

Assessment Policy

Philosophy

One of the crucial aspects of the IB Diploma Program is the nature of the assessment which is to ensure students an access to multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is incorporated within the IB subject area courses when teachers create their own assessment to measure students' progress by synthesizing them with IB requirements and criteria's.

It is the belief in our school (II Liceum Ogólnokształcące im. Generalowej Zamoyskiej I Heleny Modrzejewskiej) that teachers are responsible for facilitating students' learning in the best possible way. They meet this responsibility first by working diligently to understand intimately their subject matter and the standards of achievement for courses they teach. Teachers are expected to communicate clearly to students and their parents exact goals that need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. To monitor that teachers are to provide progress reports every two weeks to keep parents and students apprised of students' grades. Teachers are expected to analyse assessment data to determine strengths, deficiencies, to facilitate all student's needs. Teachers are aware that assessments can be insufficient and to ensure balance evaluation they use many types of assessment to estimate student's progress. In this vein, teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices to improve when needed. Teachers are expected to use to their full advantage tools available through technology and other venues to enhance their instruction and further assist their students with their progress.

Assessment policy can be successful only when teachers collaboration is present, to assure support for curricular goals and encourage appropriate student learning. To ensure the above monthly meetings are held where all teachers can share and discuss any issue related to the student's or program. At the beginning of each school year teachers meet to set up deadline schedule for Extended Essay and Internal Assessment. To ensure that students understand what the assessment expectations, standards and practices are, each teacher starts classes at the beginning of the school year with explanation (first year of the program) or revision (second year of program) of the criteria and assessment requirements. Moreover teachers of individual subject groups meet twice in a semester or when need to evaluate student's progress and possible solutions to current problems. In order to exchange ideas, view different methods or discuss with 'critical friend' their performance teachers and DP Coordinators regularly attend lessons of individual teachers. To provide students with regular feedback, teachers make them self-available to students for individual consultations. Great source of knowledge and ability for thorough evaluation is provided as well during the assessment of the results of the annual mock exams and final exams which allows to establish areas for improvement.

It is the belief in our school that students are ultimately responsible for their own learning and independent in learning process. They meet this responsibility by working diligently to complete assignments on time, correspond with criteria's, as well as in an ethically appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them. Through regular homework and practicing papers alongside with teachers evaluation and comment on how to improve, students can monitor their progress. To be able to monitor student's performance and progress, teachers conduct surveys which are extensive and detailed source of information from students point of view.

It is the belief in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan, individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future.

How do we grade?

The School uses subject-specific IB criteria to indicate levels of achievement. At the end of each semester, students receive a summative grade, based on the IB 1 (low) – 7 (high) grade scale.

For more detailed information about assessment in the PYP, MYP and IB Program, please refer to the PYP, MYP and IB Program Handbooks located in www.ibo.org.

IB marks from IB scale are converted into Polish system according to the following scheme:

IB system - National system

7-100%	-	6
6- 86%	-	5,16
5- 71%	-	4,28
4- 57%	-	3,43
3- 42%	-	2,57
2- 2,28%	-	1,71
1 0,14%	-	1

and from Polish system to IB system according to:

National system - IB system

1-	16%	-	1,12
2-	33%	-	2,31
3-	50%	-	3, 5
4-	66%	-	4,62
5-	83%	-	5,81
6-	100%	-	7

IB Required Assessments

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge.

The annual May examinations are externally scored with no input from teachers. These include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.

Earning the International Baccalaureate Diploma

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, completes both the Theory of Knowledge class and the extended essay with at least a D grade, and accomplishes about 150 CAS (Creativity, Action and Service) hours can be awarded an IB Diploma provided none of the following failing conditions exist (according to ibo.org):

- A grade of 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two or more grade 2 in SL subjects
- Two or more grade 3 in HL with a grade of 2 at SL
- Four or more grade 3 subjects

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.

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

Principles of assessment

II Liceum Ogólnokształcące im. Generalowej Zamoyskiej i Heleny Modrzejewskiej in Poznań recognizes that teaching, learning and assessment are fundamentally interdependent.

We are guided by the following principles:

Students:

- have different learning styles
- have different cultural experiences, expectations and needs
- perform differently according to the context of learning
- need to see self-assessment and peer assessment as a natural part of the learning process
- need to know their achievements and areas for improvement in the learning process
- need to receive feedback that is positive and constructive

Assessment:

- is designed by teachers to incorporate a variety of methods and to be relevant and motivating to students
- is geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world
- is criterion-referenced using the guidelines set down by the IBO and is made clear to students by teachers before coursework begins

Why do we assess?

Students are assessed in order to:

- build up a clear picture of the student and his or her interests
- assess the effectiveness of the environment on the student learning
- extends student learning

- monitor the progress of individual student learning and achievement
- determine the effectiveness of teaching
- inform curriculum review
- help evaluate suitability of courses
- inform others as appropriate, including students, teachers, parents, receiving schools, future employers

How do we assess?

We assess by gathering evidence & information from the following sources:

- ongoing formative teacher assessment
- summative assessment tasks
- previous summative records
- parents' consultations
- conversations with other adults who have knowledge
- the student as a learner
- by analysing the above using professional knowledge and expertise
- students evaluating surveys

Students not writing in their first language:

For assessments in many subjects, it is important to remember that some students will not be using their first language. Teachers are not marking for grammatical accuracy; what is important is that students present their thinking as clearly as possible. All teachers should aid English B students by highlighting and improving language errors, where applicable.