

IB DIPLOMA PROGRAMME

ASSESSMENT POLICY

This policy has been produced in alignment with:

- *Programme Standards and Practices* (IBO October 2018, last update April 2022)
- *Diploma Programme assessment procedures 2024* (IBO September 2023, last update May 2024)
- *Diploma Programme: From principles into practice* (IBO April 2015)
- *Guidelines for developing a school assessment policy in the Diploma Programme* (IBO 2010),
- *Teaching and learning informed by assessment in the Diploma Programme. Guide and teacher support material* (IBO, June 2021)
- *Assessment principles and practice – Quality assessments in a digital age* (IBO July 2020, last update November 2023)

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1. IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

2. IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

- **Inquirers** – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Knowledgeable** – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Thinkers** – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

- **Communicators** – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Principled** – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Open-minded** – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Caring** – We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Risk-takers** – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Balanced** – We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others.
- **Reflective** – We thoughtfully consider the world and our ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
- We recognize our interdependence with other people and with the world in which we live.

3. Purpose of the policy

The purpose of this document is to stipulate the standards and best practices for learning, teaching and assessment for students studying the IB Diploma Programme at Akademickie Dwujęzyczne Liceum Oxford Secondary School in Bielsko-Biała. The assessment practices employed at the school are in line with the current IB requirements and the Polish national requirements for assessment and grading.

3.1 Assessment philosophy and principles

Assessment is considered by the school as an inseparable part of the teaching and learning process and its results supported with constructive feedback give students space for continuous learning and growth. If assessment is conducted on a regular basis against clear criteria and requirements, it will provide a continuous insight into the students' progress, will highlight their current achievements and identify areas for improvement, which will lead to further development of knowledge and skills. Assessment is expected to be conducted in such a way, with the use of

appropriate assessment types and instruments and differentiation for students' individual needs, that it will support student learning and progress.

3.2 The purpose of assessment

The main purpose of assessment is to monitor students' progress in relation to the established assessment criteria and provide them and their parents/legal guardians with ongoing constructive feedback on their performance.

Assessment is integral to teaching and learning and it also serves to:

- evaluate the effectiveness of teaching and thus helps teachers to improve the approaches and methods they use;
- help students plan their development and show them areas where more attention is needed;
- inform parents/legal guardians about the students' progress, behaviour, special educational abilities and needs;
- support and motivate students to take further effort.

3.3 The principles of assessment

Good assessment practice involves the following:

- Assessment is regarded as not an end of learning but as a means for educational improvement.
- It is an integral part of the course.
- It is based on understanding of how students learn.
- It is criterion-based in accordance with the IB guidelines for assessment.
- It is communicated and explained to students and parents by teachers before coursework begins. Each teacher is required to introduce general subject-related assessment criteria for the whole course at the beginning of the school year of DP Year 1 (accompanied with a course summary students receive in every subject taught in the programme), and for any task the students are to complete while setting the task.
- It should provide reliable information on a student's current level of achievement, their strengths and areas for improvement.
- It should be based on clear goals, standards and criteria.
- It is designed to incorporate a variety of methods and instruments.
- Assessment results should be used by teachers and students for further planning for teaching and learning.

3.4 Effective assessment

Effective assessment is meant to reflect both knowledge and skills.

- It is holistic, including planning, teaching and learning.
- It is well-planned and conducted on a regular basis.
- It is fair and creates consistent opportunities for students to demonstrate their mastery of concepts and skills.
- It is valid, reliable, and comprehensive.
- It is well understood by students and parents/legal guardians.
- It reflects the proper curriculum.
- It matches the learning objectives.
- It is planned carefully to check the students' performance against clear success criteria, i.e. the requirements for aspects of knowledge and skills derived from the course aims and objectives that are verified with a particular assessment type or instrument.
- It is differentiated so that every student stands a chance of success, while different methods and assessment instruments might be used.
- It provides grounds for effective feedback on the student's progress and helps to address the areas of both success and challenge.
- It provides grounds for students' self-reflection and self-evaluation.
- It aims to boost students' motivation for learning.

