

ASSESSMENT POLICY

Gymnazium FOSTRA International

IB Diploma Programme

Effective: September 2025

Next Review: August 2026

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.

Fostra Mission Statement

Fostra's mission is to cultivate students' personal growth, equip them with 21st-century competencies, and instill a sense of social responsibility, thereby preparing them for a fulfilling and successful future.

IB Learner Profile

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities. IB learners strive to be:

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring - We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenge and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical and emotional - to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

1. Introduction

This policy outlines the assessment practices for the International Baccalaureate Diploma Programme (IBDP) at Gymnázium FOSTRA International. It ensures that assessment is fair, transparent, and aligned with the standards and principles of the International Baccalaureate Organization (IBO). The policy applies to all students enrolled in the IBDP and is reviewed annually to ensure its continued relevance and alignment with both IB and national educational standards. It also defines how the IB grading system corresponds with the Czech national grading scale to maintain coherence in evaluation and reporting.

This Assessment Policy is closely connected with the school's Academic Integrity Policy, Inclusion Policy, and Language Policy. Together, these documents establish a coherent framework that promotes fairness, inclusion, and consistency across all aspects of teaching, learning, and assessment at FOSTRA.

Assessment is central to learning at FOSTRA. It supports students in becoming reflective, self-directed learners who take responsibility for their academic growth and personal development. In line with FOSTRA's mission, assessment encourages the development of 21st-century competencies such as critical thinking, creativity, collaboration, and global awareness. Through meaningful and balanced assessment practices, students gain insight into their progress, understand how to improve, and are motivated to achieve their full potential.

2. Philosophy of Assessment

At Fostra Gymnázium, we view assessment as a crucial component of the teaching and learning process. It supports student growth, fosters critical thinking, and provides meaningful feedback. We emphasize fairness, transparency, consistency, and alignment with

both IB standards and Czech educational regulations. We promote academic honesty, personal progress, and constructive reflection.

Assessment at Fostra encourages students to be reflective and principled learners, developing ATL skills such as self-management and critical thinking. Feedback cycles are designed to support the development of these IB Learner Profile attributes. All assessments at Fostra are criterion-related: students are assessed against defined IB criteria and descriptors, not against each other. Teachers share the criteria in advance and use them for task design, feedback, and reporting.

We adhere to the following IB assessment principles:

- **Alignment with IB Standards:** Assessments meet the criteria set by the IBO to ensure consistency and fairness.
- **Assessment for Learning (AfL):** Formative assessments provide ongoing feedback, helping students understand their strengths and areas for improvement.
- **Assessment as Learning (AaL):** Students are encouraged to reflect on their learning through self- and peer-assessments.
- **Assessment of Learning (AoL):** Summative assessments evaluate learning at the end of a period to measure achievement.
- **Transparency:** Assessment criteria and expectations are communicated clearly to students at the start of each course.
- **Inclusivity:** Assessments are designed to accommodate diverse learning needs, ensuring fair opportunities for all students.
- **Continuous Feedback:** Regular formative assessments foster continuous improvement and a growth mindset.
- **Validity and Reliability:** Assessments measure what they intend to, ensuring outcomes are meaningful and relevant to the learning objectives.
- **Fairness:** Assessments are free from bias and provide all students with equal opportunities to demonstrate their learning.
- **Manageability:** Assessment processes are efficient and feasible, considering available resources.

3. Types of Assessment

3.1 Assessment Practices

Our assessment practices are designed to support student learning and development. Key practices include:

- **Formative Assessment:** Ongoing activities (e.g., class discussions, quizzes, reflections) to inform instruction and support learning. Formative assessments occur continuously throughout teaching (e.g., weekly assignments, class discussions, quizzes, reflections). Students regularly use teacher and peer feedback to reflect on progress, adjust learning goals and adapt learning strategies, thus taking ownership of their growth.
- **Summative Assessment:** Evaluations at the end of units or projects (e.g., essays, exams, presentations). Summative assessments are conducted at the end of units or major projects, approximately 3–4 times per semester in each subject.
- **Internal Assessment (IA):** Required by the IB, assessed by teachers, and moderated externally.
- **External Assessment (EA):** Administered by the IB, including final exams and coursework (e.g., Extended Essay).
- **Mock Exams:** Conducted under formal conditions in the second year (DP2) to replicate IB exam protocols. Feedback is provided to guide revision.

Standardization and Moderation:

To ensure fairness and consistency in assessment across the IB Diploma Programme, Gymnazium Fostra International applies a balanced approach to standardization. The aim is to make sure that assessment criteria are applied consistently within and across subjects, in line with IB expectations. Subject teams **periodically review anonymized samples** from major summative tasks to align interpretation of IB criteria; for IAs, teachers confirm consistent application of criteria before marks are submitted to the IB. Standardization is used mainly for major summative tasks (e.g., Internal Assessments, mock exams, major essays, or presentations).

These practices align with IB principles, ensuring assessments are fair, meaningful, and beneficial for students.

