

SCHOOL ASSESSMENT POLICY

SEPTEMBER 2021



The aim of the 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 IB learners 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.

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.

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.

SCHOOL'S MISSION STATEMENT

The major educational objective within the scope of the school's actions is the pursuit of versatile students' development achieved through a harmonious realization of teachers' tasks concerning the curriculum, skills training and pedagogical activity.

Striving for universal growth of the students, the school undertakes many educational and pedagogical programs which:

1. strengthen open-mindedness and tolerance but at the same time underline student's own identity based on the cultural heritage of their motherland;
2. develop general knowledge and practical skills as well as the capability of understanding and defining the changing reality;
3. foster the bold search for the new and unknown but also the loyalty to the ethical principles.



CONTENT

05 - PHILISOPHY, PRINCIPLES, PRACTICE

06 - GUIDELINES FOR ASSESSMENT PRACTICE

08 - IN-SCHOOL ASSESSMENT REGULATIONS

10 - SUPPORTING ASSESSMENT

11 - TYPES OF ASSESSMENT

12 - EVALUATING STUDENTS' ACHIEVEMENTS IN IB DP

13 - DETERMINING FINAL GRADES - IB DP

14 - AWARD OF THE IB DP DIPLOMA

16 - EVALUATING STUDENTS' ACHIEVEMENTS IN IB MYP

18 - DETERMINING FINAL GRADES - IB MYP

19 - AWARD OF THE IB MYP CERTIFICATE

20 - SUBMISSION OF WORK

21 - DETERMINING PREDICTED GRADES & STANDARIZATION

22 - MISSED ASSESSMENT TASKS & SCHOOL MOCK EXAMS

23 - REPORTING SYSTEM

PHILOSOPHY

PRINCIPLES

PRACTICE

II Liceum Ogólnokształcące in Białymstok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok recognize that teaching, learning and assessment of that learning are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

II Liceum Ogólnokształcące in Białymstok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok believe that assessment

- monitors the progress of student learning and achievement;
- produces coherent feedback for students, parents and external institutions;
- informs curriculum and assessment review.

II Liceum Ogólnokształcące in Białymstok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok recognise that students

- have differing learning styles;
- have different expectations and needs;
- perform differently according to the context of learning;
- need to know their achievements and areas for improvement in the learning process;
- should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should

- account for a variety of learning styles;
- provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- be criteria-related using published, agreed, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- measure what students understand, what they can do and what they know;
- be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- be on-going and reflective;
- allow students to evaluate their progress and set targets for improvement;
- allow the school to evaluate the measure of success in meeting specific learning objectives;
- be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

GUIDELINES FOR ASSESSMENT PRACTICE

1. All assessment at II Liceum Ogólnokształcące in Białystok and Szkoła Podstawowa nr 53 z Oddziałami Dwujęzycznymi in Białystok is criterion-related; use distinct schemes and subject specific criteria. The grading scale for the IB DP students ranges from 1 to 7 (with 7 being the highest). The grading scale for the IB MYP students ranges from 1 to 6 (with the 6 being the highest).
2. All assessment should be designed to be formative in nature for the student and summative where appropriate.
3. IB DP and IB MYP faculty staff should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
4. For the IB Diploma, assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
5. Feedback to students should be prompt (within 2 weeks of work being submitted) and supportive.

6. Teachers must keep a clear and accurate record of all assessment activities.

7. Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers always reward alternative but equally valid answers that contain coherent ideas which are relevant to the question. Any mark scheme used should not be considered exhaustive.

8. When using criterion-related assessment, student answers are placed where the majority of descriptors correspond to the student's work. If the descriptors include many strands of an objective and student performance is at a high level on most of the strands but not all them, teachers adopt a "best-fit" model.

9. All assessment is planned to incorporate the global contexts through which teaching and learning takes place. With the focus on attitudes, values and skills the global contexts exert a considerable influence on how the core curriculum content is taught. While they form an integral part of the assessment of the student work, they themselves are not subject to assessment.