4. Assessment practices

4.1 Pre-assessment

Before students enter the IB Diploma Programme there are competence tests conducted by subject teachers in the subjects students would like to take in the programme. The results of these tests will further serve to evaluate students' current knowledge and skills, and to establish primary learning aims and curriculum objectives on entering the programme.

In the Diploma Programme, before the start of a new unit of any course or any learning experience, students' prior knowledge is assessed by both learners and teachers in order to serve as a basis for further study and help formulate new learning objectives. This can be done in any way with the use of questions, quizzes, short tests etc.

4.2 Summative assessment

Summative assessment (assessment of learning) constitutes an integral and important part of the whole assessment process. The goal of summative assessment is to evaluate students learning

at the end of the learning unit or experience by comparing it to certain standards. It is planned in advance and it is used to determine to what degree students have learned the material they have been taught.

The assessment tasks and instruments used by teachers are usually modelled on the IB components of formal summative assessment and graded in accordance with the IB criteria.

4.3 Formative assessment

The main purpose of formative assessment (assessment for learning) is to provide detailed feedback to teachers and their students on the nature of students' strengths and weaknesses, and to help develop students' capabilities. Both students and teachers gain insight into the students' progress and improvement, which helps to set up new learning objectives.

Formative assessment engages students actively in the process of learning. The responsibility for learning is transferred to students. Formative assessment includes the following tools: self-assessment, peer-assessment, teacher-assessment. It can be given for draft assignments, oral presentations, projects, discussions, and quizzes.

In this way students learn without being afraid of making mistakes as the purpose of formative assessment is pure improvement without receiving formal grades. Formative assessment has been widely used at the school and it is a requirement for all teachers to provide constructive feedback to students on any assessments they take in the course of their study.

4.4 Self-assessment

Self-assessment is a part of the formative assessment process and its main objective is to set goals for personal development and help learners to take responsibility for their own learning.

Self-assessment enhances learning, including deep and long-life learning, promotes better understanding of content, develops learners' autonomy, gives students control over their learning progress.

4.5 Peer assessment

Students may assess their peers individually or in smaller groups using clear criteria given by the teacher. Students give feedback to one another of what has been done right and about the areas for improvement (and may suggest how something can be improved). It can be done in a written form or orally. Peer assessment also serves the development of the 21st century skills such as communication and critical thinking. Students who give feedback also learn from their peers in that way and find out how they can help others in learning and making progress.

5. Assessment types

Teachers are expected to standardize their assessment of student work in accordance with IB guidelines to ensure that the assessment results will be reliable. Standardized assessment refers to a method of evaluating students' knowledge and skills in a consistent and uniform manner. For instance, in a standardized test students are required to answer the same questions or a selection of questions from a bank of questions. Scores are awarded in a standard, consistent manner, which later makes it possible to compare the results of students' individual performance.

5.1 In-school assessments

While planning the course content for DP Year 1 and DP Year 2 each subject teacher decides on the assessment tasks and instruments that will be used to monitor students' progress and the type of assessment used to evaluate them. These should include e.g. in-class assessments, tests, short tests, project work, exam-style questions, etc. The type of assessments are subject-specific and should be assessed in accordance with the IB criteria for a particular subject, if applicable. When practice or mock examinations are conducted at the school, they are required to be assessed in line with the latest IB grade boundaries.

5.2 IB assessments

The Diploma Programme is a two-year course which prepares students for success at university level and life beyond. In the Diploma Programme students' attainment of the curriculum outcomes is measured using two types of assessment, internal and external assessment components.

