

ASSESSMENT POLICY

II Liceum Ogólnokształcące im. Mieszka I

in Szczecin IB School No. 3885

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Philosophy

At II Liceum Ogólnokształcące im. Mieszka I, we believe and expect that all students have the ability to achieve at high levels. Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their potential on their class assessments. Students are exposed to a rigorous and challenging curriculum that aligned to the standards, practices and content expectations of the IB Diploma Programme.

Students are provided with as much time and expert instruction as is needed for them to achieve at high levels in each of their classes. What we require from students is their best effort in class and their initiative to seek out assistance, from a variety of resources, when needed.

Our Assessment Policy serves as guidelines for our students, families and staff alike. Within the following pages exist an extensive explanation of the how's, when's and why's of assessment in our Diploma Programme. Moreover, the policies within seek to align the very important work of teaching and learning that occurs within the II Liceum Ogólnokształcące im. Mieszka I IB Diploma Programme, as a learning community.

Assessment provides students with opportunities to determine the degree to which they have mastered content knowledge and skills and to reflect on their progress, allowing for self-evaluation of strengths and areas for improvement in each subject area. Assessment also provides teachers the ability to determine the degree to which students have attained mastery of content knowledge and skills, revise their curriculum and instruction to meet student needs and reflect on their own knowledge and skills, strengthening one's professional practice. Due to the essential role of assessment – whether formative, summative, internal or external – certain expectations are assumed by those committed to II Liceum Ogólnokształcące im. Mieszka I in Szczecin IB Diploma Programme.

Student's responsibility

According to the 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.”*

With this in mind and in accordance with the attributes of an IB learner, students at II Liceum Ogólnokształcące im. Mieszka I in Szczecin strive to:

- Being autonomous by thinking independently, assessing their own progress and taking responsibility for deadlines without excuse.
- Demonstrating a personal commitment to make a positive impact on our local, national and global communities.
- Analyzing and monitoring their formative and summative assessment data to assess their own progress.
- Exhibiting courage and independence through searching out new ideas and experiences.

- Applying critical thinking skills to a wide range of issues through reasoned and ethical decisions;
- Applying effort on formative assessments to maximize progress and summative assessment scores.
- Acting with a sense of integrity, honesty and respect through accepting responsibility for one's actions;
- Submitting work on time, adequately attending to interim draft and final deadlines without exception.

Teacher's Responsibilities

- Focus on the assessment of student learning outcomes rather than just teaching content.
- Modify teaching in light of the learning that has taken place using formative assessment data.
- Analyze assessment data to identify patterns of individual student performance and needs.
- Work in collaborative teams to design and assess common assessments.
- Compare common assessment data with other teachers to assess where student learning has been strong and where it has been less strong.
- Show an awareness of the diversity of the learning styles of the class by using a variety of assessment and teaching strategies.
- Provide timely written and oral feedback on assignments.
- Avoid assessing summatively without assessing formatively with feedback first.
- Bear in mind the student's whole schedule and use only meaningful assessments.

Coordinator's Responsibilities

- Ensure that all Teachers are provided with current course information and documentation.
- Ensure that Teachers are aware of and comply with requirements specified by the IBO with respect to the assessment program , student enrollment, results, attendance within timeframes specified by the IBO.

Parent / Guardian Involvement

- At any given time either parents or teachers may request a meeting when there is an area of concern.
- If the parent feels uncomfortable about approaching the Class Guardian, it is the correct process to take the matter to the head of faculty. A bridge will be constructed to meet the needs of all concerned.
- Teachers and parents may ask for a support person to attend meetings.
- Class parent meetings are informative sessions. A colleague may attend to offer support or bring information. The content of these meetings varies to meet the needs of the class and may include: curriculum content, camp planning, excursions, teaching strategies and techniques, health and well-being of the students, whole school directives, parent concerns etc.

Grading Scale

The International Baccalaureate grading scale is a numerical system from 7 (excellent) to 1 (very poor performance).