10. If a teacher suspects that a student is guilty of academic misconduct, he/she should not award a level of achievement and refer to the School's Academic Integrity Policy for further guidance. If a teacher, or another member of staff, suspects that a student may have breached the school's standards of academic integrity, he or she will inform the IB Coordinator and the Head of the school who will determine of the steps to be undertaken.

IN-SCHOOL ASSESSMENT REGULATIONS

1. Assessment practices shall provide students with multiple opportunities to demonstrate their learning in a variety of ways and contexts. Each shall be given partial grades for oral tasks/presentations, tests, short tests, written assignments and additional work (taking on/ participating in additional assignments set by the teacher, and taking an active part during lessons).
2. Short tests concern material covered during the 3 previous lessons (the scope can be extended after informing students in advance), estimated time for a short test - 10 min. approximately.
3. Tests concern a larger part of material and are conducted in a written manner. Students shall be given a minimum of two weeks' notice in advance of summative assessment as well as informed about the material.
4. Written tasks/assignments concern a specific written form, previously introduced and discussed with students. It may take up one or two lessons; students shall be given a week's notice in advance of any written assignments.
5. Additional work/student's participations in lessons - additional homework, projects or papers. The teacher is open to students' own suggestions/ideas. For active participation during a lesson, students will be given plus (+). 5 pluses will be changed into the highest partial grade.

6. All forms of assessment shall be evaluated and returned, along with meaningful feedback, no later than two weeks from submission, all the work is kept at school for a year. Oral tasks/ projects shall be evaluated immediately after being presented.

7. Informing students about their score/grades shall be done with keeping the procedures of personal data protection.

8. Parents/ guardians are granted access to the student's work if required.

9. Within a semester students shall receive at last one grade more than the number of lessons per week, but no less than 3 grades, various forms of assessment should be used. It does not apply to the second semester of the final year, when the number of grades shall not be less than 2.

10. Students may be not prepared for the lesson as many times as the number of lessons per week, but no more than 3 times. Reporting of the fact of being unprepared should not happen on a lesson when a test or short quiz was previously announced.

11. Students absence during a lesson does not exempt him/her from not being prepared for the next meeting.

12. After longer, minimum one-week justified absence, students will be given 5 days to catch up on as their knowledge and skills will not be evaluated within that time.

13. Student has the right to improve a grade from each assessment assignment. The grade obtained during the retake is the final grade.

SUPPORTING ASSESSMENT

a) expectations of the student

The teacher can expect the student to

- be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- respect others' right to learn and to collaborate constructively with peers;
- submit any required work – homework, class work, assignments and projects, etc. – on time and with due diligence;
- present work neatly and appropriately;

b) expectations of the teacher

The student can expect the teacher to

- clearly identify the requirements for each piece of work, providing students with task specific clarification of relevant assessment criteria;
- provide adequate time for students to complete any given each assessment task;
- provide adequate access to any materials necessary for the successful completion of any assessment task;
- respect the right of each student to express his/her ideas and believes;
- assess all work appropriately and return it to students in good time.

c) expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go so far as to compromise the authenticity of the child's work.

The school recommends that

- a student be provided with a quiet space at home and adequate time to complete their school work;
- a student feels supported in cases of academic failure;
- the parent informs the school of any problems that might have influence on student's performance and school behavior.

TYPES OF ASSESSMENT

The school strives to maintain a balance between **formative and summative assessment**. While the former aims at modifying teaching and learning activities to improve student achievement, the latter seeks to monitor students' educational outcomes at the end of a learning unit.

The school relies on teacher's professional expertise to use an appropriate form of assessment to address the needs of both types of assessment.

