



### IB 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 organization works with schools, governments and international organizations 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.

### IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and 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.

### **School Mission Statement**

The mission of our school is to help young people to become aware of the choices they make and the responsibility they take for their self-development in every sphere of life. Whatever we do as teachers, whether it is connected with education, organisation, management or personal development, is supposed to create the best possible environment for intellectual, emotional and social development of our students.

Our school educates clever and caring young people who are interested in the world and who wisely and consciously take advantage of their knowledge to jointly create the world where core values are: intercultural understanding, mutual respect and fair treatment to people with different views all over the world.

### **School Assessment Policy**

According to IBO, **Assessment** can mean any of the different ways in which student achievement can be gathered and evaluated. Common types of assessments include tests, examinations, extended practical work, projects, portfolios and oral work. Sometimes, assessments are carried out over a prolonged period, and at other times they take place over a few hours. Assessments will sometimes be judged by the student's teacher, while other times they are evaluated by an external examiner. (Assessment principles and practices—Quality assessments in a digital age – p. 39)

1. IB students at Leon Kruczkowski Secondary School are assessed in two ways: by IBO (External Assessment) and their school teachers (Internal Assessment, School Assessment).



## **2. IB formal assessment**

IB students are given formal IB assessment graded or moderated by an international team of examiners (EA). In this case criteria that is used is set for each subject area by the IBO.

In the DP it is anticipated that a minimum of four summative assessments plus the exam grade are used to determine a grade for the semester. These judgements are assessed using published DP assessment criteria and derived from a variety of DP papers and internal assessments relevant to each subject.

## **3. School assessment - assumptions**

3.1. The purpose of assessment is to give a student feedback on their performance in order to facilitate the learning process. Assessment is not to be critical or judgemental. It should be a part of a friendly learning environment.

3.2. School uses a variety of assessment approaches that include:

- formative assessment – defined by IBO as assessment aimed at determining the competency or level of achievement of a student generally at the end of a course of study or a unit of work.
- summative assessment - ongoing assessment aimed at providing information to guide teaching and improve student performance.
- peer assessment
- self-assessment

3.3. Assessment and feedback take into account ATL skills (Approaches to Learning), which include:

- Communication skills (giving presentations, debating, writing clearly)
- Social skills (collaboration, group work, pair work, projects)
- Self Management skills (organization, managing emotions, reflecting)
- Research skills (information literacy and media literacy)
- Thinking skills (critical thinking, creativity, innovation, transferring ideas to a new context)

## **4. School assessment – practical aspects**



- 4.1. Both students and their parents must be informed in advance how grades are calculated. Every IB teacher informs students about the assessment criteria in their subject.
- 4.2. If possible, students have access to their graded papers and are always given positive feedback on their performance. (Assessment is not based on how many mistakes students make, but seeks to award their strengths).
- 4.3. Teachers grade students' work as soon as possible, but the latest within the two weeks of the submission of work.
- 4.4. Students must keep deadlines. Missing a deadline twice means a zero is rewarded.
- 4.5. Mobidziennik (electronic platform) will be used to record student progress so that students and parents have access to the most up-to-date information. Teachers will set up formative and summative tasks, and record assessment data as work is graded.
- 4.6. Academic honesty is crucial for assessment. All IB students must sign a contract which states they will avoid academic honesty misconducts.
- 4.7. Reports will be given to parents (legal guardians) during parents' evenings at the end of semester one and the end of semester two. Mid-semester reports will also be available at parents' requests in individual meetings.

## **5. Students with Inclusive Assessment arrangements:**

Students that have Inclusive assessment arrangements may be entitled to extra time in all tests and examinations, use of a wordprocessor, or some other strategy that helps them to access the material. Information on which students are entitled to inclusive assessment arrangements will be shared by the Inclusion teacher, and Diploma teachers will be required to organise these arrangements.

## **6. Grade descriptors**

Exact IB grade descriptors for every subject group are available in a booklet published by IBO: "DP Grade descriptors".

*Updated November 2023*

### References:

1. Coordination Workshop Booklet by Mary Donnelan (the Hague, 14-16 June 2019)



2. Assessment principles and practices—Quality assessments in a digital age. IBO