

IB DP ASSESSMENT POLICY

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Międzynarodowe Szkoły Paderewski w Lublinie
IB World School 001 158

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THE AIM OF THE ASSESSMENT

Międzynarodowe Liceum Ogólnokształcące Paderewski w Lublinie aims to shape students characters and attitudes so they can be creative, tolerant and open-minded. The school cherishes values promoted by the International Baccalaureate Organization, which in its Mission Statement declares that it “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 IBO 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.”

Assessment at Międzynarodowe Liceum Ogólnokształcące Paderewski w Lublinie complies with the national requirements stated by the Ministry of Education in Poland and IBO regulations. General School Assessment Policy in § 36 states that school assessment aims to:

- 1) inform students about their level of educational achievements and progress in this regard,
- 2) assist students in independent planning of their development,
- 3) motivate students to continue to work,
- 4) provide parents (legal guardians) and teachers with information about the progress, difficulties and special talents of the student,
- 5) enable teachers to improve the organization and methods of teaching and educational work.

ASSESSMENT TYPES AND METHODS

The school believes that both summative and formative assessment are crucial to successful development and growth of a student. Therefore both types of the assessment are exercised at Międzynarodowe Liceum Ogólnokształcące Paderewski w Lublinie on a regular basis.

At the beginning of each school year the teachers inform students and their parents (legal guardians) about the educational requirements resulting from the curriculum. These requirements concern both summative and formative assessment and are described in Plans of Teaching and Assessment (PNO), which are developed by subject teams and approved by the headmaster of the school.

Plans of Teaching and Assessment include, inter alia:

- 1) requirements for individual grades,
- 2) criteria and principles of assessing the most important forms of students' competences,
- 3) a list of obligatory and optional forms of assessing students' competences, with the form of assessment (summative or formative) specified
- 4) assessment plan including the forms and approximate dates of the most important tests, PNO also determines the weights of all partial grades (from 0 to 3), which a student can get on a given subject. However, selected subjects may include only interim or annual achievement criteria and typical grading is not used to assess students' achievements in these subjects.

All grades are open to both students and their parents (legal guardians).

Summative assessment

This form of assessment serves to evaluate students' level of achievement and gives the information to the student and her/his parents or legal guardians and to the teacher about the progress that the student made during the course.

The student may receive grades for:

- 1) multi-unit forms of assignment: project, investigation/essay, test, class work, cross-curricular test,
- 2) single unit forms of assignment: writing, unit tests (topic tests) both oral and written, group work (synthesis of material, solving cross-cutting issues), the paper on a large batch of material,
- 3) current tasks: quizzes, exercises, assignments, short tests and other forms of written and oral answers concerning current material, homework, activity, notebook,

recitation, familiarity with a prescribed reading assignment , work in groups associated with the implementation of current tasks, mock internal assessment tasks.

Each type of assignment or test is accompanied with specific assessment criteria (for criteria based assignments) or required knowledge and skills that are to be assessed (for tests or mock exams) to ensure that the students are aware of what and how their work is assessed. At least 2/3 of the summatively assessed tasks and as a consequence, 2/3 of summative grades, must be exam-style based assignments or tasks.

Summative assessment tasks are graded in two ways:

- with Polish grade only;
- with both IB and Polish grade.

Regardless of the method of assessment, Polish grades are put to the register and, as partial grades, serve to determine interim/final subject grades that are obligatory for each student to be put.

For both IB and Polish grading, used for assessing the tasks that reflect the requirements of IBO internal or external assessment, IB grade is determined with the help of the procedures described later and then Polish grade, corresponding to the following IB grade is put to the register. IB grades are not put for current tasks like topic or unit tests, teaching essays etc.

Polish grades have their specific weights. The weights of the grades for the assessment tasks are specified in subject PTA according to the following general principles:

- 1) weight 1: ongoing tasks covering small part of the curriculum (e. g. part of the topic or few specific issues, homework, active participation in the lesson etc.)
- 2) weight 2: topic tasks (e. g. topic tests, essays, projects etc)
- 3) weight 3: cross-disciplinary tasks - project, research work / essay, semester / annual work (done independently or in a team).

Only Polish grades

This type of grading concerns only these types of assignments that are specific for Polish curriculum and do not reflect the requirements of IBO internal or external assessment. Examples of these types of assignments are short tests or topic tests and other current activities which reflect the idea of ongoing assessment of students' current progress. These assignments are assessed against task specific criteria, developed by the teachers (however these criteria can be modelled on the original IBO criteria for the specific type of the assignment) or marked. If the assignment is marked, the following grade boundaries are used to determine the Polish grade.

