

Gymnázium a SOS Rokycany (G+SOS) is a state grammar school with more than a century of tradition and provides students with general education in a four-year and an eight-year programme. IB Diploma Programme (IBDP) is implemented in one of the four-year programmes, comprises the last two years of study there and is based on a curriculum called *Inspiration and Knowledge in Context*. The aim of the educational process is to guarantee universal and complex development for each student including motivation for lifelong learning, creative education and promotion of logical thinking and problem-solving techniques. We are not aiming for a particular focus or field; our priority is a satisfied student supported by an individual approach. The following policies (Admissions Policy, Academic Integrity Policy, Assessment Policy, Inclusion/Learning Support requirements Policy, Language Policy) have been elaborated to provide framework for the educational processes at Gymnázium a SOS Rokycany and to present our school's attitude towards learning and teaching.

Assessment Policy

'Assessment is the systematic collection of information about student learning, using the time, knowledge, expertise, and resources available, in order to inform decisions that affect student learning ...The goal of assessment is information-based decision-making. To put it another way, the end of assessment is action.'
(Walvoord, 2010)

Mission statement

Gymnázium a SOS Rokycany is committed to supporting students as independent individuals and life-long learners who value honesty, diligence and fidelity. We encourage students to reach their potential whilst promoting international-mindedness and respect for all cultures and people across the globe. We provide our students with a felicitous educational environment that endorses learning, recreation, cognitive and physical as well as social and creative skills.

Gymnázium a SOS - learner profile

Inquirers – Our IB DP students are curious and inquiring, continuously working on their research and learning skills. They learn both at school and individually. The process of whole-life learning is entirely accepted.

Knowledgeable – Based on gained knowledge in various disciplines, our IB DP students are led to a deep understanding of various ideas and concepts, taking into account local and global significance.

Thinkers – Our IB DP students are encouraged to use critical and creative thinking enabling them to act and make decisions reasonably and ethically.

Communicators - Our IB DP students can communicate and express their thoughts in 3 different languages including Czech and English. In cooperation with others, they listen to and respect their ideas or perspectives.

Principled - Being honest, fair and respectful with a highly developed sense of justice is essential for our IB DP students.

Open-minded – Understanding concepts of TOK and international mindedness leads our IB DP students to critical appreciation of their own and others' personal or cultural history. The ability to seek and evaluate various points of view is demanded as well.

Caring - Our IB DP students are respectful, compassionate and empathic, prepared to serve and positively influence other people around them.

Risk takers – Our IB DP students are not afraid of uncertainty, they are able to anticipate and show determination to overcome obstacles. They can work inventively and can deal with problems in learning about and assessing new ideas and innovative strategies. They resist failures.

Balanced – At G+SOS we promote balanced education. Besides learning, students devote their time to various leisure activities. Students' well-being can considerably help meet the demands of the IB Learner profile and getting along with the program.

Reflective - Our IB DP students have to be aware of their strengths and weaknesses. They are supposed to reflect their ideas and learn from mistakes.

Assessment philosophy

- Assessment is the continuous and systematic collection of information on the process and learning outcomes of students using the time, knowledge, expertise and resources available to make decisions positively influencing student learning. The goal of assessment is information-based decision-making.
- Assessment is based on principles given by the Czech Ministry of Education, IB and this Assessment Policy.
- The teacher obtains data for evaluation of results and the course of education and behaviour of the pupils mainly by the following methods, forms and means: continuous diagnostic observation of the pupils, continuous monitoring of the pupils' performance and readiness for teaching, various types of graded examinations (written, oral, graphic, practical, etc), tests and practical examinations prescribed by the curriculum, analysis of the pupils' various activities, consultations with other teachers and, if necessary, with other experts, interviews with the pupils and the pupils' legal representatives.
- Misbehaving does not affect the assessment itself in individual subjects.

Assessment practices and strategies

The school operates the following assessment practices:

- **Pre-assessment**

All teachers continuously evaluate students' previous knowledge and skills appropriately before starting new teaching units.

- **Formative Assessment**

The educational process is primarily evaluated by formative assessment. Formative assessment aims are to help the student in the learning process, thus strengthening learning competencies while using the student's potential to achieve better summative assessment. The essential tools of formative assessment are class discussions, providing feedback, peer assessment and self-assessment. Necessary prerequisites for formative assessment are accurate knowledge of assessment criteria, safe classroom environment and proper communication with the student.

