

International School of Poznan Assessment Policy in the IB Diploma Programme



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1 IB Learner Profile

The International School of Poznan strives to promote the following values in all IB DP students. It is vital that these are supported in the teaching process and rewarded to help students to become “active, compassionate and lifelong learners” (IB mission statement).

- 1) **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.
- 2) **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.

- 3) **Thinkers**-We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, critical decisions.
- 4) **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.
- 5) **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.
- 6) **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.
- 7) **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.
- 8) **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.
- 9) **Balanced**-We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- 10) **Reflective**-We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

2 Formative and summative assessment

Formative assessment is defined by the IBO as “ongoing assessment aimed at providing information to guide teaching and improve student performance.” (IBO Assessment principles and practices 2018) It translates into monitoring students’ learning progress to support their development and adjusting teaching and learning practices to student’s needs and align with the IB learner profile. Students, teachers and parents have a chance to reflect on how the learning processes affect the learner’s personal development and achievements.

Summative Assessment is defined by the IBO as: “Assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.” (IBO 2018) It translates into evaluating the product of student’s learning efforts, i.e. assigning grades to evaluate realisation of the IB DP requirements.

It is our school's aim to ensure that the two types of assessment are understood by students and their parents and utilised to build an effective learning environment to help students become responsible for their own learning (in line with ATT and ATL).

The International School of Poznan uses the following forms of assessment	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> • oral and written feedback • group reflection • parent/student/teacher reflection • turning in work for early feedback • project work analysis • peer correction • self-assessment • class participation • quick test/quizzes 	<ul style="list-style-type: none"> • tests (major tests, end of unit tests) • end of term tests • oral performance/presentation • DP internal assessment components: portfolio, project work • written assignment • past exam papers/mock examination

The summative assessment results constitute the final grade for each of the ranking periods as discussed in **Section 4**. For IB DP 2 students a mandatory mock session is used as a reflective tool to inform students of their progress; the results of mock examination are comprised in the predicted final grade.

During the course students engage in self-reflection and self-evaluation through the medium of feedback, peer analysis and identifying areas for improvement.

Teachers are free to choose assessment activities relevant to their subject while strictly adhering to the IB DP assessment criteria and the overall grading scale. All subject specific criteria handouts follow the same standards.

3 IB and Polish grading scale conversion

The International School of Poznan assesses students according to the IB DP subject specific criteria and provides summative assessment results on a scale from 1-7. It is a student's responsibility to familiarise themselves with the assessment criteria provided in the IB DP subject guides and it is the teacher's role to further explain grades to students. Teachers refer to subject specific descriptors to focus on typical performance for each subject.

Each Polish school needs to comply with the marking requirements of the Polish Ministry of Education. To be in line with those requirements the school must convert final grades from IB DP numerical grades into Polish grades (Cf. table below). These

are obligatory to award students with annual certificates and promote students to the next grade.

POLISH-DP SCALE CONVERSION TABLE							
POLISH SCALE			IB SL		IB HL		
6	<i>celujący</i>	excellent	7		excellent	7	excellent
5	<i>bardzo dobry</i>	very good	6		very good	6	very good
4	<i>dobry</i>	good	5		good	5	good
3	<i>dostateczny</i>	satisfactory	4		satisfactory	4	satisfactory
2	<i>dopuszczający</i>	poor	3		poor	3	failing
1	<i>niedostateczny</i>	failing	2		failing	2	failing
			1		failing	1	failing

4 Procedures for recording and reporting the assessment

4.1. Informing of the assessment

At the beginning of every school year students receive a subject specific criteria handout for each subject which informs them of the curriculum, procedures and marking/grading. The handout provides a conversion scale (**cf. 3**) for IBDP, subject curriculum and classroom rules for the given year.

Students and parents receive grade evaluation (ranking) four times a year (**cf. 4.2.**)

The school provides three means of informing of the assessment:

1. e – register
2. duty hours for parents
3. semester meetings for parents

The process of informing of the assessment:

- Students are directly informed about their assessment results.
- The detailed information about student progress can be obtained during interim semester Parent-Teacher Meetings or Teachers Hours (Duty Hours) which are held according to an annual schedule. The dates can be found in the 'School Year Calendar', on the school web page.

