



Assessment Policy

The IB Diploma Programme

February 2023
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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.

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 IB 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.

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.

Reports for IB students are special forms entitled: Medzinárodný program / International Baccalaureate Diploma Programme Vysvedčenie / Grade Report. (231/321 sk + ang MŠVVaŠ SR / from 01. 10. 2022)

Reports for Slovak IB students are special forms entitled: Vysvedčenie o maturitnej skúške vykonanej podľa medzinárodného programu, ktorej súčasťou nie je maturitná skúška zo slovenského jazyka a literatúry. (174 MŠVVaŠ SR / od 01. 10. 2022) – International Study Programme Final School-leaving – exams Grade Report (with no Slovak language and literature exam taken).

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.

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

Core requirements

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.

- They must meet all of the additional requirements—see section “A2.2.2”.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual 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. See section “A2.2.2”.
- 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

There are a number of 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.

Maturita from Slovak Language and Literature

Podľa § 74 ods. 9 školského zákona v školách alebo v triedach, v ktorých sa vyučuje podľa medzinárodných programov podľa § 7 ods. 6 sa maturitná skúška vykonáva podľa pravidiel príslušného medzinárodného programu. Maturitná skúška vykonaná podľa medzinárodného programu sa považuje za rovnocennú s maturitnou skúškou podľa tohto zákona, ak súčasťou tejto maturitnej skúšky je aj skúška zo slovenského jazyka a literatúry. Ak súčasťou maturitnej skúšky vykonanej podľa medzinárodného programu nie je skúška zo slovenského jazyka a literatúry, žiak vykoná maturitnú skúšku zo slovenského jazyka a literatúry podľa tohto zákona; maturitná skúška vykonaná podľa medzinárodného programu spolu s maturitnou skúškou zo slovenského jazyka a literatúry sa považuje za rovnocennú s maturitnou skúškou podľa tohto zákona.

It follows from the above quotation of the law:

- students who are citizens of the Slovak Republic and are interested in studying either at Slovak or foreign universities must, in addition to the IB Diploma Programme final examinations, successfully pass the EČ, PFIČ and ÚFIČ examinations in the subject Slovak Language and Literature in order to be recognised as having properly completed their secondary school studies at universities in Slovakia.
- Pupils who are citizens of Slovakia and are interested in studying only at foreign universities must pass the IB Diploma Programme final examinations and are not obliged to pass the EČ, PFIČ and ÚFIČ in the subject Slovak language and literature in order to be recognised as having completed their secondary education properly.

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.

Predicted grades

IB DP students receive a predicted grade for every subject in April of the second year, about six weeks before their final exam, which is recorded to the IB. The predicted grade takes into account the student's progress throughout the course, internal assessment performance, the mock exams and other major assessments over the two years of studying. The purpose of predicted grade is to give the IB a final indication of how a student should perform overall in their courses, something

that can protect them in the unlikely event that they are not able to complete a part of an exam due to illness or accident.

However, university all over the world are asking IB schools for predicted grades as part of the college application process which is a lot sooner than IB official deadline. The university predicted grades might, however, slightly differ from IB official predicted grades because the assessment will not have been completed by then.

Bibliography:

Diploma Programme: Assessment procedures. IBO. 2018

Guidelines for developing a school assessment policy in the Diploma Programme. IBO. 2010

Grade descriptors. IBO. 2017

Dodatok č. 1 ku Školskému vzdelávaciemu programu pre školský rok 2023/2024
Gymnázia, Šrobárova 1, 042 23 Košice

Časť IX. Hodnotenie žiakov v programe IB DP, konkrétne Hodnotenie a klasifikácia - zmeny nastali:

- informačná tabuľka – prevod známok do slovenskej stupnice,
- upresnenie hodnotenia predmetu EE.

Informačná tabuľka s hodnotením

IB známka	Opis hodnotenia
7	vynikajúci
6	veľmi dobrý
5	dobrý
4	uspokojivý
3	priemerný
2	slabý
1	nedostatočný

Predmet TOK * je klasifikovaný podľa nasledujúcej stupnice:

IB známka	Preklad známky
A: Excellent	výborný
B: Good	dobrý
C: Satisfactory	uspokojivý
D: Mediocre	priemerný
E: Elementary (falling grade)	(základný, neprospel)
N: No grade	(žiadna známka)

*Predmet EE - vypúšťa sa

CAS (creativity, activity, service) a EE (Extended Essay) sú predmety, ktoré nie sú uvedené v týždennom rozvrhu hodín a nie sú hodnotené známkou. Žiak musí splniť podmienky týchto predmetov, aby mohol úspešne ukončiť štúdium v programe. Na vysvedčení je hodnotený: aktívne absolvoval alebo absolvoval alebo neabsolvoval.

Prerokovaný na pedagogickej rade XX.1.2024

Prerokovaný na rade školy XX.1.2024

Platnosť dokumentu do 31. 8. 2024

Amendment No 1 modifying School Educational Program and Assessment Policy of IB Diploma Programme

The text above modifies the part **Grading** where some changes were made in the chart of IB grades and in the form of grading of Extended Essay and TOK. According to the Amendment No1 The TOK course is graded according to the following scale:

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

CAS (creativity, activity, service) a EE (Extended Essay) are subjects that are not included in a weekly timetable and are not evaluated by a grade. DP students must meet requirements of these subjects to successfully finish the Diploma Programme. The school report informs about the quality of students' performance by stating: actively attended, attended or not attended.

Košice, 19.01.2024