The formative assessment may take place at any time during the unit and should build upon student's prior knowledge. Its main aim is to provide insight into the learning processes and support student's gaining of knowledge, skills and attitudes. The evidence of student's progress should be recorded by the teacher and be used as a way of improving student's performance. The formative assessment may take the form of the following:

- process journals
- group work activities
- projects
- open-ended tasks
- observation sheets of student's performance in class
- research paper
- plan of an experiment
- a concept map
- a draft of a written task
- blog entry
- peer feedback
- entry/exit strips
- opinion pools
- discussions

EVALUATING STUDENT'S ACHIEVEMENTS IN IB DP

According to the School Internal Evaluation System (WSO) the grading scale for IB DP is as follows:

- 7 – excellent performance
- 6 – very good performance
- 5 – good performance
- 4 – satisfactory performance
- 3 – mediocre performance
- 2 – poor performance
- 1 – insufficient performance

And TOK and EE:

- A – excellent performance
- B – good performance
- C – satisfactory performance
- D – mediocre performance
- E - insufficient performance

All assessment in IB DP is carried out internally, and relies on teachers' professional expertise. It is criterion-related, and is based on a set of pre-determined subject-specific criteria published in the relevant DP subject guides. Our students are familiar with the assessment criteria used in each subject, and understand specific expectations of the tasks which they are given.

Teachers in make use of a wide variety of assessment tasks, strategies and tools, the aim of which is to stimulate students' academic and cognitive growth. They strive to promote and support meaningful learning by extending students' knowledge and understanding, as well as developing a considerable range of their creative skills and attitudes.

DETERMINING FINAL GRADES - IB DP

1. The final grade is given by the teacher after taking into consideration all partial grades. The final grade is not an arithmetic mean of all the grades acquired throughout the school year.
2. Students are entitled to try for a higher final grade and should be supported by the teacher in their efforts. Students may try to improve their final grade once. The retake consists of 2 parts, the written part (test) and the oral part (discussion). The scope of tasks contains the material covered during the semester or the whole school year accordingly.
3. The IB DP final grade for a semester is given on a 1-7 scale and is then converted to the Polish scaling system according to the following table:

<i>IB DP MARK</i>	<i>POLSIH FINAL MARK</i>
<i>7</i>	<i>6</i>
<i>6</i>	<i>5</i>
<i>5</i>	<i>4</i>
<i>4</i>	<i>4</i>
<i>3</i>	<i>3</i>
<i>2</i>	<i>2</i>
<i>1</i>	<i>1</i>

AWARD OF THE IB DP DIPLOMA

(after: Simplifying the diploma requirements and failing conditions document, February 2014)

In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic a candidate must achieve at least 24 points from their combined grades in six subjects, together with their grades for theory of knowledge and the extended essay, and also complete the Creativity, Action, Service (CAS) element. However, to ensure a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements stated in articles of the General regulations: Diploma Programme. These are the “requirements” and are phrased positively. The “failing conditions” are an interpretation of these requirements intended to indicate why a candidate has failed to achieve the diploma.

From the May 2015 session the failing conditions are as follows:

1. CAS requirements have not been met.
2. Candidate's total points are fewer than 24.
3. An N has been given for theory of knowledge, extended essay or for a contributing subject.
4. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
5. There is a grade 1 awarded in a subject/level.
6. Grade 2 has been awarded three or more times (HL or SL).
7. Grade 3 or below has been awarded four or more times (HL or SL).
8. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
9. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).

The following matrix has been adopted from the May 2015 session to determine the points for Theory of Knowledge and Extended Essay.

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

EVALUATING STUDENT'S ACHIEVEMENTS IN IB MYP

1. The school has implemented the assessment system based on criteria and aims specified by the IB standards adjusted to each subject. The criterium-based evaluation is aimed at evaluating the student's performance in each task. The student's performance in each subject is assessed according to the four criteria presented in the table below, the same rule applies to MYP projects and interdisciplinary units.

