

ASSESSMENT POLICY

The IB Diploma Programme

A document prepared by ISO Staff

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The International Baccalaureate's Mission Statement

The International Baccalaureate 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 organisation works with schools, governments, and international organisations 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.

The 1st International School of Ostrava Mission statement

Our mission is to create an engaging inquiry-based learning environment where students can excel, develop vital life skills, fulfil their potential, and ultimately maximise their success in today's world to become dynamic, competent, compassionate, and caring members of a global society.

The Learner Profile

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 many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights 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 commit to service, and we act to make a positive difference in the lives of others and 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 challenge 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 recognise our interdependence with other people and with the world in which we live.

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

Assessment Philosophy

Assessment is an integral part of teaching and learning. It provides learners and teachers with feedback to revise performance and improve teaching and learning strategies. Assessment allows 1st ISO to evaluate and monitor the effectiveness of its teaching and learning quality and provides direction for teachers, students, and school management.

Assessment should

- Be based on clear, known assessment criteria
- Encourage self-reflection
- Provide feedback to teachers, learners, and parents
- Be supportive and motivating
- Place students at the centre of teaching and learning
- Reflect on the IB learner profile

Assessment Practices, Principles, and Strategies

Assessment for each subject must include a suitable range of tasks that ensure all objectives for the subject are assessed. The assessment will take place at least once a month, with a minimum of 10 points. Assessments are based upon evaluating course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the examination and other formal assessment requirements. Students need to understand what the assessment expectations, standards, and practices are and these are therefore all introduced early on, naturally in instruction as well as class and homework activities. Teachers are responsible for designing and providing formative assessment structures that help students improve their understanding of what constitutes excellence and where their work stands in relation to this.

Formative Assessment will take place regularly every week during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning, and the students' strengths and limitations. Formative assessment engages students actively in the process of learning and improves their performance with the support of each teacher's feedback. It may include different classroom assignments, oral presentations, questioning, discussion, visual representations, and quizzes.

Summative Assessment often takes place at the end of a teaching and learning process and is planned for in advance according to an assessment structure, which is shared with the students at the beginning of the term. The assessment is designed so that learners can demonstrate their knowledge and understanding and apply their skills. The tasks involved are usually graded according to the IB criteria. These grades count towards semester grades. Summative assessments can take a variety of forms and might include unit tests, past papers, mathematical investigations, fieldwork projects, mock examinations, internal assessments, lab reports, oral and visual presentations, essays, written assignments, projects, and oral examinations.

Peer Assessment often takes place throughout the teaching and learning process. The assessment is designed so that the student can learn and explore the different IB criteria. This assessment platform will help the students understand better what the different requirements are and improve their performance. It might take place in small groups, and the format may include oral feedback on written work.

Self-assessment will take place during the learning experience. It is an important part of the self-reflection process which enables students to examine their weaknesses and strengths and set goals and strategies for personal development accordingly.

Assessment Criteria are given by the subject teachers at the beginning of the year. Assessment tasks are marked according to these criteria so students, teachers, and parents are clear about the level of progress.

Grades, Reporting, and Recording

The IB Grading Scale is as follows:

7: Excellent

6: Very Good

5: Good

4: Satisfactory

3: Mediocre

2: Poor

1: Very Poor

Grade 1 is a failing 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 (failing grade)
- N: No grade

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 several conditions) are required to ‘pass’ the Diploma.

		Theory of knowledge					
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade N	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

Predicted Grades

Final Diploma Programme grades for each student are predicted twice in DP2, for two separate purposes. Between October and February and according to the university counsellor's request, teachers predict grades on an individual basis to assist with student applications for university. Teachers can change these predicted grades following the outcome of the mock examinations in February. In March, teachers again predict grades for students, in all subjects, including TOK and the EE, this time in response to an IB requirement to provide such grades before the final exams.

The IB DP predicted grades and the final grade are based on the student's assessment results and on internal assessments, which are marked internally by teachers and moderated externally by examiners.

The IB DP predicted grades will not be shared with the students.

Grade Conversion

IBDP students' test results are recorded according to the Czech Education Ministry. Achievement grades are given in the form of number grades, 1 – 5 (1 being the best) which reflect general descriptors.

At the end of the term, each subject teacher will convert the students' marks into IB DP grades according to the following table:

Czech Grades		IB Grade
1	Excellent	6-7
2	Very Good	6
3	Good	5
4	Sufficient	3-4
5	Insufficient	1-2

Semester grades and final grades

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 class participation.