3.2 Internal Assessments (IA)

Internal assessments evaluate students' understanding and skills in specific subject areas, including:

- Interactive orals
- Laboratory experiments
- Mathematical investigations
- Fieldwork projects

These assessments are marked by teachers and subject to external moderation by the IBO to ensure fairness and reliability.

3.3 External Assessments (EA)

External assessments are administered by the IBO and typically include:

- Written exams
- Extended essays
- Theory of Knowledge (TOK) essays and TOK exhibition

External assessments are marked by IBO-appointed examiners to ensure consistency and standardization.

4. Grading and Reporting

4.1 IB Grading System

At Fostra Gymnázium, assessment in the IB Diploma Programme is conducted primarily using the IB 1–7 scale, with 7 representing excellent performance and 1 representing very limited achievement. Students may also earn up to 3 additional points from the Extended Essay (EE) and Theory of Knowledge (TOK) for a maximum of 45 points.

4.2 Czech Grading System

In compliance with Czech educational regulations, IB grades are converted to the Czech 1–5 scale at the end of each reporting period and recorded on official Czech transcripts and school reports. The conversion is as follows:

- **IB Grade 7** → Czech Grade 1 (Výborný)
- **IB Grade 6** → Czech Grade 1 (Výborný)
- **IB Grade 5** → Czech Grade 2 (Chvalitebný)
- **IB Grade 4** → Czech Grade 3 (Dobrý)
- **IB Grade 3** → Czech Grade 4 (Dostatečný)
- **IB Grade 2** → Czech Grade 5 (Nedostatečný)
- **IB Grade 1** → Czech Grade 5 (Nedostatečný)

This alignment allows students to use their IB scores for applications to Czech universities or for other official purposes.

4.3 Recording and Reporting

All ongoing assessments are recorded in the school platform (Edookit) using the IB scale. Teachers provide continuous feedback in both written and verbal form. Formal report cards are issued twice per year (January and June) and include both the IB grade and the Czech equivalent. Parent–teacher–student conferences are held at least twice a year to review progress. Assessment data are also used by the School Counselling Centre to track learning progress and provide support where needed.

4.4 Feedback

Feedback at Fostra Gymnázium is criterion-referenced, specific, and provided promptly while learning is still in progress. It is based on IB assessment descriptors and focuses on helping students understand their current level of achievement and the steps needed for improvement. Teachers provide feedback that highlights both strengths and areas for development, enabling students to take responsibility for their learning and to make measurable progress before final assessments. While grades may accompany feedback, the emphasis remains on constructive guidance and reflection, not on numerical scores alone.

4.5 Data Protection and Confidentiality (GDPR)

Fostra processes assessment data in line with GDPR and Czech legislation. Access to student assessment records (Edookit, secure school drives, and IBIS for IB components) is limited to relevant teachers, the IB Coordinator, school leadership, and the School Counselling Centre on a need-to-know basis. Data are used solely for teaching, learning, and statutory reporting.

Students and parents have rights of access, rectification, and portability as defined by GDPR. Assessed student work for school purposes is normally retained for one year (unless needed longer for moderation or legal obligations); IB assessment materials are retained according to IB regulations. Any third-party processing (e.g., IBIS) follows appropriate data-processing agreements.

5. Assessment Procedures and internal review

Each subject sets clear assessment criteria based on IB subject guides. Major summative assessments are scheduled and recorded in the school system (Edookit). Students are limited to three major tests per week. Teachers provide feedback within 10–14 working days and retain assessments for one year.

If a student believes that the IB assessment criteria were not applied correctly in a school-set summative task, they may request a review. The student should first discuss the concern with the teacher. If the issue remains unresolved, the matter will be reviewed by the IB Diploma Programme Coordinator, who will consult with another subject teacher if needed. The Coordinator's decision will be final.

6. Absences and Late Submissions

6.1 Absences

At Fostra Gymnázium, regular attendance is crucial to the success of students in the IB Diploma Programme (IBDP). We expect all students to attend classes consistently to meet the rigorous demands of the IBDP.

Notification of Absences: If a student is unable to attend a class or an assessment due to illness or other reasons, they must notify the teacher and the school administration as soon as possible. In the case of illness or extended absences, a doctor's note or appropriate documentation may be required.

Make-Up Assessments: If a student misses a scheduled assessment, they are responsible for contacting the teacher and making arrangements for a make-up assessment within 48 hours.

In some cases, the student may be given the opportunity to complete the assessment on an alternative date or in another form, as determined by the teacher.

Impact of Excessive Absences: Excessive absences may negatively impact a student's ability to meet the requirements of the IB Diploma Programme. Students who miss a significant number of classes may face challenges in completing required assessments and meeting learning outcomes. If a student's attendance becomes a concern, the IB Coordinator and Head of School will work with the student to assess the impact on their academic progress and eligibility for the final exams.

6.2 Late Submissions

Late submissions are discouraged, and students are expected to meet deadlines set by their teachers. However, in cases of unforeseen or exceptional circumstances (e.g., illness, personal emergencies), extensions may be granted.

Requesting Extensions: Extensions must be requested prior to the due date, and students should provide adequate reasoning for the request. Extensions will be considered on a case-by-case basis, with the student needing to communicate with the teacher in advance.