	Criterion A	Criterion B	Criterion C	Criterion D
GROUP 1 Language and Literature	Analysis	Organising	Producing text	Using language
GROUP 2 Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
under the new guide	--- Listening	--- Reading	--- Speaking	--- Writing
GROUP 3 Individual and society	Knowing and understanding	Investigating	Communicating	Thinking critically
GROUP 4 Natural science	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
GROUP 5 Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
GROUP 6 Art	Knowing and understanding	Developing skills	Thinking creatively	Responding
GROUP 7 Designing	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
GROUP 8 Health and physical education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
MYP Projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary units	Disciplinary grounding	Synthesizing	Communicating	Reflecting

2. Each of the above-mentioned criteria is assessed on the 0-8 scale, which is specified in the achievements and progress descriptors.

3. A student is obligatorily assessed at least twice for each strand in a criterium in a subject group.

4. The students' achievements are recorded on the ManageBac platform and once a semester an average grade for each criterion is transferred to the Polish system. The 0-8 point IB MYP scale is recalculated according to the following table:

IB MYP achievement levels	Polish grading system
8 - 7	6
6 - 5	5
4	4
3	3
2	2
1 - 0	1

5. The school enables students to take the final examination session (eAssessment) according to the IB requirements. The exam session takes place at the end of the IB MYP programme (second year of highschool - MYP 5). Participation in this session is not a condition required to be accepted for the IB DP in our school.

6. The only externally assessed element that each student is required to participate in is the Personal Project in the final MYP year (MYP 5).

7. The students are also required to participate in the SAA programme and the Community Project.

8. Both Community and Personal Projects will be assessed according to the criteria which are included in the school project guides.

DETERMINING FINAL GRADES - IB MYP

In order to determine the final level of achievement in each of the criteria for each student, teachers are under obligation to gather sufficient evidence from a range of assessment tasks. The informed judgements made by teachers reflect their professional opinions about their students' achievement levels, which are by no means an arithmetical average of the summative performance scores throughout the school year.

The table below outlines the general grade descriptors.

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
3	10-14	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
4	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
5	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
6	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and realworld situations, often with independence.
7	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations

AWARD OF THE IB MYP CERTIFICATE

(after General Regulations: Middle Years Programme and MYP Assessment Procedures))

To be eligible for the MYP Certificate a candidate must:

- a) participate in the programme for the recommended period of at least two years, with a minimum of one year (MYP year 5)
- b) complete the on-screen examinations for a minimum of four subjects, one from each of the following groups: language and literature, individuals and societies, science and mathematics
- c) submit an ePortfolio for language acquisition (or complete the on-screen examination for a second language from the language and literature group)
- d) submit at least one ePortfolio from any of the following subject groups: arts, physical and health education, or design
- e) take the interdisciplinary on-screen examination
- f) submit a personal project
- g) complete the school's requirements for community service

The IB will award an IB MYP certificate to each candidate who has:

- a) gained a grade total of at least 28 points from six subject groups, the interdisciplinary on-screen examination and the personal project combined, out of a possible maximum of 56 points
- b) gained at least a grade 3 in at least one subject from each subject group
- c) gained at least a grade 3 for the personal project
- d) gained at least a grade 3 for the interdisciplinary on-screen examination
- e) completed the school's requirements for service as action.

SUBMISSION OF WORK

1. All work is expected to be submitted on the due date at the time specified in the School Internal Calendar.
2. Work must be handed to the relevant teacher or submitted on line when requested through the ManageBac platform.
3. Late submission of work may involve implications on behalf of the school. This be determined by the teacher and may take into consideration the following factors:
 - previous occurrences
 - the student's academic history (e.g. whether the student has specific learning access requirements)
 - other personal circumstances
4. Teachers are encouraged to liaise with the IB Coordinator if they have concerns over late/non-submission of student work.
5. Parents will be notified when assessment is not submitted on the due date.
6. In serious instances/re-occurrences, the Headmaster of the school will meet with students and parents and the IB Coordinator.
7. Work not submitted on time (without adequate explanation) may be marked but with no credit recorded at the discretion of the teacher.
8. Authenticity of students' work
The school gives due weight to academic honesty and strictly adheres to its own School Academic Integrity Policy. In order to ensure that assessment is conducted in a proper manner, students' work is checked for authenticity. Each student has also the obligation to sign authentication document for each externally assessed components. If any doubts arise, assessment results are withheld until the matter is resolved by the school. Components suspected for academic malpractice are not submitted for assessment.

