



PRIVATE  
POLISH-ENGLISH  
PRIMARY SCHOOL

# **INTERNAL GRADING AND ASSESSMENT POLICY**

**of Vancouver Schools Private Polish-English  
Primary School**

## **Article 1**

### **Structure, Purpose and Scope**

1. This Internal Grading and Assessment Policy (Polish: *Wewnętrzne Zasady Oceniania*, or “WZO”) governs the assessment, evaluation, grading and promotion of students at “Vancouver Schools” Polish-English Non-Public Elementary School, hereinafter the “School”.
2. This Internal Grading and Assessment Policy comprises:
  - 1) general rules;
  - 2) rules of grading students’ behavior;
  - 3) educational stage 1 (grades 1-3) student grading guidelines;
  - 4) educational stage 2 (grades 4-8) student grading guidelines;
  - 5) general grading criteria for subjects at different levels of requirements.

## **Article 2**

1. The main teacher is required to communicate the Internal Grading and Assessment Policy to both students and parents in September of each new school year, as follows:
  - 1) the general rules and the rules of marks for behavior are to be communicated to students during a homeroom session and the fact is documented by an entry in the school register; and
  - 2) The Internal Grading and Assessment Policy is published in writing on the School’s website;
2. At the beginning of every school year, teachers communicate the following to students and their parents (legal guardians):
  - 1) educational requirements that must be met to obtain individual mid-year and year-end grades for compulsory and optional educational classes under the core curriculum followed;
  - 2) methods of testing student academic achievements; and
  - 3) conditions and procedures for obtaining higher than expected year-end grades for compulsory and optional educational classes.
3. At the beginning of every school year, the main teacher communicates the following to students and their parents (legal guardians):
  - 1) conditions, system and criteria for grading behavior;
  - 2) conditions and procedures for obtaining higher than expected year-end marks for behavior; and
  - 3) consequences of assigning a year-end grade of “Reprehensible” for behavior.
4. Students and their parents (legal guardians) certify their acknowledgement of the Common

Schoolwide Assessment and Evaluation Policy in writing. The document is retained by the main teacher.

### **Article 3**

1. Assessment, evaluation and grading apply to:
  - 1) student's academic achievements; and
  - 2) student's behavior.
2. Marks are disclosed both to students and to parents (legal guardians). The purpose of daily assessment, evaluation and grading for educational classes is to monitor student work and give students feedback on their academic performance to help them learn by indicating what they do well and what needs improvement and how it can be improved and how to learn in the future.
3. An electronic grade book is maintained at the School as one form of reporting of student academic progress to parents.
4. As a mandatory requirement, grades are posted to the electronic grade book within no more than 5 working days of receiving a grade.
5. The main teacher advises parents how to access the electronic grade book on the first parents-teacher meeting in the school year, which fact is documented in the record of that meeting.
6. If the student has attended the religion or ethics class, a grade determined as the average of the year-end grades received for that class is included in the grade average. If the grade so determined is not an integer, the mark should be rounded up to the nearest integer.
7. The year-end mark for religion/ethics does not affect promotion to the next grade level or the School graduation.
8. Educational classes in family life education are taught in accordance with separate laws and regulations.
9. The rules of administering external examinations for Grade 8 students are governed by separate laws and regulations.

### **Article 4**

1. Internal assessment, evaluation and grading of student academic achievement mean identifying by teachers the level and progress of students in mastering the knowledge and skills against the educational requirements under the core curriculum followed by the School.
2. The assessment, evaluation and grading of student behavior mean identifying by the main teacher,

other teachers and students in a class the level of the student's adherence to the norms of social life and ethical standards and to the student duties and responsibilities as set out in the School's Bylaws.

3. Educational requirements are accommodated to individual developmental and educational needs and the mental and physical capabilities of students:

- 1) who have an assessment from a psychology and counseling center, including a specialist practice, confirming specific learning difficulties or other assessment from a psychology and counseling center, including a specialist practice, asserting the need for such accommodations, based on such an assessment;
- 2) who have a medical certificate of limited capacity to do certain physical exercises in the physical education class, based on such a certificate.