Acceptable reasons (examples): short-term illness, documented personal/family emergency, technical failure verified by IT (for digital submissions), disability-related needs covered by inclusive arrangements.

Not acceptable (examples): poor time management, extra-curricular commitments, family travel, optional competitions.

Consequences: Without an approved extension, late work may incur a standard penalty up to 10% per school day late (capped at 30%) or be marked against fewer criteria if the task's integrity is compromised. After five school days, a mark of incomplete may be recorded and an alternative task may be set at the teacher's discretion.

Internal deadlines for IB IAs: Internal checkpoints and final school submission dates are compulsory. Missing these may jeopardize IB submission; repeated or serious non-compliance triggers an academic alert to parents and the IB Coordinator and may require supervised catch-up sessions.

7. Academic Integrity

All assessments must adhere to the IB's Academic Integrity Policy. Plagiarism, collusion, and cheating are serious offenses and will be addressed according to the procedures outlined in the school's Academic Integrity Policy and the relevant IB policies and regulations.

8. Inclusive Assessment Arrangements

Students with special educational needs are those who have the intellectual capacity to meet all curriculum requirements but require special arrangements to demonstrate their achievement. This includes students with learning difficulties as well as those affected by temporary, long-term, or permanent disability or illness.

If standard assessment conditions risk preventing a student from showing their true level of attainment, the IB Coordinator may approve appropriate arrangements in consultation with parents and the School Counselling Centre. These follow the IB principle of *access, not advantage* and may involve extra time, assistive technology, or adapted examination materials.

In line with the IB's inclusive access arrangements, the following types of support may be authorized:

- Access to modified papers (e.g., enlarged print, braille, or audio versions).
- Access to additional time (usually 25%, but more in exceptional cases).
- Use of assistive technology (e.g., screen readers, speech-to-text, word processors).
- Alternate venues or seating (to reduce anxiety, distractions, or meet health needs).
- Access to a reader, scribe, or prompter when essential for demonstrating knowledge.
- Rest breaks or split sessions for students with medical or attention-related needs.

All cases requiring inclusive access arrangements are reported to the IB Diploma Programme Coordinator (IBDC), who verifies documentation and submits a formal request to the IB through the IBIS system, following the official IB Inclusive Access Arrangements procedures. Only arrangements formally approved by the IB may be applied in official assessments.

Process and timelines. Families should notify the school of potential needs as early as possible (ideally in DP1). Applications typically require professional documentation and evidence of the student's usual way of working in class. For candidates in the May session, the school aims to submit complete requests to the IB at least six months before written examinations to ensure timely approval and resourcing. The IB Diploma Programme Coordinator (IBDC) verifies documentation and submits requests through IBIS; only IB-approved arrangements are used in official assessments.

Staff training. Teachers and invigilators receive annual training on inclusive access arrangements (rationale, permitted supports, exam-room procedures, confidentiality) to ensure consistent implementation across subjects.

For full details, including the complete range of inclusive access arrangements authorized by the IB, please refer to the school's Inclusion Policy.

9. Roles and Responsibilities

- **Students:** Complete tasks ethically, meet deadlines, and reflect on feedback.
- **Teachers:** Plan assessments, apply criteria consistently, and provide feedback promptly. Students: act on feedback using targets/goals.
- **IB Coordinator:** Ensure compliance with IB policies, coordinate moderation, and support faculty.
- **Parents:** Engage in communication and support student learning.

10. IB Diploma Award Requirements

To earn the full IB Diploma, students must:

- Achieve a minimum of 24 points across six subjects.
- Earn at least 12 points from HL subjects and 9 points from SL subjects.

- No grade 1 in any subject
- No more than two grade 2s (HL or SL)
- Achieve satisfactory completion of the Core: at least grade D in both Theory of Knowledge (TOK) and the Extended Essay (EE), and successful completion of CAS. A grade of E in both TOK and EE will result in failure to receive the diploma.

These requirements are closely connected to the school's Academic Integrity Policy, Inclusion Policy, Language Policy, and Assessment Policy, which together ensure that all aspects of student learning, evaluation, and recognition align with IB standards and values.

11. Review and Revision

This policy is published on the school website and is distributed to all students and parents at the beginning of the IBDP programme.

The policy is reviewed annually with input from teachers, students, and leadership, and all faculty receive annual training to ensure consistent implementation.

This document needs to be reviewed regularly at the beginning of each school year, and it is vital that all stakeholders are informed after every review.

Any revisions to the policy are communicated promptly via email newsletters, the school's online portal, and in-person briefings for relevant stakeholders.

This document was prepared in cooperation of the school leadership team, the IB coordinator and the School Counselling Centre.

Sources:

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

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf>

Programme Standards and practices. [https://www.ibo.org/globalassets/new-](https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf)

[structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf](https://www.ibo.org/globalassets/new-structure/become-an-ib-school/pdfs/programme-standards-and-practices-2020-en.pdf)

Rules for IB World Schools: Diploma Programme.

<https://ibo.org/contentassets/4217cb074d5f4a77947207a4a0993c8f/rules-for-ib-world-schools-dp-en-2018.pdf>