- It is the parents' duty to contact the homeroom teacher and subject teachers in order to discuss the student's progress.
- If a student is predicted to receive a failing grade a month before the end-of-semester or end-of-school year, the homeroom teacher will inform parents via e-register. Parents are recommended to contact subject teachers to receive detailed information.

4.2. Recording and the frequency of summative assessment

The International School of Poznan has the following structure for grade evaluation (ranking) and promotion of students.

Grade evaluation (ranking) takes place at the following time intervals during the school year:

- Mid-semester - October/November
- Semester 1 – January
- Mid-semester – March/April
- End of Year – May
- For IB II DP Year 2 - IB Predicted Grade (IA/ EE) – March/April according to the IB DP schedule.

5 Promoting to the next class

In order to be promoted to the next class, a student learning in the IB Diploma Programme must meet the following requirements:

- A. at least a 3 in a STANDARD level subject;
- B. at least a 4 in a HIGHER level subject;
- C. at least a D in TOK and EE;
- D. has met all deadlines concerning CAS requirements;
- E. has met all deadlines concerning assignments required by the IB Diploma Programme;
- F. has followed all the rules of Academic Honesty described by the IBO.

4. The final subject grade is awarded by the respective subject teacher.

5. If a student misses more than 10% of time allocated to a given subject in a semester, the subject teacher may administer a credit exam which will include all topics covered thus far. The student must receive a passing grade from the credit exam in order to be promoted to the next class.

6. A pre-IB student who receives 3 or more failing grades at the end of the semester/school year will be removed from the student list.

7. A failing final grade awarded by a subject teacher may be changed only after a retake exam on condition that the student failed only one subject.
8. In adverse circumstances the Teachers Council may allow the student to have two retake exams from two courses he/she failed.
9. Conditions and procedures regarding retake exams are included in Section II, paragraph 2 of Assessment Regulations.
10. All students of the final year of the IB Diploma Programme are obliged to take mock exams in due time.
11. Teachers give their predicted grades (PG) basing on the results obtained throughout the IB Diploma Programme course, mock exams and "Internal Assessment" grades.
12. If the student received a PG total below 24 points from 6 mandatory subjects, he/she cannot take the final exam in the May session.
13. The student is obliged to submit the required documentation to the DP coordinator and CAS coordinator before the given deadline. If this requirement is not met, the student fails CAS and TOK as the IB DP component, which prevents the student from taking the final exams.
14. Detailed rules for receiving the IB DP diploma are included in the document entitled Award of the IB Diploma.
15. The final decision to allow the student to take the final exams of the International Baccalaureate is taken by the Teachers Council.

6 Awarding the IB Diploma:

According to the General Regulations: Diploma Programme (2016/updated 2019)

1. All assessment components for each of the six subjects and the additional Diploma requirements must be completed in order to qualify for the award of the IB Diploma, except under the conditions stipulated in articles 18 and 19 of these regulations.
2. The IB Diploma will be awarded to a candidate provided all the following requirements have been met:
 - a) CAS requirements have been met.
 - b) The candidate's total points are 24 or more.
 - c) There is no "N" awarded for theory of knowledge, the extended essay or for a contributing subject.

- d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- e) There is no grade 1 awarded in a subject/level.
- f) There are no more than two grade 2s awarded (HL or SL).
- g) There are no more than three grade 3s or below awarded (HL or SL).
- h) The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i) The candidate has gained 9 points or more on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- j) The candidate has not received a penalty for academic misconduct from the Final Award Committee.

3. A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.

7. EE/ TOK Matrix

A student may be awarded extra points (3) for the overall IBDP score fitting into this criteria descriptor:



The diploma points matrix

May 2015 onwards

		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

Changes from *The diploma points matrix (May 2010 - November 2014)*:

- B + C combination now results in 2 additional points (previously 1 point).
- A + E combination now results in zero points and a failing condition (previously 1 point).



8. Bibliography:

International Baccalaureate Organization documents:

(2018). Assessment principles and practices—Quality assessments in a digital age.

(2017). Grade descriptors.

(2016). General Regulations: Diploma Programme. (updated 2019)

(2015). Diploma Programme: From Principles into Practice.

(2010). Guidelines for developing a school assessment policy in the Diploma Programme.

Approaches to teaching and learning:

http://xmltwo.ibo.org/publications/DP/Group0/d_0_dpatl_gui_1502_1/static/dpatl/guide-introduction.html. DOA: