

## Assessment rules and criteria for students in the MYP

**In the school year 2025/2026 applicable in M5 only.**

**In the school year 2026/2027 applicable in M5 and M6 only.**

**In the school year 2027/2028 applicable in M5-M7 only.**

Starting from M5, all students in the MYP programme are assessed using a system based on MYP criteria. This system operates in several thousand schools offering the MYP worldwide and is an integral part of the teaching methodology based on the standards of the International Baccalaureate Organization.

There are two types of assessment: formative and summative.

**Formative Assessment** is an ongoing process of feedback that indicates direction, highlighting what has already been mastered and what remains a challenge. It is always connected to the development of knowledge and skills essential to a given subject. Unlike summative assessment, which measures achievement at the end of a unit, formative assessment occurs during the learning process. Its purpose is not to grade or rank students, but to provide meaningful feedback that supports both teaching and learning.

**Summative Assessment** evaluates students' learning outcomes at the end of a unit and measures performance against the assessment criteria - A, B, C, D (as outlined in the table below). It provides a clear record of achievement and reflects the extent to which learning objectives have been met.

Both formative and summative results are recorded in e-register for parents'/guardians' reference. Summative assessment tasks formally determine the mid-year and final grades while formative assessment is referenced when making professional judgements about these grades.

There are 4 summative assessment criteria for each subject, with a maximum of 8 levels each. Each criterion must be assessed at least once per semester. Criterion-based assessment involves determining the level a student has achieved in a given task. Before each assignment, the teacher informs students which criteria will be assessed. One summative assessment task might measure one, two, three or all four criteria.

Subject Groups	Subjects	A	B	C	D
<b>LANGUAGE AND LITERATURE</b>	<ul style="list-style-type: none"> <li>Polish A</li> <li>English A</li> </ul>	Analysing	Organizing	Producing text	Using language
<b>LANGUAGE ACQUISITION</b>	<ul style="list-style-type: none"> <li>English B</li> <li>Spanish</li> <li>German</li> <li>PAL</li> </ul>	Listening	Reading	Speaking	Writing
<b>INDIVIDUALS AND SOCIETIES</b>	<ul style="list-style-type: none"> <li>History</li> <li>Geography</li> </ul>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>SCIENCES</b>	<ul style="list-style-type: none"> <li>Biology</li> <li>Chemistry</li> <li>Physics</li> </ul>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>MATHEMATICS</b>	<ul style="list-style-type: none"> <li>Mathematics</li> </ul>	Knowing and understanding	Investigating patterns	Communicating	Applying maths in real-world contexts
<b>ARTS</b>	<ul style="list-style-type: none"> <li>Visual Arts</li> <li>Music</li> </ul>	Investigating	Developing	Creating/Performing	Evaluating
<b>DESIGN</b>	<ul style="list-style-type: none"> <li>Digital Design</li> <li>Product Design</li> </ul>	Inquiring and analysing	Developing ideas	Creating a solution	Evaluating
<b>PHYSICAL AND HEALTH EDUCATION</b>	<ul style="list-style-type: none"> <li>Physical Education</li> </ul>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance

### MYP Grade vs. Polish Grade

Teachers assess the student's work by determining their mid-year or final level of achievement in each of the criteria. The final level is **not** an arithmetic average; it reflects the teacher's professional and informed judgment regarding the student's achievement over the entire period (mid-year) or the entire year (final).

The levels achieved across all four criteria are then **summed** and converted into a mid-year or final **MYP grade (1–7 scale)**, in accordance with the established conversion scale.

As ISOP is required to issue official Polish school certificates, student achievement must also be reported using the **Polish national grading scale (1–6)**. Grades are issued twice a year (mid-year and the end of the academic year).

The table below presents the **conversion from the MYP 1–7 scale to the Polish 1–6 scale.**

MYP mid-year/final grade	Polish mid-year/final grade	MYP grade boundaries	Descriptors
1	1	0-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	1	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	2	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	3	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	4	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations
6	5	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
7	6	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

## Certificates

At the end of the school year, each student receives:

- 1) A school certificate, issued in accordance with the regulations of the Minister of Education, which records assessment in two areas:
  - a) subject grades: 6 - Excellent, 5 - Very Good, 4 - Good, 3 - Satisfactory, 2 - Poor, 1 - Failing,
  - b) conduct grade: wzorowe - excellent, bardzo dobre - very good, dobre - good, poprawne - satisfactory, nieodpowiednie - inappropriate, naganne - reprehensible.
- 2) An MYP report card, where subject grades are expressed on the international IB scale from 1 to 7, with the final levels for each assessment criterion in every subject.

### **Additional assessed subjects outside of the MYP framework:**

**Ethics** – Assessed according to the MYP assessment pattern described above. Grades are reported on both the MYP and Polish certificates according to the conversion table above.

**Religious Studies (voluntary)** – Assessed using the Polish 1–6 grading scale and recorded only on the Polish certificate.

**Polish History and Polish Geography** – Mandatory for all Polish nationals. Feedback is provided primarily in percentage form. Final grades for the **Polish certificate** are issued by the Polish History and Polish Geography teachers, in consultation with the teachers of the same subjects taught in English.