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ASSESSMENT POLICY

The aim of assessment is to provide a supportive and positive mechanism that helps students improve their learning, supports teachers in their development and contributes to the success of the programme.

Principles and philosophy of assessment:

- Assessment is consciously designed to improve student's performance.
- It should identify the learning needs of an individual student or a group of students. Reflection is an essential and integral part of the assessment.
- Educative assessment is anchored in authentic tasks.
- Feedback is central to all teaching and learning.
- Educative assessment provides students and teachers with feedback that they can use to revise their performance.
- Assessment provides direction for teachers, learners (students), parents, the administration and/or the larger school community.
- Assessment should be sensitive to cultural, linguistic, racial, learning, physical and gender differences.
- The criteria for assessment are shared or developed with the students prior to assessment.
- Assessment should be motivating for students. Motivation can be maintained and enhanced by assessment methods which support the learner's autonomy, provide some choice and constructive feedback, and create opportunity for self-direction through individual targets.
- It should be providing information about a student's level of attainment in relation to the knowledge, skills and understanding elements of the curriculum.
- Provide information about how students learn.
- Determine what students know and understand.
- Ascertain the skills that students acquire.
- Diagnose learning problems and students' needs.
- Monitor standards.
- Contribute to the efficiency of the programme.
- Reflect the curriculum and be an integral part of teaching and learning at all levels.
- Check teaching objectives against learning outcomes.

- Act as a feedback mechanism for curriculum development.
- Motivate both teachers and students through success in achievement.
- Helps learners know how to improve (self-improvement). Learners need information and guidance in order to plan the next steps in their learning. Teachers should: pinpoint the learner's strengths and advise learners on how to develop them; be clear and constructive about any weaknesses and how they might be addressed; provide opportunities for learners to improve upon their work.
- Promotes understanding of learning goals and assessment criteria (ownership) - For effective learning to take place, learners need to understand what it is they are trying to achieve and want to achieve it. Understanding and commitment follows when learners have some part in deciding goals and identifying criteria for assessing progress. Communicating assessment criteria involves discussing them with learners using terms that they can understand, providing examples of how the criteria can be met in practice and engaging learners in peer- and self-assessment.
- It should be sensitive and constructive (comments rather than grades, emotional impact). Comments, marks and grades have an impact on learners' confidence and enthusiasm and should be as constructive as possible. Comments that focus on the work rather than the person are more constructive for both learning and motivation.

Effective assessments practice constitutes of:

- criteria that are known to students and understood in advance
- analysis of their learning and understanding of what needs to be improved
- synthesis and application of their learning in addition to recalling facts
- highlighting of students' strengths and weaknesses mastery and expertise
- reflection and participation in self and peer evaluations
- expression of different points of view and interpretations
- encouragement for students to be responsible for their learning
- experience of successful learning
- performance at a higher level when challenged
- showing how their weaknesses can be improved.

Inclusive assessment

Inclusive assessment arrangements are available for students with special education requirements. These arrangements enable such students to sit the examinations and demonstrate their knowledge and understanding of the tasks being assessed. The procedure is discussed with and approved by parents/legal guardians, students and the school's special education counsellor prior to the examination.

Application of assessment

Students are aware of what they are trying to achieve in a particular piece of work and through reflection they gain clear insight into what they have achieved and where they

can improve. The teachers use their formative assessments to set work which is well matched to their students' capabilities. Students are involved in the process of assessment, taking responsibility for their own learning, developing their ability to be self-critical and setting personal learning targets.

Assessment will:

- Be embedded in context in units.
- Reflect skills applicable to the intended learning outcomes of the unit.
- Consist of a range of formative and summative activities applicable to the unit .
- Reflect positive achievement.
- Be sufficiently open-ended to allow students to demonstrate their learning in any particular unit.

Rights and responsibilities of the Head school

- Monitor, observe and evaluate the process of application of assessment.
- Have access to all criteria being used in the assessment.
- Inform parents immediately if results are dramatically dropping or are constantly low (for some period of time).
- Request parents/ legal guardians to meet in order to communicate reasons which might be leading to worsening academic results of their child reflected in assessment.
- Inform the community about the official dates the reports are to be given to students.
- Make a final decision whether a child should be given a retake exam if he/she is not satisfied with the final grade given by the subject teacher.
- Sign report cards.

Rights and responsibilities of the Head of the international school

- Monitor, observe and evaluate the process of application of assessment.
- Have access to all criteria being used in the assessment.
- Inform parents immediately if results are dramatically dropping or are constantly low (for some period of time).
- Request parents/ legal guardians to meet in order to communicate reasons which might be leading to worsening academic results of their child reflected in assessment
- Sign report cards during an absence of a child's homeroom teacher or the Head of school.
- Have every official request for retake exams registered.