The students will receive semester grades twice a year, in January and June.

All grades are recorded and available at Edookit and it is the responsibility of students and parents to check the grades once available. Access is given to both at the beginning of the school year.

In cases where a student is underperforming, and particularly when there is a risk that the student will not be allowed to continue next year or is at risk of failing a subject, the student and parents will be contacted directly in writing.

Internal and external assessment in the Diploma Programme

Formal assessment in the Diploma Programme is defined as an assessment directly contributing to the final qualification. Because of the high-stakes nature of this assessment process, determining students' possible pathways to higher education, it is essential that teachers and students fully understand how formal assessment is conducted. Most formal assessment is external and includes examinations or work completed during the course and then sent to an external examiner. Some formal assessment is internal, requiring the teacher to mark the work before it is moderated by an external moderator. To ensure that the internal and external assessment tasks mentioned above are appropriately and effectively distributed across the two-year Diploma Programme as a means of reducing student stress, a calendar of internal assessment deadlines is created each year by the DP Coordinator and agreed to by all DP teaching staff. This calendar will be available electronically and the students will be informed about upcoming deadlines regularly by teachers and the IB coordinator.

Assessment and Inclusion

Students with ‘special educational needs are defined as those who have the intellectual capacity to meet all curriculum requirements, but have individual learning needs and require special arrangements to demonstrate their level of achievement. Therefore, whenever 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 authorised by the IB coordinator. This approach applies to students with learning difficulties, alongside 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 Inclusion Policy.

Assessment and Academic Honesty

Students are expected to adhere to the following Academic Integrity principles:

- All work produced by ISO students is their own, authentic work
- All such authentic work has the ideas and words of others fully acknowledged
- Students understand and obey the rules relating to the proper conduct of examinations
- Students understand the difference between collaboration and collusion, and that it is unacceptable to present work arrived at through a process of collusion
- Students are fully aware of the Academic Integrity Policy and the consequences of academic misconduct.

Absenteeism

Students who miss a pre-planned test or other assessment due to absence must make arrangements with their teacher to complete the missed work within seven school days of their return. All missed assignments can be completed during designated times in the school library:

Tuesdays and Thursdays from 12:15 PM to 1:50 PM.

Students are responsible for checking the library schedule, preparing for the missed work, and completing it on time. In cases of extended absences, students may request an extension from the school administration

The student is unclassified in case of more than 25% absenteeism per term. As a result, the student will be examined at the beginning of the following term in a balance exam for the previous term curriculum. The results of the tests determine whether the student can continue to the following year.

Legal representatives

Legal representatives of learners are informed of the school results in the following ways:

- continuously via e-grades (on the school's website using the appropriate password)
- by the class teacher or subject teachers at parent-teacher meetings,
- Legal representatives of a learner can request and choose an alternate form of consultation (personal, telephone or e-mail messages).

Late Submission

Works, projects, and other assignments submitted after the deadline for submission are penalised as follows:

- Late submission of work the same day and a day later by 08.30: reduce points for work by 20% of the total score.
- Two days later by 08.30: a reduction of 40%.
- Three days later by 08.30: 60% reduction.
- Four days later by 08.30: students will receive zero points.
- This will not apply to IB work handled externally.

Implementing, evaluating, and reviewing the assessment policy and training new teachers

- The school management will be responsible for the implementation of the assessment policy.
- The review process will be done at the beginning of each academic year based on teachers' comments.
- New teachers will be trained by department heads.

School results according to general descriptors

Grade 1 - Excellent

Students master and use the knowledge, facts, concepts, definitions, and laws coherently and understand the connection between them at a very high level. Promptly carries out the required intellectual and motor activity. Applies independently and creatively acquired knowledge and skills in solving theoretical and practical tasks in the interpretation and evaluation of phenomena and laws. Students can logically infer and convert theoretical knowledge into practical action without any display trouble. Oral and written expressions are correct, accurate, and apt. The graphic expression is exact and aesthetic. The results of the student's work are good, with only minor drawbacks. Students can study the relevant texts independently.

Grade 2 - very good

Students control and use the knowledge, facts, concepts, definitions, and laws quite coherently and understand the connection between them at a very good level. Requested intellectual and motor activity is also performed at a high level. Applies acquired knowledge and skills in solving theoretical and practical tasks in the interpretation and evaluation of phenomena and laws fairly creatively with the smaller stimulus of a teacher. Students can logically infer and convert theoretical knowledge into practical activities. Oral and written expressions are factually correct. The graphic expression is at an appropriate level. The results of the student's work are of good quality with minor deficiencies. Students can study relevant texts independently.