Percent of maximum mark	Polish grade
Below 40%	1
40% and more but less than 55%	2
55% and more but less than 60%	2+
60% and more but less than 65%	3
65% and more but less than 75%	3+
75% and more but less than 80%	4
80% and more but less than 90%	4+
90% and more but less than 95%	5
95% and more up to 100%	5 (for grades with weight 1) or 6 (for grades with weight 2/3)

In exceptional circumstances the student can be assessed with "zero" grade. This grade is granted to a student, whose work is not independent or who uses unauthorized test aids or who has not independently performed homework assigned to be self-performed, or has plagiarized or otherwise violated the principles of academic honesty. However, in case of any doubts the work is assessed on student's benefit.

All other rules are regulated by Statute of Międzynarodowe Liceum Ogólnokształcące Paderewski w Lublinie.

Both IB and Polish grades

This type of grading concerns only tasks that reflect DP internal or external assessment. DP specific criteria tasks may concern mock exam papers and other DP internal or external assessment related tasks.

Assessment tasks are assessed against two types of criteria:

1. DP criteria published in a subject guides (if relevant)
2. criteria designed by the teacher for specific type of work, basing on the original IB criteria for this type of work and reflecting specific assessment requirements (with regard for subject aims and objectives).

In both cases the final grade on the specific task is determined with the help of the grade boundaries. Grade boundaries are the correlation between the number of marks to be scored and a particular grade and are published by IBO in subject guides or, if there are no criteria delivered by IBO, determined by the teacher specifically for the task that is to be assessed. These grade boundaries are usually based on the IB grade boundaries published in the subject reports.

Students are informed about the results of this assessment in two ways: in IB scale 1-7 and in Polish 1-6 scale. However all the grades received by the students must be recorded in the register in 1-6 scale of Polish grades.

For all the tasks, that are assessed in IB 1 to 7 scale the grades are aligned with the Polish 1 to 6 scale as follows:

IB DP grade	Polish scale grade
7	6 or 5
6	4 or 4+
5	3 or 3+
4	2 or 2+
3	1 (failing grade)
2	

1	
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Each subject has grade boundaries described. If a student's work is awarded with less than half of the marks from grade boundary, it gets the lower Polish grade, if it is awarded with half or more than half of the points from the grade boundary, the work is awarded a higher grade.

Formative assessment

Formative assessment includes every feedback and comments, in oral or written form that the students receive from the teachers.

Formative assessment serve to provide the students information about the quality of their work, the level of the progress in their learning and the level of achievement and fluency gained in assessed area. It allows reflecting on the quality their work and helps to plan their aims and goals. It also provides the teacher a feedback about the teaching and allows modifying or adapting teaching techniques.

At Międzynarodowe Liceum Ogólnokształcące *Paderewski* w Lublinie formative assessment is a significant part of assessment process and takes place many times in the educational process. The most common form of formative assessment is teacher's oral feedback to the current tasks performed by the students. Some tests (it is responsibility of the teacher to plan how many and which ones) are assessed only formatively. They are then accompanied with comprehensive written or oral feedback about the quality of the work, mistakes that were made and how to improve them.

The first drafts on internal assessment assignments and extended essays are also assessed formatively. Teachers discuss with the students the assignment and oral or written feedback on the quality of the work in the light of the criteria is delivered by the teachers to students on one draft of the work. The level and the depth of this guidance is described in subject guides. The next version handed to the teacher is the final version for submission. When there are two or more teachers teaching the same subject, the quality of their assessment is confirmed in the process of the assessment standardization.

METHODS OF ASSESSMENT

Basic method of assessment is teacher's assessment. However students are also encouraged to assess themselves and one another in the process of self-assessment and peer assessment.

These two types of assessment, usually formative, are used as a valuable tool that brings the student the opportunity to reflect on the quality of their work and take greater responsibility for their learning and, in case of peer assessment, their teaching, expressing thoughts and explaining to the others. Thanks to peer and self-assessment they become more conscious learners and it helps to develop a lot of IB Learner Profile characteristics: student become more reflective and principled, also grow into being better thinkers and communicators. However, it is up to the teachers to plan these two types of assessment on their subjects.

REPORTING THE GRADES

Międzynarodowe Liceum Ogólnokształcące *Paderewski* w Lublinie employs a wide range of reporting strategies about students' progress, such as a register, regular parents' consultations, report cards, teachers' office hours and others. To manage these reporting strategies our school relies to a large extent on information and communication technologies.

