



GYMNÁZIUM ŠROBÁROVA

Place for IB logo

Assessment Policy The IB Diploma Programme

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School Mission Statement

We strive to prepare all students to become life-long learners and responsible citizens both locally and globally ready to meet the challenges of the future. In partnership with families and community, our goal is to create relevant learning opportunities for students – both inside and outside the classroom - that help them develop the knowledge, critical thinking skills and character necessary to succeed in a technologically advanced world.

- *Approved by the school teachers, 29/03/2022*

IB Learner's profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be:

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.

Assessment philosophy

At Gymnázium Šrobárova 1 we believe that assessment provides information through its diagnostic, formative and summative components. It is ongoing, authentic, varied and purposeful. It involves students, parents and teachers. It provides teachers and learners with feedback to revise performance and improve teaching and learning. It enables the school to monitor and evaluate the effectiveness of its programmes and provides direction for further development.

The IB states that the singular most important aim of DP assessment is to support curricular goals and encourage appropriate student learning. Subject assessment is designed to evaluate the aims and objectives of a course.

Purpose of assessment

- Improve students' learning and teachers' teaching as both students and teachers respond to the information that it provides.
- To find out students' learning needs
- To profile the growth of students
- To evaluate school teaching programmes
- To motivate students
- To report to parents and community

The head of school is responsible for the development, communication and implementing of school assessment policy. Individual subject teachers are responsible for explaining to students all aspects of assessment practice, including criterion referencing (see Academic Honesty Policy), course expectations, control terms and the role of formative and summative assessment in marking, grading and prediction. These aspects may differ between the subject, however, all of them will follow the procedures and methods outlined in this policy and be consistent with the school's assessment philosophy overall.

This policy is a living document that is used by teachers and administrators. It was written collaboratively by the DP coordinator and IB teachers (at our school there is only one teacher per a subject) and is reviewed every year in September at the beginning of the school year. The policy is made public through the school's website.

Assessment practices

Pre-assessment – teachers will assess students' prior knowledge and experience before beginning a new learning experience or a new unit of work.

Formative assessment – represents the process of gathering, analysing, interpreting and using the evidence to improve students’ learning and to help students to achieve their potential. It is one essential component of classroom practice and needs to be integrated into the curriculum. It is interwoven with daily instruction and assists the teacher in planning for the next stage of learning. It provides regular and frequent feedback to the teacher and the students. Schools should use a number of practices and instruments to support formative assessment including teacher-supported self-evaluation, systematic use of detailed assessment descriptors, peer evaluation mediated by the teacher.

Summative assessment – is concerned with measuring students’ performance against DP assessment criteria to judge levels of attainment. The teacher must be aware of the principles and practices that the IB uses to conduct summative assessment. It can take a variety of forms, including tests, mock examinations, lab reports, oral and visual presentations, essays, written assignments, projects, oral examinations (see DP assessment procedures for details).

Summative assessment papers are announced to students in advance and not more than one major summative assessment is taken per day. Students must have access to all assessment criteria and grade descriptors. A major summative paper must be marked and graded and feedback given to the students within three weeks.

Internal assessment – is developed, analysed and graded in accordance with the IB DP guidelines. Grading matrices are provided to the students in the individual courses and are available at www.ibo.org. These grades and samples of assessed work are submitted by the school to IB examiners and moderators. Appropriate internal assessment timelines should be prepared and reviewed on regular basis. It helps to reduce stress from deadlines and allows time for teachers to provide feedback, check authenticity, mark final pieces of subject work as well as feedback to CAS engagements.

External assessment – final summative assessments are those which are guided but not marked by the teacher. The school submits these assignments directly to the IB, there they are graded by the IB examiners. These tests are carefully administered according to the IB directions in May of the second year to all IB students and in all subjects in the IB DP. EE belongs to externally assessed works and is worked on throughout the course and submitted according to the school calendar which is based on IB directions.

Predicted grades for each subject/course – are provided for every student by the IB teacher. It is a mark between 7 – 1 (7 – the highest) which the teacher believes, based on student’s written and oral work, the student will receive for the course after his/her work has been marked.

Students with special educational needs are welcome at our school. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage, special arrangements may be authorised by the IB. This approach applies to students with learning difficulties, alongside to students affected by temporary, long-term or permanent disability or illness. Full details of assessment

arrangements for students with special educational needs can be found in the school's Special Educational Needs Policy.

All students are expected to keep the school's Academic Honesty Policy when completing any pieces of assessment work.

Recording and reporting grades

Reports are given twice a year at the end of each semester – January and June. Halfway through the semester, students and parents receive a formative progress notice to inform them of possible failure or if a student is not working to their level of ability.

Parents – teacher conferences are held three times a school year to provide opportunities for individual discussion, which promotes participation and collaboration between school and family. Individual meetings to discuss student's performance and progress with a teacher, class teacher or DP coordinator are possible, but must be appointed in advance.

Edupage is an online grading tool that provides parents and students constant access to their grades and performance in the classroom. It also provides a communication tool among parents, students and teachers. The dates of summative assessments as well as homework deadlines are set on this platform.

Grading

The teachers will use the grade descriptors when they want to explain academic requirements of IB DP to the students, undertake formative assessment, report progress and predict candidates' grades.

The IB Grading Scale:

- 7: Excellent
- 6: Very good
- 5: Good
- 4: Satisfactory
- 3: Mediocre
- 2: Poor
- 1: Very poor (falling grade)

The TOK course and the Extended Essay are graded according to the following scale:

- A: Excellent
- B: Good
- C: Satisfactory
- D: Mediocre
- E: Elementary (falling grade)
- N: No grade

A candidate can only receive the overall diploma certificate if none of the following nine conditions below applies.

- CAS requirements have not been met.
- Candidate's total points are fewer than 24.
- An N (no grade awarded) has been given for theory of knowledge, extended essay or for a contributing subject.
- A grade E has been awarded for one or both of theory of knowledge and the extended essay.
- There is a grade 1 awarded in a subject/level.
- Grade 2 has been awarded three or more times (HL or SL).
- Grade 3 or below has been awarded four or more times (HL or SL).
- Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

Homework

Homework is defined as written or non-written tasks assigned by a teacher to be completed outside the classroom, often as a formative assessment. These assignments should complement class work and should be relevant to the curriculum. It is very important part of student's educational experience and it encourages self-discipline, positive self-esteem and interest in learning. Students who require additional assistance may ask for extra consultation lesson or use our school library services.

Bibliography:

Diploma Programme: Assessment procedures. IBO. 2018

Guidelines for developing a school assessment policy in the Diploma Programme.

IBO. 2010

Grade descriptors. IBO. 2017