The student's 1-7 grade is a direct measure of the competency a student has shown in terms of skills and knowledge. Students receive a report card at the end of each quarter. Quarter grades are recorded in a class register by every teacher.

The International Baccalaureate Diploma Programme uses the following numerical scale in each individual subject area.

- 7 – Excellent
- 6 – Very good
- 5 – Good
- 4 – Satisfactory
- 3 – Mediocre
- 2 – Poor
- 1 – Very Poor

Additionally, the assessments for the Theory of Knowledge course as well as the Extended Essay follow a letter grade system as seen below.

- A – Excellent
- B – Good
- C – Satisfactory
- D – Mediocre
- E - Elementary
- N – No grade

IB grades are determined through the criterion-referenced rubrics established by IB's standards and practices in each content area. Multiple components are assessed to specific criterion and are then combined to determine the final grade. Each subject area has its own

defined internal and external assessments in addition to the subject area examinations, administered in May of each year

Student / Family Access to Information

Students are regularly provided opportunities to review their progress and reflect on their mastery of content knowledge and skills. Teachers maintain consistently updated assessment records, available for students to review through regular grade postings in class. Finally, students and families are encouraged to contact their teachers with questions or concerns related to student progress. Students receive a report card at the end of each quarter. Quarter grades are recorded in a class register by every teacher.

Use of Turnitin.com

II Liceum Ogólnokształcące im. Mieszka I in Szczecin has a site license with Turnitin.com. Students and teachers will regularly use Turnitin.com as a vehicle for assessment submission, self- and peer-assessment of work, and as a tool for ensuring academic integrity of student work.

Academic Support and Assistance

IB Diploma Programme teachers recognize their role in preparing students to complete the required IB subject area assessments. As such, teachers develop and adjust their curricula, according to the relevant IB subject area assessment criteria, with the IB assessments in mind. Summative assessments – assessments to evaluate the degree to which a student has mastered content knowledge and skills – happen occasionally in class, often once or twice in an academic term. Many of the summative assessments take the form of mock IB examinations, using exams from years past.

The formal IB Diploma Programme assessments fall into three categories: internal assessments, external assessments and course-end examinations. These assessments are summative in nature and evaluated according to criterion-referenced rubric established and regularly reviewed by the IBO. Throughout an IB course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills.

International Baccalaureate Diploma Programme Assessments

According to the IB Diploma Programme Assessment: *Principles and practice, assessment of the DP (Diploma Programme) is high-stakes, criterion-related performance assessment*. . . based on the following aims:

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
3. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
4. DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
5. Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
6. Assessment is both formative (to enhance learning) and summative (to assess their current achievement).

International Baccalaureate Diploma Programme Internal Assessments

Internal assessments are pieces of student work that are evaluated by their content teacher who gives the assessment a score which may then be moderated by external examiners to ensure international parity aligned to the IB assessment criteria in that subject area. Examples of internal assessments include oral examinations in Group 1, Language A (Polish) and Group 2, Language B (World Languages), projects and portfolios in Group 5, Mathematics, presentations in Theory of Knowledge, practical laboratory work in Group 4, Science, artistic performances and presentations in Group 6, Arts and more.

Internal assessments often allow for greater student flexibility in exhibiting their acquired knowledge and skills according to IB criterion-referenced rubrics as well as the opportunity for students to show their work over time and outside of the restrictions of the examination environment.

International Baccalaureate Diploma Programme External Assessments

External assessments also enable students to show their work over time and outside of the restrictions of the examination environment. Similar to internal assessments, external assessments are evaluated according to the established subject area criteria. External assessments are not evaluated by the subject area teacher, however, but are marked externally by IB examiners. Examples of external assessments include the Extended Essay, World Literature essays for Group 1, Language A (Polish, Theory of Knowledge essays,. External assessments are heavily focused on the quality of a finished written product in the IB subject area.