- **Self-assessment**

The ability to reflect is an essential criterion for students' self-evaluation. Self-assessment is based on students' self-reflection and subsequent determination of personal development goals and procedures. It helps students to increase responsibility for their learning. Self-assessment is used mainly in interviews with the subject teachers, advisors and an IB coordinator.

- **Peer assessment**

Peer assessment is used in the teaching and learning process especially when giving feedback on written work or class presentations.

- **Summative Assessment**

Learning outcomes are evaluated by summative evaluation. Marking is used in the summative assessment (unless otherwise specified in the Individual Learning Plan - ILP). It is a method of summative assessment which is utilized especially regarding the expected outcomes and includes evaluating the students' diligence and their approach to education in the contexts that affect their performance. The basic marked assignments are multiple choice tests, open and closed questions, written work (essays), oral examinations, individual and group work, level of cooperation, activity, etc. Necessary prerequisites for summative evaluation are precise knowledge of evaluation criteria, knowledge of the evaluation scale (e.g. conversion from points to individual marks, evaluation of performance quality corresponding to individual marks, etc.).

Rules used for summative assessment

Pedagogical staff applies reasonable demands and pedagogical tact towards the students. By evaluating the students' performance through a marking scheme, the teacher assesses the work results objectively and reasonably demanding the following assessment criteria.

- The teacher notifies the student of the result of the summative assessment. At the same time, formative assessment is provided as feedback pointing out the pros and cons of the evaluated work and performances.
- After an oral examination, the teacher notifies the student of the result of the evaluation immediately.
- The results of the written summative assessment or practical skills will be announced within 14 days.
- Summative assessment must be distributed over the whole school year.
- The teacher informs the students at least one week in advance about the date of the written exams.
- Teachers are obliged to inform the students' representative about the study results and attendance via Bakalari school system within ten days after students' work was assessed.
- Teachers follow the principles of pedagogical tact, in particular, they do not assess students immediately after their return to school after their absence for more than one week esp. due to an illness; students are not required to make written records during their absence, unless it is the only source of information; the purpose of testing is not to evaluate what students don't know but rather what they do know.
- Class teachers (or educational counsellors) are obliged to inform other teachers about the recommendations on students' special needs (see SEN policy).
- Each teacher provides the students with marking criteria specific to the subject at the beginning of each school year.

IB Diploma Programme Assessment

Diploma Program Assessment: Principles and Practice sets the following evaluation objectives:

1. Assessment within the IB DP must support the curricular and philosophical objectives of the program by promoting good classroom practice and helping students learn.
2. The final assessment of the IB DP must have a sufficiently high level of reliability, which corresponds to a high qualification for admission to a university.
3. The assessment in IB DP must follow the concept of international mindedness, whenever possible; must systematically avoid cultural bias and take due account of students working in their second language.
4. The IB DP assessment must focus on higher order cognitive skills (synthesis, reflection, assessment, analysis, critical thinking), but also on basic cognitive skills (knowledge, understanding, application).
5. The assessment in each subject must include an appropriate range of tasks and tools to ensure that all the objectives of the program are evaluated.
6. The assessment of students' results is based on the professional judgment of experienced examiners, it is based on statistical information.

All assessments and requirements are discussed and covered in detail at the beginning of each course. Internal assessment (IA) is internally provided by the teacher and externally moderated by IB examiners. External assessment (EA) is conducted in May of the final year of study and is externally provided by IB examiners. Some EA is managed and supervised by teachers without limiting the exam conditions, but are externally marked by IB examiners. External assessment always makes up a larger proportion of evaluation for most subjects.

Following are the IB assessment components for each DP subject and their weight when determining final IB grades.

