
ASSESSMENT POLICY

**FOR THE IB DIPLOMA PROGRAMME
AT VILNIUS LYCEUM**

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This document has been produced on the basis of and in alignment with the following IBO publications:

- *Guidelines for developing a school assessment policy in the Diploma Programme, 2010*
- *Programme Standards and Practices, 2018 (updated 2023)*
- *Rules for IB world schools, 2020*
- *Diploma Programme: Assessment Procedures 2024*
- *Assessment principles and practices—Quality assessments in a digital age, 2019 (updated 2023)*
- *Access and inclusion policy, 2022 (updated 2023)*

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 ¹.

THE IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As an IB school, both our teachers and students focus on what it means to be a community of learners. Through the IB Learner Profile, our school fosters self-reflection, goal setting, and academic integrity among students. Our students and staff use a common language to describe and identify behaviours of successful learners, and we 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.*

¹ (International Baccalaureate Organization 2019)

- **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 challenges 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 recognize 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 ².

PURPOSE OF THIS POLICY

Vilnius Lyceum defines its *Assessment Policy* based on the International Baccalaureate mission statement and seeks to uphold the philosophy, methods and procedures of assessment with regards to the IB programme standards and practices and educational values of Vilnius Lyceum. This policy provides IB teachers, students and parents with information about the assessment at Vilnius Lyceum distinguishing between formal IB assessments and the supporting formative and summative processes that the school implements in year 1 (IB1) and year 2 (IB2) of the IB Diploma Programme (IB DP). It also describes how the school records,

² (International Baccalaureate Organization 2013)

reports and communicates assessment results. The document serves as a guideline for assessment practices for students, teachers, administrators and parents, and connects to other relevant school policies.

PHILOSOPHY AND PRINCIPLES OF THE ASSESSMENT

Vilnius Lyceum supports the IB's position that “*assessment plays a crucial role in promoting learning and growth in students and in eliciting evidence of learning and tracking progress*”³. Therefore, the IB's integrated approach, where learning, teaching and assessment inform and support one another, serves as a core principle in both the development and implementation of the school's assessment policy.

The school upholds the IB's principles of high-quality assessment and considers assessment to be:

- *relevant-supporting learning objectives and curriculum outcomes*
- *meaningful-assessing what is important and not just what is easy to measure*
- *authentic-reflecting ways in which our students may encounter these activities in the real world*
- *universally designed:*
 - *construct relevant-assessing what we intend to assess*
 - *varied-using a wide range of assessment tasks and activities that will support diverse learners and all types of learning*
 - *multimodal-encouraging students to express their skills and knowledge in multiple ways, and designing assessment tasks and activities to allow multiple means of representation*
 - *fair-do not lead to an unintended advantage or disadvantage to any learner*
 - *inclusive-allowing meaningful engagement of all learners*
- *stimulating-extending learning and considering wider student competencies and higher-order cognitive skills*
- *valid-balancing important principles, such as construct relevance, fairness, manageability, reliability and comparability, to reach the intended purpose of assessment*
- *fit for purpose-designed, implemented and interpreted in a consistent way to fulfil the purposes for which they are intended (assessments with different purposes may be designed, analysed and interpreted in different ways)*
- *aligned with IB education philosophy-supporting the IB education philosophy and in line with the ATL and the learner profile*⁴.

³ (International Baccalaureate Organization 2021, p. 4)

⁴ Ibid, p. 4

ASSESSMENT TYPES AND PROCEDURES

With reference to the IB Diploma Programme, Vilnius Lyceum uses formative, summative and formal assessment to provide valuable insights into student learning and progress. Teachers apply consistent and transparent grading criteria, aligned with the IB subject-specific guidelines. While planning the course content for DP Year 1 and DP Year 2 each subject teacher decides on the assessment tasks and instruments that will be used to monitor students' progress.

