



# ASSESSMENT POLICY

Súkromné gymnázium Česká



## ASSESSMENT POLICY

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## Assessment philosophy

According to the IB learner profile the student addresses a wide range of abilities such as risk takers, reflective and critical thinkers. Consequently, in daily work there must be room to think outside the boxes and risking mistakes.

Assessment is a tool to develop the student's academic skills as well as it should also enable them to become lifelong learners. In this perspective assessment should aim at nurturing the students awareness of responsibility for own learning and a positive self-esteem.<sup>1</sup>

### Aims and Objectives:

The aims and objectives of this policy are:

- To raise the standards of achievement throughout the school
- To maintain accurate records of the progress and attainment of individual learners and cohorts
- To ensure consistency in assessing achievement and identifying achievable and challenging targets for each learner
- To enable the active involvement of learners in their learning
- To enable teachers and other professionals to use assessment judgements to plan work that accurately reflects the needs of individual learners
- To provide regular information for parents that enables them to support their learner's learning
- To provide the information that allows school leaders and governors to make judgements about the effectiveness of the school and to evaluate the school's performance against its previous attainment over time and against national and international benchmarks.

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<sup>1</sup> IBO, Academic integrity, 2019. pp.3-8



## **Assessment: Principles**

Supporting appropriate student learning is the highest priority of the assessments.

The DP aim of encouraging students to be “inquiring, knowledgeable and caring” and become “active, compassionate and lifelong learners” (as stated in the IB mission statement) is also reflected in the assessments.

IB assessments must:

1. be valid for the purposes for which they are intended. This means they must be balanced between the conflicting demands of construct relevance, reliability, fairness (that is, no bias), comparability with alternatives and manageability for candidates, schools, and IB.
2. have a positive backwash effect, that is, their design must encourage good quality teaching and learning.
3. be appropriate to the widest possible range of candidates, allowing them to demonstrate their personal level of achievement.
4. be part of the context of a wider IB programme, not considered in isolation. Does it support concurrency of learning and the overall learner experience?
5. support the IB’s wider mission and student competencies, especially inquirers, knowledgeable, thinkers, communicators and internationally minded.<sup>2</sup>

### **Special Features of Assessment in the Diploma Programme**

Final (summative) assessment in the DP is criterion-related and holistic, not norm-referenced. Formative and internal summative assessment will be used to promote student learning as well as to work towards achieving SGČ’s mission. Assessments must be valid, reliable, consistent, transparent, and relevant. Targets used in assessment must be attainable given the level of learning reached by students.

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<sup>2</sup> IBO, Assessment principles and practices—Quality assessments in a digital age, p.p 106-107



## Assessment Practices

The DP utilizes both internally and externally-assessed components to assess student performance. Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under authenticated teacher supervision forms part of the assessment for several programme areas, including theory of knowledge (TOK) essays and the extended essay (EE). In most subjects, students also complete in-school assessment tasks, which are either externally assessed or marked by teachers and then moderated by the IB. By its nature, DP assessment is summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, *are also used formatively throughout the teaching and learning process.*<sup>3</sup>

The school operates the following practices:

### Pre-assessment

- All teachers assess learners' prior knowledge and experience in an appropriate way before beginning a new unit of work or learning experience

### Formative Assessment (Assessment for Learning - AfL)

- On-going and regular assessment will take place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning
- Formative assessment and learning are directly linked and provide feedback to teachers and learners that is responsive to learner needs and informs teaching practice
- Formative assessment engages students actively in the process of learning. Students should learn to self-assess, peer-assess, and improve their performance with the aid of each teacher's timely, detailed and meaningful feedback.
- Formative assessment provides students with opportunities to learn new skills and to achieve better results while taking risks and not being afraid to make mistakes as they are not working towards the achievement of grades.

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<sup>3</sup> International Baccalaureate Diploma Programme A guide to assessment, Overview



- Formative assessment can for instance be draft assignments, oral presentations, questioning, discussion, visual representations and quizzes.

