



# Da Vinci's International Schools Diploma Programme

## Assessment Policy

### School's Mission statement

*Da Vinci's International Schools care for and support young people by providing a balanced education that nurtures curiosity, creativity, and integrity.*

*In a respectful and tolerant environment, students discover new interests, develop their talents, and grow alongside others who share the same values.*

*Through internationally recognized programs, we help students make informed choices, face challenges with confidence, and become reliable, open-minded individuals who value diverse cultures and perspectives.*

### **Purpose**

Assessment at Da Vinci's International Schools (DVIS) is an integral part of teaching, learning and planning. It provides evidence of student achievement, informs teaching, supports reflection and helps students understand their progress towards the learning goals of the International Baccalaureate (IB) Diploma Programme (DP).

In accordance with IB principles, assessment at DVIS is designed to be valid, reliable, fair, transparent and inclusive. Students are assessed against the published assessment criteria and grade descriptors for their subjects rather than against the performance of other students. Assessment provides opportunities for students to demonstrate knowledge, conceptual understanding and skills and to develop as reflective, principled and self-directed learners.

Assessment practices are aligned with the relevant IB subject guides, *Diploma Programme Assessment Procedures* and the school's Academic Integrity, Inclusion and Language Policies. Where school procedures differ from current IB requirements, the current IB regulations and procedures take

precedence.

## Formative and summative assessment

Formative assessment is an ongoing part of teaching and learning. It provides feedback that helps students and teachers identify strengths, misconceptions and next steps. It may include questioning, quizzes, drafts, practice tasks, research activities, reflection, peer and self-assessment, and teacher feedback. Formative assessment primarily supports learning and is not necessarily used to determine the final IB grade.

Summative assessment provides evidence of achievement at a particular point in the learning process. It includes subject-specific internal assessment components, externally assessed coursework and examinations, as specified by the relevant IB subject guide.

Teachers use a range of assessment strategies and communicate assessment criteria, expectations and deadlines clearly to students.

## IB and Polish grading scale conversion

For the purpose of mid-year and end-of-year assessments grades are converted from the 1-7 IB grading scale to the 1-6 scale used in the school according to the following conversion scheme:

| IB grade | Polish grade | Name            |
|----------|--------------|-----------------|
| 7        | 6            | celujący/       |
| 6        | 5            | bardzo dobry/   |
| 5        | 4            | dobry/          |
| 4        | 3            | dostateczny/    |
| 3        | 2            | dopuszczający/  |
| 2        | 2            | dopuszczający/  |
| 1        | 1            | niedostateczny/ |

## IB grading scale

Student performance in each DP subject is graded on a scale from 1 to 7, where 1 point is minimum and 7 maximum. For both in-school and IB assessments students are assessed according to the IB grading scale (1-7).

| IBDP grade | Converted percentage grade |
|------------|----------------------------|
| 7          | 96-100                     |
| 6          | 90-95                      |
| 5          | 80-89                      |
| 4          | 70-79                      |
| 3          | 60-69                      |
| 2          | 45-59                      |
| 1          | Failing grade              |

## The Core- TOK course and the Extended Essay grading

For Theory of Knowledge and the Extended Essay assessment a scale of A-E is used. The CAS requirement is not assessed.

Student performance in Theory of Knowledge and the Extended Essay are each graded on a scale from A to E, where A is maximum and E is minimum.

Grade description

A Excellent

B Good

C Satisfactory

D Mediocre

E Elementary (failing grade)

N No grade

## The TOK course and the Extended Essay grading (EE/TOK matrix)

**The diploma points matrix**

|                |            | 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 |

## Recording, monitoring and reporting student progress

The school uses systematic and transparent processes for recording, monitoring and reporting student progress in alignment with the IB assessment philosophy. Assessment information is collected through a range of formative and summative assessment strategies and is used to support teaching, learning, reflection and student agency.

Student achievement is assessed against relevant assessment criteria and, where applicable, IB grade descriptors. Teachers use multiple sources of evidence to make informed professional judgements about student achievement and progress. In the Diploma Programme, grade descriptors and knowledge of IB assessment standards contribute to the formation of accurate predicted grades.

Librus serves as the school's digital platform for recording assessment information, communicating achievement and providing feedback. Formal DP progress reports are issued at the end of semesters and academic years and provide students and parents/guardians with information about achievement, progress and areas for further development.