Formative Assessment

Formative assessment supports teachers and students to identify and assess the skills students need to build up to reach their learning objectives in the subject and beyond and to perform well in the summative assessments. Formative assessment is an ongoing assessment during the course of study to provide evidence and feedback that could move learning forward. Formative inferences are those that support learners and teachers to identify strengths and gaps in understanding, such as possible misconceptions and what steps need to be taken next to move learning forward. Vilnius Lyceum applies the following approaches to formative assessment promoted by IB:

- Formative feedback is qualitative rather than quantitative, as in the case of “gradeless assessments”.
- Formative assessments as practice measure the same text constructs and have the same task designs and success criteria as the IB summative assessments. These often occur in the format of practice questions, practice essays and mock papers, and are replicas of assessment components or questions in the high-stakes summative assessments.
- Formative assessments as scaffolding are used to support teachers and learners to identify and assess the skills (i.e. knowing when to use a tool or technology, organizing and presenting ideas and thoughts in writing understanding key words, concepts, using visuals to represent knowledge, raising hypothesis, making conclusions, etc.) learners need to build up to reach their learning objectives in the subject and beyond, and to perform well in the summative assessments.
- Formative assessment as a holistic learning experience addresses important curriculum goals or skills beyond the summative assessments. These can be collaboration, creativity, attributes such as the learner profile, and other qualities that are important for students to develop.
- Concept-based formative assessments focus on students' increasing complexity and depth in conceptual understanding to assess students' abilities to organize and connect knowledge and concepts and apply them to new or unfamiliar contexts.
- Reflection/ self-evaluation as formative assessment is a process of a student evaluating his or her own growth and progress, realising achievements, recognising challenges and planning his or her further learning.

- Peer-evaluation as formative assessment is a process of evaluation when students evaluate other students' performance, usually on the basis of agreed or formally set criteria.

Summative Assessment

Summative assessment is used to identify the competency or level of achievement of a student generally at the end of a course of study or a unit of learning and to determine the readiness of the student to progress to the next stage of education. Summative assessment tasks usually are adapted exam like tasks, tasks designed by teachers, student project work, etc.

As the purpose of summative assessment is to measure accurately the level of each student's achievement, formal outcomes of a student taking summative assessments results in a numerical score – grades or PASS/FAIL. Grades for student work range from 7 (highest) to 1 (lowest). The grade represents the IB's judgement on the overall qualities that the candidate has demonstrated and is consistent between years of study. Grade descriptors are available in the *IBO Diploma Programme Grade descriptors (2021)*.

“PASS/FAIL” evaluation is used for assessment of performance and achievement in TOK, CAS, collaborative sciences project, in monitoring separate stages of the Extended Essay writing, and coursework for Internal Assessment.

Summative assessment is a criterion-related assessment process based on determining levels of achievement against previously agreed criteria. Summative assessment criteria help generate the most reliable grade or quantitative feedback on a piece of work. For this purpose, IB subject-specific assessment criteria, IB markschemes, assessment rubrics are used.

Process for recording and reporting assessment

The process for recording and reporting assessment is carried out on TAMO which is the school's main online register where the information about the learning process (topics discussed and activities carried out in each lesson, homework assigned, and/or commentary on student performance), attendance, upcoming assessments and summative assessment records are provided. All teachers, students and parents have access to TAMO.

- **Grade recording**

Grades are recorded on TAMO, indicating the type and form of assessment.

The school year is divided into two semesters. SL students are required to have a minimum of three grades recorded per semester, while HL students must have at least four grades.

At the end of a semester an average grade (the arithmetic mean) of formally recorded grades is provided, which is regarded as a semester grade.

Grades for exams in Year 1 are recorded separately (in the exam section on TAMO); grades for IB Mock exams in Year 2 are recorded as regular grades for each examination paper.

For IB1 students, the final grade at the end of the school year is calculated as the average of the two semester grades and the exam grade. For IB2 students, the final grade is the average of the two semester grades.

If one of two semesters for CAS or TOK is evaluated “FAIL“, the final evaluation at the end of the school year is FAIL.

- **Student progress reporting**

Teachers monitor students’ progress and achievements and report their strengths and limitations when providing feedback in the form of face-to-face or group discussions, written commentary, or using assessment rubric.

Parents’ days are arranged three times per school-year when parents can meet each subject teacher individually to discuss student progress and achievement.

If required, individual meetings can be arranged both on parents and/or teacher’s initiative at any time during the school-year.

At the end of each semester in Year 1, a school-prepared form to evaluate students' ATL (Approaches to Learning) skills is completed by all subject teachers. This evaluation is then shared with both parents and students. Additionally, students are given the same ATL evaluation form to assess themselves and reflect on their learning and growth.

Assessed written tasks should be collected by students and kept in the learner’s portfolio for recording their own learning progress and developing strategies for improvement.

- **Assessment arrangement**

Students are informed about the assessment, content and criteria at least a week before the assessment. The assessment date is indicated on the Assignments Calendar (*Atsiskaitomieji Darbai*) on TAMO. If the task covers the topics of one or two lessons, it is not obligatory to inform students in advance.