### **Summative Assessment (Assessment of Learning -AoL)**

- Summative assessment takes place at the end of a teaching and learning process or experience and is planned for in advance
- The assessment is designed so that learners can demonstrate their knowledge and understanding in authentic tasks and apply their skills in new ways. The tasks involved are usually modelled on those mandated by the IB and graded in accordance with IB criteria. These grades count towards semester grades.
- Summative assessments can take a variety of forms (including, for example, tests, examinations, lab reports, oral and visual presentations, essays, projects, performances, oral examinations....)
- Summative assessment is utilized for unit's tests, mocks and annual reports with the IB assessment criteria as benchmark and grading scale. The results are made available to the student and parents on the school's intranet.

### **Frequency of Formative and Summative Assessment**

Formative assessments are implemented daily in order to note student's prior knowledge and experiences in order to know how to proceed with lessons and learning objectives. Formative assessment results allow students, parents, and teachers to evaluate the student and make the necessary adjustments to enhance student learning.

Summative assessments are given at the end of a teaching unit or concept in order to evaluate mastery.

Here are some basic differences between formative and summative assessments.<sup>4</sup>

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<sup>4</sup> <https://examples.yourdictionary.com/summative-vs-formative-assessments-examples-for-students.html>

	<b>Formative</b>	<b>Summative</b>
Frequency of Use	Every lesson	End of unit/course
Assessment Occurs	During learning	After learning
Purpose for Assessment	Quick check for understanding	Fully assess knowledge/skills
Formality	Informal	Formal
Skill Assessed	Specific skills or knowledge	A range of skills or knowledge
Part of Final Grade	Minor	Significant
Focuses On	Process	Product
Allows Teacher To	Teach responsively	Reflect on entire unit/course
Allows Student to	Evaluate their own learning	Understand overall performance
Allows Creative Options	Yes	Yes
Main Difference	Assessment FOR learning	Assessment OF learning

### **Self-assessment (Assessment as Learning - AaL)**

- Reflection and self-assessment are fundamental elements of the assessment process
- Self-assessment is useful both during a learning experience, in enabling the learner to set goals and strategies for personal development, and at the end of the learning experience, in helping the learner to take increasing responsibility for his/her own learning
- Self-assessment clearly comes in particular relevant at the end of year one and during year two when students must examine their strengths and weaknesses in light of the coming exams. This will be done in talks with their subject teacher, counsellor and IB coordinator.



- Moreover, the self-assessment can also be an opportunity for the student to address other issues at school, like methods used in class teaching, or if something outside school prevents the student from improving.

### **Peer assessment (Assessment as Learning - AaL)**

Peer assessment may happen as part of the teaching and learning process. Examples of peer assessment in the Diploma Programme will be based on clear criteria given by the teacher and often mediated by the teacher. This will often take place in smaller groups, and the format can for instance oral feedback on written work, on class presentations, on drafts for written work (processual writing strategies). This is very much in line with the learner profile attributes of openmindedness, communication and critical thinking.

Students will grow to engage in self- and peer-assessment opportunities to develop the confidence needed if they are to be stewards of their own learning.

#### **Assessment in the classroom**

Assessment in the classroom involves teachers in:

- developing clear rubrics in advance of starting teaching so that the basis of assessment can be made known to students before learning commences as part of the strategy of giving shape to the learning-objectives
- using representative samples of students' work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- documenting learning processes of groups and individuals
- identifying exemplary student work
- keeping qualitative as well as quantitative records of test/task results
- Assessment in the classroom involves learners in:
  - reflecting on their learning
  - communicating their learning to teachers and peers
  - evaluating work produced by themselves and by others against known rubrics
  - sharing their learning and understanding with others
  - using a variety of styles and abilities to demonstrate their learning
  - analysing their learning and understanding what needs to be improved





## Assigning Homework as Assessment

Homework provides multiple opportunities to inform learning in the classroom and also provide feedback to teachers and parents on student understanding of taught concepts.

At SGČ, home tasks are designed as;

- A review, extension or application of tasks associated with classroom activities and curriculum areas.
- Collection of materials and/or information for use in class.
- Student reflections related to the essential elements of the curriculum.
- Continuation of classroom work, projects and assignments, essays and research.