All the grades awarded to the students are announced to the students and their parents orally and with the help of the electronic register that is the main registering and reporting tool at Międzynarodowe Liceum Ogólnokształcące *Paderewski* w Lublinie. Managebac is also a tool to inform the students and their parents about the progress of the preparation for many internal or external assessment tasks, like extended essay for example.

Students also receive a report with Predicted Grades in December of DP2.

Awarding Interim/Annual Grades

The interim (semester) or annual (final) grades are determined from the weighted average of grades obtained by a student. The weighted average is then transformed into the interim/final grade basing on the following grade boundaries.

- 1) below 1.80 – failing (1),
- 2) 1.80 and more but less than 2.60 – mediocre (2),
- 3) 2.60 and more but less than 3.50 – satisfactory (3),
- 4) 3.50 and more but less than 4.50 – good (4),
- 5) 4.50 and more up to 5.25 – very good (5),
- 6) above 5,25 – outstanding (6).

A student can be awarded with a certifying final grade (mediocre or higher) if the average of the grades from the second semester is not lower than 1.80.

Students' achievements in selected subjects are not graded in the way described above. Students in these subjects are assessed against achievement criteria that are developed by the teacher and presented to the students at the beginning of the school year. The interim or annual grade is consequently determined basing on the teacher's judgment to what extend the students fulfilled these criteria.

MOCK SESSION GRADES

In May students of DP1 and in February/March students of DP2 attempt mock exams in every subject that they study. The purpose of this sessions are, amongst the others, to determine students' level of overall achievement after first year of the programme or, in case of year 2 students, to help them in their final preparations for the exams and to help to determine predicted grades.

Mock exams in both sessions are based on exam tasks and past exam papers, however the questions are modified, adapted and compiled. The questions concern the topics that were covered during the lessons.

Both mock sessions are grades formatively. The grade is put into the register with the weight 0. The procedure of determining the session grade is described below.

If there were more than one component of the exam in one subject, the final grade is based on the results of component papers according to the following process:

Step one: calculating raw mark:

$$\text{Raw mark} = \frac{\text{P1 mark}}{\text{P1 max}} \cdot \text{P1 weightning (\%)} + \frac{\text{P2 mark}}{\text{P2 max}} \cdot \text{P2 weightning (\%)} + \frac{\text{P3 mark}}{\text{P3 max}} \cdot \text{P3 weightning (\%)}$$

where: P1, P2 and P3 are respectively Paper 1, Paper 2 and Paper 3 marks (if present in the session).

Then the raw mark is normalized according to the equation:

$$\text{Normalized mark} = \text{Raw mark} \cdot \frac{100\%}{\frac{\text{P1 weightning (\%)} + \text{P2 weightning (\%)} + \text{P3 weightning (\%)}}{100\%}}$$

Then the normalized mark is transformed into final grade according to the suitable grade boundaries which are based on last year's grade boundaries or grade boundaries from the year of exam papers used in mock session.

Year 2 mock exams in March consists of the same components as in real exam session. After year 2 mock session, student also receives one final grade into the register with weight 0 (formative assessment).

PREDICTED GRADES (PG)

Following IB requirements, teachers predict the grades that the students will achieve in the examination session in a given subject and level. The teacher is required to provide the Coordinator with the grade within the deadline set in the School Calendar.

Predicted grades are based on the teacher's overall evaluation of the students work, the results achieved by the student during the course and the results of the mock examinations

PG are issued three times during entire DP course.

First PG (PG1) are given to the students at the end of year 1 after year 1 mock session. They are based on the results of the mock session and teacher overall judgment of students' level of achievement and progress. They are entered into the register with weight 0. They have significant qualitative meaning for the students and teachers since they inform about student's level of achievement on a particular subject at the end of the year 1 of the DP course.

Second PG (PG2) are stated in December of year 2. They are not entered into the register but handed out in paper to students and parents. They inform about the progress done by the students during the first months of the year 2 of DP course and serve as PGs for university applications.

Third (PG3) PG, stated in April of year 2, after March mock session, are based on the results of the session and the results of internal assessment assignments and are determined with the help of the grade boundaries from the specific subject (since the overall grade boundaries on each subject vary slightly year to year, it is up to the teacher, which year grade boundaries are assumed to determine the PG). The procedures for PG3 are official IBO procedures for determining the final subject grade. PG3 is non-public. PG3 is the one that is reported as a PG for the IB purpose (put into IBIS) and are of confidential nature.