5.2.1 Internal assessments (IA)

IB DP internal assessment provides students with opportunities to show mastery of skills outside of the final DP examinations and allows subject teachers to assess some of students' work during the DP course. The internal assessment components are graded by the subject teacher and later moderated by the IB examiners. Each subject has its own internal assessment which counts toward the DP final grade according to the weighting determined by the IB for each course. Examples of Internal Assessments (IAs): practical work in science courses, language individual oral examinations, historical investigation. Teachers are provided with IB guidelines on how to deliver this type of assessment using specific rubrics, and the marks are then submitted to the IB along with some representative samples of the work from the cohort (as described in the *Diploma Programme Assessment Procedures*).

At Akademickie Dwujęzyczne Liceum Oxford Secondary School, an internal calendar with required deadlines for submission of internally and externally assessed course components is drafted every year for every new student cohort starting the Diploma Programme. The aim of this is to maximize students' achievement and minimize students' stress. Therefore, it is important for students (and their parents/legal guardians) to abide by the deadlines detailed in the calendar given and explained to students at the beginning of the first year of the programme.

5.2.2 External assessments (EA)

IB final examinations, which will be conducted in May of the second year of the programme, are regarded as external assessment since they are assessed by IB examiners. Other work, non-examination components such as the Extended essay, Literature A HL essay, Theory of knowledge essay and Visual arts Comparative study and Process portfolio are also externally assessed and need to be submitted to the IB by 15 March in DP Year 2. The dates for DP examinations are set by the International Baccalaureate organization and the examination schedule is shared with students a year in advance of their exams. DP exams are conducted in strict accordance with the IB procedures for the conduct of examinations, which are updated on an annual basis.

5.2.3 Assessment submission and deadlines

The school calendar of internal and external deadlines specifies the deadlines for the submission of all internal and external assessment assignments. Both DP teachers and students are required to follow the deadlines set in the calendar and meet them.

At the beginning of DP Year 1 students and parents/legal guardians are given guidance on how to ensure all deadlines are met at the required time.

If a student fails to meet any of the internal deadlines, they may be given an extension on submitting the work. In such a case the student is required to make a written request for a deadline extension with a justification for not meeting the deadline. Requests for extensions to the deadlines will be considered on an individual basis at the discretion of the DP coordinator. The maximum time a deadline can be extended is two weeks.

If the extended deadline is not met and the student submits no work for internal assessment, an "F" will be entered for a mark on IBIS - the IB system for student coursework submission. Failure to submit the internal assessment course component in a subject will result in no grade being awarded for the subject and level in the examination session the student is registered for.

In case a non-examination component (e.g. extended essay) which is externally assessed has not been submitted, non-submission will be selected on IBIS and “N” will be issued for the subject and level.

The IB lists acceptable reasons for incomplete work if the circumstances were not reasonably within the control of the student (*DP Assessment procedures* can be referred to in this respect).

6. Other assessment-related practices

6.1 Observation of students' progress

All students' performance and progress are monitored on a regular basis. The results of any types of assessments students take in class should be discussed with students with constructive feedback about their strengths and areas for development or improvement. The same concerns homework. On the basis of teacher observations and assessment results information about a student's progress is given to their parents/legal guardians either via the school e-register or in person during consultation hours at the school. At the end of the semester/year a report with semester/annual grades along with comments on the student's progress is issued and shared with students and parents/legal guardians. Observations of DP students' progress are also discussed in DP faculty collaborative planning meetings.

6.2 Criterion-related assessment

All assessment is criterion-related. In order to prepare students to the best possible extent for the demands of both internal and external assessment, teachers are obliged to use the assessment criteria specific to a given subject or the core which are outlined in IB DP subject guides. It is the school practice to prepare students for assessment in a unified way. Learning objectives and/or assessment criteria are communicated to students at the beginning of every lesson, and at the end of the class they should be referred to again, preferably with student's self-evaluation of what they have learned and what is still a challenge. When a unit of curriculum is being revised in class, students evaluate their achievements so far against assessment criteria for the planned type of assessment (e.g. test with exam-style questions). For this purpose the tasks done and questions answered in revision lessons are standardized according to programme assessment criteria specific to a subject.