Homework assignments for students shall be clearly articulated and carefully planned in partnership with core subject teachers to ensure students get a reasonable amount of homework throughout the week.

### The student is responsible for:

- Ensuring that he/she clearly understands the homework assigned, criteria and timelines and asks for clarification or assistance from the teacher when homework assignments or the expectations are not clear
- Recording assignments in his/her agenda or student planner, and communicating timing conflict and workload concerns to the teacher
- Regularly completing assigned homework in a timely manner to the best of his/her ability
- Managing time and materials, by bringing home all necessary materials

### Teachers are responsible for:

- Encouraging a partnership with family and students that promotes timely and regular communication and supports families in the homework process through strategies such as class newsletters, course outlines, and /or Edupage (ManageBac)
- Designing homework assignments that clearly articulate their purpose and expected outcome
- Sharing expectations for homework with students and parents early in the school year
- Ensuring any homework assigned is directly related to classroom instruction and consists of clear, purposeful and engaging activities



- Teaching the skills necessary for students to complete the homework and become successful independent learners
- Monitoring homework and providing timely, regular feedback

### **Internal and External Assessment**

All assessments and requirements for each IB Diploma subject are discussed and covered at length within the individual courses. Candidates will progress through all assessments over the course of their two years of study. Internal Assessments (IAs) are assessments that are internally graded by the teacher and externally moderated by IB examiners. External Assessments (EAs) are primarily assessments that are taken in May of the candidate's senior year and are externally marked by IB examiners. Some EAs are conducted and overseen by teachers without the restrictions of examination conditions, but are marked externally by IB examiners. Externally marked examinations form the larger share of the assessments for most subjects.

<b>Internal Assessment</b>	<b>External Assessment</b>
<p style="text-align: center;"><b>Internal Assessment can include:</b></p> <ul style="list-style-type: none"> <li>➤ Examinations</li> <li>➤ Quizzes</li> <li>➤ Extended responses</li> <li>➤ Investigations</li> <li>➤ Performances</li> <li>➤ Practical demonstrations</li> <li>➤ Products</li> <li>➤ Projects</li> <li>➤ Collection of work</li> <li>➤ Oral presentation</li> <li>➤ Lab reports</li> <li>➤ Portfolios</li> <li>➤ Essays</li> <li>➤ Classwork</li> <li>➤ Research</li> <li>➤ Field trips</li> <li>➤ Homework</li> </ul>	<p>External Assessment is developed by the International Baccalaureate Organisation for IB subjects. All external assessment for IB subjects is summative and contributes to an IB score.</p> <p style="text-align: center;"><b>External Assessment is:</b></p> <ul style="list-style-type: none"> <li>➤ an examination or production of work held towards or at the end of the course of study.</li> <li>➤ common to all schools.</li> <li>➤ administered by schools under the same conditions at the same time and on the same day.</li> <li>➤ marked by the IB according to a commonly applied marking scheme. The subject matter and conditions for external assessment are determined by the IB and based on the relevant subject guides.</li> </ul>

<p>Each subject guide specifies which Internal Assessment instruments are summative (counts towards the student’s final grade). Other internal assessment instruments are formative (provide feedback without counting towards final grade).</p> <p>Schools utilize a variety of assessment techniques to develop assessment instruments for gathering evidence of learning.</p> <p>Submission of Assessment (Extended Responses, Investigations, Products, Projects, Collections of Work): These assessment types must be submitted by the advised due date. Checkpoints (e.g. draft) are used by subject teachers to track and provide feedback on student assessment progress.</p> <p>If final assessment is submitted late (without prior extension being granted)the assessment will be assessed and graded for feedback purposes only.</p>	<p>External assessment contributes between 60 and 80 percent of the overall subject result in subjects, 67% in TOK and 100% in the Extended Essay.</p>
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Each subject has a different weighting attached to its IAs and EAs, as a proportion of the final mark. Students and parents can find this information in the syllabus documents, e.g.

