

# Assessment policy

for use in the *International Baccalaureate Diploma Programme* at  
SZTE Báthory István Gyakorló Gimnázium és Általános Iskola



## 1. Assessment philosophy

We recognise that assessment underlies effective teaching and learning and provides an invaluable source of information about the student's progress. It helps teachers and students to identify learning needs and areas of growth as well as provide support and maintain motivation throughout the programme. Assessment is considered as an integral part of the learning process.

We believe that effective and fair assessment must

- be based on pre-defined assessment criteria clearly understood by teachers and students
- involve self-assessment and self-reflection on the part of the learner
- provide feedback to teachers, learners and parents in a timely manner
- be integrated into all stages of the learning process

The Assessment Policy is designed to align with SZTE Báthory István Gyakorló Gimnázium és Általános Iskola's practices as well as the principles of the International Baccalaureate Diploma Programme.

## 2. Types of assessment

### 2.1. *Continuous assessment:*

**Pre-assessment:** all teachers assess learners' prior knowledge and experience before beginning a new unit of work or learning experience

**Formative assessment:**

- provides feedback to students about their progress
- aims at modifying teaching and learning activities to improve student achievement
- helps students identify key areas that need improvement
- fosters a growth mindset

**Summative assessment:**

- serves to determine the level of achievement in student learning at the end of an important stage in a course of study
- prepares students for the formal external and internal assessments
- determines students' grades in their report cards
- determines students' promotion to Year 2 of the DP

### 2.2. *Formal IB assessments:*

The IB Diploma Programme employs two types of summative assessment to determine the student's final IB grades: *internal* and *external* assessments.

**Internal Assessment:** IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, math projects or laboratory reports. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO), along with a representative sample of the work marked by our teacher. This sample is then sent to an IB moderator who evaluates how the teacher has applied the IB grading rubric. IBO may then adjust the marks of the assignment up or down. (moderation)

**External Assessment:** IB external assessments are completed by students in the school, overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as the Extended Essay, Written Assignment papers, and TOK essays are also externally assessed. The dates for IB examinations are set by the IBO and the examinations are conducted in strict accordance with IBO regulations.

Subject teachers are fully informed of the detailed IB policies and conditions under which these assessments must be administered. Students are informed about these by the IB Coordinator in general terms and by their subject teachers in detail. Besides, IB students receive significant practice and assistance throughout their courses in order to effectively prepare for these challenging tasks.

### **3. Assessment practices**

Teachers are required to gather sufficient evidence from a range of assessment tasks to determine the final level of achievement for each pupil. Teachers' informed judgements reflect their professional opinions about their pupils' levels of achievement.

#### **By students:**

##### **a) Self-Assessment**

- What theme am I studying? Why am I studying this theme?
- What have I learnt about this theme?
- What are my strengths/weaknesses/limitations?
- What can help me achieve my goals?
- How can I show that I'm making progress towards my goals and objectives?
- How can I take responsibility for my own progress?

##### **b) Peer Assessment**

- What can I learn from my peers?
- How can I make progress with the help of my peers?
- How can I help my peers learn better and make progress?

### **By Teachers:**

#### **a) Formative Assessment:**

Formative assessment is assessment that is carried out on an ongoing basis with the aim of improving learning, although it may not always contribute directly to the final grade.

- How are my students progressing?
  - How could students do better?
- Classroom Activities: Teachers use activities like quizzes, discussions, peer assessment and reflection to monitor progress.
- Draft submissions: For projects such as the Extended Essay and Internal Assessments, students often submit drafts for formative feedback before final submission.

#### **b) Summative Assessment**

Summative assessments are designed to evaluate students' overall learning at the end of a course or unit and are a key part of their final grade. These assessments reflect a student's depth of understanding, ability to apply knowledge and proficiency in key skills.

- The main features of summative assessment:
  - Comprehensive, ensuring that students demonstrate a holistic understanding of their subjects
  - Includes a variety of assessment formats such as essays, written exams, oral presentations, lab reports, and research projects to cover all aspects of the curriculum
  - External and internal components
  - Criterion-based assessment
  - Direct impact on final grades
  - Reflects mastery of higher-order skills

- Global standardization to ensure that students' work is assessed against the same criteria globally
- Authentic and real-world relevance
- Holistic evaluation

### ***3.1. Frequency of assessment***

Formative assessment occurs regularly throughout the year and within each learning unit. Summative assessment is conducted at the end of each unit across all areas of the curriculum. Teachers will strive to balance providing students with adequate opportunities to demonstrate their progress while maintaining a manageable workload.

A student may have no more than four minor tests per week, with no more than two tests per day. For end-of-unit major tests, students are allowed no more than two per week, with no more than one test on any given day. Teachers are required to announce written end-of-unit tests at least one week in advance, and both the date and the theme of the test will be recorded in eKréta, the school's online register.