As part of preparation for internal assessment and externally assessed non-examination components, teachers introduce DP assessment criteria to students for a particular course

component and guide them how to ensure the criteria are met in the work submitted to the IB either for assessment or moderation.

6.3 Task-specific rubrics

Assessment criteria and learning outcomes are established and explained to students clearly in advance of an assessment. If applicable, task-specific rubrics may be printed and distributed among students for their reference while preparing for the assessment. Students' work is assessed against the criteria outlined in task-specific rubrics, which may also serve as a source for feedback and guidelines for further work.

6.4 Moderation

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme at the school where this is possible. Where there are at least two teachers of a DP subject, they are expected to collaborate in curriculum development, in-class assessment planning, and internal assessment preparation, conduct and evaluation. An internally assessed course component should be marked first by the DP Year subject teacher, and then, if possible, moderated by another teacher of the same subject to ensure marking corresponds to the standards defined by the IB for this particular subject and component. Where there is only one teacher of a subject, internal moderation is not possible and collaboration with other IB schools is a possible alternative. The school will provide teachers with opportunities to attend either online/virtual IB-recognized professional development workshops about internal assessment or other ones organized in this field by other IB World Schools, e.g. the Association of IB World Schools in Poland, as part of collaboration between schools.

7. Range of assessment tasks and assessment instruments (components)

A variety of types of assessment tasks and components are used in relation to the DP at the school.

The following are examples of **assessment tasks**:

- a multiple-choice question
- a short-response question
- an extended-response question
- an essay
- a project
- a research assignment.

One or more tasks which are collected together make up an assessment instrument/component.

The following are examples of **assessment instruments or components**:

- an examination paper
- a portfolio of work
- a project
- a research assignment.

The range of assessment components and the tasks included in them ensure that student achievement can be set against all the objectives for a given subject. Since a variety of skill types can be represented by the objectives, the assessment tasks and components may vary within and across subjects.

8. Assessment requirements for the core and subject groups

The assessment requirements for the core and particular subjects are outlined and explained in the subject guides specific to the given subject.

9. Grading/marking system

9.1 General regulations

For both in-school and IB assessments students are assessed according to the IB grading scale (1-7) and IB grade descriptors. For Theory of knowledge and the Extended essay assessment a scale of A-E is used. The CAS requirement is not assessed.

In order to meet the national standards of assessment and grading, the Polish grading scale is used (1-6), where 1 is the lowest grade and 6 is the highest grade. Polish grades are put in the class e-register and on annual school certificates or grade transcripts, and any other documentation subject to the national regulations and requirements. The Polish scale is used for in-class assessments and homework (when students are awarded grades for their ongoing work and achievements) and for semester or annual grades, which are awarded to students as a summary of their achievements in the given period of time. Teachers are encouraged to add comments for each grade they enter to the e-register with information about what the IB corresponding grade is (in accordance with the conversion table in 9.5).

Practice or mock examinations are assessed in the IB grading scale against IB assessment criteria and the grades are entered to the e-register as a descriptive grade for examinations taken in a subject, stating the overall grade in a subject and separate grades for each paper taken in a subject, with short feedback on the student's performance.

9.2 IB grading scale

Student performance in each DP subject is graded on a **scale from 1 to 7**, where 1 is the lowest grade and 7 is the highest grade.

The IB grading scale for DP subjects is presented below.

Grade	Grade description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Failing grade

9.3 The TOK course and the Extended essay grading (EE/TOK matrix)

Student performance in Theory of knowledge and the Extended essay are each graded on a scale from A to E, where A is maximum and E is minimum.

Grade	Grade description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary (failing grade)
N	No grade

EE/TOK matrix

For Theory of knowledge course components and the extended essay the DP student may be awarded a maximum of 3 points which will count towards the total score on the IB Diploma.