Group 3: Individuals and Societies	
Geography HL	
Exam Paper 1	(EA) 25%
Exam Paper 2	(EA) 35%
Exam Paper 3	(EA) 20%
Fieldwork Report	(IA) 20%

Group 4: Sciences	
Physics SL	
Exam Paper 1	(EA) 20%
Exam Paper 2	(EA) 40%
Exam Paper 3	(EA) 20%
Individual Scientific Investigation	(IA) 20%

IB Assessment requirements are completed by students by the school due dates. Important Internal and External Assessment due dates and checkpoints are indicated in the assessment schedule.



The subject teacher marks the Internal Assessment work and a sample of students' work is sent to an IBO moderator and checked against world marking standards. The teacher's marks are then adjusted if required.

External Assessment work is uploaded and sent to IB examiners for marking

### **Assessment Strategies**

For free exchange of evaluative feedback to be possible, an atmosphere of trust and cooperation between teachers and learners must be established not only within the classroom but across the SGČ community. Without such an atmosphere, evaluation can be experienced as destructive rather than constructive, and, conversely, poor relationships can inhibit effective communication of information about what needs improvement. To be effective, formative assessment must therefore take place in an environment which is positive and supportive.

At SGČ, teachers make use of a wide range of assessment strategies to cater for the different learning styles, expectations and needs of the learners. Use of different assessment strategies also allows for a more balanced view of the student. These different approaches give learners the opportunity to show their grasp of the curriculum concepts.

#### **Observation**

All learners are observed regularly, with the teacher noting the performance of the individual, the group and the whole class. Observations include how groups work and the various roles of participants within the groups.

#### **Task Specific Rubrics**

Assessment criteria and learning outcomes are established and published to the learners clearly in advance of an assessment.

#### **Internal Standardization**

Standardization refers to the checking and unifying of assessment standards. Internal standardization takes place in the DP programme where this is possible.

Where more than one class follows the same course of study, standardization procedures are used to ensure consistency across the department. These may include the use of



common tests and teachers exchanging student work for comparative marking. This will include the use of common exams upon which mark schemes are agreed.

### **Criterion Referencing**

All assessment is criterion-referenced.

The IB describes assessment of the Diploma Programme as ‘high-stakes, criterion-related performance assessment.’ It is based on the following aims:

- DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- The published results of DP assessment (that is, subject grades) must have a sufficiently high level of reliability, appropriate to a high-stakes university entrance qualification.
- DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
- DP assessment must pay appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
- Assessment for each subject must include a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
- The principal means of assessing student achievement and determining subject grades should be the professional judgment of experienced senior examiners, supported by statistical information.<sup>5</sup>

### **Submission of a Student Work**

All summative assessment must be notified on the Edupage (ManageBac) calendar. Edupage (ManageBac) notification should include the following features:

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<sup>5</sup> Diploma Programme Assessment Principles and Practices (IBO 2010/2004).

- Indication of task content and conceptual understandings;
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.;
- The criteria to be assessed, with generic descriptors and task-specific clarifications;
- Task's due date.

The summative task should be on the Edupage ( ManageBac) calendar at least 14 days before the submission date.

Notification of all formative tasks should include information about the teacher's expectations (a-d above) and students should record due dates in their HW diary.

### **Grading and Marking**

The following analytical table shows the proportions between the Slovak Assessment System and the IB one. The table is useful for understanding the correlation of the two systems and switching to the IB System.

<b>Comparison of grading systems</b>		
<b>Description of IB</b>	<b>Grades</b>	<b>Slovak</b>
<b>Excellent</b>	7	1 (excellent )
<b>Very good</b>	6	2 (laudable)
<b>Good</b>	5	3 (good)
<b>Satisfactory</b>	4	3 (good)
<b>Mediocre</b>	3	4 (pass)
<b>Poor</b>	2	4 (pass)
<b>Fail</b>	1	5 (fail)

Final (reported) grade descriptions are as follows:

**Grade 7:** (Excellent) A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost flawlessly in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students consistently demonstrate originality and insight and always produce work of high quality.