Summative assessments are marked within two weeks, and in rare cases over three weeks, and the results of assessments are discussed with students.

If students miss the task for assessment, they have to complete it within two weeks.

If students have been ill for more than two weeks, the date of assessment is agreed with the teacher.

If students miss the task for assessment without a justifiable reason, they are awarded the lowest grade on the 7-grade scale.

Students are not allowed to retake the task for assessment in order to achieve a better grade.

- **Homework**

Homework provides students with further opportunities to develop or apply new knowledge and practice skills such as research, organisation and thinking. Therefore, homework is assigned on a regular basis, with the scope and form determined by the teacher based on the task goals.

Homework tasks and assignments with scheduled deadlines are recorded on TAMO. In order to provide students with ongoing feedback on their performance and show areas for improvement as well as motivate them for further effort, homework is reviewed regularly and can be assessed using formative or summative assessments.

- **School examinations**

IB1 students take 6 exams in each subject in May or June to demonstrate their achievement level at the end of the school-year. IB2 students take mock examinations (exam-like tasks) in February. Examination results are discussed with the students as a group and/or individually.

Table 1 illustrates the required examinations taken during the academic years.

Month	Students	Examination
May-June	IB1	Year 1 Examinations
February	IB2	Mock examinations

Predicted grades

The predicted grade (PG) is the teacher's best estimate each candidate will attain in the forthcoming examination for a subject and level, based on the candidate's formative and summative assessment grades and progress over the study period before the time of issuing the predicted grade. The school communicates predicted grades for institutions and to the IB, in ways that value academic integrity and reflect as much accuracy as possible.

Predicted grades for all subjects are presented on a 7-1 scale, while grades for TOK and the Extended Essay are reported on a A-E scale. Predicted grades are submitted on IBIS by subject teachers prior final IB examination no later than 20 April as required by the IBO.

Formal assessment (IA/EA)

Formal assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator.

Formal assessment is criterion-based assessment meaning that student work is marked in relation to clearly defined levels of skill attainment for each subject that are derived from the aims and objectives of the course and established by the IBO to students all over the world. Teachers are obliged to use the assessment criteria specific to a given subject or the core which are outlined in the subject guides. The criteria for achievement are explained to students in each course and are the focus of class and homework activities.

Formal assessment includes Internal (IA) and External Assessment (EA).

Table 2 illustrates each subject IA and EA components and their proportional value to the overall final IB score.

Subject	External Assessment (70-80%): examination papers		Internal Assessment SL/HL (20-30%)
	SL	HL	
Lithuanian A: Literature English A Language and Literature	P1: 35%	P1: 35%	Individual oral: SL- 30% HL- 20%
	P2: 35%	P2: 25%	
	-	HL essay: 20%	
Language acquisition: English B/German B/French B	P1: 25%		Individual oral: 25%
	P2 : 50%		
History	P1: 30%	P1: 20%	Historical investigation: 25%
	P2: 45%	P2: 25%	
	-	P3: (35%)	
Geography	P1: 35%	P1: 35%	Fieldwork: written report: SL- 25% HL- 20%
	P2: 40%	P2: 25%	
	-	P3: 20%	
Economics	P1: 30%	P1: 20%	A portfolio of three commentaries: SL- 30% HL- 20%
	P2: 40%	P2: 30%	
	-	P3: 30%	
Psychology	P1: 50%	P1: 40%	Experimental study: SL-25% HL-20%
	P2: 25%	P2: 20%	
	-	P3: 20%	
Biology Chemistry Physics	P1: 36% P2: 44%		Individual scientific investigation: 20%
Computer Science	P1: 45%	P1: 40%	Solution: SL- 30% HL- 20%
	P2: 25%	P2: 20%	
	-	P3: 20%	
ESS: Environmental Systems and Societies SL	P1: 25% P2: 50%		Individual investigation: 25%

Mathematics: Analysis and Approaches	P1: 40%	P1: 30%	Mathematical exploration: SL- 20% HL- 20%
	P2: 40%	P2: 30%	
	-	P3: 20%	

- **Internal Assessment (IA)**

Students are informed about IA course paper requirements and assessment criteria of each subject at the beginning of the school year. IA is completed by the established school deadline during the DP course. The school is responsible for setting up the *Calendar of Deadlines* which is uploaded for students on *MS Teams* at the beginning of Year 1 and shared with them and their parents via email as well.