		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 or N	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

9.4 Systems for recording and reporting student progress

9.4.1 Informing of the assessment

Students' progress is discussed with students individually as an ongoing practice and parents/legal guardians are informed about it during individual parent-teacher meetings organized twice a semester. On an everyday basis both students and parents have access to their individual student or parent accounts in the school's online e-register, where they can check the grades, attendance and information connected with the student's conduct and activity at the school. If necessary, parents can arrange a meeting with any teacher at any available time upon prior notice.

9.4.2 Recording and the frequency of summative assessment

Teachers are required to keep ongoing and up-to-date records of all forms of assessment for which they use criteria-based tasks. All records are entered on the school e-register. The system can be accessed by students and parents at any time to review progress. Assessment results are communicated regularly and clearly to students.

9.5 IB and Polish grading scale conversion

For the purpose of formal mid-year and end-of-year assessments required by the national educational regulations, semester and annual subject grades are expressed in the Polish 1-6 grading scale. The conversion scheme of Polish grades into IB grades is shown in the table below:

IB grade	Polish grade
7	6
6	5
5	4
4	3
3	2
2	2
1	1

9.6 Internal assessment marks and predicted grades (PG)

As it is stated in *Diploma Programme Assessment procedures*, “The involvement of subject teachers in the internal assessment and grading of their candidates is a key part of the DP assessment process.” Therefore it is required from the teachers to submit marks for internal assessment on the work done by the candidate.

Teachers are also expected to predict the grade they believe each candidate will get in their subject in the upcoming examination session. For this purpose, teachers should refer to the IB document *Diploma Programme grade descriptors*.

Marks for internal assessment and predicted grades must be entered on IBIS no later than 20th April for the May examination session.

Teachers are also required to predict the grades for the purpose of university applications and in this case, it might happen that predicted grades will be requested at the beginning of DP Year 2.

9.7 Semester grades, annual grades and final grades

At the end of the semester (in January) and at the end of the school year (in June) an overall grade is awarded to a student in each of the six subjects and TOK to summarize their achievements and progress made (it is either a semester grade or an annual grade). The grades are set in the Polish grading scale and if necessary, converted to IB grades according to the conversion scheme described in 9.5.

Final grades are the grades the student is awarded in their final year of studying a specific subject and they are put on the school-leaving certificate, which is evidence of completing secondary education in Poland.

At the end of the semester or year subject teachers obligatory complete **progress reports** for IB students in both DP Year 1 and DP Year 2 and their teachers/legal guardians. The reports include the semester/annual grade the student was awarded in a subject along with the subject teacher's comment on how the student has been doing, what they have achieved and what they should still work on.

10. Promotion from DP Year 1 to DP Year 2

In line with the national regulations on learning, teaching and assessment by the Polish Ministry of Education, the minimum grade in any subject which allows to achieve promotion from DP Year 1 to DP Year 2 is grade 2 (poor). If a DP student attains grade 1, which is a failing grade, in any of the subjects in DP Year 1, they are entitled to sit a retake examination on a day set by the head of school in the last week of summer holidays. The student is entitled to sit a retake examination only in one subject that they have studied in this school year. The exam will cover knowledge and skills that have been taught and practised during the school year and the student will receive assessment criteria for the exam from the subject teacher in advance. Also, if needed, additional hours of tutorial may be offered to students to ensure they get all possible support. There is a possibility of repeating DP Year 1 if necessary. The school Teachers Council may allow a student with a failing grade in one subject to pass DP Year 1 and be promoted to DP Year 2 on the condition that the subject in which they have been awarded grade 1 is taught in DP Year 2. This can be done only once throughout the period of four years of education at secondary school.