**Grade 6:** (Very good) A consistent and a thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. There is consistent evidence of analysis, synthesis and evaluation where appropriate. The students generally demonstrates originality and insight.

**Grade 5:** (Good) A consistent and thorough understanding of the required knowledge and skills, and ability to apply them in variety of situations. The students generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.

**Grade 4:** (Satisfactory) A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.

**Grade 3:** (Mediocre) Limited achievements against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situation with full support.

**Grade 2:** (Poor) Very limited achievements against all the objectives. The student has difficulty in understanding the required knowledge and skills, and is unable to apply them fully in normal situations, even with support.

**Grade 1:** (Very poor) Minimal achievements in terms of the objectives.

### **Higher level versus standard level courses**

Awarding the same number of points for both HL and SL courses reflects the IB philosophy of the importance of achievement across a broad range of academic disciplines. HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

### **The IB Diploma Additional Points Matrix (Core requirements)**

The IB grades for Theory of Knowledge and the Extended Essay are as follows:

Grade A – Excellent performance

Grade B – Good performance

Grade C – Satisfactory performance

Grade D – Mediocre performance

Grade E – Elementary performance (failing grade)

N: No grade

In order to achieve a final score for the Diploma, the numeric grades from the six subjects are added together.

EE and TOK grades are converted into 1, 2 or 3 points (using the matrix below) and added to the subject score to achieve a final result out of 45. 24 points (and the meeting of a number of conditions, see...) are required in order to ‘pass’ the Diploma.

TOK and EE are awarded individual grades and collectively can contribute up to three additional points towards the overall diploma score.

CAS does not contribute to the points total, but authenticated participation is a requirement for the award of the diploma.

The matrix for the assigning of the three inner core points is included here.

## The Core Points Matrix

		THEORY OF KNOWLEDGE				
		A	B	C	D	E
E X T E N D E D	A	3	3	2	2	1 + Fail
	B	3	2	1	1	Fail
	C	2	1	1	0	Fail
	D	2	1	0	0	Fail
	E	1 + Fail	Fail	Fail	Fail	Fail

A candidate who obtains an E in the EE or in ToK but achieves 28 points or more is allowed to pass the Diploma.

*Figure 1<sup>6</sup>*

<sup>6</sup> <https://slideplayer.com/slide/257598/>





## **Recording and Reporting**

SGČ's assessment practices do not focus on major testing and exams but instead believe in regular formative feedback. The first and most important element of this is to offer feedback to the learners in a variety of formats. SGČ monitors that this feedback is shared at home with the parents. Parents are welcome to talk to their child's teacher on a regular basis, in person or by email.

At the beginning of the year there is an open day when information is given about teaching and learning at SGČ. In the middle of November, the first student-led 3-Way conferences are held, when the learners themselves share their achievements through their reflections/ portfolio and discuss their progress with their parents and teachers. A second session of conferences takes place in the middle April. Progress Reports are available twice a year, on 31st January and on 30th June.

## **Awarding Semester Grades**

Full, written academic reports are issued for all students at the end of each semester. However, Year 2 students, who have external examinations in May, and, consequently, complete their studies early, will receive their second semester report prior to graduation.

All students receive interim/semester reports in all subjects except ToK .

Achievement grades on student reports are given in the form of number grades, 1 – 7 (7 being the best), and are, therefore, reflective of the IB grading scale, allowing students and parents to determine how well students are doing when measured against IB criteria in each subject.

Semester grades and yearly grades are the teacher's estimate of how well each student has mastered the essentials of the subject. The assessment instruments used to obtain the grade will vary from subject to subject: depending on the course the grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations, group work and participation in class.



The students will receive semester grades twice a year, in January and June. In Year 1, students will also receive a yearly grade. These grades will be an overall assessment, including class work, written assignments, group work, field work, presentations, tests, Internal Assessment, mock exams and other types of subject work that the teachers finds relevant.

### **Semester One**

End of Term 1: All students receive an interim report to indicate progress

End of Term 2: All students receive a full report

### **Semester Two**

Term Three: Final year Diploma students receive a grade card (report) following the IB Mock examinations

Term Four: All students receive a full report

## **Award of the IB Diploma**

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student's final diploma score is made up of the combined scores for each subject.

