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*III Liceum Ogólnokształcące  
im Marynarki Wojennej RP w Gdyni  
International Baccalaureate World School 0704*



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## IB DP Assessment Policy

### International Baccalaureate School No.0704

*(reviewed: June 2024, updated September 2024)*

#### IB mission statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

#### IB Learner Profile

The IB learner profile is the IB mission statement translated into a set of learning outcomes for the 21<sup>st</sup> century. The attributes of the profile express the values inherent to the IB continuum of international education.

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Risk-takers** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

## Introduction

The Assessment Policy of IB School 000704 aligns with the School Grading System of III Liceum Ogólnokształcące in Gdynia stated in the School Statute (Chapter X) and the IB assessment principles.

The faculty of the school recognise that assessment underlies all teaching and learning and involves identifying, gathering and interpreting information regarding students' learning.

The faculty of the school understand that students:

- have differing learning styles and needs;
- perform differently depending on the context of learning;
- need to know their strengths and areas for improvement in the learning process;
- need feedback that is timely and constructive.

All assessment in IB School No.0704 relies on teachers' professional expertise.

Assessment is based on a set of pre-determined expectations and subject-specific criteria published in the relevant IB DP subject guides and the school statute.

The overarching purpose of assessment is to:

- provide feedback to teachers and students and their parents/legal guardians on student performance, achievement and progress,
- foster students' reflection on both their academic and cognitive growth and support them in identifying learning goals,
- develop ATL skills and IB Learner Profile attributes,
- assist students in independently planning their own development,
- motivate students to set ambitious goals for their development,
- provide information essential in the process of reflecting on and modifying the teaching-learning process.

In order for assessment to be effective:

Teachers are expected to:

- use their professional judgment to establish reasonable but firm expectations regarding teaching and learning,
- provide students with a range of assessment opportunities,
- apply relevant subject specific criteria while assessing students' work as detailed in the IB subject guides,
- inform students about assessment principles and practices, IB assessment criteria and the subject specific assessment rules,
- provide oral or written feedback regarding each grade,
- provide students with ongoing, timely and meaningful feedback on their progress,
- reflect on assessment outcomes to inform teaching and learning,

The teacher is obligated to adjust educational requirements to the individual developmental and educational needs, as well as the psycho-physical capabilities of a student with:

- a certificate indicating the need for special education,
- a certificate indicating the need for individual instruction,
- an opinion from a psychological-pedagogical counseling center, including a specialist center, regarding specific learning difficulties,

- an opinion from a psychological-pedagogical counseling center, including a specialist center, indicating the need for such adjustments,
- no certificates or opinions mentioned above, but is receiving psychological-pedagogical support at school based on the recognition of the student’s individual developmental and educational needs and psychophysical abilities, as assessed by teachers and specialists.

Students are expected to:

- prepare for and undergo all required assessment practice in order to understand their strengths and weaknesses,
- comply with the requirements of the IB Diploma related to both Internal and External Assessment,
- meet all assessment deadlines set by the teachers and the school,
- reflect on their assessment outcomes in order to grow as learners and seek the teachers’ help when needed,
- adhere to the rules of academic integrity as stipulated in the Academic Integrity Policy.

Parents/legal guardians are expected to:

- support the students in their learning,
- support the students in meeting assessment deadlines and understanding the importance of academic integrity,
- monitor students’ achievements and progress as recorded in the school online register,
- contact teachers and/or school leadership in cases requiring special attention.

The school regularly reviews and ensures compliance with access arrangements strategies. The pastoral care team records information concerning students with special educational needs and emotional challenges. Teachers are informed and instructed about ways to address barriers to learning and well-being that apply to providing relevant assessment opportunities and learning environments.

Authorization for access arrangements for IB assessments comply with the principles of the *IB Access and Inclusion Policy*.

## Forms of assessment

In IB School No.0704 teachers use a wide variety of assessment tasks, strategies and tools, the aim of which is to stimulate students’ academic and cognitive growth. The aim is to promote and support meaningful learning by broadening students’ knowledge and understanding, as well as developing their creative skills and learning attitudes. This way, assessment aims to facilitate holistic education.

Assessment tasks include:

<ul style="list-style-type: none"> <li>• research assignments</li> <li>• case studies</li> <li>• experiments</li> <li>• reports</li> <li>• projects</li> <li>• oral presentations</li> <li>• multimedia presentations</li> <li>• debates</li> <li>• discussions</li> </ul>	<ul style="list-style-type: none"> <li>• portfolios</li> <li>• process journals</li> <li>• exhibitions</li> <li>• problem-solving tasks</li> <li>• essays</li> <li>• creative writing</li> <li>• homework</li> <li>• tests and quizzes</li> <li>• mock exams</li> </ul>
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The school recognizes that assessment can be used for different purposes and aims at maintaining a balance between **formative and summative assessment**. It is the teachers’ responsibility to ensure that the two types of assessment are understood by students and their parents and used to build an effective learning environment to help students become responsible for their own learning.

