

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 implemented in the teaching process 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 an ongoing process of assessment providing feedback to both teachers and students that is conducted throughout the learning process. Its main objective is to monitor students' learning progress in order to support their development and adjust teaching strategies to students' needs within the framework of the IB Learner Profile. Students, teachers, and parents have a chance to reflect on how the learning processes affect the learners' personal development and achievements.

Summative assessment is a type of assessment summarizing the overall learning outcomes, achievements and proficiency of students at the end of a specific unit of study, semester and course. It evaluates students' learning efforts by assigning grades in line with the IB DP requirements.

The teachers at ISOP use both types of assessment to create an effective teaching /learning environment that aligns with ATT and ATL, empowering students to take ownership for their own learning.

The teachers at ISOP most frequently use the following forms of assessment:	
FORMATIVE ASSESSMENT	SUMMATIVE ASSESSMENT
<ul style="list-style-type: none"> - oral and written feedback - open-ended questions - group reflection - parent/student/teacher reflection upon progress - feedback on preliminary work - individual and group projects - project work analysis - peer assessment - self-assessment - class participation - class debates/ discussions - quick tests/quizzes - homework tasks 	<ul style="list-style-type: none"> - tests: major tests, end-of-unit tests - end-of-term tests - achievement tests - oral performance/presentation - DP internal assessment components: portfolio, project work - written assignments - past exam papers/mock exams - Academic Progress Reports - end-of-year school certificates

The outcomes of summative assessment are reflected in the final subject grade presented in the Academic Progress Report (issued four times a year). For IB DP2 students a mandatory mock session is used as a reflective tool to inform students of their progress and the results of mock examinations are included in the predicted final grade at the end of each subject course.

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

The teachers practise a range of assessment activities relevant to their subject while strictly adhering to the IB DP assessment criteria and ISOP grading scale. In order to ensure the true reflection of the marks students are likely to receive, DP teachers use subject specific criteria (template-based subject handouts), DP markschemes, exam session official DP reports, and sample assessments. Additionally, the school analyses individual student results after each exam session during standardisation meetings.

§3 IB AND POLISH GRADING SCALE CONVERSION

The students are assessed according to the IB DP subject specific criteria and provided with summative assessment on a scale from 1-7. It is the students' responsibility to internalise 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 adequately assess 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). The conversion is obligatory to award annual certificates and promote students to the next grade.

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

§4 PROCEDURES FOR RECORDING AND REPORTING ASSESSMENT

Means of Informing of the Assessment

At the beginning of every school year students receive a subject specific criteria handout which informs them of the curriculum, procedures, marking/grading and a grade conversion scale (cf. 3) for IB DP.

Four times a year students and parents receive grade evaluation in the form of Academic Progress Reports (APRs). ISOP provides three means of informing of the assessment:

1. e – register
2. Parent Teacher Conferences scheduled in the school calendar
3. individual meetings scheduled upon request

Process of Informing of the Assessment Results and Progress

1. Students are directly informed about their assessment results by the subject teachers.
2. Detailed information about the students' progress can be obtained during the Parent Teacher Conferences, which are held according to an

annual schedule. The dates can be found in the School Year Calendar on the school web page.

3. It is the parents' duty to contact the homeroom teacher and the subject teachers in order to discuss the students' progress.
4. 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 informs parents about it via e-register. Parents are recommended to contact the particular subject teacher to receive detailed information.

Recording and the Frequency of Summative Assessment

Grade evaluation - Academic Progress Report - takes place at the following time intervals during the school year:

1. Mid-semester - October/November
2. Semester 1 - January
3. Mid-semester - March/April
4. End of Year - June

Additionally, for IB DP2 students - IB Predicted Grades (IA/ EE) - March/April according to the IB DP schedule.

§5 PROCEDURES FOR PROMOTING STUDENTS TO THE NEXT CLASS

1. In order to be promoted to DP2, a student in the IB Diploma Programme must:
 - a. receive at least a 3 in a STANDARD level subject;
 - b. receive at least a 4 in a HIGHER level subject;
 - c. receive at least a D in TOK;
 - d. meet all deadlines concerning core elements: CAS, EE;
 - e. meet all deadlines concerning assignments required by the IB DP;
 - f. follow all the rules of Academic Integrity described by the school and the IBO.
2. The final subject grade is awarded by the respective subject teacher.
3. If a student misses more than 10% of time allocated to a given subject in a semester, the subject teacher may administer an exam which includes all topics covered thus far. The result of the exam counts into the final grade.
4. A failing final grade awarded by a subject teacher may be changed only after a retake exam.
5. In adverse circumstances the Teachers Council may allow the student to have no more than two retake exams from two courses he/she failed.
6. Conditions and procedures regarding retake exams are included in Chapter 2, Paragraph 2 of the school's Assessment Regulations.

§6 PROCEDURES FOR QUALIFYING DP2 STUDENTS FOR THE DP EXAM SESSION

1. All students of the final year of the IB Diploma Programme (DP2) are obliged to take Mock Exams in the scheduled time.
2. Teachers issue Predicted Grades (PG) based on the results obtained throughout the IB Diploma Programme course, Mock Exams and the Internal Assessment.
3. If the student received a PG total below 24 points from 6 mandatory subjects, he/she cannot take the final exams in the coming session.
4. The student is obliged to submit the required documentation to the subject teachers, DP Coordinator, CAS and TOK Coordinators by a given deadline. If this requirement is not met, the student is not allowed to sit the final exams.
5. The student is obliged to submit, by a given deadline, a self-written Extended Essay (EE) that fulfills the school requirements and the criteria described in the EE Guide. If this requirement is not met, the student fails EE as the IB DP Component, which prevents the student from taking the final exam.
6. The student must receive at least D in each of the two Core Components - TOK and EE - to be able to sit the final exam.
7. CAS Coordinator assesses if the student has successfully met the requirements specified by the IB.
8. Detailed rules for receiving the IB DP diploma are included in the *Award of the IB Diploma* issued by IBO (chapter VI).
9. The final decision to allow the student to take the final exams of the International Baccalaureate is taken by the Teachers Council.

§7 AWARD OF THE IB DIPLOMA

section marked in italics below was taken from *Diploma Programme Assessment Procedures 2024 (2023/updated Nov 2023)*

A2.2 Award of the diploma

A2.2.1 Core requirements

DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

- *They must meet all of the additional requirements—see section "A2.2.2".*
- *Candidates who successfully meet these conditions will be awarded the diploma.*
- *Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma.*

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma. See section "A2.2.2".
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

A2.2.2 **Additional requirements**

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- 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 subjects. (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.

A2.2.3 **Bilingual diploma**

In addition, candidates who have completed these conditions through multiple languages may be eligible for a bilingual diploma.

A bilingual diploma will be awarded to a successful candidate who fulfills 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.

§8 IB DP EXAM RETAKE

A candidate can retake a subject in any future examination session and in any IB school in the world offering the Diploma Programme. However, restrictions apply. For further information, a candidate must contact the IB DP Coordinator.

§9 EE/TOK MATRIX



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).





§10 BIBLIOGRAPHY

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[Approaches to Teaching and Learning](#)

[IBO public website](#)

E/DP/rev. HSPLT/26.03.2024