

Assessment Policy

Gymnázium a SOŠ Rokycany (G+SOS) is a state grammar school with a long tradition, providing students with general education in both four-year and eight-year programmes. The IB Diploma Programme (DP) is implemented within one of the four-year programmes and comprises the final two years of study. It is based on the school curriculum *"Inspiration and Knowledge in Context"*.

The school aims to support the holistic development of each student, including motivation for lifelong learning, critical thinking, and problem-solving skills. The school emphasises an individual approach and aims to create a supportive and academically challenging learning environment. This policy aligns with the IB Standards and Practices (2020) and reflects the school's commitment to equity, access, and student well-being. The Assessment Policy forms part of a broader framework including the Inclusion Policy, Academic Integrity Policy, Admissions Policy, and Language Policy.

1. Assessment Philosophy

Assessment at Gymnázium a SOŠ Rokycany is understood as a continuous and systematic process that supports student learning and development. Its primary purpose is to provide meaningful feedback that helps students recognise their strengths, identify areas for improvement, and make progress in their learning.

Assessment practices at the school are guided by the requirements of the Czech Ministry of Education, the International Baccalaureate, and this Assessment Policy. A variety of assessment methods are used to evaluate students' knowledge, skills, understanding, and progress, including written, oral, practical, and project-based tasks, as well as observation, discussion, and reflection.

Assessment is designed to be fair, transparent, and supportive of individual learning needs. Behaviour is addressed separately through the school's Code of Conduct and does not directly influence academic achievement in individual subjects.

At our school, assessment is closely connected to the school's mission:

"At Gymnázium a SOŠ Rokycany, we help students grow into confident, independent learners. We support them in discovering their strengths, thinking for themselves, and achieving their goals. In a friendly and supportive environment, students develop not only their knowledge, but also their skills, creativity, and respect for others and different cultures."

Through assessment, the school aims to encourage independent thinking, reflection, responsibility, and continuous personal and academic growth.

2. Gymnázium a SOŠ Rokycany – IB Learner Profile

The IB Learner Profile forms an essential part of teaching and learning at Gymnázium a SOŠ Rokycany. Through the development of these attributes, students are encouraged to become active, responsible, and internationally minded learners who are prepared for further study and life beyond school.

Inquirers – Students are encouraged to be curious, independent, and reflective learners who continuously develop their research and learning skills both inside and outside the classroom. They understand learning as a lifelong process.

Knowledgeable – Students develop knowledge and understanding across a range of disciplines and are encouraged to explore ideas and issues of both local and global significance.

Thinkers – Students are guided to think critically and creatively, enabling them to analyse problems, make reasoned decisions, and act ethically.

Communicators – Students develop the ability to communicate confidently and effectively in multiple languages, including Czech and English. They learn to collaborate with others and to listen respectfully to different perspectives.

Principled – Honesty, fairness, responsibility, and respect are essential values within the school community. Students are encouraged to act with integrity and a strong sense of justice.

Open-minded – Through international-mindedness and the study of TOK, students learn to appreciate their own cultures and experiences while remaining open to the perspectives and traditions of others.

Caring – Students are encouraged to show empathy, compassion, and respect towards others and to contribute positively to their communities.

Risk-takers – Students are supported in approaching uncertainty with confidence and resilience. They are encouraged to face challenges, explore new ideas, and learn from setbacks and experiences.

Balanced – The school promotes a balanced approach to education that supports students' intellectual, physical, and emotional well-being. In addition to their academic studies, students are encouraged to participate in a range of extracurricular and leisure activities, helping them maintain a healthy balance and successfully meet the demands of the IB Diploma Programme.

Reflective – Students are encouraged to reflect on their learning, recognise their strengths and areas for improvement, and learn from their experiences and mistakes. Reflection is viewed as an important part of both personal growth and academic development.

3. Assessment Practices and Strategies

The school uses a variety of assessment practices to support and monitor student learning throughout the educational process.

Pre-assessment

Teachers regularly assess students' prior knowledge, understanding, and skills before introducing new units or topics. This helps inform planning and supports differentiated instruction.

Formative Assessment

Formative assessment plays a central role in the learning process. Its purpose is to provide students with meaningful feedback that supports improvement and encourages the development of learning skills and self-awareness.

Common formative assessment strategies include:

- class discussions
- teacher feedback
- peer assessment
- self-assessment

Effective formative assessment requires clear assessment criteria, open communication, and a supportive classroom environment.

Self-assessment

Students are encouraged to reflect on their learning, identify strengths and areas for improvement, and set personal learning goals. Self-assessment helps students develop responsibility, independence, and reflective skills. It is used regularly in discussions with subject teachers, advisors, and the IB Coordinator.