Following the IBO: “For **formative assessment**, the aim is to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop their capabilities.” (Assessment principles and practices (IBO, 2019, p 41). Formative assessment aims at identifying the skills, knowledge that students have or have not acquired at a given moment to improve students’ learning experience and achievement. Formative assessment is integrated in the daily teaching and learning process. The results of formative assessment allow students to monitor their own progress, reflect on their learning, set their goals and make adjustments in their learning approaches. Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks without fearing mistakes as they are not working towards the achievement of grades.

Formative assessment is carried out through:

- individual oral and written feedback
- group reflection on written and oral performance
- project work analysis
- peer assessment
- self-assessment

“**Summative assessment** focuses on measuring **what** the candidate can do, typically to demonstrate the completion of a training programme and/or readiness to progress to the next stage of education.” (assessment principles, 42 Summative assessment monitors students’ educational outcomes at the end of a learning unit or experience and after each school semester and is planned in advance. It is designed so that learners can demonstrate their knowledge and understanding and apply their skills in tasks that are, among others, modelled on those mandated by the IB.

Summative assessment allows teachers to make judgements about students’ achievement levels based on criteria and supports providing information about student achievement to parents/legal guardians and faculty.

Summative assessment grades count towards semester and end of year grades.

Summative assessment is carried out through:

- tests
- oral performance/presentations
- DP internal assessment components
- portfolio, project work
- written assignments
- past exam papers/mock examinations

## Assessment in the Middle Years Programme

The primary aim of assessment in the MYP is to support and encourage student learning. This is achieved by continuously gathering and analyzing information on student performance and providing constructive feedback to help students improve. A critical aspect of this process is involving students in evaluating their own progress through self-assessment and reflection. This approach fosters critical thinking and self-management skills essential for lifelong learning.

The MYP employs a **criterion-related assessment model** that emphasizes transparency and fairness. All stakeholders—teachers, students, and parents—play an active role in understanding and engaging with the assessment methods. This approach ensures students are aware of the expectations and can plan effectively to achieve high levels of performance. Unlike comparative ranking systems, criterion-based assessment focuses on evaluating what students can achieve based on specific standards, providing meaningful feedback for improvement.

Key features of this model include:

- **Clarity of expectations:** Students understand what is required to achieve success through clearly defined criteria and rubrics shared at the outset.
- **Skill development:** Assessment tasks are designed to develop and measure skills aligned with subject objectives.

- **Individualized feedback:** Students receive performance-based feedback, enabling them to reflect on and improve their work.
- **Holistic evaluation:** Achievement levels are based on evidence of what students can consistently do, not on their performance relative to peers.

### Assessment Cycle

1. **Task Introduction:** At the beginning of each unit, students are introduced to the summative assessment task, including the goal, product, and success criteria (rubric).
2. **Skill Development:** Instruction is focused on equipping students with the skills needed to complete the task by the unit's end.
3. **Feedback and Grading:** At the conclusion of the unit, teachers evaluate the assignment using the assessment criteria, providing detailed feedback to students.
4. **Student Reflection:** Students reflect on their learning journey, the skills they developed, and their overall performance.
5. **Repetition for Coverage:** This cycle ensures that all assessment criteria in each subject are addressed at least twice throughout the academic year.

### Criterion Levels and Overall Grades

Each MYP subject includes four assessment criteria (A-D), with each criterion evaluated on an 8-point scale. Teachers use professional judgment to assign a level of achievement based on the most consistent pattern of student performance across various formative and summative tasks.

IB Requirements: assess each strand in each criterion at least twice per year:

### Assessment Requirements and Evidence

To ensure a comprehensive evaluation of student learning:

- Each strand of every criterion must be assessed at least twice per year in every subject.
- Teachers design a variety of formative and summative tasks to gather sufficient evidence of student performance.
- Achievement levels are determined by analyzing consistent patterns in recent scores across a range of tasks.

