



Assessment Policy

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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.

As IB learners strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers We approach uncertainty with forethought and determination, we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional – to achieve well-being for ourselves and others. We recognize our independence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

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.

Assessment philosophy

At Gymnázium Šrobárova 1, assessment is an essential part of the learning process. Our philosophy reflects the mission of the International Baccalaureate (IB) to develop inquiring, knowledgeable, and caring young people, while also respecting the requirements of the Slovak Republic for student evaluation and certification.

We believe that assessment should:

- Support learning through meaningful feedback.
- Recognize diverse approaches to learning.
- Measure achievement against transparent criteria.
- Encourage reflection and personal responsibility.
- Fulfil the legal and academic standards of the Slovak education system.

We believe that assessment provides information through its diagnostic, formative and summative components. It is ongoing, authentic, varied and purposeful process which 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.

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
- To encourage students to take responsibility for their own learning
- To monitor progress in relation to the MYP objectives
- To prepare students for external examinations
- To document students' achievement according to Slovak state regulations

Rights and responsibilities

- The head of school is responsible for the development, communication and implementing of the school assessment policy.
- IB Coordinator ensures compliance with IB standards and practices, organizes moderation, liaises with IB and local authorities.

- Subject teachers are responsible for explaining to students all aspects of assessment practice, including criterion referencing, course expectations, control terms and the role of formative and summative assessment in marking and grading. These aspects may differ between the subjects, however, all of them will follow the procedures and methods outlined in this policy and be consistent with the school's assessment philosophy overall.
- Students take responsibility for their learning, complete tasks honestly, reflect on feedback.
- Parents / guardians support student learning, understand assessment practices, engage in communication with teachers.

This policy is a living document that is used by teachers and administrators. It was written collaboratively by the IB coordinator and IB teachers and is reviewed every year in September at the beginning of the school year. The policy is made public through the school´s website.

Principles of Assessment

Our assessment practices are based on the following principles:

- **Criterion-related:** Students are assessed against published criteria, not against each other.
- **Consistency and fairness:** Teachers apply common standards and engage in moderation.
- **Balance:** Assessment includes both formative and summative approaches. Formative assessments are ongoing and support daily learning. Summative assessments evaluate students' understanding of key concepts and skills at the end of a unit or term.
- **Transparency:** Students and parents are informed of criteria and expectations.
- **Inclusivity:** Students with individual learning needs are supported through accommodations.
- **Academic integrity:** Assessment is authentic and upholds IB and school honesty policies.
- **Diversity:** A range of assessment methods, including written tasks, oral presentations, projects, investigations, and performances, will be used to cater to different learning styles and subject requirements.
- **Validity and reliability**: Assessments must measure what they are designed to assess and be applied consistently across students and context.
- **Constructive feedback**: Assessment should highlight both strengths and areas for improvement, moving beyond grades to support learning.
- **Student agency**: Opportunities for self-reflection and peer feedback promote ownership of learning and the development of critical thinking skills.
- **Relevance**: Assessment tasks should be authentic, meaningful and connected to real-world contexts.

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.

Some examples of formative assessment:

- Class discussions
- Homework assignments
- Quizzes
- Self- and peer-assessment
- Reflections and portfolios

Summative assessment – evaluates students´ understanding and achievement at the end of each unit or project. The teacher must be aware of the principles and practices that the IB uses to conduct summative assessment. These assessments are designed to measure the learning outcomes that have been set for the unit or project. It can take a variety of forms, including tests, mock examinations, lab reports, oral and visual presentations, essays, written assignments, projects, oral examinations.

Some examples of summative assessment:

- Written essays and exams
- Oral presentations
- Projects
- Research papers
- Practical work

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.

Students with special educational needs are fully supported at our school. When standard assessment conditions may place such students at a disadvantage, the IB allows for authorized access arrangements. These provisions apply to students with learning difficulties as well as those with temporary, long-term, or permanent disabilities or illnesses. Detailed information about the procedures and available accommodations is outlined in the school's Inclusion Policy.