IA is marked by the teacher before it is sent to and later moderated by the IBO external moderator. The received marks count as a percentage of the student's overall final IB score. Vilnius Lyceum teachers follow each IB subject-specific guide assessment criteria with level descriptors provided for marking the IA work.

All IA course papers should be submitted by students by the school's defined deadlines. If students do not submit any version of the IA work, the teacher enters "F" on the IB information system (IBIS) for the mark. This results in no grade being awarded for the subject and level and the IB diploma is not received.

- **External Assessment (EA)**

EA includes final examination papers at the end of IB Year 2 and EA course papers (the Extended essay, TOK essay, Language A HL essay). All EA papers are sent to external examiners for marking.

Final examination papers are prepared by the IBO Examination and Assessment Center and administered at the end of the second academic year of DP course (May session).

Registration for examinations is completed through the IB's online system IBIS by the school's IB coordinator. The deadline registration is 15 November. Students who failed to meet school deadlines for IA or EA coursework are not registered as Diploma candidates, but they can be registered as certificate candidates.

Students and their parents are liable for final IB examination fees set by the IBO.

The detailed schedule of final examinations is presented to the students about 3-4 weeks before the exam session. The administration of DP exams is governed by the IB policies, which are communicated to school staff and students at least two weeks before the exams.

Final publication of examination results for school is issued on 5 July on IBIS, results to candidates are available on 6 July. IB diplomas are sent to schools in late August as arranged by the IBO.

The final 6 subject grades are presented in the range from 7 to 1; Extended Essay and TOK grades are presented from A to E, with A being the highest grade. The two grades of the EE and TOK are combined in the diploma points matrix to contribute between 0 and 3 extra points to the final total score, as illustrated in the table below.

Table 3, Award of points for TOK and the EE

Theory of knowledge						
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

Students can obtain a maximum of 45 points total on their exams. In order to obtain such a result they must earn 7 points in each of the 6 exams as well as obtain 3 bonus points for TOK and EE.

- **Enquiry upon results (EUR) and retake examinations**

When a candidate's grade is lower than expected, the candidate may use the enquiry upon results service to re-mark his/her work by requesting the IB coordinator to do so. Re-marking a candidate's assessment material may lead to a higher or a lower grade for the subject. Therefore, before submitting a request for an EUR service that may result in a change of grade, the school must obtain the written consent of the candidate. Students can also take the opportunity to retake examination(s) in the following May session or in some cases after six months in November session (for example, due to changes in the programme). The deadline for submitting EUR requests is September 15. Registration for the November session closes on July 29, and for the May session, on November 15. Subject fees are applicable for both EUR submissions and retake examinations.

Deadlines (IA/EA/EE)

The school establishes its own internal *Calendar of deadlines* for the submission of all Internal Assessment (Group 1-6) and External Assessment assignments (Group 1 HL essay, Extended Essay, TOK essay) discussed and agreed on by Vilnius Lyceum DP staff.

The IB coordinator informs students and their parents of the school deadlines at the beginning of the IB DP course. The EE and IA requirements are introduced by the EE coordinator and subject teachers during the course. Students' progress is monitored by their subject teachers. Both teachers and students are required to follow the deadlines set in the calendar.

All parts of IA/EA/EE assignments (submission of the topic, research question, outline, methods of investigation, first draft of the paper, etc.) are completed and submitted to the subject teacher/EE supervisor in accordance with the school internal deadline calendar.

Failure to submit the assigned task by the required date leads to the following:

1. The subject teacher/EE supervisor makes a note (“FAIL”) in the TAMO register, indicating which task the student did not complete.
 - The student submits a written explanation for missing the deadline to the IB coordinator, and the document is kept in the student's file.
 - The IB or EE coordinator notifies parents about the missed deadline emphasizing the importance of the tasks for submission.
 - The teacher encourages the student to continue working on the assigned task and submit it until the next deadline.
2. If the student misses the deadline for the second time, step 1 is repeated and a Level 1 penalty is applied according to the school's *Academic Integrity Policy*.
 - The teacher or the EE coordinator, together with the IB coordinator, arrange a meeting with the student and their parents to discuss the student's learning challenges and find potential solutions. If the student is in Year 1, they also review the procedures for promoting the student from Year 1 to Year 2.
3. In the event of consistent failure to meet deadlines, a formal meeting with the *Academic Integrity Team* is arranged. The team evaluates the situation thoroughly, considering all available evidence, and decides on the appropriate outcome in line with the school's policies.
4. If the deadline for the final version of IA/EA/EE is missed, the first draft of the course paper is submitted on IBIS as the final version.
5. If the student does not submit any version of the IA work, the teacher enters “F” on the IB information system (IBIS) for the mark. This results in no grade being awarded for the subject and level and the IB diploma is not received.