Rights and responsibilities of programme coordinators

- Monitor, observe and evaluate the process of application of assessment.
- Have access to all criteria being used in the assessment.

- Inform parents immediately if results are dramatically dropping or are constantly low (for some period of time).
- Inform the students/ parents/ legal guardians about the exact content and time of the procedure for the retake exam.
- PYP: printing final grade report cards
- MYP/DP: printing final grade report cards and providing transcript of grades for our students studying abroad

Rights and responsibilities of students

- Have a clear idea of the knowledge and/or skills under development.
- Receive clear feedback regarding (a performance level) that has been awarded e.g. verbal and peer feedback.
- Be provided with helpful feedback on each assignment.
- Have access to all criteria being used in the assessment.
- Not expect that every piece of work completed will be formally assessed.
- Students should be involved in setting criteria for assessment.

Rights and responsibilities of teachers

- Use student performance as a feedback mechanism to initiate changes.
- Use a variety of methods of assessment.
- Always inform students about the results.
- PYP: send unit letters to parents
- Use online applications for communication about assessment, e.g Edupage
- In case the child is missing for collection of their reports, the teacher leaves the report with the school secretary from whom it is collected by parents/ legal guardians.
- Inform parents immediately if results are dramatically dropping or are constantly low (for some period of time).
- Inform parents about the final grade lower than AE (in PYP) beforehand (at least 2 – 3 months before handing out reports).

Rights and responsibilities of parents/ legal guardians

- Communicate with school authorities/ teachers should the child's results get unexpectedly worse while the conditions at school/ school environment have not been changed.
- Have access to all criteria being used in their child's assessment.
- Use online applications for communication about assessment, e.g Edupage.
- Participate in parent-teacher conferences.
- Ask for an individual meeting with a homeroom teacher/ subject teachers/ programme coordinators made by appointment to discuss student performance and progress.
- PYP: - participate in Student Led Conference – twice a year – at the end of every

semester.

- participate in PYP5 Exhibition
- accept an invitation to class's performance organised after every unit of inquiry (PYP Slovak section)
- participate in I. PYP Introduction to PYP School programme.
- MYP: participate in preMYP Introduction to MYP School programme.
- Receive written individual student reports twice a year, in January and June.
- Contact the subject teacher or the homeroom teacher in case they need more information on the assessment procedure/ criteria/ application.
- Send an official request within 3 working days after the student receives the report card asking the school to schedule for a retake exam from the subject the child received AE (PYP) or subject/s which final grade does not seem satisfactory to the child/ parents.

ASSESSMENT POLICY OF PRIMARY YEARS PROGRAMME

Assessment Practices

Pre-Assessment

Teachers will assess children's prior knowledge and experience before embarking on new learning experiences (e.g. bench-marking, mind-mapping).

Formative Assessment

Ongoing and regular assessment will be used during the teaching and learning process to inform teachers and students about how the learning is developing. Formative assessment and teaching are directly linked to one another. Teachers will use a variety of methods to obtain their formative assessments. Formative assessment happens regularly during each unit.

Summative Assessment

Summative assessment happens at the end of the teaching and learning process and should be planned for in advance. The assessment is designed so that students can show their understanding in authentic contexts and apply it in new and flexible ways. It measures understanding of the central idea, and prompts students towards action. The students will be made aware of the criteria for success in the task which should be limited to a defined unit of work. Summative assessment happens at the end of each unit of enquiry.

Student Profile Assessment

Student profiles should be transparent in the classroom and evident in the general language of the school. Teachers may use informal observations to give feedback to students, but actual assessment is only done as student self-assessment. The students should reflect on their development at the end of each two 'Units of Inquiry' on targeted

or selected aspects of the profile. This reflection will vary according to the student's age groups and his/her English language ability.

Attitudes Assessment

Attitudes are explicitly taught and focused upon. Student reflections and teacher observations are documented. These records should reflect the development and demonstration of the targeted attitudes over time, both in spontaneous and planned activities.

Assessment Strategies

Planned observations

All children are observed regularly, with the teacher taking notes on the individual, the group and the whole class. Observations include how groups work and the role of individual participants within the group.

Process focus

Students' skills and developing understanding are observed in real contexts on a regular basis, using checklists, narrative notes, continuums and inventories. The emphasis is on the process and skills application rather than the product.

Selected responses

Single 'snapshot' samples of what students know or are able to do. These can be recorded in a notebook carried by the teacher to be formally documented at a later date.

Open-ended tasks

Students are given a stimulus and asked to communicate an individual, original response. In this way the student's understanding and application can be individually assessed. No two students will have the same response!

Student Portfolios

Teachers and students maintain a portfolio of work that demonstrates growth, thinking, creativity and reflection for both academic and social development over time. (See Student Portfolios Policy)

Performance Tasks

This represents the type of challenges that adults face in the world beyond the classroom. It requires students to demonstrate their knowledge and skill to accomplish a goal or solve a problem. It therefore requires students to thoughtfully apply their knowledge, rather than recalling facts. The task should be open-ended, should develop a product or performance, have an identified purpose i.e. an audience, and it involves criteria, which have to be met.

