



# ASSESSMENT POLICY

High School with Bilingual Units  
in Boguchwala

## **Philosophy**

In High School with Bilingual Units in Boguchwala, we believe that assessment is a key factor in the teaching and learning process. It provides a valuable information for both students and teachers and parents.

### **The purposes of assessment:**

- To inform students about their achievements
- To help students to recognize their strengths and weaknesses
- To motivate students
- To support students in their planning of self-development
- To help teachers to analyze and increase the effectiveness of teaching
- To help teachers to understand the student's problems and react immediately
- To inform parents about the student's progress

Students are responsible for their learning process and committed to hard work, self-improvement and fulfilling tasks and responsibilities on time.

Teachers are required to support students in the learning process, clearly specify the requirements and goals for all subjects and provide assistance depending on the needs of students.

### **Formative assessment (assessment for learning)**

Formative assessment is essential in the learning process. In formative assessment, it is more important to identify correctly the knowledge, skills and understanding that students have not yet developed, rather than to measure

accurately the level of each student's achievement. It provides detailed feedback on students' strengths and weaknesses, helps teachers improve the teaching process and helps students develop strategies for improvement.

Teachers in High School with Bilingual Units in Boguchwala employ various methods to support formative assessment, such as diagnostic tests, teacher evaluation, students self-evaluation. The School develops these supporting formative processes for itself and they do not affect the final grade and IB diploma.

## **Summative assessment**

Summative assessment is focused on measuring student achievement and gives an overview of previous learning. Teachers measure a student's understanding against IB criteria. The purpose of summative assessment is to assess students' comprehension of the material presented at the end of some unit of work. It is measured with a grade.

## **The forms of assessment**

Teachers assess students in a systematic way. In the High School with Bilingual Units in Boguchwala there are the following forms of assessment:

- short written tests (containing the material covered during last 3 lessons)
- long written tests (containing a bigger part of material)
- diagnostic tests
- oral answers

- homework
- experiments and research assignments
- long term assignments (projects, presentations, essays)
- group work
- achievements of subject competitions
- mock exams
- other forms

## **Written tests regulations**

- Teachers are supposed to inform students minimum seven days in advance about the date when long written tests will be conducted.
- Students are obliged to write all long written tests. In the case of the student's absence, it is his/her obligation to provide the teacher with a written excuse of his/her absence directly after the absence and to set with the teacher a new date for the test.
- If a student fails a long written test, he/she has a right to resit.
- Short written tests are unannounced.

## **Homework**

- Teachers assign homework regularly and check it according to IB DP criteria.
- Students have a right to inform teachers that they have not done their home assignment in any form only once per semester in case of SL subject and twice per semester in case of HL subject
- Students are obliged to meet all deadlines set by teachers

## **Recording and reporting**

- Students' grades are recorded in the school online register. Parents can track student's progress via school online registration system.
- School reports are issued for all students and their parents twice per semester: in the middle and at the end of each semester when teachers-parents meetings are scheduled. The report cards include grades and descriptive comments about the student's achievements.

## **Attendance**

- Students are required to attend classes and must have at least 80% attendance.
- If the student's attendance in a given semester is lower than 80%, the student cannot be assessed and thus promoted to the next grade.
- In special cases (if the attendance is lower than 80% but the student's absence is justified) the student has the right to take a classification exam. The exam covers material of the entire semester.

## **Exceptional cases**

- If the student doing the Diploma Programme does not fulfill the diploma requirements set by IBO, has low attendance or his/her behaviour is not in line with the IB learner profile, he/she may be removed from the IB Diploma Programme at any stage. The decision is made by the school headmaster.
- Students with special learning requirements are provided with access to arrangements on the basis of their needs (see Special Educational Needs Policy)

## Grading

The school follows 1-6 grade scale mandated by polish law. Grades in each of the six diploma subjects are given according to the following table:

<b>Grade</b>	<b>Description</b>
6	Excellent
5	Very good
4	Good
3	Satisfactory
2	Mediocre
1	Failed

Grades can be converted from 1-6 grade scale to the International Baccalaureate 1-7 grade scale, where 1 is the lowest possible mark and 7 is the highest.

