



*III Liceum im. Marynarki Wojennej RP w Gdyni  
International Baccalaureate School No 0704*

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## **IB DP Assessment Policy International Baccalaureate School No.0704**

*“the term ‘assessment’ refers to all those activities undertaken by teachers, and by their students in assessing themselves, which provide information to be used as feedback to modify the teaching and learning activities in which they are engaged.” Black & William (1998)*

### **Introduction**

The Assessment Policy of IB School 000704 aligns with the School Grading System of III Liceum Ogólnokształcące in Gdynia, which it is part of, stated in the School Statute (Chapter X) and the principles of the International Baccalaureate Diploma Programme.

The teachers of each subject collaboratively develop a Subject Grading System, which aligns with the School Grading System and incorporates element specific to the subject in question and in the case of the IB programme, assessment components and assessment criteria unique to the subject.

IB School No. 0704 recognises that assessment underlies all teaching and learning. It involves identifying, gathering and interpreting information regarding students’ learning.

The overarching purpose of assessment is to provide feedback to both teachers and students on student performance, achievement and progress, and, by implication, to set the direction for further teaching. Its results are regarded as an invaluable source of information, essential in the process of modifying and refining the teaching-learning cycle.

Through education the school aims to teach students to be good individuals and citizens of their communities. It strives to develop their intellectual and ethical virtues, such as righteousness, nobleness, wisdom, courage, prudence, independence, trustworthiness, tolerance and openness. Its increased efforts in this respect are underpinned by the principles of the Diploma Programme. With the encouragement of best practice in mind, the school follows its own Academic Honesty Policy and Procedures.

## Forms of assessment

All assessment in IB School No.0704 is carried out internally, and relies on teachers' professional expertise. It is criterion-related, and is based on a set of pre-determined subject-specific criteria published in the relevant IB DP subject guides. Our students are familiar with the assessment criteria used in each subject, and understand specific expectations of the tasks which they are given.

Teachers in IB School No.0704 make use of a wide variety of assessment tasks, strategies and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes. Tailored to students' differing levels of understanding and individual learning styles, the assessment tasks, strategies and tools applied by our teachers also facilitate holistic education.

IB World School No. 0704 aims at maintaining a balance between formative and summative assessment. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

Besides assessing students' achievement, teachers create a supportive classroom environment in which students feel comfortable to evaluate themselves and their peers' performance and skill levels. Incorporated into the classroom in the form of checklists and rubrics, such an alternative form of assessment facilitates students' reflection on both their academic and cognitive growth. The ongoing interaction between teachers and students also allows for the learners' self-correction.

Assessment methods used in IB School No.0704 include:

- case studies
- debates
- discussions
- essays
- reports
- multiple-choice tests
- observation
- projects
- portfolios
- (verbal, multimedia) presentations
- problem-solving
- process journals
- research assignments
- short-answer questions
- selected response, such as written tests and quizzes
- other, specified in the Subject Grading Systems

IB School No. 0704 employs a wide range of reporting strategies about students' progress, such as e-register, regular parents' evenings, teachers' office hours and presentations (Visual Arts final exhibition). To manage these reporting strategies our school relies to a large extent on information and communication technologies.

## Final assessment

In order to determine the final level of achievement for each student, teachers are under obligation to gather sufficient evidence from a range of assessment tasks. The informed judgements made by teachers reflect their professional opinions about their students' achievement levels.

In view of the fact that our school runs the Diploma Programme along with the standard national programme, teachers determine students' final grades in accordance with the national system. These grades are on a scale from 1 ( fail ) to 6 (outstanding) being awarded only for exceptional achievements exceeding syllabus requirements.

The grades corresponding to the percentages in the national grading system are as follows:

Formative assessment achievement levels	National System
96% and above	6
85% – 95%	5
71% – 84%	4
56% – 70%	3
40% – 55%	2
0% - 39%	1

In case of the subject of Theory of Knowledge and CAS activities, there is no final grade awarded but the student receives a comment 'pass' or 'fail' on the school certificate.

## Assessment for the IB Diploma

The IB Diploma Program employs two types of summative assessment to determine the student's final IB grades: Internal and External Assessments. Subject teachers are well informed of the detailed IB policies and conditions under which these assessments must be administered. Students are informed about these by the IB Coordinator in general terms and by their subject teachers in detail. Besides, IB students receive significant practice and assistance throughout their courses in order to effectively prepare for these challenging tasks.

### Internal Assessment

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) are planned at the beginning of each IB1 year and is used consistently throughout the two-year period. Appropriate internal assessment timelines are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course

All the internally assessed work that is part of the final diploma grade from each subject is marked by the teachers according to the criteria given in the relevant IB DP subject guides.

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out at the beginning of each school year with a view to providing a common system for the application of the assessment criteria.

After submitting all the marks in a given subject, samples of students' assessed work are submitted for moderation by IBO appointed moderators.

### External assessment

Appropriate external assessment timelines for tasks completed during the course are established by the IB DP coordinator in cooperation with the subject teachers, about which the IB students and their parents are informed by the end of the first month of the IB DP course.

The final May session exam schedule is designed basing on the IBO Exam Schedules document for the given session. This detailed schedule is informed to the students about a month before the exam session.

Students are familiarised with the assessment criteria applying to the externally assessed work that is part of the final diploma grade in each subject and the Extended Essay.

## Diploma Grades

### Core requirements for the award of the IB 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.
  - 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.

### 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.

### Matrix for award of points for TOK and the EE. \*

		Theory of Knowledge (TOK)					
		Grade awarded	A	B	C	D	E or N
Extended	A	3	3	2	2		Failing condition
	B	3	2	2	1		Failing condition
Essay	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

## Authenticity of students' work

IB School No. 0704 gives due weight to academic honesty and strictly adheres to its own IB DP Academic Honesty Policy and Procedures. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity. Should any doubts arise as to the authenticity of the work carried out by students, assessment results are withheld until the matter is resolved by the school's Academic Integrity Committee. In the course of external moderation, samples suspected for academic malpractice are not submitted.

## Predicted grades

IB students are given their preliminary predicted grades in autumn during the second year of the DP course. They are on the IB 1 – 7 scale. These grades are used in the application process to foreign universities.

The final, official predicted grades are issued for all the IB students in April during the last year of the course.

Predicted grades are established on the basis of formative and summative assessment marks and progress achieved by individual students in the study period preceding the time of providing the predicted grade.

Every separate predicted grade is a result of an independent decision of the subject teacher.

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Assessment rules and regulations applying to the whole school, not exclusively to the IBDP, are included in the School Statute (Chapter X)

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### References:

Black, P.J. & William, D. (1998). Inside the Black Box: Raising standards through classroom assessment. London: King's College  
<http://www.ibo.org/programmes/middle-years-programme/assessment-and-exams/assessment-from-2016/>

Diploma Programme Assessment procedures, 2020 International Baccalaureate Organization 2019