Peer Assessment

Peer assessment is used to support collaborative learning and constructive feedback, particularly in written assignments, presentations, and group work.

Summative Assessment

Summative assessment is used to evaluate students' achievement at the end of a unit, topic, or learning period. A variety of assessment methods are used, including:

- written tests and essays
- oral examinations
- presentations
- practical and project-based tasks
- individual and group work

Assessment criteria and grading expectations are communicated clearly to students in advance. Unless otherwise specified in an Individual Learning Plan (ILP), summative assessment is expressed through marks in accordance with school regulations.

4. Rules for Summative Assessment

Teachers apply summative assessment in a fair, transparent, and supportive manner while maintaining appropriate academic expectations and professional judgement.

The following principles guide summative assessment at the school:

- Students are informed of the results of summative assessment and receive feedback identifying strengths and areas for improvement.
- Results of oral assessments are usually communicated immediately after the assessment.
- Results of written or practical assessments are communicated within 14 days.
- Summative assessment is distributed appropriately throughout the school year to avoid excessive workload concentration.
- Students are informed of major written assessments at least one week in advance.
- Assessment results and attendance are recorded in the EduPage school system in a timely manner to ensure effective communication with students and parents.

- Teachers apply principles of pedagogical tact and take individual circumstances into consideration, particularly in cases of longer absence due to illness or other serious reasons.
- The purpose of assessment is to evaluate students' knowledge, understanding, skills, and progress in a supportive learning environment.
- Teachers are informed about recommendations concerning students with special educational needs in accordance with the school's Inclusion Policy.
- Subject-specific assessment criteria are communicated clearly to students at the beginning of each school year.

5. IB Diploma Programme Assessment

Assessment in the IB Diploma Programme is guided by the principles outlined in the IB publication *Assessment principles and practices—Quality assessments in a digital age* (2018). Assessment in the DP is designed to support learning, encourage effective classroom practice, and promote the aims and philosophy of the programme.

5.1. Internal standardisation and moderation

The school recognises that internal standardisation and moderation are essential to ensuring that assessment in the IB Diploma Programme is consistent, fair and aligned with the standards defined by the IB.

Before internally assessed coursework is finally marked, IB subject teachers familiarise themselves with the current subject guide, assessment criteria, IB teacher support material, marked exemplars and, where available, subject reports and feedback from previous IB moderation. These resources are used to establish a shared understanding of the level of achievement represented by each assessment criterion.

Where more than one teacher assesses the same IB subject or assessment component, teachers undertake internal standardisation before final marks are awarded. A selection of student work representing different levels of achievement is assessed independently by the teachers and the marks awarded are compared criterion by criterion. Any significant differences are discussed with reference to the IB assessment criteria and relevant exemplars until a common interpretation of the standard is reached.

Following standardisation, internally assessed coursework is subject to an internal quality check. Samples of work across a range of achievement levels may be reviewed by another teacher of the subject, the head of the relevant subject department or another suitably experienced IB teacher. The purpose of this process is to check that IB assessment criteria have been applied accurately and consistently and that the marks awarded reflect the standard expected by the IB.

Where only one teacher teaches an IB subject, the teacher standardises their marking against current IB exemplars, subject guidance, examiner reports and feedback from previous moderation. Where appropriate and practicable, selected pieces of work may also be discussed with another suitably qualified IB teacher or colleague as an additional quality-assurance measure.

If internal moderation identifies inconsistencies in the application of assessment criteria, the relevant work is reconsidered and, where necessary, marks are adjusted before being submitted to the IB. Where a systematic difference in marking is identified, other work from the cohort is also reviewed to ensure that the agreed standard has been applied consistently.

Teachers use the outcomes of previous IB moderation, examiner feedback and subject reports to review and improve their assessment practices in subsequent years. Significant differences between internally awarded marks and moderated IB marks are discussed within the relevant subject area and used as evidence for future standardisation.

Marks and feedback communicated to students are based on the same IB assessment criteria and standards used for final internal assessment. This ensures that students receive as accurate and realistic an indication of their level of achievement as possible. Students are informed that marks for internally assessed components remain subject to external moderation by the IB and may therefore be adjusted by the IB as part of the final assessment process.

The IB DP Coordinator oversees the implementation of internal standardisation and moderation procedures and supports subject teachers in accessing current IB assessment guidance, exemplars and moderation feedback.