International Baccalaureate Diploma Programme Examinations

The final category of summative assessment is the subject area examinations, administered in May each year. Examinations occur under strictly controlled conditions and often over a two day period for each subject area (the afternoon and the following morning). The examination papers consist of a variety of assessment vehicles including short-answer, essay, data-analysis, open-ended problem solving, case studies, commentaries and multiple choice. In order to sit for the examinations, students must complete all required internal and external assessments for the subject area. Examinations are mailed, within 24 hours following the examination, to external examiners around the world for assessment. Examination marks are then combined with marks earned on the internal and external assessments to create the final subject grade.

Ensuring Effective Use of Criterion-Referenced Rubrics

All teachers in IB Diploma Programme receive training in the IB standards and practices within their content area. Through this training, teachers learn about their subject area criteria, how to use the criteria for instruction and assessment and strategies for making the assessment criteria accessible and understood by students in the programme. A variety of professional development opportunities including the Online Curriculum Centre, collaboration with other subject area teachers around the state, and review of examiner feedback to inform curricular and instructional revisions, further support teachers in their use of the assessment criteria. In circumstances where multiple teachers teach the same subject area, teachers regularly collaborate to ensure that use of assessment criteria is consistent.

IB Diploma Programme Assessment Calendar

Formal assessments in IB subject area courses occur throughout the school year over the two years of the programme. Assessment benchmarks and deadlines noted below are approximate, with final deadlines communicated through course syllabi and the online IB calendar found on II Liceum Ogólnokształcące im. Mieszka I website www.ib.lo2.szczecin.pl. The following calendar provides students, families and staff with final deadlines for required IB assessments in each subject area. Draft deadlines and individual component deadlines can be found in each subject area teacher's syllabus. Students are encouraged to review deadlines with their subject area teachers over the course of the school year as slight adjustments may occur due to revisions in timelines, emergency school closings and other extenuating circumstances.

Coordinator in consultation with the subject teachers negotiates a suitable date (or dates) for each Assessment Task. Once determined the date(s) are placed on II Liceum Ogólnokształcące im. Mieszka I on the School's Website.

At least two weeks prior to the actual conduct of any Assessment Task (other than formal Examinations), the subject teacher gives the specific date (or dates), and details of the Task, the Outcomes to be assessed, the marking criteria and any special arrangements to students in writing.

A SAMPLE OF INTERNAL CALENDAR

YEAR ONE	
OCTOBER	EE - seminar with IBC and EEC
NOVEMBER	EE – choice of supervisor, subject, topic
DECEMBER	EE – contract and schedule of meetings with supervisors
JANUARY	POLISH – Individual Oral Presentation EE – research question submission and supervisor's acceptance, supervisors submit EE report 1 to EEC
FEBRUARY	
MARCH	ECONOMICS – 1 st commentary ENGLISH B – Interactive Oral Activity 1 EE – outline and bibliography
APRIL	HISTORY – Historical Investigation MATHEMATICS – Portfolio (mathematical investigation) EE - methods of data collection, research, collecting data
MAY	ECONOMICS – 2 nd commentary EE – student's work on the papers, systematic meetings with supervisors

JUNE	GEOGRAPHY – Fieldwork (3 days) GERMAN B – Interactive Oral Activity 1 GROUP-4-PROJECT EE – student’s work on the papers, systematic meetings with supervisors
JULY	EE – student’s work on the papers
AUGUST	EE – student’s work on the papers
YEAR TWO	
SEPTEMBER	MATHEMATICAL STUDIES - project ENGLISH B – Interactive Oral Activity 2 EE - Report 2 submission to EEC by supervisors on the shape of EE after summer break
OCTOBER	ECONOMICS – 3 rd commentary GEOGRAPHY – Written report of the investigation EE – first draft; supervisors submit report to IBC and EEC
NOVEMBER	MATHEMATICS – Portfolio (mathematical modeling) ENGLISH B - written assignment GERMAN B – Interactive Oral Activity 2 EE – abstract submission
DECEMBER	1 st and 2 nd week - MOCK EXAM ECONOMICS – 4 th commentary ENGLISH B – Interactive Oral Activity 3 EE - final draft submission
JANUARY	ENGLISH B – Individual Oral GERMAN B – Interactive Oral Activity 3 ECONOMICS – Port folio submission EE – <i>viva voce</i> ; cover sheets and essays submitted to IBC and EEC
FEBRUARY	POLISH – Individual Oral Commentary GERMAN B – Interactive Oral Activity 4 and written assignment GERMAN <i>ab initio</i> -written assignment
MARCH	POLISH – Individual Oral Commentary GERMAN B – Individual Oral GERMAN <i>ab initio</i> - Individual Oral All marks for internal assessment and predicted grades must be submitted on IBIS TOK - essay CAS
APRIL	
MAY	Examination session

