



Assessment Policy

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 MYP and DP Assessment Policy has been developed in accordance with the following: School Statutes, IBO Programme Standards and Practices, IBO, DP From principles into practice, IBO, Guidelines for developing a school assessment policy in the Diploma Programme, IBO MYP From Principles into Practice.

Introduction

The school recognises 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 Middle Years and Diploma Programmes. With the encouragement of best practice in mind, the school follows Academic Integrity Policy and Procedures.

Responsibilities of Stakeholders

Teachers will:

- design appropriate assessment tasks that reflect achievement in material taught
- align assignments with stated learning objectives / criteria
- provide students with rubrics and task specific explanations

- provide opportunities for student reflection
- provide timely feedback in a variety of forms
- collaboratively design assessment tasks and procedures

Students will:

- familiarise themselves with the criteria, rubrics and task specific instructions
- reflect on the material and skills they are learning
- work with teachers and peers to develop content knowledge and skills
- participate in inquiry and exploration of the concepts introduced
- reflect on the feedback received

Administrators and leadership staff will:

- Provide time, resources, and focus to teachers for maintenance of assessment policies.
- Provide time for collaborative planning.
- Conduct International Baccalaureate (IB) MYP / DP meetings and subject group meetings.
- Provide opportunities for IB professional development workshops.
- Continually observe teachers using the IB observation document and provide feedback.
- Arrange parent and student conferences with all MYP/ DP teachers.

Parents and guardians will:

- familiarize themselves with the criteria rubrics and learning objectives for each of their children's courses
- use those rubrics and objectives as the springboards for discussion about assessment with teachers, administrators, staff, and their children.
- Attend parent-teacher conferences

Rights of Stakeholders

Students have a right to:

- Seek for assistance when needed
- Ask for further feedback and explanations

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 MYP and 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, LP attributes, 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:

- Class tests
- Essays
- Presentations (verbal, multimedia)
- Discussions
- Problem-solving exercises
- Orals
- Quizzes
- Laboratory experiments
- Class work
- Collaborative teamwork
- Homework
- Workshops
- Projects
- Special achievements in national and regional competitions
- Personal Project (MYP)
- Internal Assessment (DP)
- Extended Essay (DP)

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out with a view to providing a common system for the application of the assessment criteria. In case when the subject is taught by a single teacher in the programme, the standardisation of the assessment is carried out based on the materials published in IB Insights in collaboration with subject group teachers.

Common Practices in Using MYP Criteria and Determining Achievement Levels

To assess a student's achievement level, teachers employ a criterion-related methodology. This involves evaluating the student's work based on pre-established evaluation standards, which are aligned with the goals and objectives of the respective subject. This method is not based on comparison with other students (norm-referenced), nor does it require mastering all aspects of a certain criterion at lower levels of achievement before moving on to the next level (criterion referenced). Teachers must gather enough data from multiple assessment tasks to make a knowledgeable and informed decision.

MYP Formative assessment

- Interwoven within daily learning and instruction
- Allows the teacher to make necessary adjustments to teaching plans and methods; however, it is not used to determine a final MYP score
- Involves students as they reflect on their own Approaches to Learning

MYP Summative assessment

The summative assessment is presented to the students before the MYP unit is taught. This evaluation marks the conclusion of the educational experience. The students are given multiple options to display their knowledge, accommodating different learning approaches.

Grading system

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

For IB DP classes

Formative assessment grading	Formative assessment grading
1	0% – 39%
2	40% – 49%
3	50% – 59%
4	60% – 69%
5	70% – 82%
6	83% – 94%
7	95% – 100%

IB DP baccalaureate components are assessed according to the criteria and scale used during the previous spring examination session.

For IB MYP classes:

The grading system in the IB MYP is based on criteria specific to each subject. The following is a list of criteria along with the maximum possible level to be achieved:

Criterion A	8
Criterion B	8
Criterion C	8
Criterion D	8
Sum:	32

Criterion P – for the elements of current learning process

0	0% - 9%
1	10% - 24%
2	25% - 39%
3	40% - 54%
4	55% - 65%
5	66% - 79%
6	80% - 89%
7	90% - 95%
8	96% - 100%

As far as yearly 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 end of year assessment
1	Niedostateczny / Insufficient	INSUFFICIENT achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support	1,00 – 2,99
2	Dopuszczający / Acceptable	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 – 4,19
3	Dostateczny / Average	Limited achievement against most of the objectives, or clear difficulties in some areas. Some teachers' support may be needed.	4,20 – 5,00
4	Dobry / Good	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is evidence of the skills of analysis, synthesis and evaluation.	5,01 – 5,89
5	Bardzo dobry / Very good	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation	5,90 – 6,70

		where appropriate and usually demonstrates originality and insight.	
6	Celujący / Exceptional	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality.	6,71 – 7,00

When determining the MYP grade (mid-year and yearly), the teacher gives the level of the resultant (which is not an arithmetic mean) for each criterion (A, B, C, D). Evaluation MYP results from the sum of the resultant level scores from all criteria (A + B + C + D). The mid-year and annual MYP grade is determined using the table below:

Sum of the points for A + B + C + D criteria	MYP grade
0 – 5	1
6 – 9	2
10 – 14	3
15 – 18	4
19 – 23	5
24 – 27	6
28 – 32	7

The annual classification grade of a student following the MYP programme is determined by teachers giving one criterion-related grade for each of the MYP criteria and the P criterion; the sum of this calculation results in the

Sum of the points for A + B + C + D + P criteria	Polish grade
0 – 17	1
18 – 22	2
23 – 27	3
28 – 32	4
33 – 37	5
38 – 40	6

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.

Recording students' achievement

Assessments done in class and at home are recorded as follows:

- Teachers chose the strands of each MYP objective of each unit and record the assessment in these strands in the electronic register available to students, parents and the leadership of the IB programme
- Teachers record their formative assessment / any other non-numerical feedback in the form of written comments on students' work
- Portfolios are a record of students' work and progress, with feedback given by the teachers.

Reporting students' achievement

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.

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 documents.

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 7 minimum number of 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 MYP and DP procedures.

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

All policies are reviewed alongside with the amendments of the School Statutes. Last update: 27.08.2024

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

IBO documents