- **Acceptable reasons for late task submission**

Acceptable reasons for being late to submit the tasks include circumstances that are not reasonably within the candidate's control, such as:

- long-term (more than one month) illness
- long-term unavoidable attendance at a hospital
- traumatic experience or the death of a close relative.

In such cases, the student and/or the parent informs the IB coordinator and asks for an extension deadline.

Situations within the student's control are not accepted as reasons for the task deadline extension.

Promotion from Year 1 (IB1) to YEAR 2 (IB2)

To be promoted from Year 1 (IB1) to Year 2 (IB2) the student is expected:

- to sit all 6 subject exams
- to have final grades higher than 2
- to complete the required part of the EE and write two reflections (RPPFs) relevant to the work completed
- to complete the final version of TOK exhibition, and requirements for IA course papers
- to meet CAS programme requirements for Year 1 ('PASS' evaluation for two semesters required)
- to complete an individual oral task for Internal Assessment in Lithuanian A: Literature.

If the student fails to meet these requirements, possibilities to advance to Year 2 and seeking the IB diploma will be discussed in a meeting with the student, parents, the subject teacher and the IB Coordinator.

- **Special circumstances**

If the student's inability to complete all the requirements for Year 1 is justified (see *Acceptable reasons for late task submission* above), the school sets adjusted deadlines for the student to complete all of the Year 1 requirements. The student is promoted from Year 1 to Year 2 once they have met the promotion requirements within the timeframe specified by the school.

Award of the IB Diploma

In order to qualify for the IB Diploma, all assessment components for each of the six subject groups and the additional Diploma requirements including core requirements for EE, TOK and CAS must be completed as outlined by the International Baccalaureate Organization.

- **Passing conditions**

The IB Diploma will be awarded to a candidate provided all the following requirements have been met:

- CAS requirements have been met.
- The candidate’s minimum total score is 24. The highest attainable score is 45 points.
- There is no “N” awarded for Theory of Knowledge, the Extended Essay or for a contributing subject.
- There is no grade E awarded for Theory of Knowledge and/or the Extended Essay.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- 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 subject (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.

- **IB final grade conversion in Lithuanian education system**

The International Baccalaureate diploma and final IB exams are equal to the Maturity Certificate (*Brandos Atestatas*) and Matura Exams, respectively, in Lithuania. According to the guidelines endorsed by the Lithuanian Ministry of Education, Science, and Sport, IB examination grades are converted into a 100-point scale.

Table 4

IB exams HL	Lithuanian Matura exam	IB exams SL	Lithuanian Matura exam
7	100	7	90
6	90	6	85
5	85	5	65
4	65	4	44
3	44	3	35
2	35	2	21
1	No match	1	No match

ROLES AND RESPONSIBILITIES OF THE SCHOOL COMMUNITY

Teachers are responsible for conducting both formative and summative assessments, ensuring they align with IB criteria. They are expected to:

- apply the subject-specific criteria while assessing students' work as stipulated in the relevant subject guides
- prepare students for each type of assessment and provide multiple assessment opportunities
- provide students with ongoing feedback on their progress
- reflect upon assessment outcomes in order to inform teaching and learning
- offer student consultations when additional support is needed.

Students are expected to:

- fulfil the requirements of the Diploma Programme including both Internal and External Assessments
- comply with the school's *Assessment policy* and IA/EA assessment deadlines
- treat each assessment as an opportunity for learning
- produce original work and use correct academic referencing
- assess their own performance and give feedback on the performance of others.

Parents are expected to:

- provide a psychological or medical report if their child requires access arrangements for learning and IB examinations
- support their children in their learning
- assure their children meet the assessment deadlines and respect academic integrity rules
- give feedback to the school to facilitate the school's and the programme's development.

IB coordinator is expected to support students, parents and the teaching staff in the best delivery of the Diploma programme.