All students are expected to uphold the school's Academic Integrity Policy when completing any assessment. This means submitting only authentic work, using proper referencing in all assignments, and respecting the principles of academic honesty outlined in IB regulations. To support this, the school may use plagiarism detection tools to verify authenticity and prevent malpractice.

Assessment criteria

Middle Years Programme (MYP)

- Each subject uses four IB assessment criteria (A–D) for all summative assessments.
- Students are assessed at least twice per year against each criterion. Each criterion must be assessed using clearly defined rubrics.
- Teachers assign final subject grades on a 1–7 scale following IB grade boundaries.
- The MYP Personal Project is compulsory in the final year of the programme.
- At the end of reporting period, marks out of 32 are converted into final grade out of 7 following IB grade boundary guidelines. Where required, IB 1–7 grades are converted to the Slovak grading scale (1 = výborný/excellent, 5 = nedostatočný/fail).

Each subject group within the MYP has its own set of objectives and assessment criteria, which are aligned with the four MYP assessment criteria:

	A	**B**	**C**	**D**
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

Students are assessed against these criteria using rubrics that detail expectations for achievement levels 1 to 8. Teachers will adapt these general criteria to suit specific subject objectives while maintaining consistency with IB philosophy.

Diploma Programme (DP)

- Students are assessed against IB subject criteria for both internal and external assessments.
- Teachers provide predicted grades using IB standards.
- Mock examinations are held in preparation for final IB exams.
- Academic honesty is monitored closely in all submissions.
- For Slovak reports, IB grades are converted to the national grading system.

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.

Mock Examinations are an essential part of preparation for the final IB Diploma Programme assessments. They are usually held in the second semester of Year 2 replicating the conditions of official IB examinations as closely as possible. Their purpose is to familiarize students with the exam format, timing, and expectations, while also providing valuable feedback on areas of strength and improvement. Results from mock examinations are recorded in Edupage, reported to parents, and used by teachers to adjust instruction and support. Although mock examination grades do not count toward the official IB Diploma, they are considered when determining predicted grades and in evaluating students' readiness for external assessments.

Recording and reporting grades

All progress and assessment results are recorded in the school's official information system Edupage for timely and transparent reporting to parents. Reporting is about communicating what students know, understand and can do. We believe that frequent communication between teachers, students and their parents / guardians plays an integral part in improving students learning and growth.

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 MYP students are special forms entitled: Medzinárodný program / International Baccalaureate Middle Years Programme Vysvedčenie / Grade Report. (565 sk+ang MŠVVaŠ SR od 01.01.2022).

Reports for IB DP students who finished first year are special forms entitled: Medzinárodný program / International Baccalaureate Diploma Programme Vysvedčenie / Grade Report. (231sk+ang MŠVVaM SR / od 01. 09. 2024)

Reports for IB DP students who finished second year are special forms entitled: Medzinárodný program / International Baccalaureate Diploma Programme Vysvedčenie / Grade Report. (321sk+ang MŠVVaM SR / od 01. 09. 2024)

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 IB 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 to the students, undertake formative assessment and report progress.

The IB Grading Scale:

7: Excellent / výborný
6: Very good / veľmi dobrý
5: Good / dobrý
4: Satisfactory / uspokojivý
3: Mediocre / priemerný
2: Poor / slabý
1: Very poor (failing grade) / nedostatočný

Subject-specific grade descriptors are also the main reference used to select grade boundaries for the personal project in each assessment session.

Grade	Boundary guidelines	Descriptor
1	1 - 5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of the most concepts and context. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6 – 9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

3	10 – 14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15 – 18	Produces a good quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations but requires support in unfamiliar situations.
5	19 – 23	Produces a generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24 – 27	Produces a high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
7	28 – 32	Produces a high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in variety of complex classroom and real-world situations.

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.

Standardization and Moderation

- Departments collaborate to ensure consistency in assessment.
- Teachers use IB exemplar materials for standardization.
- Internal moderation ensures reliability across subject groups.
- Where required, assessments are externally moderated by the IB.

Policy Review Cycle

- This policy is reviewed annually by the Pedagogical Council and IB Coordination Team.
- It is updated in line with changes in IB regulations, standards, and practices.
- It is revised when Slovak legislation affecting assessment is amended.

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