A student can get a maximum of 42 points, and a minimum of 24 points from the assessment of all subjects.

Points are awarded as follows:

6 academic courses (with a possible 7 points for each) = 42 points possible

TOK and Extended Essay bonus points = 3 points possible<sup>7</sup>

45 total points possible

The overall maximum points from subject grades, TOK and the EE is therefore 45:

$(6 \times 7) + 3$ .

The International Baccalaureate Organisation (IBO) sets down rigorous standards to achieve the IB Diploma. This protects the integrity of the award and ensures that schools are

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<sup>7</sup> Diploma Programme Assessment Procedures 2021



meeting standards of achievement in consistent ways. The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

1. CAS requirements have been met.
2. The candidate's total points are 24 or more.
3. There is no "N" awarded for theory of knowledge, extended essay or for a contributing subject.
4. There is no grade E awarded for the theory of knowledge and/or the extended essay.
5. There is no grade 1 awarded in a subject/level.
6. There are no more than two grade 2s awarded (HL or SL).
7. There are no more than three grade 3s awarded (HL or SL).
8. The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. 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).
10. The candidate has not received a penalty for academic misconduct from the Final Award Committee.<sup>8</sup>

### **A bilingual diploma**

A bilingual diploma will be awarded to a successful candidate who fulfills one or both of the following criteria:

- completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate's nominated group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

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<sup>8</sup> General regulations: Diploma Programme (2016)



Pilot subjects and interdisciplinary subjects can contribute to the award of a bilingual diploma, provided the above conditions are met.

The following cannot contribute to the award of a bilingual diploma:

- a school-based syllabus
- a subject taken by a candidate in addition to the six subjects for the diploma.

### **Assessments for Students with Special Educational Needs**

Students with ‘special education needs’ are defined as those who have the intellectual capacity to meet all curriculum requirements, but who have individual learning needs and who require special arrangements to demonstrate their level of achievement. Therefore, where standard assessment conditions could put candidates with special educational needs at a disadvantage by preventing them from demonstrating their level of attainment, special arrangements may be authorized by the IB. This approach applies to students with learning difficulties, alongside students affected by temporary, long-term or permanent disability or illness. Some of the special arrangements related to assessment that may be authorized by the IB are based on the following principles:

- The IB must ensure that a grade awarded to a candidate in any subject is not a misleading description of that candidate’s level of attainment, so the same standards of assessment are applied to all candidates, regardless of whether or not they have special needs.
- Special arrangements are intended to reduce the adverse effects of a candidate’s special needs when demonstrating his or her level of attainment. The special arrangements requested for a candidate must not give that candidate an advantage in any assessment component.
- The special arrangements described in this document are intended for candidates with the intellectual capacity to meet all assessment requirements leading to the award of the diploma or courses results. Full details of assessment arrangements for students with special education needs can be found in **the school’s SEN Policy**.

Students with special needs may receive assessment accommodations and/or modifications as specified on their Individual Education Plan (IEP). Some



accommodations/modifications for formal examinations may need to be approved through a specified organization (ex. IBO) prior to being administered. Accommodations/modifications should also be utilized within classroom assessment situations.

### **Responsibilities of Key Stakeholders**

Due to the essential role of assessment, certain expectations are assumed by all those committed to the Diploma Programme at SGČ and to ensure that students meet their learning goals.

#### **Responsibilities of the student**

- To successfully complete all set assessments by the given deadline
- To produce work of a high quality that reflects the best of their ability
- To develop effective time management and study skills
- To be principled and to adhere to the requirements for academic honesty as outlined by the SGČ Academic Integrity Policy
- To develop and maintain a positive working relationship with the CAS and EE supervisors
- To strive to demonstrate the characteristics indicated on the IB learner profile
- To adopt a proactive approach to seeking help, monitoring their progress and reflecting on areas for improvement through assessment
- To engage in meaningful self and peer assessment