COLLABORATION BETWEEN TEACHERS

Teacher collaboration plays an important role in the assessment process, as it allows teachers to share insights, expertise, and resources. The school arranges teacher collaborative activities with the aim to:

- review and discuss IB requirements for learning, teaching and assessment
- set, review and revise school-based criteria, e.g., for ATL skills assessment
- to ensure accurate and comprehensive evaluations of student learning
- plan the school's calendar for Internal Assessment, Extended Essay, TOK and CAS
- discuss student workload, plan dates for summative assessments

- support new teachers in the IB DP course implementation
- share experience of the use of different methods of teaching
- analyze and reflect on student performance and progress
- analyze final examination results and subject component grades, variation of predicted and actual grades
- review and revise *Assessment Policy* and other current school documents

RELATED POLICIES

To achieve effective and meaningful implementation of *Assessment Policy*, it is important to keep in line with other documents of the school.

Language Policy

In line with the school's commitment to promote and support the continuous development and use of all languages, the *Language Policy* serves as a foundation for the school's assessment strategy, ensuring that language proficiency is consistently assessed and developed throughout the learning.

In alignment with the school's *Language policy* the following is observed in designing assessment structures and practices, especially in the case of formative assessments and feedback:

- All IB teachers are responsible for facilitating communication in the language of instruction (English) during classes and using English as the only response language (except Lithuanian and second foreign language).
- All IB teachers are responsible for developing their students' cognitive academic language abilities in the discourses and subjects that they are teaching.
- Since nearly all newly-enrolled students have no prior experience in academic writing, English teachers incorporate introduction into academic writing into their curriculum during the 1st semester in Year 1, before students start writing tasks requiring appropriate academic literacy.
- Development of student academic literacy is the responsibility both of language and other subject teachers, thus, teacher collaboration in assigning tasks, assessing them and providing feedback is strongly recommended.

All teachers must take into consideration academic literacy in assessing students' works (e.g., usage of specific terms, clarity of expression, unity and coherence, style and register).

Access and Inclusion Policy

In alignment with the inclusive education principles identified by the IB and incorporated in the school's *Access and Inclusion Policy*, assessment structures and practices are designed considering the following:

- If inclusive assessment arrangements are provided for the student, they must be carefully individualized based on the student's abilities, skills and needs and planned to remove or reduce barriers that the student may face in learning, teaching and assessment.
- It is the responsibility of a subject teacher to ensure that inclusive access arrangements remove or reduce, as far as possible, any disadvantage that may occur due to the student's learning support requirements, but under no circumstances should it give the student an advantage.
- The access arrangements for the student must be used for learning, teaching and assessment, which means that they are used during classwork activities and summative assessments including practice examinations.
- Authorization from the IB Global Centre must be obtained for access arrangements for the final IB examinations (refer to *IBO Access and Inclusion policy (2023)* for more details).

Academic Integrity Policy

- From the very start of studies in all subjects, students are informed about the requirement that in all tasks submitted for assessment they must use their own ideas, language, and expression; consequently, they are instructed on how ideas or work of another person or a text (or any other product) produced by an AI tool can/should be represented and appropriately acknowledged.
- Teachers are expected to include carefully devised assignments that encourage students to develop their own ideas, thus, reducing the chances of a copying material without proper citation.
- Teachers are expected to promote the importance of honesty, integrity, and authenticity in all assessment practices, including Internal Assessment and Extended Essay supervision.
- All subject teachers are responsible for introducing students to the school's *Citing and Referencing Guide* and consistent keeping to its requirements throughout the two years of the programme.

- It is the responsibility of each teacher to confirm that, to the best of his or her knowledge, all candidates' work accepted and submitted for assessment is the authentic work of each candidate.
- Should any doubts arise as to the authenticity of the IA or EA course paper submitted by students, assessment results are withheld until the matter is resolved in accordance with the school's *Academic Integrity Policy* document.
- Plagiarism, collusion, and other forms of misconduct are dealt with in accordance with the school's *Academic Integrity Policy* document.
- It is the responsibility of the whole school community to meet the rules and regulations of the conduct of examinations.

ACCESS AND REVIEW OF THE POLICY

The school's assessment practices and the assessment requirements of the IB are introduced to the school community at the beginning of the school year. The *Assessment Policy* is available on the school's website or in the school library.

It is the responsibility of the IB coordinator and all the IB teachers to review *the Assessment Policy* annually to ensure that it remains relevant, effective, and aligned with the IB's practices and policies.

LIST OF REFERENCES

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