Students are actively involved in the assessment process through self-assessment, peer assessment,

reflection and individual feedback meetings. These practices support assessment as learning, develop students' capacity to evaluate their own performance and strengthen student agency. Feedback is intended to inform subsequent learning and improvement.

Parent/guardian meetings provide an additional opportunity for transparent communication about student progress and for establishing shared expectations and appropriate next steps. Assessment information is used not only to report achievement but also to identify learning needs, inform teaching and support students in making progress.

## **Internal and external assessment**

The DP uses both internal assessment (IA) and external assessment (EA). Depending on the subject, internally assessed components are marked by teachers and may subsequently be moderated or reviewed by the IB. Externally assessed components are assessed by IB examiners. External examinations take place according to the examination session and procedures established by the IB.

Students receive subject-specific guidance and assessment criteria and are given appropriate opportunities to develop the knowledge and skills required for assessed work.

## **Internal Assessment calendar and deadlines**

DVIS maintains a central Internal Assessment (IA) Calendar covering major assessment deadlines throughout DP1 and DP2. The calendar supports effective planning, student well-being, academic integrity and the authentic development of assessed work over time.

At the beginning of DP1, students and parents/guardians are introduced to the DP assessment requirements, IA Calendar, Academic Integrity Policy and relevant Core requirements. Students and parents/guardians sign an IA Deadlines and Assessment Requirements Acknowledgement Form confirming that these requirements have been explained and understood.

Students are expected to meet published internal deadlines. Where exceptional circumstances affect a deadline, students must communicate with the teacher and DP Coordinator as early as possible. Any extension must be considered in accordance with school procedures and, where applicable, IB requirements.

The IA Calendar is reviewed regularly by the DP Coordinator and teachers to coordinate assessment demands across subjects and reduce unnecessary pressure on students.

## **The Core**

The three elements of the DP Core—Theory of Knowledge (TOK), the Extended Essay (EE), and Creativity, Activity, Service (CAS)—are integral to the DP.

The school maintains a Core calendar with milestones, meetings and submission deadlines. Students are expected to engage consistently with the Core throughout DP1 and DP2 and to maintain appropriate evidence of their progress.

The Core contributes to the development of research, communication, self-management, thinking and reflection skills and is therefore closely connected to the school's Approaches to Learning (ATL) programme.

## **Assessment, feedback and reporting**

Teachers maintain current records of assessment and provide students with timely, constructive feedback. Assessment results and relevant feedback are recorded in the school's electronic system, Librus, in accordance with school procedures.

Students discuss their progress with teachers throughout the year and are encouraged to reflect on feedback and take responsibility for improvement.

Formal reports are issued to students and parents/guardians twice each school year. Reports provide an overview of achievement and progress across subjects and may include information concerning learning, attendance, engagement and relevant teacher comments.

Students and parents/guardians may monitor progress through the school's digital systems and may arrange meetings with teachers, the DP Coordinator, University Counsellor or school psychologist where appropriate.

## **Predicted grades**

A predicted grade (PG) is a professional judgement made by a subject teacher about the grade a candidate is expected to achieve in the forthcoming IB examination session, based on the evidence available at the time. Predicted grades are not final IB grades.

Teachers establish predicted grades using relevant evidence, including assessed work, internal assessment performance, examination preparation, progress over time and the applicable IB grade descriptors and subject requirements.

It is important to make the distinction between the following grades terminology:

- Predicted grade: the school's informed professional prediction of the candidate's likely

IB examination grade.

- Examination grade: the official grade awarded by the IB following the examination session and completion of all relevant assessment components.
- Final predicted grades: the predictions submitted by teachers for the IB examination session, normally finalized toward the end of DP2.
- University predicted grades: predictions prepared earlier in DP2, in consultation with the University Counsellor, to support university applications. These may be reviewed and updated as the student's achievement develops.

The University Counsellor coordinates the university predicted-grade process in collaboration with the DP Coordinator and subject teachers. Predicted grades communicated to universities must be evidence-based and consistent with the student's demonstrated achievement and programme progress.

The University Counsellor also advises students regarding university requirements, application timelines and the relationship between predicted grades and final IB results.

## **Academic integrity and authenticity**

All assessment is governed by the school's Academic Integrity Policy. Students are expected to submit authentic work and appropriately acknowledge the ideas, information and work of others.

Students receive explicit instruction in research, referencing, citation, responsible use of digital and AI tools, and academic honesty. The school may use Turnitin and other appropriate tools to support the authentication of student work; these tools do not replace professional judgement.