<b>Grade</b>	<b>Description</b>
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor

Conversion is executed according to the following table:

IB grade	School equivalent
7	6
6	5
5	4
4	3
3	2
2	1
1	1

In High School with Bilingual Units in Boguchwala we put special emphasis on assessment related to the IB criteria. It is very important whether the student is able to recall, adapt and apply knowledge and skills to new questions and contexts. More details about grades specific for each group of subjects and characteristic of performance at each grade are contained in IB Diploma Programme Grade Descriptors.

The minimum numbers of grades in each semester is 4 for SL subjects, 6 for HL subjects and 3 for Theory of Knowledge. At the end of the semester/year student will be awarded a single final grade from 6 to 1, based on all the grades he/she received throughout the semester/year. The final grade is not the average of all receiving grades. The most accurate demonstration of students' performance will be valued the most in the final grade.

Theory of Knowledge and Extended Essay are marked with letters according to the following table:

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary
F	No grade

Theory of Knowledge and Extended Essay grades are converted to 1-6 scale according to the following table:

A	6
B	5
C	4
D	3
E	2
F	1

At the end of each school year a student realizing IB Diploma Programme receives a promotion certificate. All grades on the certificates have to be in the 1-6 scale.



## **Extended Essay**

The extended essay is a required component of the IB Diploma Programme. It is an independent piece of research. Students determine the topic of extended essay themselves. In the case of problems with the choice of topic, the student will receive support in the form of consultation with the teacher of the selected subject. Students are supported throughout the process of researching and writing the extended essay, with advice and guidance from a supervisor.

Students choose a supervisor among school teachers. One teacher can be a supervisor for up to 4 students. In the case of more willing students, the teacher selects students based on the topic they propose. The supervisor does not assess essays. All extended essays are externally assessed by IB examiners.

## **Internal assessment**

Internal assessment is used for most courses. It is the formal IB assessment and it is obligatory for all students. It includes e.g. oral work in languages, laboratory work in the sciences, exploration in mathematics. Students' work is assessed by school teachers according to IB internal assessment criteria for individual subjects.

## **Mock exams**

All students are required to participate in mock exams organized in High School with Bilingual Units in Boguchwala. Mock exams take place at the end of the course, the exact dates are set by the coordinator. Mock exams are designed to examine student understanding at the end of the course. They allow to assess the level of knowledge, understanding and ability to apply skills in new questions based on the whole course.

## **The examination session - predicted grades and external assessment**

At the end of each course, the teacher predict the grades which students will achieve in the examination session. These grades are based on the teacher's overall evaluation of the student's work. All student grades obtained during the course, results of mock exams as well as the student's ability to apply knowledge to new contexts are taken into account. Predicted grades might be taken into consideration by universities in the recruitment process.

The examination session takes place in May at the student's school. The student has to take six exams in six subjects and levels which he had chosen at the start of Diploma Programme. Students can get up maximum of 7 points in each exam, so 42 points may be awarded in all subjects. Additionally, students can receive maximum of 3 points for their results in Extended Essay and Theory of Knowledge. The TOK Essay is supervised by a TOK teacher and graded externally by an IB examiner. The Extended Essay is an independent research on a topic chosen by the student and supervised by a teacher in the school. Points for TOK and Extended Essay are awarded according to the following table:

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

The diploma is awarded to students who gain at least 24 points overall and successfully complete three elements of DP core (Theory of Knowledge, Extended Essay and CAS).

## Communication of Assessment Policy

This document is available through many of the communication channels, such as school website, teachers-parents meeting, students meeting, email communication and school library.

## Assessment Policy Review

This document will be analysed and revised once a year in a collaborative effort by all IB DP teachers and communicated to students, parents and teachers via school website and email.

## **Roles and responsibilities for training new teachers**

In the case of new teachers joining the IB team, it is the coordinator's responsibility to familiarize them with the assessment policy. Other teachers in a given group of subjects also help in training new teachers.

### **References**

1. *Statut Liceum Ogólnokształcącego z Oddziałami Dwujęzycznymi w Boguchwale*, updated September 2022, [http://www.liceum.boguchwala.pl/?attachment\\_id=15003](http://www.liceum.boguchwala.pl/?attachment_id=15003)
2. *Guidelines for developing a school assessment policy in the Diploma Programme*, International Baccalaureate Organization 2010
3. *Grade descriptors*, International Baccalaureate Organization
4. *Diploma Programme Assessment. Principles and Practice*, International Baccalaureate Organization 2004