11. Homework

It is advised that students should be given homework in each of the subjects, with the restriction that homework assignments set for one subject should not take more than 30 minutes a day for the student

to complete. Homework is believed to serve students' further development in terms of extending or applying new knowledge and practising skills e.g. inquiry and research or self-management skills. Regular review of homework should provide students with ongoing feedback on their performance and show areas for improvement, as well as motivate them for further effort. It is expected from DP teachers that whenever homework or examination practice tasks/questions are set for students to work on their own at home, they will be checked in due time, discussed, analysed and solved/answered if necessary. It has already been highlighted that constructive feedback can positively affect the student learning process, boost motivation and improve students' future assessment results.

12. Diploma Programme examinations

The administration of DP examinations is governed by IB procedures, which are updated on a yearly basis (e.g. *DP Assessment procedures*, *Conduct of examinations booklet*). The procedures are communicated to students and their parents/legal guardians at an information meeting at the beginning of the school year when students sit the final examinations and apply for all mock examinations. Students and parents/legal guardians sign a statement that they have read and understand the IB examination procedures and the criteria for the award of the IB Diploma. At the beginning of April the DP coordinator meets the students of DP Year 2 once again to remind them of the procedures, examination stationery permitted for examinations, and items not permitted.

DP school teachers who invigilate IB examinations are required to undergo training on examination procedures. This is organized by the DP coordinator in the second semester of the school year. Teachers sign a statement that they have read and understand the procedures for the conduct of IB examinations.

12.1 IB examination rules for students

The school examination rules require students to arrive at school at least 30 minutes before the start of the examination. They must be in the examination room a minimum of 15 minutes before the exam starts. Students take their seats per the seating chart. Each candidate has to produce a proof of their identity. Food is not allowed during the examination. Drinking water from the bottle without a label is allowed. Before the beginning of the examination, the invigilator will read the instructions out. All communication is strictly forbidden. Students are not allowed to move around the room or pick up anything from the floor. Should a student need to go to the toilet, they have to call one of the invigilators by raising their hand. During the exam, one invigilator has to be in front of the candidates and one of them behind. The starting and ending times of the exam must be written on the board. All finished exam papers will be collected by the invigilators. The DPC will

be responsible for sending them to the prescribed places/scanning centres for the purpose of assessment.

12.2 Exam registration

Exam registration process is conducted using the IB information system (IBIS) and it must be undertaken by the school's DP coordinator. The earliest time when students can be registered for examinations is 20 months before the written examinations for the session. The registration deadline for exams in the May session, which is the school main examination session, is 15 November of the previous calendar year. It is strongly recommended to register candidates during DP Year 1 to ensure the combination of subjects the student has chosen would constitute a Diploma.

12.3 Alleged academic misconduct during an examination

Academic misconduct, which may be witnessed by the coordinator and/or invigilators of the examination, may occur during both written and oral examinations. This type of situation must be reported to the Assessment Division, IB Global Centre, Cardiff, by a report to IB Answers as soon as practically possible (ideally within 24 hours). The report must include a full account of the incident. Any alleged misconduct will be dealt with according to the school's Academic integrity policy.

12.4 Publication of results

As specified in the *Diploma Programme Assessment procedures* the results are released as shown in the table below:

DATE	Event
12.00 NOON 5 JULY	Release of results to DP Coordinators on IBIS.
12.00 NOON 6 JULY	Release of results to candidates on candidates.ibo.org.
12.00 NOON 7 JULY	The release of component marks and grades to coordinators on IBIS.
12.00 NOON 9 JULY	The release of school, global statistics and results CSV files to coordinators on IBIS.
SEPTEMBER	Receive the IB <i>Diploma</i> , <i>Diploma results</i> and <i>Course results</i> .

12.5 Feedback and enquiry upon results

Enquiry upon results (EUR) may be requested according to the categories named in the table below in any order up to 15 September (the formal end of the May examination session). The request is submitted by the DP Coordinator and the outcomes of enquiry upon results request are sent to them. A consent in writing must be given by the student or their parents/legal guardians to the school to request any category of EUR.