#### **Responsibilities of the teacher**

- To ensure that assessment tasks support the curricular goals of the IBDP programme
- To inform students on the assessment criteria both of their subject and of all work that is assigned
- To design formative assessment activities to help students understand what is expected and how they can progress
- To incorporate the results of formative assessment activities into their everyday planning



- To provide timely written and verbal feedback for assessment to students on a systematic basis throughout the year
- To provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- To follow deadlines outlined by the Internal Assessment Calendar and the Assessment Outline
- To submit appropriate documentation to the IB Coordinator by prescribed deadlines, i.e. predicted grades and Internal Assessments
- To maintain appropriate communication regarding student progress with DP Coordinator to adequately monitor student progress
- To communicate with students and parents frequently regarding student progress
- To work collaboratively with other teachers to assess instructional strategies leading to student achievement
- To use a variety of instructional and assessment strategies to differentiate instruction
- To utilise the IB PCR often in order to stay current on curriculum and assessment changes

#### **Responsibilities of parents/guardians**

- Monitor the student progress using the reporting system and through effective communication with subject teachers
- Discuss assignments and assessments with the student frequently to show support and encourage the student achievement
- Contact the teacher if questions or conflicts arise so the teacher will have the opportunity to address the issue in a timely manner
- Attend all parent meetings

#### **Responsibilities of DP Coordinator**

- Distribute IB assessment materials and other IB documents to teachers
- Schedule IB training for all new IB teachers
- Schedule IB training and Professional Development for IB teachers when the subject curriculum is revised or changed
- Arrange IB teacher collaboration meetings to plan and reflect on teaching and assessment strategies



- Register students for IB examinations
- Set deadlines to ensure all IA assessments, extended essays, and sample sets arrive at the appropriate destinations on time
- Supervise IB testing and monitor testing conditions
- Monitor the extended essay process
- Monitor CAS progress
- Cultivate a culture that prioritises assessment for learning and assessment of learning
- Review the assessment policy with the staff at the end of each academic year

### **Predicted Grades**

The Predicted Grade is the teacher's prediction of the grade that the candidate will receive in the subject. This grade is based on all of the evidence of the candidate's work and the teacher's knowledge of the IB guidelines and standards.

PG's may be used:

- by universities as an evaluation tool in determining the suitability of an applicant and as a basis for making conditional offers by the IBO in grade award meetings when considering a subject's grade distributions and the performance of individual candidates
- by the IBO as a basis for review of student work if the awarded grade varies

significantly from the predicted grade

The predicted grade of the student will be based on the IA, End I,II

Semester exams and a PG test (Mock exams) taken in February.

Predicted Grades are submitted to the DP Coordinator by the end of the first week of March.

### **Communication of Assessment Policies**

Students and parents are made aware of both the IB assessment criteria by:

- Teachers' syllabus
- Teachers' instruction
- Guidance meetings with students and/or parents
- Individual meetings with students and parents
- SGČ website



## References

International Baccalaureate Organization. (2014). *Programme Standards and Practices*.

International Baccalaureate Organization. (2010/2014). *Diploma Programme Assessment: Principles and Practices*.

International Baccalaureate Organization. (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*.

International Baccalaureate Organization. (2015). *Grade descriptors*.

International Baccalaureate Organization. (2010). *Guidelines for developing a school assessment policy in the Diploma Programme*.

IBO.(2019). *Assessment principles and practices—Quality assessments in a digital age*.

IBO.(2019). *Academic integrity*.

IBO.(2021). *Diploma Programme Assessment Procedures*.

### Policy Review

SGČ Assessment policy is annually reviewed, and revised as deemed appropriate, by the IB Diploma Programme Coordinator, by pedagogical leadership team as well as the full DP faculty.

### Policy Steering Committee (2022-2023)

1. Svetlana Veselová, DP Coordinator –Committee leader
2. Katarina Nagy, IB Head of School/English Teacher
3. Jana Šišmišová, Languages Department Chair /English Teacher
4. Dainiela Mojžišová Vigašová, Humanities Department Chair/ Geography Teacher
5. Miroslav Rohárik, Mathematics Department Chair /Math Teacher