Assessment Tools

Performance Lists

Performance lists offer a practical means of judging student performance based upon identified criteria. A performance list consists of a set of criterion elements, but not performance levels. These are used for students to know the criteria before embarking on their work, to assess that they meet the criteria.

Holistic Rubrics

Holistic rubrics provide an overall impression of a student's work, thus providing a single score/level for the finished product or performance. Holistic rubrics give a 'snapshot' or impact of overall performance to give a general impression of a piece of work.

Analytic Rubrics

Analytic rubrics are used when the assessment task is broken into defined dimensions or traits and each element is judged separately. Each element achieves a separate score/level. These are used for large projects and summative assessments as well as for analysing writing.

Benchmarks/Exemplars

These are samples of individual students' work that serves as a baseline against which other samples of the students' work is judged. They can be used alongside rubrics or continuums.

Anecdotal notes

These are written notes based upon observation of the student in any context (planned/not planned). Time needs to be allocated to compile, organise and analyse such notes.

Continuums

Continuums are a visual representation of developmental stages of learning. They indicate the progression of achievement and/or identify where a child is in a process.

Tests

Planned assessment task(s) where students respond to teacher directed questioning or instructions. The response may be written, oral, physical, illustrated etc.

Assessment documentation

Student Portfolios

Every student forms their own portfolio of their best work throughout the PYP years. Such portfolios are also available for viewing in students' classrooms and at the end of

V.PYP students take their portfolios home.

Reporting

Written reports

All teachers are responsible for writing students' reports twice a year and for having it signed and stamped accordingly. The PYP Coordinator is responsible for printing the paper copies. At the end of the school year teachers are responsible for making 2 copies of students' reports - one copy needs to be filed into student portfolios and the other copy is given to the Head of School who is responsible for filing them into the class documentation.

In the report cards, teachers use positive statements as much as possible and place achievements in context. They should also differentiate between attainment (assessed against standards or learning outcomes) and achievement (personal performance, usually based on positive assessment), report against stated criteria and avoid speculation and identify targets for future learning. The reports are to be addressed to the target audiences: pupil, parent and teacher and are written in English for the English section and in Slovak for the Slovak section. Teachers will comment and assess the attributes and profiles and they include descriptive comments in addition to quantitative assessment and refer to supporting evidence. Teachers use the following terminology for particular stages of students' progress.

Generalised scoring scales for assessment

Table of assessment is available for school community and public at:

<https://www.gjh.sk/o-skole/program-myp-english/pyp-aj/pyp-at-gjh>

ASSESSMENT POLICY OF MIDDLE YEARS PROGRAMME

School Assessment Philosophy

At GJH MYP programme we believe the assessment can lead the child towards a positive sense of self-worth and self-competence.

The aim of assessment in the MYP is to:

- enable students to show their understanding, knowledge and skills
- enhance their learning by providing feedback
- develop the students' capacity to learn by providing them opportunities to review their learning and to set further goals
- provide feedback to the teachers and to help improve the teaching process
- inform the parents about the students' progress

Assessment Practices

Formative Assessment

It is an ongoing process happening throughout the units of learning over the whole school year. We view it as a necessary and important tool for the teacher to identify the students' needs and to review the teaching so that improvement in students' performance and their attitudes towards learning can be achieved. The formative assessment can take various forms as an informal discussion, quiz, short test and this assessment is carried out on a regular basis.

Summative assessment

This form of assessment usually happens at the end of each unit and it leads towards the decision of criterion levels achieved for a summative task. The summative assessment is criterion based, which means each task is assessed against a set of given criteria. The criteria are different for each subject from pre-MYP to IV. MYP. We use the MYP prescribed criteria levels in the final year of MYP.

Student's performance is assessed against each criterion at least once in a half term, final criterion level at the end of school year is combined from both terms. Our assessment is internal and our assessment practices undergo regular internal moderation and reviewing.

Internal requirements

Based on the internal agreements, a student is believed to be underachieving if he/she has the final grade 3 from more than two subjects in pre-MYP, I.MYP, II.MYP, III.MYP and grade 3 from more than one subject in IV.MYP, V.MYP at the end of each term. In such a case, the student is required to retake the summative assessment procedure from the subject/s. The student is informed about the exact content and time of the procedure in advance. The results of this exam are recorded in the assessment sheets and in the report card.

If a student fails to meet the required objectives, the student and the parents are invited to a meeting with the Head of the international school to discuss the situation and decide on further action.