All marks will be entered into eKréta within five days of the results being announced in class. The eKréta register is accessible to both students and parents at any time to monitor progress. Assessment results will be communicated regularly and clearly to students in class.

The final annual grade in each subject is determined by the grades achieved throughout the year across all assessment components, as well as the grades earned in the course exams. The final grade will not be lower than the average of all recorded grades, but it may be higher, reflecting the student's overall effort throughout the year.

Teachers are required to return marked written tests and exams to students within 15 days of the assessment. These tests must be stored until the end of the school year. Additionally, teachers must be prepared to show students' work to parents during parents' evenings (held twice a year) or at individually arranged meetings upon parents' request.

## **4. Grading system**

Grade conversion for the IB grades to the Hungarian grading system is calculated according to the following table.

### ***4.1. Subject Grading (1 to 7 Scale)***

<b>IB grades</b>	<b>Grade Boundaries</b>	<b>Hungarian grades</b>

7 (excellent)	80 - 100%	5 (jeles)
6 (very good)	70 - 79%	5 (jeles)
5 (good)	60 - 69%	4 (jó)
4 (satisfactory)	45 - 59%	3 (közepes)
3 (mediocre)	30 - 44%	3 (közepes)
2 (poor)	15 - 29%	2 (elégséges)
1 (fail)	0-14%	1 (elégtelen)

The grade for each subject is based on a combination of external assessments (typically exams) and internal assessments (projects, essays, oral presentations, laboratory reports, etc.). The final score reflects both knowledge of the subject and the application of critical thinking and analytical skills.

#### ***4.2. Core Components (Up to 3 Additional Points)***

In addition to the six academic subjects, the IB DP has three core components:

- **Theory of Knowledge (TOK)**
- **Extended Essay (EE)**
- **Creativity, Activity, Service (CAS)**

TOK and Extended Essay are graded on an A-E scale (A being the highest, E the lowest). The grades of these two components are combined to give up to 3 bonus points, which are added to the overall diploma score. CAS, although a compulsory component, does not contribute directly to the score but must be completed for a student to receive the diploma.

Here's how the combined TOK and EE scores contribute to the overall score:

<b>TOK + EE grades (in this order)</b>	<b>Bonus Points</b>
A + A	3 points
A + B	
B + A	
A + C	2 points

A + D	
B + B	
B + C	
C + A	
C + B	
D + A	
B + D, C + C, (D + A), or D + B	1 point
C + D, D + C	0 points
E in TOK or EE	Failing condition

#### ***4.3. Maximum Points (45-Point System)***

The maximum score a student can achieve is 45 points, which is the sum of:

- **42 points** from the six academic subjects (7 points per subject),
- **Up to 3 additional points** from the combined scores of the Extended Essay and Theory of Knowledge.

#### ***4.4. Diploma Requirements***

To be awarded the IB Diploma, students must meet several conditions:

- Score at least 24 points (out of 45) in total.
- Successfully complete CAS (Creativity, Activity, Service).
- No grade of 1 in any subject.
- No more than two grades of 2 across SL or HL subjects.
- No more than three grades of 3 across SL or HL subjects.
- Score at least 12 points in their three HL subjects (for those taking HL courses).
- Score at least 9 points across their three SL subjects (for those taking SL courses).

- Avoid receiving an E in either the Extended Essay or Theory of Knowledge.

#### ***4.5. Failing Conditions***

The IB DP has specific failure conditions, including:

- Scoring less than 24 points in total.
- Receiving a grade of E in either the TOK or the Extended Essay.
- Accumulating more than three grades of 3 or below.
- Failure to achieve the minimum pass mark in HL and SL subjects.
- Failure to meet CAS requirements.

#### ***4.6. Predicted Grades***

Prior to the final external assessments, teachers provide predicted grades for each student. These grades reflect the teacher's assessment of the student's likely performance based on classroom work, internal assessments and examinations throughout the course. Predicted grades may influence university admissions but do not directly affect the final results.

#### ***4.7. Understanding of the use of DP assessment criteria***

##### ***4.7.1. Transparent communication of assessment criteria***

- **Regular orientation:** Include sessions during induction programmes or class time to explain the DP assessment criteria for each subject. Use real-life examples to make abstract criteria relatable.
- **Assessment handbooks:** Provide a student-friendly handbook or digital guide that outlines the criteria and breaks down each aspect in accessible language.
- **Visual aids:** Display posters or charts in classrooms highlighting the key assessment criteria for each subject.