TYPE OF ENQUIRIES	ASSESSMENT	MAXIMUM TIME TO COMPLETE THE ENQUIRY
CATEGORY 1 RE-MARK	The re-mark of externally assessed material for an individual candidate.	18 days
CATEGORY 1 REPORT	A report on a category 1 re-mark for an individual candidate.	30 days
CATEGORY 2A	The return of externally assessed material by component for all candidates.	10 days
CATEGORY 2B	The return of externally assessed material by subject/level for an individual candidate.	10 days
CATEGORY 3 RE-MODERATION	The re-moderation of marks for internal assessment by subject/level.	21 days

Teachers should be encouraged to submit comments to the IB on the quality of the examinations and they must be submitted using the online questionnaire no later than 28 days after the examinations. It must be noted that as a result of a category 1 re-mark the candidate's grade may be raised or lowered.

12.6 Retake examinations

When a candidate's grade in examinations is lower than expected, the candidate must be made aware of the enquiry upon results service and the opportunity to resit examination(s). Candidates retaking a subject or subjects **six months after their last session** will need to be registered by 29 July (for November session) or by 29 January (for May session).

13. Award of the IB Diploma

All assessment components for each of the six subject groups and the additional Diploma requirements must be completed in order to qualify for the IB Diploma.

13.1 Passing conditions

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- Six DP subjects and three core subjects (TOK, EE, CAS) have been studied.
- The overall maximum points from subject grades, TOK and the EE is 45 (6x7 for subjects plus 3 for TOK and EE).
- The minimum threshold for the award of the Diploma is 24 points.
- CAS requirements have been met. CAS is not assessed but must be completed in order to pass the Diploma.
- The candidate's total score is 24 or more.
- There is no "N" awarded for Theory of knowledge, the Extended essay or for a contributing subject.
- There is no grade E awarded for Theory of knowledge and/or the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- The candidate has gained 9 points or more on SL subject (candidates who register for two SL subjects must gain at least 5 points at SL).
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

13.2 Failing conditions

- CAS requirements have not been met.
- The candidate's total score is below 24.
- N (no grade) has been given for TOK, Extended essay or for any chosen subject from a given group).
- Grade E has been given for one or both (TOK, the Extended essay.)
- Grade 1 has been given in any subject at (SL or HL).

- Grade 2 has been given three or more times (SL or HL).
- Grade 3 or below has been awarded 4 or more times (SL or HL).
- The candidate has gained fewer than 12 points on HL subjects.
- The candidate has gained fewer than 9 points on SL subjects.

13.3 Bilingual diploma

Candidates who have completed the conditions for the award of the IB Diploma in multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfils one or more of the following criteria:

- Completion of two languages selected from the studies in language and literature subject group with the award of a grade 3 or higher in both languages.
- Completion of one of the subjects from the individuals and societies, or sciences subject groups in a language that is not the same as the candidate's nominated studies in language and literature language. The candidate must attain a grade 3 or higher in both the studies in language and literature language and the subject from individuals and societies, or sciences subject groups.
- Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- An extended essay
- A school-based syllabus
- A subject taken by a candidate in addition to the six subjects for the diploma ("additional subjects").

14. Support for assessment

The following school documents specify how assessment is supported at the school:

14.1 Access and admission policy

The school's access and admission policy outlines the requirements that must be met by a student who would want to study the IB Diploma Programme. Language skills on the level of B2 are a prerequisite at the start of the programme, so is academic excellence and willingness to engage in various projects and voluntary work. Both prospective students and their parents/legal guardians are informed that the IB programme is demanding and requires both skills and frame of

mind to complete. The school reserves the right to refuse a student whose general attitude does not correspond with IB values.

14.2 Academic integrity policy

The school's academic integrity policy reflects the values of critical thinking, respect for intellectual property and desire to help foster students' intellectual development. Its provisions are crucial in reference to assessment.