Students are expected to retain appropriate evidence of their learning process, including drafts, research notes, planning documents and version histories where relevant. The staged submission process and IA Calendar support authentic development of assessed work.

Where there is a concern about authenticity, the school follows the procedures established in the Academic Integrity Policy and relevant IB requirements.

## **Inclusion and access to assessment**

Assessment is aligned with the school's Inclusion Policy and the IB principle of equitable access. The school seeks to identify and remove barriers so that students can demonstrate their learning without compromising the validity or integrity of assessment.

Where a student has identified learning needs or assessment access requirements, the school works collaboratively with the student, parents/guardians, teachers, school psychologist and DP Coordinator to identify appropriate support.

The school psychologist plays an important role in identifying barriers to learning and assessment, supporting student well-being, contributing relevant professional information and collaborating with the DP Coordinator regarding appropriate access arrangements.

Where required, the DP Coordinator follows the IB procedures for inclusive access arrangements, including the requirements of the current *Diploma Programme Assessment Procedures*. Access arrangements are intended to provide equitable access to assessment and must not provide an advantage or alter what is being assessed.

#### 10. Language and assessment

Assessment practices are aligned with the school's Language Policy. Students are informed of the language requirements applicable to each DP course and assessment component.

English is the principal language of instruction at DVIS, while language-specific courses are taught and assessed according to their respective IB requirements. Teachers consider students' linguistic profiles when planning learning and providing appropriate support while maintaining the intended assessment standards.

The school recognizes the IB provisions for the Bilingual Diploma and advises students about qualifying pathways during subject selection and registration.

### **Assessment calendar and ATL**

The DP assessment calendar integrates IA deadlines, Core milestones, examination requirements, predicted-grade deadlines and other significant programme dates.

Students receive explicit guidance in Approaches to Learning (ATL) skills, including self-management, research, communication, thinking and social skills. Workshops and tutorials also address organisation, time management, study strategies, examination preparation and well-being.

The school uses assessment planning to monitor the overall workload of students. Teachers and the DP Coordinator collaborate to identify periods of excessive assessment demand and make adjustments where appropriate.

The school psychologist contributes to this process by supporting students experiencing academic

pressure, assessment anxiety or difficulties with self-management and well-being.

## **Diploma Programme examinations**

DP examinations are administered in accordance with the current Diploma Programme Assessment Procedures, IB examination regulations and instructions for the relevant examination session.

Students, parents/guardians, teachers and invigilators receive information regarding examination conduct, procedures and responsibilities before the examination session.

The school ensures secure and fair examination administration and follows IB requirements concerning examination materials, candidate conduct, access arrangements, absence and exceptional circumstances.

## **Award of the IB Diploma**

The IB Diploma is awarded by the International Baccalaureate Organization, not by the school. The award is based on a candidate's performance in six DP subjects and the three elements of the Core: TOK, the EE and CAS.

Each subject is graded from 1 to 7, with 7 being the highest grade. TOK and the EE are graded from A to E and together can contribute up to three additional points to the diploma score. CAS is not graded and does not contribute points, but successful completion of CAS is a requirement for the award of the Diploma. The maximum diploma score is therefore 45 points.

To be awarded the IB Diploma, candidates must satisfy the current IB conditions, including the following:

- complete the required assessment components for six DP subjects and fulfil the requirements of TOK, EE and CAS;
- achieve a minimum total of 24 points, including TOK and EE points;
- receive a grade in all six subjects, TOK and the EE; an N (no grade) in a contributing subject, TOK or the EE prevents the award of the Diploma;
- achieve a minimum grade of 2 in every subject;
- receive no more than two grade 2s across HL and SL subjects;
- receive no more than three grades of 3 or below across HL and SL subjects;
- achieve at least 12 points in HL subjects; for candidates taking four HL subjects, the three highest HL grades are counted for this condition;
- achieve at least 9 points in SL subjects; candidates taking two SL subjects must achieve at

least 5 points at SL;

- successfully complete CAS;
- receive no grade E in TOK and/or the EE;
- have no penalty for academic misconduct that prevents the award of the Diploma;
- satisfy all other conditions specified by the IB for the relevant examination session.

The current *Diploma Programme Assessment Procedures* and IB regulations take precedence if any requirements change.

## **Bilingual Diploma**

A candidate who meets the relevant IB requirements may be awarded a Bilingual Diploma.