##### ***4.7.2. Integration into teaching and learning***



- **Inclusion in lesson plans:** Teachers should refer to the DP assessment criteria during lessons to ensure that students can see how their learning aligns with expectations.
- **Student-centred feedback:** Provide feedback that is explicitly linked to the criteria. For example, instead of saying "good effort", teachers can highlight how a particular piece of work meets a particular strand of the criteria.
- **Use rubrics:** Share assessment rubrics with students before assignments or exams to clarify expectations.

#### *4.7.4. Practical application through past exam papers*

- **Analysis of past papers:** Provide annotated examples of high, medium and low scoring work based on the criteria. Explain why particular marks were awarded.
- **Practice assessments:** Provide low-stakes or formative assessments using the same criteria as summative assessments.

#### *4.7.5. Ongoing professional development for teachers*

- **Consistency in application:** Train teachers to apply criteria consistently so that students receive consistent messages about expectations.
- **Modelling:** Teachers can model the use of the assessment criteria by discussing how they would mark a sample assignment.

#### *4.7.6. Frequent opportunities for clarification*

- **Question and answer sessions:** Hold regular question and answer sessions where students can ask questions about specific aspects of the criteria.
- **Feedback Cycles:** Provide opportunities for students to revise work based on feedback linked to the criteria.

#### *4.7.7. Parental Involvement*

- **Parent workshops:** Educate parents on the DP assessment criteria to ensure they can support their children's understanding at home.
- **Shared resources:** Share resources such as videos or guides on how to use the assessment criteria.

### *4.8. Processes for the standardisation of students' work*

This section outlines the processes and protocols for standardizing students' work in the IB Diploma Programme to ensure consistency, fairness, and alignment with IB requirements. It aims to maintain academic integrity and support students' development in meeting IB standards.

This policy applies to all IB Diploma Programme teachers, students, and academic administrators involved in the creation, evaluation, and moderation of students' work, including but not limited to Internal Assessments (IAs), Extended Essays (EEs), Theory of Knowledge (TOK) essays, and other course-related assessments.

#### *4.8.1. Objectives*

- Ensure that student work meets IB standards of quality and rigor.
- Establish clear protocols for teacher collaboration and moderation.
- Provide consistent feedback mechanisms for student growth.
- Maintain fairness and equity in assessment practices.

#### *4.8.2. Roles and Responsibilities*

##### Teachers

- Deliver clear instructions based on IB rubrics and guidelines.
- Provide exemplars of high-standard work.
- Participate in standardization and moderation sessions.
- Offer timely and constructive feedback to students.

##### The IB Coordinator

- Organises training sessions on IB assessment criteria and expectations.

- Facilitates internal standardization and external moderation processes.
- Ensures adherence to IB deadlines and submission standards.

#### Students

- Adhere to deadlines and follow provided guidelines.
- Regularly seek clarification and feedback on work.
- Ensure originality and compliance with IB academic honesty policies.

#### 4.8.3. Standardization Processes

- At the start of each academic year, teachers will participate in professional development sessions focused on IB assessment criteria.
- Students will receive an orientation on expectations for each assessment type, including exemplars and common pitfalls.
- Teachers will collaboratively grade a sample of student work to ensure alignment with IB standards.
- Discrepancies in grading will be resolved through discussion, with the IB Coordinator serving as a mediator if necessary.
- Records of standardization sessions, including samples and agreed interpretations of criteria, will be maintained.
- Teachers will provide feedback aligned with the IB rubric, highlighting areas of strength and improvement.
- Students will have opportunities for resubmission or improvement based on feedback, where applicable.
- Students will engage in peer review sessions under teacher supervision to reinforce understanding of IB standards and criteria.
- Where required by the IB, selected student work will be sent for external moderation to verify compliance with global standards.
- The policy and its implementation will be reviewed annually by the IB team to incorporate updates from the IB Organization and address identified gaps.

- The IB Coordinator will monitor adherence to this policy and provide periodic reports to the school leadership.
- Cases of inconsistency or non-compliance with the standardization process will be addressed promptly through additional training or other remedial measures.

#### ***4.8. Grade Boundaries and Moderation***

IB uses grade boundaries that set specific numerical thresholds for achieving each grade (1 to 7) in each subject. These thresholds vary slightly each year, depending on the difficulty of the exam and the overall performance of the student year group. For internal assessments, teachers grade students' work, but these grades are then moderated by IB examiners to ensure global consistency.

#### ***4.9. Awarding the Diploma***

To obtain the IB Diploma, students must meet the subject requirements, core component requirements and achieve a total of **at least 24 points** in their subjects and core components. If a student meets these requirements, he or she will be awarded the IB Diploma; if not, he or she will receive course certificates for each subject successfully completed.

#### ***4.10. Non-Diploma Students (Course Certificates)***

Students who do not meet the criteria for the full IB Diploma but who successfully complete individual courses are awarded IB Course Certificates. These certificates recognise achievement in specific subjects but are not equivalent to the full IB Diploma.

