

# **Assessment Policy**

## **IB DP IB World School 000703**

### **33 Liceum im. M. Kopernika, Warszawa**

*"the term 'assessment' refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged."*

**Black & William (1998)**

This IB DP Assessment Policy has been developed in accordance with the following: *School Statutes*, IBO, DP From principles into practice, IBO, Guidelines for developing a school assessment policy in the Diploma Programme.

Updated in November 2019

## **Introduction**

The school recognizes that assessment underlies all teaching and learning. It involves identifying, gathering and interpreting information regarding students' learning. The overarching purpose of assessment is to provide feedback to both teachers and students on student performance, achievement and progress, and, by implication, to set the direction for further teaching. Its results are regarded as an invaluable source of information, essential in the process of modifying and refining the teaching-learning cycle.

Through education the school aims to teach students to be good individuals and citizens of their communities and global citizens. It strives to develop their intellectual and ethical virtues, such as righteousness, nobleness, wisdom, courage, prudence, independence, trustworthiness, tolerance and openness. Its increased efforts in this respect are underpinned by the principles of the IB Diploma Programme. With the encouragement of best practice in mind, the school follows Academic Integrity Policy and Procedures.

## **Forms of assessment**

All assessment is carried out internally, and relies on teachers' professional expertise. It is criterion-related, and is based on a set of pre-determined subject-specific criteria published in the relevant IB DP subject guides and additional formative assessment criteria established by the *School Statutes*, which are monitored by subject teachers. Our students are familiar with the assessment criteria used in each subject, and understand specific expectations of the tasks which they are given.

Teachers make use of a wide variety of assessment tasks, strategies and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes. Tailored to students' differing levels of understanding and individual learning styles, the assessment tasks, strategies and tools applied by our teachers also facilitate holistic education. A balance is maintained between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit. Besides assessing students' achievements, teachers create a supportive classroom environment in which students feel comfortable to evaluate themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists and rubrics, such an alternative form of assessment facilitates students' reflection on both their

academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

All internal assessment is planned at the first stage of creating a written curriculum and is used consistently throughout the two-year period. In the collaborative planning phase, what teachers invariably take into account is the areas of interaction, through the context of which teaching and learning take place. With the focus on international mindedness, attitudes, values and Approaches to Learning skills, the areas of interaction exert a considerable influence on how the core curriculum content is taught and learnt.

Assessment methods used, apart from forms described in each subject curriculum, include those listed in the *School Statutes*:

Homework  
Class tests  
Essays  
Presentations (verbal, multimedia)  
Discussions  
Problem-solving  
Observations  
Orals  
Quizzes  
Dictation  
Laboratory  
Class work  
Collaborative teamwork  
Workshops  
Internal Assessment  
Extended Essay

The School employs a wide range of reporting strategies about students' progress, such as e-register, regular parents' evenings, report cards, teachers' office hours and presentations (e.g. students drama play). To manage these reporting strategies our school relies to a large extent on information and communication technologies.

When more than one teacher is involved in a subject group for a single year group, standardization of internal assessment is carried out with a view to providing a common system for the application of the assessment criteria.

## **Grading system**

As far as formative assessment is concerned, the school uses arithmetic mean to calculate final grades as follows:

<b>Formative assessment grading</b>	<b>Achieved percentage</b>
1	0% – 40%
2	41% – 50%
3	51% – 58%
4	59% – 70%
5	71% – 82%
6	83% – 91%
7	92% – 100%

As far as formative assessment is concerned, the school uses traditional, national 1 – 6 grading system with the following descriptors (1 – failed):

Grade	Name Polish/English	Descriptor	Interval of arithmetic mean of formative assessment
1	<b>Niedostateczny /Insufficient</b>	<b>INSUFFICIENT</b> achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable</b> to apply them fully in normal situations, <b>even with support</b>	1,00 – 2,99
2	<b>Dopuszczający / Acceptable</b>	Minimal achievement against all the objectives. 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. Teacher's support is needed.	3,00 – 4,24
3	<b>Dostateczny / Average</b>	<b>Limited</b> achievement against most of the objectives, or clear difficulties in some areas. Some teachers' support may be needed.	4,25 – 5,24
4	<b>Dobry / Good</b>	A <b>good general understanding</b> of the required knowledge and skills, and the ability to apply them effectively in <b>normal</b> situations. <b>There is evidence</b> of the skills of analysis, synthesis and evaluation.	5,25 – 6,14
5	<b>Bardzo dobry / Very good</b>	A <b>consistent and thorough understanding</b> of the required knowledge and skills, and the ability to apply them in a <b>variety</b> of situations. The student <b>generally</b> shows evidence of analysis, synthesis and evaluation where appropriate and <b>usually</b> demonstrates originality and insight.	6,15 – 6,80
6	<b>Celujący / Exceptional</b>	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>consistently</b> demonstrates originality and insight and <b>always</b> produces <b>work of high quality</b> .	6,81 – 7,00

In other forms (Orals, Written Assignments, Lab Reports etc) being a part of IB Internal and External Assessment System is applied, honouring rigorous requirements, strictly criterion based.

### Authenticity of students' work

The school gives due weight to academic integrity and strictly adheres to its own Academic Integrity Policy and Procedures based on the IB DP documents. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity with the use of <https://www.turnitin.com/>. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Integrity Committee. In the course of external assessment samples suspected of academic malpractice are not submitted.

### External Assessment and moderation

In order to receive IB-validated grades, students take part in the external assessment process, by which the IB ensures that common grade standards are applied to different subjects. The minimum number or samples required for moderation are established by the IBO. Submitted for all subjects in which students have been registered by the school, moderation samples are uploaded into the IBIS.

External assessment and internal assessment, submitted for moderation purposes in the final year, depend on the written or oral evidence of student performance according to IBO DP procedures.

Internal assessment is moderated in the following subjects:

Languages (orals)

History, Geography, Economics, Global Politics, Psychology

Sciences (lab reports)

Mathematics

Visual Arts

Following any adjustment of results, final grades are determined and awarded by the IBO.

## **References:**

School Statutes *Statut XXXIII Liceum Ogólnokształcącego Dwujęzycznego im. Mikołaja Kopernika z siedzibą w Warszawie przy ul. Józefa Bema 76*

Black, P.J. & William, D. (1998). Inside the Black Box: Raising standards through classroom assessment. London: King's College