14.3 Language policy

The school's language policy specifies which languages are used in the classroom. In general, the objectives stated in the policy aim at developing students' language skills and related cultural knowledge. English is used as the language of instruction in classes for all subjects except Polish A Literature, where the language of instruction is Polish, and languages chosen by students in the language acquisition subject group, if different from English.

14.4 Inclusion Policy

The school's inclusion policy is supposed to support students in making progress towards mastery and allow them to engage actively in their educational journey. Teachers understand that students have different abilities and educational needs, and that differentiation and inclusive access arrangements must be applied in order to facilitate their learning and achievement.

15. The rights, roles and responsibilities for implementing, evaluating and reviewing the Assessment policy

15.1 Students are expected to:

- fulfil the requirements of the Diploma Programme including both internal and external assessments;
- treat each assessment as an opportunity for learning;
- comply with the internal assessment deadlines;
- produce original work or use correct academic referencing;
- assess their own performance and give feedback on the performance of others.

15.2 Teachers are expected to:

- apply the subject-specific criteria while assessing students' work as stipulated in the relevant subject guides;

- prepare students for each type of assessment and provide multiple assessment opportunities;
- use both summative and formative type of assessment;
- provide students with ongoing feedback on their progress;
- reflect upon assessment outcomes in order to inform teaching and learning;
- prepare interim reports about each student's achievements and progress during the semester or year.

15.3 Administration is expected to:

- support the teaching staff in the best delivery of the programme to students.

15.4 Parents are expected to:

- be in a regular contact with the school;
- support their children in their learning;
- assure their children meet the assessment deadlines and respect academic integrity rules;
- give feedback to the school to facilitate the school's and the programme's development.

16. Links to other school policies

This policy has been produced in alignment with the school Access and admission policy, Language policy, Inclusion policy and Academic integrity policy. For any matters that are not specified herein the relevant policy should be referred to.

17. Assessment policy review

The policy is subject to review on a yearly basis in order to ensure it aligns with the standards and practices of the IB, the national regulations of the Ministry of Education with regard to assessment, and current students' needs. The DP Coordinator ensures that any new or updated documentation with regard to the Assessment policy provisions, which is published by the IB, will have its reflection in the school's working policy. The policy is reviewed at the general meeting of the DP Faculty held yearly (preferably in late spring) and any observations or suggestions from the DP staff shall be communicated to the DP coordinator on an ongoing basis.

Any necessary changes to this document, which have been introduced during the annual general meeting, will come into effect from 1 September the following school year. Yet in order to introduce any

urgent amendments, a special meeting can be summoned at any point in the school year. The last review meeting was held on May 6, 2024.

18. Communicating the Assessment policy

The policy will be presented to all DP students by the DP coordinator at the beginning of DP Year 1. The policy will be also communicated and explained to parents/legal guardians at the beginning of DP Year 1 at an information event. Both DP students and their parents/legal guardians sign a statement that they have read and understand the school assessment policy and accept the rules, regulations and requirements outlined therein. Similarly to other school documents connected with the Diploma Programme, the Assessment policy will be made available to students and parents/legal guardians via the school's e-register, which they can access at any time with login details provided by the school. Also, the policy will be available in a printed form on the school's premises – at the school secretary's office, at the head of school's office and at the DP coordinator's office.

19. Roles and responsibilities for training new teachers

The assessment policy will be shared with and explained to any new DP teachers prior to the start of the school year. All new DP teachers are required to undergo training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. It is the DP coordinator who is responsible for the general training (curriculum, assessment, ATLs, TOK integration etc.) and if possible, new teachers should be also trained by DP subject or core teachers in the subject-specific requirements. New teachers are required to attend an online workshop or a virtual workshop provided by the IB Professional Development service.

20. Final provisions

All teachers are responsible for following the assessment policy provisions to the best of their ability. For any matters not directly addressed herein, the current IB publications should be referred to.