The Bilingual Diploma may be awarded where a candidate successfully completes two qualifying Studies in Language and Literature courses, or where the candidate completes one Studies in Language and Literature course and an Individuals and Societies or Sciences course in another language, subject to the current IB requirements and minimum grades.

Students considering this pathway are advised during subject selection and registration.

## **Progression from DP1 to DP2**

Progression from DP1 to DP2 is considered using evidence of student achievement, engagement, completion of programme requirements and relevant school and national requirements.

Where a student is experiencing difficulty meeting DP expectations, the school provides appropriate academic and pastoral support. This may include subject tutorials, meetings with teachers, the DP Coordinator, school psychologist and parents/guardians, and an individual support plan where appropriate.

The purpose of intervention is to identify barriers early, support student progress and enable informed decisions about the student's educational pathway which will be planned and conducted in line with School Statute and IB standards.

## **Results, post-results meetings and Enquiries Upon Results**

Following the release of IB results, the DP Coordinator meets with students, particularly where results require clarification or further action. Parents/guardians may participate where appropriate.

The post-results meetings may address:

- final subject grades and diploma points;
- Diploma or Course Results status;
- university implications;
- possible retake opportunities;
- eligibility for and implications of an Enquiry Upon Results (EUR);
- other appropriate next steps.

Students who believe that a result should be reviewed may discuss an EUR with the DP Coordinator. The school explains the applicable EUR category, procedure, fee and possible outcome. Requests are submitted in accordance with the IB deadline for the relevant examination session.

The IB's published examination-session calendar and current Diploma Programme Assessment Procedures determine the official results-release and EUR deadlines. The DP Coordinator communicates the exact dates to candidates and families for each examination session.

## **Roles and responsibilities**

**Students** are expected to:

- engage actively and responsibly in learning;
- understand and apply assessment criteria;
- meet IA and Core deadlines;
- maintain evidence of their learning process;
- submit authentic work;
- use feedback to improve;
- communicate promptly when difficulties arise;
- participate responsibly in examinations;
- reflect on their progress and develop ATL skills.

**Teachers** and supervisors:

- plan assessment as an integral part of teaching and learning;
- use valid, reliable and appropriate assessment practices;
- apply IB subject-specific criteria and requirements;
- provide timely and constructive feedback;
- monitor progress and authenticity;
- establish evidence-based predicted grades;
- communicate concerns to the DP Coordinator;
- provide appropriate guidance without compromising student ownership or the authenticity of

assessed work.

**The DP Coordinator:**

- oversees implementation of the Assessment Policy;
- maintains the IA and DP assessment calendar;
- coordinates IB assessment and examination procedures;
- ensures that students and parents/guardians understand assessment requirements;
- coordinates predicted grades and IB submissions;
- coordinates inclusive access arrangements;
- manages post-results procedures and EUR requests;
- monitors assessment workload and student well-being;
- coordinates policy review and professional development.

**The school psychologist:**

- contributes to identifying barriers to learning and assessment;
- supports student well-being and self-management;
- contributes professional information relevant to inclusion and access arrangements;
- collaborates with teachers, the DP Coordinator and families;
- supports students during periods of academic difficulty or assessment-related stress.

**The University Counsellor:**

- advises students on higher education pathways;
- coordinates university application timelines;
- coordinates university predicted grades with subject teachers and the DP Coordinator;
- supports communication of predicted grades and final IB results to universities;
- advises students on the implications of results and post-results options.

**The school administration:**

- provides appropriate resources for assessment and the DP;
- supports secure and fair examination administration;
- facilitates professional development;
- supports the implementation of inclusion and student well-being provision.

**Parents/guardians:**

- support students in developing effective learning and time-management habits;

- monitor assessment information and deadlines;
- participate in meetings concerning progress where appropriate;
- support academic integrity and student ownership of learning;
- communicate relevant concerns with the school.

## Communication and review

The Assessment Policy is communicated to students, parents/guardians and staff and is available through the school website and relevant school platforms.

At the beginning of DP1, students and parents/guardians receive an orientation covering assessment expectations, formative and summative assessment, IA deadlines, The Core, academic integrity, inclusion and access arrangements, predicted grades and examination procedures.

The DP Coordinator, teaching team and relevant members of school leadership review the policy at least annually and update it when required by changes to IB regulations, assessment procedures or school practice.

## References

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