The table below outlines MYP criteria across subject groups:

	Criterion A	Criterion B	Criterion C	Criterion D
<b>Language and Literature</b>	Analyzing	Organizing	Producing text	Using language
<b>Language Acquisition</b>	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
<b>Individuals and Societies</b>	Knowing and understanding	Investigating	Communicating	Thinking critically
<b>Sciences</b>	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
<b>Mathematics</b>	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world contexts
<b>Arts</b>	Knowing and understanding	Developing Skills	Thinking creatively	Responding

<b>Physical and Health Education</b>	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
<b>Design</b>	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating

### Criterion Levels and Overall Grades

Each MYP subject includes four assessment criteria (A-D), with each criterion evaluated on an 8-point scale. Teachers use professional judgment to assign a level of achievement based on student performance across various formative and summative tasks. Sample:

Student	A			t <sub>A</sub>	B			t <sub>B</sub>	C			t <sub>C</sub>	D			t <sub>D</sub>	Total points (t <sub>A</sub> +t <sub>B</sub> + t <sub>C</sub> +t <sub>D</sub> )	MYP grade
X	8	7	7	7	6	5	6	4	4	5	4	3	4	4	4	7+6+4+4=21	5	

The combined total of all criterion levels generates a subject-specific criterion total, which is then converted into an overall MYP grade (1-7) as follows:

Total points (t <sub>A</sub> +t <sub>B</sub> + t <sub>C</sub> +t <sub>D</sub> )	MYP grade
0-5	1
6-9	2
10- 14	3
15-18	4
19-23	5
24-27	6
28-32	7

### Integration of IB Assessment Principles and School Grading System

The DP assessment approach integrates IB assessment requirements with the school's grading and reporting system. This alignment maintains the integrity of IB requirements while fulfilling local grading requirements. In all IB programs, an ongoing point-percentage grading system is used, aligning with assessment criteria from IBO subject guides or criteria defined by teachers in subject-specific grading systems. This enables consistent evaluation that reflects both IB standards and local grading expectations.

To comply with national requirements in MYP assessment, an additional grading component, **Criterion P**, is used for specific tasks assigned by teachers. Criterion P grades are expressed as percentages and included in the final grade calculation. These tasks are conducted at least twice a year, and students are informed about their requirements in advance.

The final grade comprises the totals from criteria A-D and Criterion P, as outlined in the sample below:

Student	A			t <sub>A</sub>	B			t <sub>B</sub>	C			t <sub>C</sub>	D			t <sub>D</sub>	P	t <sub>P</sub>	The sum of totals (t <sub>A</sub> +t <sub>B</sub> + t <sub>C</sub> +t <sub>D</sub> +t <sub>P</sub> )	Final grade
X	8	7	7	7	6	5	6	4	4	5	4	3	4	4	4	80%, 60%, 70%	$\frac{0,8 + 0,6 + 0,7}{3} \cdot 8 \cong 6$	7+6+4+4+6=27	4	

The final course report includes:

1. Results for each individual criterion (A-D).
2. An overall MYP grade (1-7).
3. A final grade (1-6) aligned with the School Grading System of III Liceum Ogólnokształcące.

## Assessment in the Diploma Programme

Teachers of each DP subject collaboratively develop subject-specific grading systems that align with the School Grading System of III Liceum Ogólnokształcące while incorporating essential elements unique to each subject. These elements include the DP assessment components and the specific DP assessment criteria for each subject and component.

These assessment components are documented in each subject's grading system and are readily accessible at school for students and their parents/legal guardians. Teachers are responsible for introducing students to these policies, criteria, and descriptors at the start of each school year to ensure that expectations are clear for every subject area.

Assessment tasks, consistent with the structure and rigor of the Diploma Programme (e.g., exam preparation and internal assessments), are graded using criteria or mark descriptors relevant to each subject and assessment component. This approach helps teachers determine students' achievement levels relative to IBDP standards.

## Assessment ending a school semester

The student's half-year and end of year grades have to be determined in accordance with the requirements of the national system and regulations of the School Statute.

In order to determine the final level of achievement for each student in a given semester, teachers are under obligation to gather sufficient evidence from a range of assessment tasks. The levels of achievement of the tasks are reflected in percentages and recorded in the school register.

At the end of a semester, students are awarded grades from 1 ( fail ) to 6 (outstanding) corresponding to the mark bands as follows:

Achievement levels	National system scale grade	Descriptor
96% and above	6	outstanding
85% – 95%	5	very good
71% – 84%	4	good
56% – 70%	3	satisfactory
40% – 55%	2	poor
0% - 39%	1	fail

## Appeals against final grades

Teachers determine the predicted annual final grades for students and inform them no later than 14 days before the annual plenary meeting of the teaching council. These grades are entered in a designated column and accessible to the students and their parents/legal guardians in the electronic register

At the request of the student or their parents/legal guardians, a teacher gives the student the opportunity to obtain an annual final grade higher than the predicted one.

The teacher will determine the form and date of assessment and the grade will be raised if the student fulfils the requirements for the grade in question.

## DP Internal Assessment

All internally assessed work that is part of the final diploma grade in each subject is marked by teachers in strict alignment with the IB criteria provided in the relevant IB DP subject guides. This marking takes place after the students provide the final version of the relevant assignment. All students' marks and sample assignments selected by the IBO are sent for moderation purposes to establish the final grades for internally assessed components.