Grade 3 – Good

Students control and use the knowledge, facts, concepts, definitions, and laws at an appropriate level and the links between them indicate smaller or bigger imperfections. Requested intellectual and motor activities are carried out also to a good level, with certain limitations. Acquired knowledge and skills in solving theoretical and practical tasks in the interpretation and evaluation of phenomena and laws are applied fairly creatively, and can correct substantial inaccuracies and errors when led by the teacher. Students can logically infer, however, logic manifests gaps that affect the transfer of theoretical knowledge into practical activity. Oral and written expressions lack accuracy, precision, and aptness. The graphic expression is appropriate. The results of operations are of lower quality with substantial shortcomings. Students can study but need more frequent and intensive guidance from the teacher.

Grade 4 - sufficient

Students control and use the knowledge, facts, concepts, definitions, and laws at a relatively low level and the links between them prove significant gaps. Requested intellectual and motor activities are also performed at a lower level and their implementation is not prompt and indicates major shortcomings. Using findings for interpretation and evaluation of phenomena is dependent. In the logic of thinking, there are serious errors, thinking is not creative. Oral and written expressions prove a serious deficiency in accuracy, precision, and aptness. The quality of the student's results and the graphic expression manifest shortcomings. The graphic expression is a little aesthetic. Students can correct serious shortcomings and mistakes when being led by a teacher. Students have great difficulty working independently.

Grade 5 - insufficient

Students have not acquired the required knowledge coherently, accurately and completely, and have substantial, serious, and unacceptable gaps. His/her skills to perform intellectual and motor activity reflect very significant shortcomings. When applying the acquired knowledge and skills in solving theoretical and practical tasks, students make very serious mistakes. Students are not able to interpret and evaluate phenomena and laws or apply the knowledge even with the help of a teacher. The student does not think independently and logic has flaws. Oral and written expression prove a serious deficiency in accuracy, precision, and aptness. The quality of students' results and graphic skills are seriously deficient. Students are not able to correct serious shortcomings and mistakes even with the help of a teacher. Students are not able to study independently.

Classification of subjects with an educational and artistic focus

When classifying subjects with a prevailing educational focus, the following criteria are evaluated following the requirements of the curriculum:

- level of creativity and self-expression
- acquiring the necessary knowledge, experience, creative activities, and their applications
- knowledge of the activity rules and their implementation in their activities
- quality of speech
- The approach of a learner to activities and interest in them
- aesthetic perception, approach to art, and aesthetics of other societies.

In physical education, taking into account the learner's general state of health, physical condition, performance, and care for their health. Any student who is partially excused from physical education at the recommendation of a doctor is classified concerning his/her condition.

Grade 1 - Excellent

Students are very active in activities. Work creatively, independently, fully utilising their assumptions, and very successfully developing them either in individual or collective manifestations according to the requirements of the curriculum. The display is aesthetically impressive, original, and heartfelt in music and precise in physical education. Acquired knowledge, skills, and habits are applied creatively. Students have a significant active interest in art and aesthetics (physical culture) and show an active approach. Successfully develop aesthetic tastes (physical condition).

Grade 2 - very good

Students are active, creative in activities, and mostly independent when using personal qualities that successfully develop in individual and collective expression. Students are aesthetically impressive, with minor deficiencies in terms of the requirements of the curriculum. Students can creatively apply the acquired knowledge, skills, and habits to new tasks. Students are actively interested in art, aesthetics, and fitness. Develop aesthetic taste to the required extent (physical condition).

Grade 3 - Good

Students are less active, creative, and independent. Students do not use abilities in individual and collective expression. The display is a little impressive and includes errors. Knowledge and skills show frequent gaps and when applying them, students need help from teachers. Does not prove sufficient active interest in art, aesthetics (physical condition). Does not develop aesthetic tastes (physical condition) to the required extent.

Grade 4 - Sufficient

Students are a little active and creative in activities. The development of abilities and trouble displays are rather unsatisfactory. Tasks are solved with frequent errors. Knowledge and skills are applied only with considerable help from a teacher. Shows very little effort and interest in activities and does not develop enough aesthetic tastes (physical condition).

Grade 5 - Insufficient

Students are predominantly passive in activities. The development of abilities is unsatisfactory. The display is largely erroneous and has no aesthetic value. Students can apply a minimum of acquired knowledge and skills. There is no interest in the work and efforts to develop aesthetic taste (physical condition).