Subject group	Subjects	PG 2/3	Procedures
GROUP 1	Polish A	2	PG is calculated according to the following formula: $SL = \text{MOCK.Y1} \times 0,3 + \text{IO} \times 0,3 + \text{GD} \times 0,4$ $HL = \text{MOCK.Y1} \times 0,3 + \text{IO} \times 0,2 + \text{HLE1st} \times 0,15 + \text{GD} \times 0,35$ where: MOCK.Y1 – Year 1 mock session mark IO – individual oral mark GD – student's current grade according to grade descriptors HLE1st - HL essay mark (first draft)
		3	PG is calculated according to the following formula: $SL: \text{M2P1} \times 0,35 + \text{M2P2} \times 0,35 + \text{IO} \times 0,3$ $HL: \text{M2P1} \times 0,3 + \text{M2P2} \times 0,25 + \text{IO} \times 0,2 + \text{HLE} \times 0,1$ where: M2P1 – Year 2 paper 1 mock session mark M2P2 – Year 2 paper 2 mock session mark IO – individual oral mark HLE – HL essay mark
GROUP 2	Language B	2	HL and SL PG is calculated according to the following formula: $P1 \times 0,25 + P2 \times 0,50 + \text{IO} \times 0,2 + \text{OE} \times 0,05$ where: P1 is an average grade of all Paper 1 mock examinations); P2 is an average grade of all Paper 2 mock examinations); IO is Individual Oral trials; OE is overall engagement (participation in class, preparation for lessons, systematic work).

		3	<p>HL PG is calculated according to the following formula:</p> $P1 \times 0,25 + P2 \times 0,50 + IO \times 0,25$ <p>where:</p> <p>P1 is an average grade of all Paper 1 mock examinations);</p> <p>P2 is an average grade of all Paper 2 mock examinations);</p> <p>IO is Individual Oral;</p>
GROUP 3	Psychology	2	<p>HL PG is calculated according to the following formula: $P1 \times 0,3 + P3 \times 0,2 + IA \times 0,2 + AG \times 0,3$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is mock exam Paper 1 grade; 2. P3 is mock exam Paper 3 grade; 3. AG is the average of all grades after 1 year. <p>SL PG is calculated according to the following formula: $P1 \times 0,4 + IA \times 0,25 + AG \times 0,35$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is mock exam paper 1 grade; 2. AG is the average of all grades after 1 year.
		3	<p>SL PG is calculated according to the following formula: $P1 \times 0,5 + P2 \times 0,25 + IA \times 0,25$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. IA is internal assessment mark.

			<p>HL PG is calculated according to the following formula: $P1 \times 0,4 + P2 \times 0,2 + P3 \times 0,2 + IA \times 0,2$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is internal assessment mark.
GROUP 3	History	2	<p>HL and SL PGs are calculated according to the following formula:</p> $P1 \times 0,3 + P2 \times 0,4 + IA \times 0,3$ <p>where:</p> <ol style="list-style-type: none"> 1. P1 is mean grade of all paper 1 mock exams; 2. P2 is mean grade of all paper 2 mock exams; 3. P3 is mean grade of all paper 3 mock exams; 4. IA is internal assessment grade (first draft).
		3	<p>HL PG is calculated according to the following formula: $P1 \times 0,2 + P2 \times 0,25 + P3 \times 0,35 + IA \times 0,2$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is Internal Assessment mark. <p>SL PG is calculated according to the following formula: $P1 \times 0,3 + P2 \times 0,45 + IA \times 0,25$ where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 march mock session mark; 2. P2 is paper 2 march mock session mark; 3. IA is internal assessment mark.

GROUP 3	Geography	2	<p>HL PG is calculated according to the following formula: $P1 \times 0,35 + P2 \times 0,25 + IA \times 0,2 + AG \times 0,2$</p> <p>SL PG is calculated according to the following formula: $P1 \times 0,30 + P2 \times 0,25 + IA \times 0,25 + AG \times 0,2$ where:</p> <ol style="list-style-type: none"> 1. P1 is mock exam paper 1 grade; 2. P2 is mock exam paper 2 grade; 3. IA is internal assessment grade; 4. AG is an average of current grades in Year 2.
		3	<p>HL PG is calculated according to the following formula: $P1 \times 0,35 + P2 \times 0,25 + P3 \times 0,2 + IA \times 0,2$ where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is internal assessment mark. <p>SL PG is calculated according to the following formula: $P1 \times 0,35 + P2 \times 0,4 + IA \times 0,25$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. IA is internal assessment mark.