Variation from Published Assessment Programme

Should it become necessary in unusual or unforeseen circumstances to change the date of an Assessment Task once it has been given in writing to students, the IB Coordinator will negotiate a new date with staff and advise the students in writing. Wherever feasible the Coordinator will endeavour to consult with the classes affected, but this will not always be possible.

Absence from an Assessment Task or Examination

If a student is very ill on the day of an Assessment Task or Examination, he will not be able to attend. Similarly, there may be unavoidable and unplanned circumstances of a pressing personal nature which preclude his/her attendance. Such circumstances do *not* include family holidays (whenever booked), social engagements or other matters of a discretionary nature.

When a student presents himself or herself for an Examination or Assessment Task while ill, or falls ill during the course of the Examination or Assessment Task, they may make a claim for Misadventure. Students must obtain a Doctor's Certificate, covering the day of the Assessment. This should be submitted to the relevant coordinator as soon as possible.

Assessment Tasks are extremely valuable and must be handed in responsibly. Tasks completed at home must be submitted directly to the student's teacher in circumstances conducive to their safe receipt. In the event of the teacher being unavailable, Assessment Tasks may be submitted to the Coordinator.

A student who knows that he is going to be absent has the responsibility to inform his class teacher well in advance, so that suitable arrangements can be made. Students who miss a test or examination without giving prior notification will be given zero. This result may be amended if documentation outlining the appropriate medical / misadventure circumstances is provided and special consideration is granted. The result is determined as an estimate or by sitting a supplementary test or exam.

Failure to Submit Assignments/ Projects/ Fieldwork

If a student fails to submit work on time, without a valid reason, parents and the Coordinator will be notified. Failure to submit work could result in a U (Unfinished) for the course.

Students who are absent when work is due must submit the work on return to school. A student may gain an extension of time without penalty provided a valid reason is given in advance of the due date.

If an assignment is due on the day of a School excursion or camp or a pre-arranged absence, it should be submitted before the student leaves.

Cheating, collusion and plagiarism

All work in each individual assessment task must be the work of the student. Students are not permitted to submit for marking / rating, as original, any work which contains:

- identical material to the work of another person (eg. another student, a parent, a tutor)
- identical material to a published work unless the source is acknowledged in referencing.
- Students must not cheat (i.e. engage in a dishonest act to gain unfair advantage)

If a student is believed to have engaged in cheating, collusion or plagiarism the matter will be referred to the IB Coordinator. As part of this process the student will be provided with the right of reply. If it is demonstrated beyond reasonable doubt that the student has cheated, colluded or plagiarised then a mark of zero will be given and the student will be asked to resubmit. If repeated transgressions occur, parents will be notified.

If cheating in an examination or test is established, then a zero will be given for the whole paper. The parents of the student will be advised by the Principal or IB Coordinator. A student who willingly allows another student access to his/her work will also score zero. Where plagiarism occurs in the Extended Essay, parents are involved immediately and re-submission is required. If re-submission is not at a sufficient standard a fail will be recorded.

Please refer to II Liceum Ogólnokształcące im.Mieszka I Policy on Academic Honesty.(www.ib.lo2.szczecin.pl).