5.2. Predicted grades

Predicted grades are determined by subject teachers on the basis of available evidence of student achievement, including performance in assessments completed under conditions that reflect IB requirements. Teachers use current IB grade descriptors, assessment criteria and their professional judgement to ensure that predictions are realistic and evidence-based. Predicted grades are reviewed by the DP Coordinator before submission to the IB. Where forecasted grades are required for university applications, the same principles of accuracy, consistency and academic integrity apply.

The IB DP assessment model:

- supports the development of higher-order thinking skills, including analysis, reflection, synthesis, and critical thinking
- evaluates students through a range of assessment methods and tasks appropriate to each subject
- promotes international-mindedness and aims to minimise cultural and linguistic bias
- ensures reliability and consistency through clearly defined assessment criteria, internal standardisation and moderation, and IB external moderation procedures
- recognises both conceptual understanding and the application of knowledge and skills

All assessment requirements and assessment criteria are communicated clearly to students at the beginning of each course.

Internal Assessment (IA) consists of coursework completed during the programme and assessed by the subject teacher according to IB criteria. Samples of students' work are externally moderated by IB examiners.

External Assessment (EA) takes place primarily during the final examination session in May of the second DP year. These assessments are externally marked by IB examiners. In most subjects, external assessment constitutes the larger proportion of the final grade.

IB DP Assessment Components

Assessment in the IB Diploma Programme consists of both Internal Assessment (IA) and External Assessment (EA). The balance between these components varies by subject and level (SL/HL) according to the current IB subject guides.

Group 1: Language and Literature

Czech Literature SL

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

Czech Literature HL

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

Group 2: Language Acquisition

English HL

Exam Paper 1 (EA) 25%
Exam Paper 2 (EA) 50%
Individual Oral (IA) 25%

Group 3: Individuals and Societies

Geography SL

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

Geography HL

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

History SL

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

History HL

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

Psychology SL

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

Group 4: Sciences

Biology SL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Biology HL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Chemistry SL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Chemistry HL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Physics SL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Physics HL

Exam Paper 1 (EA) 36%
Exam Paper 2 (EA) 44%
Scientific Investigation (IA) 20%

Group 5: Mathematics

Mathematics: analysis and approaches SL

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

Mathematics: applications and interpretation SL

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

Mathematics: analysis and approaches HL

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

Mathematics: applications and interpretation HL

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

Students may choose an additional subject from Groups 3–4 instead of a Group 6 subject.

6. Regulations for Awarding the IB Diploma

In the IB Diploma Programme:

- TOK and the Extended Essay (EE) are graded on a scale from A to E.
- DP subjects are graded on a scale from 7 (highest) to 1 (lowest).
- The grade “N” indicates that no grade has been awarded due to missing assessment components or other requirements.

To be awarded the IB Diploma, a candidate must:

- successfully complete all CAS requirements
- complete all required assessment components
- not receive a grade N for TOK, the EE, or any contributing subject
- not receive a grade E in TOK or the EE
- not receive a grade 1 in any subject
- not receive more than two grades 2 across all subjects
- not receive more than three grades 3 across all subjects
- achieve at least 12 points in Higher Level (HL) subjects (or 11 points for candidates taking four HL subjects)
- achieve at least 9 points in Standard Level (SL) subjects (or at least 5 points for candidates taking two SL subjects)
- not be found guilty of academic misconduct by the IB Final Award Committee

The awarding of the IB Diploma is subject to the current regulations established by the International Baccalaureate Organization.

7. Homework

Homework is assigned to support and extend the learning process, reinforce knowledge and skills developed in class, and provide additional opportunities for practice and reflection. It also serves as a source of feedback for both students and teachers regarding students' progress and understanding.

Students are expected to complete homework assignments responsibly and devote an appropriate amount of time to independent study and preparation for individual subjects. Homework may form part of formative or summative assessment where appropriate.

8. Review of the DP Assessment Policy

The DP Assessment Policy has been developed by the school leadership team in collaboration with subject department heads and IB teachers.

The policy is reviewed regularly, at least once every three years, or more frequently if necessary to reflect changes in IB requirements, school practices, or students' needs.

The policy is available to members of the school community both in printed form and on the school's website.

9. Resources

This policy is informed by the following sources:

- *Programme Standards and Practices* (2020), International Baccalaureate Organization (IBO), Geneva, Switzerland
- *Approaches to Teaching and Learning in the Diploma Programme* (2015), IBO, Geneva, Switzerland
- *Diploma Programme: From Principles into Practice* (2015), IBO, Geneva, Switzerland
- *Assessment Policy: The IB Diploma Programme*, Viborg Katedralskole (2018)

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