#### ***4.11. Grading Timelines***

- **Final Examinations:** Held twice a year, typically in May or November.
- **Results Release:** Students receive their final results in July (for May exam takers) or January (for November exam takers).
- **University Recognition:** The IBDP grading system is internationally recognised and many universities use IB scores for admission and advanced placement.

#### ***4.12. Grade Review and Appeals***

If students feel that their grades do not reflect their performance, they can request a review or appeal. This process involves re-marking or moderating the work and is overseen by the IB to ensure fairness and accuracy.

### **5. Reporting on student progress**

It is important to balance regular feedback with the specific requirements of IB's rigorous academic structure.

Student reporting includes a mix of formative and summative feedback delivered at regular intervals. Weekly or bi-weekly formative feedback can be provided through verbal comments or brief written notes on assignments to help students track their progress and make improvements. Summative feedback is given at the end of each unit or term, focusing on comprehensive assessments such as tests, essays, or internal assessments, and should follow IB's criterion-referenced rubrics. Mid-term and end-of-term reports are key milestones, offering detailed insights into students' academic progress and engagement with IB core elements like CAS, TOK, and EE.

Methods for reporting include written feedback, digital progress tracking through chosen platforms, and regular parent-teacher conferences to keep all stakeholders informed. Teachers can also use rubric-based reports for transparency in grading, while encouraging students to engage in self-assessment and reflection to foster independent learning. Regular meetings between students and IB coordinators ensure that students stay on track with their diploma requirements, creating a well-rounded and supportive assessment environment.

## **6. Assessment and Inclusion**

### ***6.1. Inclusion in IB***

Inclusion in an IB assessment policy refers to ensuring that all students, regardless of their learning needs, backgrounds, or abilities, have equitable access to assessments and are able to demonstrate their understanding in ways that align with their individual strengths. This means designing assessments that are flexible, diverse, and fair, while also providing appropriate accommodations and support to students who may need them, such as those with learning differences, physical disabilities, or language barriers.

### ***6.2. Respect for diversity***

Inclusion also involves recognizing and valuing the diverse cultural, linguistic, and personal experiences that students bring to their learning. It emphasizes the need for assessments to be culturally responsive and for teachers to avoid biases that might disadvantage certain groups of students. The goal is to create an assessment environment that promotes fairness and gives every student the opportunity to succeed, in line with the IB's philosophy of promoting global-mindedness and respect for diversity.

### ***6.3. Students with special needs***

Students with 'special education needs' are those who possess the intellectual ability to meet all curriculum requirements but have unique learning needs that require specific accommodations to accurately demonstrate their level of achievement. In cases where standard assessment conditions

may disadvantage these students, the IB may authorize special arrangements to ensure fairness. This applies to students with learning difficulties as well as those impacted by temporary, long-term, or permanent disabilities or illnesses.

#### ***6.4. The IB follows certain principles when authorizing special arrangements***

- Grades must accurately reflect a candidate's level of attainment, meaning all candidates, whether they have special needs or not, are held to the same assessment standards.
- Special arrangements are designed to mitigate the challenges posed by a candidate's needs, without providing an unfair advantage.
- These accommodations are intended for candidates who can meet all assessment requirements for the diploma or course results. Further details on these arrangements can be found in the school's Student Support Policy.

#### ***6.5. Inclusive assessment arrangements***

Inclusive assessment arrangements are provided in all testing and assessment situations for students with special needs. The special education needs lead is responsible for collecting necessary documentation from students (i.e. expert's opinion, which includes the specific recommendations for learning) and informing the DP teaching staff about inclusive assessment arrangement needs. Examples include, but are not limited to:

- Providing students with additional time during examinations
- Use of a computer with word processor for a written task
- Rest breaks during assessments
- Scribes or readers for students with physical or visual challenges
- Modified examination papers, e.g. enlarged print
- Use of assistive technology, e.g. screen readers
- Use of a different method of response.

### **7. Core requirements for the award of the IB Diploma**

#### ***7.1. Diploma grades***

The IB diploma is awarded based on performance across all parts of the DP.

- Each subject is graded 1–7, with 7 being the highest grade.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.

- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.\*
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $(6 \times 7) + 3$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

### ***7.2. Additional requirements for the award of the diploma***

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.

### ***7.3. Matrix for award of points for TOK and the EE***

	Theory of Knowledge (TOK)					
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition

	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Contributors: Sarolt Koczor, Mária Komlósi, Judit Helga Tóth. Reviewed and approved by all IB staff members at SZTE Báthory István Gyakorló Gimnázium és Általános Iskola. Next review: June 2025.