Group 1: Language and Literature

Czech Literature SL

Exam Paper 1: Guided literary analysis (EA) 35%
Exam Paper 2: Comparative Essay (EA) 35%
Individual Oral (IA) 30%
Individual Oral (IA) 20%

Czech Literature HL

Exam Paper 1: Guided literary analysis (EA) 35%
Exam Paper 2: Comparative Essay (EA) 25%
Higher Level Essay (EA) 20%

Group 2: Language Acquisition

English HL

Exam Paper 1: Productive Skills (EA) 25%
Exam Paper 2: Receptive Skills (EA) 50%
Individual Oral Assessment (IA) 25%

Group 3: Individuals and Societies

Geography SL

Exam Paper 1 (EA) 35%
Exam Paper 2 (EA) 40%
Fieldwork – written report (IA) 25%

Geography HL

Exam Paper 1 (EA) 35%
Exam Paper 2 (EA) 25%
Exam Paper 3 (EA) 20%
Fieldwork – written report (IA) 20%

History SL

Exam Paper 1 (EA) 30%
Exam Paper 2 (EA) 45%
Historical Investigation (IA) 25%

History HL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 25%
Exam Paper 3 (EA) 35%
Historical Investigation (IA) 20%

Psychology SL

Exam Paper 1 (EA) 50%
Exam Paper 2 (EA) 25%
Experimental study (IA) 25%

Group 4: Sciences

Biology SL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 40%
Exam Paper 3 (EA) 20%
Individual Investigation (IA) 20%

Biology HL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 36%
Exam Paper 3 (EA) 24%
Individual Investigation (IA) 20%

Chemistry SL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 40%
Exam Paper 3 (EA) 20%
Individual Investigation (IA) 20%

Chemistry HL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 36%
Exam Paper 3 (EA) 24%
Individual Investigation (IA) 20%

Physics SL

Exam Paper 1 (EA) 20%
Exam Paper 2 (EA) 40%
Exam Paper 3 (EA) 20%
Individual Investigation (IA) 20%

Group 5: Mathematics

Mathematics: analysis and approaches SL

Exam Paper 1 (EA) 40%
Exam Paper 2 (EA) 40%
Mathematical exploration (IA) 20%

Mathematics: applications and interpretation SL

Exam Paper 1 (EA) 40%
Exam Paper 2 (EA) 40%
Mathematical exploration (IA) 20%

Mathematics: analysis and approaches HL

Exam Paper 1 (EA) 30%
Exam Paper 2 (EA) 30%
Exam Paper 3 (EA) 20%
Mathematical exploration (IA) 20%

Mathematics: applications and interpretation HL

Exam Paper 1 (EA) 30%
Exam Paper 2 (EA) 30%
Exam Paper 3 (EA) 20%
Mathematical exploration (IA) 20%

Regulations for awarding a diploma

- EE and TOK are graded from A to E.
- All subjects are graded from Grade 7 to Grade 1.
- “N” means that the assessment was missed for various reasons.

To be awarded the IB Diploma a candidate:

- must meet CAS requirements
- cannot be awarded "N" for TOK, the EE or for a contributing subject
- cannot be awarded grade E in TOK and (or) the EE
- cannot be awarded grade 1 in a subject/level,
- cannot be awarded more than two grades 2 in all subjects/levels,
- cannot be awarded more than three grades 3 in all subjects/levels,
- must gain 12 points or more at HL subjects (or three highest grades in HL if applicable),
- must gain 9 points or more at SL subjects (or at least 5 points at SL in case they have four HL subjects),
- must not receive a penalty for academic misconduct from the Final Award Committee.

Homework

Homework is assigned to improve the learning process and learning outcomes as well as to provide additional feedback both to the student and teacher. Students are expected to spend relevant amount of time working on assignments for individual subjects. Students' homework can be assessed.

Integration of IB Policies

This Assessment Policy is closely related to the Academic Integrity Policy, which demonstrates basic principles of students' proper academic conduct. Support for students with special learning needs is clearly defined in SEN Policy, which declares options and necessary assistance. Language Policy brings information about languages taught at G+SOS, as well as language outcomes depending on study level.

Review of DP Assessment Policy

The Assessment Policy has been written by a school leadership team in close cooperation with department heads. This Assessment Policy is reviewed every three years or more frequently if needed. The document is available in print and on the school's website.

Resources

Approaches to teaching and learning in the Diploma Programme, IBO, 2015
Diploma Programme: From principles into practice. IBO, 2016
Assessment policy The IB Diploma Programme. Viborg Katedralskole, 2018
DP Assessment Policy, Kingston Collegiate and Vocational Institute, 2016
IB Assessment Policy 2019, Cairns State High School, 2019
Assessment Policy, Henry Kaiser High School, 2017

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