All internally assessed and externally assessed but internally completed work (Extended Essay, TOK essay, Language A HL written assignment) is planned at the beginning of each DP1 year. The IB faculty collaboratively develop an internal assessment calendar that schedules IA assignments (and the successive stages of working on each assignment) to ensure adequate preparation time for students and avoid major overlaps.

Students and their parents are informed about the calendar by the end of the first month of DP1. Students are briefed on each IA assignment expectations, deadlines, and criteria at the beginning of DP1.

Before beginning work on each internally completed assignment, teachers and students discuss the assessment criteria, read and analyse exemplars of assessed IA work. Teachers run lessons devoted to practicing skills typical of the given assignment – e.g. formulating a research question, creating tables and graphs, structuring an oral presentation, referencing. This allows students to understand the detailed expectations for each criterion, the specifics of assessment and implement this knowledge and acquired skills to their work.

Teachers and students agree on a consistent feedback mechanism for students to receive timely and constructive feedback on their progress and assignment drafts before submitting the final version. This will include check in sessions, setting personalized deadlines for students, discussion on successive stages of work on an assignment, and discussing the complete draft.

## Standardization of Internal Assessment

After the release of the IBDP results, the coordinator distributes the subject and component results to all the IB faculty as well as any issued IB feedback on the award of marks. Teachers analyse the moderation of IA marks and the possible discrepancies to improve the application of the assessment criteria with the new student cohort.

Teachers are obliged to consult their colleagues about issues that may arise in the course of supervising students' work on IA assignments or the application of criteria marks.

When more than one teacher is involved in a subject group for a single year group, standardisation of internal assessment is carried out after students complete the internal assessment assignment.

In the case of written assignments, teachers exchange samples of work assessed at different levels, assess each others' samples, discuss the possible discrepancies and make necessary changes to the relevant IA batch.

In the case of language courses, the oral exams are held wholly or partially with the assistance of another teacher of the subject. This allows initial setting the recording within the criteria mark bands. Each teacher assesses the recording of their students. Standardisation is carried out by listening to a sample of recordings assessed at different levels followed by discussing the possible discrepancies and making necessary changes to the relevant IA batch.



The school uses different tools for recording and reporting student achievement.

- The school e-register (Librus platform) is a tool for storing information and communication with students and their parents/legal guardians. The e-register provides instant access to all grades obtained by the students, class attendance records and teachers' messages about students' performance.
- The Mangebac platform is a tool for recording the realisation of the CAS requirements, reflecting on CAS experiences and interaction with the CAS coordinator and supervisors.

The platform supports IBDP assignment submission and reflections on Extended Essay and Theory of Knowledge progress.

- Parents/legal guardians may obtain information about students' progress directly from teachers. To ensure effective cooperation between the school and parents/legal guardians, the school organizes bimonthly parents evening meetings. Additionally, each teacher has a fixed consultation hour for individual meetings between parents/legal guardians and teachers or class tutors.
- Students and parents/legal guardians may communicate with teachers and staff via school emails.

## Award of the IB Diploma

(Following the *Diploma Programme Assessment Procedures*, p 17)

### Core requirements for the award of the IB Diploma:

DP category candidates must study and fulfill assessment requirements in six subjects, plus the three core subjects—EE, TOK and CAS.

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.

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 Essay	A	3	3	2	2	Failing condition	
	B	3	2	2	1		
	C	2	2	1	0		
	D	2	1	0	0		
	E or N	Failing condition					

## A 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 fulfils 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.

## Predicted grades

At their request, IB students are given their preliminary predicted grades at the beginning of the second year of the IB DP course. They are on the IB 1 – 7 scale. These grades are used in the application process for some universities. Predicted grades are calculated on the basis of formative and summative assessment and progress achieved by individual students in the study period preceding the time of providing the predicted grade.

The final predicted grades are issued to the IBO in April during the last year of the course. It is the teachers' responsibility to record and store evidence of students' achievement levels that correspond to the obtained grade.

## Authenticity of students' work

IB School No. 0704 gives due weight to academic honesty and strictly adheres to its Academic Honesty Policy. Students are familiarized with the principles of academic integrity at the beginning of both the MYP and DP courses. The policy is accessible to faculty, students and their parents/legal guardians on the school website.

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### References:

*Assessment principles and practices—Quality assessments in a digital age*, IBO, 2019

*Diploma Programme Assessment Procedures 2025*, IBO, 2024

School Statute, <https://www.lo3.gdynia.pl/wp-content/uploads/2024/09/STATUT-III-LO-obowiazujacy-od-30.08.2024.pdf>