GROUP 3/4	ESS	2	$M(DP1) \times 0,35 + IA \times 0,25 + AG$ (Average grade) $\times 0,4$ where: 1. M(DP1 is the mock grade; 2. IA is an internal assessment mark; 3. AG is an average of all grades.
		3	$P1 \times 0,25 + P2 \times 0,50 + IA \times 0,25$ where: 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. IA is an internal assessment mark.
GROUP 4	Biology, Chemistry, Physics	2	PG is calculated according to the following formula: $(Mock \times 70 + OB \times 20 + KL1 \times 10)/100$ where: 1. Mock is the IB grade in the last mock session. 2. OB is the calculation of the chemistry grade, rounded to one number and converted to IB grade according to the table in PNO. 3. KL1 is the end-of-year grade from the DP1 class, converted into the IB scale according to the table in PNO.

		3	<p>HL PG is calculated according to the following formula:</p> $P1 \times 0,2 + P2 \times 0,36 + P3 \times 0,24 + IA \times 0,2$ <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is internal assessment mark. <p>SL PG is calculated according to the following formula: $P1 \times 0,2 + P2 \times 0,4 + P3 \times 0,2 + IA \times 0,2$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is internal assessment mark.
GROUP 4	Computer Science	2	<p>SL and HL PG is calculated according to the following formula:</p> $M \times 0.8 + FG \times 0,1 + IA \times 0,1 \pm 0,5 \text{ optimism factor}$ <p>where:</p> <ol style="list-style-type: none"> 1. M is the mock exam grade; 2. FG is final grade in subject in year 1; 3. IA is the estimated IA grade based on the current work; 4. OF is optimism factor and it is a fraction ($\pm 0,5$).

		3	<p>HL PG is calculated according to the following formula: $P1 \times 0,4 + P2 \times 0,2 + P3 \times 0,2 + IA \times 0,2$</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. P3 is paper 3 mock session mark; 4. IA is internal assessment mark. <p>SL PG is calculated according to the following formula: $P1 \times 0,45 + P2 \times 0,25 + IA \times 0,3$ where:</p> <ol style="list-style-type: none"> 1. P1 is paper 1 mock session mark; 2. P2 is paper 2 mock session mark; 3. IA is internal assessment mark.
GROUP 5	Mathematics	2	<p>SL and HL PG is calculated according to the following formula: $(FG+1) \times 0,35 + M \times 0,35 + TP \times 0,3$</p> <p>where:</p> <ol style="list-style-type: none"> 1. FG is final grade in subject in year 1 (1-6 scale); 2. M is mock results (1-7 scale); 3. TP is teacher's prognosis (1-7 scale).
		3	<p>HL PG is calculated according to the following formula: $P1 \times 0,3 + P2 \times 0,3 + P3 \times 0,2 + IA \times 0,2$</p> <p>which result is comparing with above grade boundaries</p> <p>where:</p> <ol style="list-style-type: none"> 1. P1 is march mock session Paper 1 % mark ; 2. P2 is march mock session Paper 2 % mark, 3. P3 is march mock session Paper 3 % mark, 4. IA is internal assessment % mark. <p>SL PG is calculated according to the following formula:</p>

			$P1 \times 0,4 + P2 \times 0,4 + IA \times 0,2$ which result is comparing with above grade boundaries where: 1. P1 is march mock session Paper 1 % mark; 2. P2 is march mock session Paper 2 % mark; 3. IA is internal assessment % mark.
CORE	TOK	2	PG1 grade is equal to the exhibition grade with a correction for the entirety of the work.
		3	PG mark is calculated according to the following formula: $E \times 2/3 + Ex \times 1/3$ where: 1. E is essay mark; 2. Ex is exhibition mark.

Calculated above marks are transformed into predicted grade according to the scale based on original IBO grade boundaries.

Students absent for a prolonged period of time because of serious illness may still be eligible for the award if, upon their return, they provide medical evidence of their condition and pass subject tests set by their teachers.

ASSESSMENT POLICY REVIEW

This document will be revised by IB teachers on a regular basis.

This document will be informed to all members of school community, staff and parents.

This document has been prepared on the basis of the following reference materials:

- IB Diploma Program Rules (School internal document),
- The Statute of Międzynarodowe Liceum Ogólnokształcące Paderewski w Lublinie.