Reporting

The official assessment takes place four times a year (every 2.5 months) with the grade report being issued twice a year, mid-term in January and end-of-year in June. Parents are informed about the students' achievement and progress at regular parent-teacher conferences which are held regularly four times per school year when also all teachers are available for personal consultations. On request, individual meetings/ consultations can be arranged any time throughout the school year.

Teachers record the assessment results in the assessment sheets on the web site, on a

regular basis. In pre-MYP – III.MYP the formative and summative results are also recorded in students' grade books.

The students' final achievements are assessed against the official IBO final grade system from 7 to 1 (seven stands for an excellent performance). Alongside the report card we also issue the final report cards which gives information about a student's effort in the subject, preparation for the lessons and self-discipline.

Teachers record on an ongoing basis the summative assessments results electronically in the assessment sheets (IŽK) and parents have an access to see the results of their own child only.

The assessment policy does not include all common practices in using the MYP assessment criteria and determining achievement levels. The teachers use the following common practices: essays, reports, lab reports, posters, role plays, discussions, powerpoint presentation, debates, lectures, individual work with worksheets, pair work or group work. The sum of the criteria scores translates into grades according to MYP general grade descriptors available also on the school's website.

ASSESSMENT POLICY OF DIPLOMA PROGRAMME

School Assessment Philosophy

In the IB Diploma programme we also believe the assessment can lead the student towards a positive sense of self-worth and self-competence.

The aim of assessment in the IB Diploma is to:

- enable students to show their understanding, knowledge and skills
- enhance their learning by providing feedback
- develop the students' capacity to learn by providing them opportunities to review their learning and to set further goals
- provide feedback to the teachers and to help improve the teaching process
- inform the parents about the students' progress

Assessment Procedures

Formative assessment

It is an ongoing process happening throughout the topics over the whole school year. We view it as a necessary and important tool for the teacher to identify the students' needs and to review the teaching so that improvement in students' performance and their attitudes towards learning can be achieved. The formative assessment can take various forms as an informal discussion, quiz, short test and this assessment is carried

out on a regular basis.

Summative assessment

This form of assessment usually happens at the end of each topic. The overall assessment is based on a more complex basis including the internal assessment work and variety of tasks, tests or exercises used for exploring students' knowledge, skills and abilities. The grade boundaries for each subject are published in documents provided by IBO.

Internal requirements

Based on the internal agreements, a student is believed to be underachieving if he/she has the final grade 1 from one or more subjects or "failed" in ToK. If such a case happens, the student is required to retake the summative assessment procedure from the subject/s. The student is informed about the exact content and time of the procedure in advance. The results of this exam are recorded in the assessment sheets and in the grade report.

Each IB Diploma programme student must do his/her CAS activities regularly and report to his/her CAS supervisor. As the core of the IB Diploma programme, CAS activities must meet all the requirements, so that the student would pass CAS and would be able to reach for IB Diploma at the end of the two year IB Diploma course.

If a student fails to meet the required objectives, the student and the parents are invited to a meeting with the Head of the international school to discuss the situation and decide on further action.

It is at the discretion of each experienced teacher to build up their own range for assessment. However, the range for both summative and formative assessments are based on the grade boundaries descriptors given by IBO. This strategy has been proven to be the most efficient as it is part of teachers' agency and it gives them the possibility to adjust the progress during the lessons based on the structure of the respective group of students.

Standardisation and moderation of internal assessment

The teachers are informed about the importance of internal standardisation and moderation of assessment.

Each subject/ subject group follows assessment criteria, which are given in the respective subject guides and have been determined/developed for internal assessment work, extended essay and ToK essay. If the subject is taught by more than one teacher and in order to ensure objective quality checks of internally marked coursework or ToK essays, all the respective teachers have to meet and discuss the assessment criteria in advance- all done in accordance with the IB philosophy.

Reporting

The official assessment takes place four times a year (every 2.5 months) with the grade report being issued twice a year, mid-term in January and end-of-year in June. Parents are informed about the students' achievement and progress at regular parent-teacher meetings which are held regularly four times per school year when also all teachers are available for personal consultations. On request, individual meetings/consultations can be arranged any time throughout the school year. Teachers record on an ongoing basis the summative assessments results electronically in the assessment sheets (IŽK) and parents have an access to see the results of their own child only.

The students' final grades are assessed against the official IBO final grade system from 7 to 1 (seven stands for an excellent performance) and are not transferred into/assessed against grades given in the Slovak national scaling system. The students' final achievements are transferred into the Slovak national scaling system only upon their request when they apply to Slovak or Czech universities.

As for the transfer of students' final grades, primarily in connection with the admission process to universities, a conversion formula has been approved by the Centre for Equivalence of Diplomas, Institute of Information and Prognosis of Education (Department of Ministry of Education of Slovak Republic) as follows:

IBO final grade system	Slovak scaling system
7-6	1
5-4	2
3	3
2	4
1	5

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