the Subject Assessment Policy is awarded. If a student violates academic honesty rules more than once, the IBDP Coordinator will apply to the

Teacher's Council for expulsion of this student from the school (for further details see the School Academic Honesty Policy).

### 3.4. Predicted Grades

There are two kinds of predicted grades: those sent to a university in the process of a student's application and those that predict the students' performance during the final exams. The criteria used for giving predicted grades are specified in each Subject Assessment Policy document. The students are informed of the predicted grades sent to universities by the teacher. They are not informed of the final exam predicted grades.

### 3.5. Grading process and policies

#### Subject Assessment Policy:

The teachers inform the students about the Subject Assessment Policy within the first month of each school year. Afterwards, the document with the Subject Assessment Policy is accessible online, where following information should be included:

- List of External Assessment and Internal Assessment components for a particular subject;
- Dates of all green, yellow and red deadlines for Internal Assessment;
- Marking criteria for tests and other graded activities;
- Policy related to test retakes;
- Criteria for giving a final grade in the subject;
- Policy for giving predicted grades: both those sent to a university and those that predict a student's performance during the final exams;
- Policy relating to late arrivals for classes.

#### Organization of grading process

As "a test" we understand written work that takes more than 20 minutes of a lesson and is graded by the teacher. The following rules apply for testing:

- The tests have to be announced by the teacher at least one week in advance, by entering them into the school's online register (librus).



- If the test is not announced in this manner, the student can refuse to write it on a particular date without negative consequences for her or his grades.
- The tests should be graded by the teacher within 10 working days from the day when they were written.
- If the tests are not graded within this period the student can refuse for the grade to be considered part of his or her final and predicted grades.

### Recording

All grades are kept on the school's online register (librus). The students' graded work is stored by the teacher through the whole course (DP1 and DP2). The students will be provided access to their graded work upon request.

### Reporting

The students and their parents are informed of the grades in the following way:

- parents' meetings: individual conferences with the teachers – three times a year;
- feedback given to the students during the classes;
- via school's online register - librus (accessible to both parents and students).

## **4. IB DIPLOMA ATTAINMENT**

The IBO uses criterion-referenced assessments to confer the points leading to an IB Diploma. Each of the six examination subjects is graded on a scale of 1 to 7 points (max 42 points). In addition, the student is supposed to *complete the core courses: the Theory of Knowledge, the Extended Essay* and CAS (Creativity, Action and Service). He or she will be then awarded an IB Diploma provided none of the following failing conditions exist:

- CAS requirements have not been met.
- A candidate's total points are fewer than 24.
- An N has been given in Theory of Knowledge, Extended Essay or in a contributing subject.



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International Baccalaureate Diploma Programme

www.2slo.pl mail: info\_IB@2slo.pl

mobil +48 513 770 090

- The grade E has been awarded in either Theory of Knowledge or Extended Essay, or in both subjects.
- There is the grade 1 awarded in a subject/level.
- The grade 2 has been awarded three or more times (HL or SL).
- The grade 3 or a lower one has been awarded four or more times (HL or SL).
- A candidate has gained fewer than 12 points in HL subjects (for the candidates who register for four HL subjects, the three highest grades count).
- A candidate has gained fewer than 9 points in SL subjects (the candidates who register for two SL subjects must gain at least 5 points at SL).
- A candidate hasn't completed Group 4 project.

This information is taken from: *IB Diploma Programme Simplifying the diploma requirements and failing conditions*. Feb 2014. P. 4.

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45.

Theory of Knowledge and the Extended Essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate's combined performance.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The students who do not fulfill the entire set of requirements for an IB Diploma or who decide to take fewer than six subjects are awarded a certificate for the examinations completed.

## 5. TEACHING QUALITY EVALUATION

In our school we attach great value to the quality of teaching. In order to maintain and raise our teaching quality we undertake several actions:

- Students' questionnaires.
- Regular participation of our teachers in the IB workshops.
- Predicted grades juxtaposition to final grades.
- Regular meetings of the IB Teaching Quality Team.



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More details of our Teaching Quality Policy are included in a separate document: 2<sup>nd</sup> SLO Approaches to Teaching and Learning Policy.