DETERMINING PREDICTED GRADES

21

1. Predicted grades are based on the semester and final grades from each IB DP year as well as all mock exam results.
2. The student is required to take all the mock exams offered by the school as they required for the predicted grade calculations.
3. Students attitude and engagement are also look at during the predicted grade process.
4. The teacher includes also the predicted scores for the coursework (Internal Assessment components) in the process of assigning a student ther predicted grade.
5. Predicted grades are not revealed to the students.
6. The precited grades issued for the university entrance purposes are based on the same data (though in some cases the teahcer might not possess that many informati9on if the student filles in the university application in autumn of DP year 3).

STANDARIZATION

When more than one teacher is involved in a subject for a single year group in IB DP or a subject group for IB MYP standarization of internal assessment is crried out with a view providing a common system for the application of the assesment criteria at the beginning at each semester and in case of IB DP while Internal Assessment assignemnts are prepared.

MISSED ASSESSMENT TASKS

22

1. If a student is absent from school on the day an assessment task is to be completed in, he/she must see their teacher on their first day back to organize a time to catch-up on the missed task. Failure to follow this procedure could result in the student receiving no credit for the missed task (students will still need to complete the task in order to meet the learning outcomes for the course).
2. When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during his/her preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.
3. A student may apply for an extension through their classroom teacher prior to the due date. Students must have a valid reason for application and, if approved, a new date will be set for submission.

SCHOOL MOCK EXAMINATIONS

1. At specified times of the school year, students will sit for mock written examinations (Year 1 IB DP mock examinations occur in May/June, Year 2 IB DP mock - November /December and March). These exams will include questions on material completed over the entire course of study. Individual results are recorded as a part of a student's semester grade. The results of the mock exams are communicated to the parents / legal guardians by the class form teacher. The also influence the predicted grade given to a DP student.
2. Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.

RECORDING AND REPORTING SYSTEM

The school uses various tools to record and report the assessment. All the grades scored by students are put into the Librus platform (school online register book) and additional programme requirements such as CAS, SA or assignment submission are supported by ManageBac platform as well as Turnitin platform. The teachers are responsible for recording student's progress from both summative and formative assessment as well as collecting evidence of student's work in digital or traditional way.

The school's internal calendar includes meetings with the form teacher and parents (twice a semester) – all the assessment and attendance is reported to parents with comments; the IB DP and IB MYP Coordinators also attend those meetings to explain and inform the parents about IB procedures and philosophy of the programmes. Once a semester parents are also invited to school for individual meetings which are a great occasion to discuss the progress or any problems concerning the student's school performance.

In case of any problems the school counsellors inform the parents about the absences and are invited to school to discuss this issue. Also once a semester attendance reports are sent to diploma students' parents if the absences on a specific subject exceed the limit allowed in the school regulations.

On request parents are also granted access to the ManageBac platform where they can follow student's achievements and results. They also have access to the Librus platform (school online register book).

In IB DP the parents are provided with the reports stating the progress of work on Internal Assessment components as well as TOK and EE requirements. The reports also state if there is a delay according to the internal calendar deadlines.

In IB MYP the parents are provided with semester subject reports and a year report that cover student's achievements in each subject, including the level achievement descriptors, the progress of ATL skills development, interdisciplinary units results, personal or community project (if applies) as well as final MYP grade. The semester subject reports are issued twice a year and the year report is the final document issued at the end of each school year.