4. The Common Schoolwide Assessment and Evaluation Policy has the following functions:

- 1) informative to keep students informed about the level of their academic achievement and about their behavior and the progress in this respect and to provide this information to students' parents (legal guardians);
- 2) motivating to motivate students to make further progress in their academic performance and behavior;
- 3) diagnostic to help teachers improve the organization and methods of their teaching and educational work; and
- 4) educational to assist students in planning their growth.

5. Internal assessment, evaluation and grading includes:

- 1) defining educational requirements by teachers that must be met to obtain individual mid-year and year-end grades for compulsory and optional educational classes;
- 2) determining the criteria for assessing and grading behavior;
- 3) daily assessment and mid-year and year-end grading for compulsory and optional educational classes;
- 4) administering grading exams, grade review exams and repeat exams;
- 5) assigning mid-year and year-end grades and determining how these can be improved; and determining the conditions and procedures for obtaining a year-end mark for behavior;
- 6) determining the conditions and ways of reporting student progress and learning difficulties as well as student conduct and special talents to parents (legal guardians); and
- 7) determining the conditions and procedure for obtaining higher than expected year-end grades for educational classes and year-end mark for behavior.

6. The detailed rules of internal assessment, evaluation and grading for individual educational classes are set out in Article 17 of this Policy.

7. The detailed rules of conduct assessment and grading are set out in Articles 18 through 21 of this

Policy.

8. The Internal Grading and Assessment Policy is public for all members of the School community.

## **Article 5**

### **Grading Scale**

1. The following grading scale describing the student achievement in the school curriculum educational classes applies at the School:

Mark *celujący*/Excellent *cel*/E 6

Mark *bardzo dobry*/Very Good *bdb*/VG 5

Mark *dobry*/Good *db*/G 4

Mark *dostateczny*/Satisfactory *dst*/S 3

Mark *dopuszczający*/Pass *dop*/P 2

Mark *niedostateczny*/Fail *ndst*/F 1

2. The six-level grading scale set out in Section 1 applies to both partial and overall mid-year and year-end grades in Grades 4 to 8. Starting from Grade 1 up to Grade 3, daily grades as well as mid-year and year-end grades can be narrative grades.

3. For Grades 1 to 3, grading period grades for educational classes are narrative grades. A year-end narrative grade for educational classes captures the level of mastery of the knowledge and skills required under the Core Curriculum for General Education Educational Stage 1 and indicates the developmental and educational needs of students with regard to overcoming learning difficulties or mastering talents.

4. The partial grading system for Grades 1 to 3 is defined by the main teacher upon acceptance of the Board of Teachers.

5. Mid-year and year-end grades for Grades 4 to 8 must be full grades. The use of pluses or minuses is only acceptable for partial grades (3 or 4).

6. Grades to be assigned for physical education, art and crafts and music must primarily factor in the student effort in meeting the requirements determined by the nature of those classes and, for physical education, also the regularity of student attendance and active involvement in the activities undertaken by the School to promote fitness.

7. The rules for exemption from physical education are as follows:

- 1) the Principal will exempt the student from doing certain physical exercises in the physical education class on the basis of a medical certificate of the student's limited capacity to perform such physical exercises, issued by a physician, for the time set out in that certificate;
- 2) the Principal will exempt the student from the physical education or computer class on the

basis of a medical certificate of the student's incapacity to participate in those classes, issued by a physician, for the time set out in that certificate;

- 3) if the duration of the student's exemption from the classes mentioned in Clause 2 makes it impossible to determine the mid-year or year-end grade, an endorsement of "Exempted" is entered instead of a grading period grade in the progress reporting documentation.

## **Article 6**

### **Methods of Testing Academic Achievement**

1. The following methods of testing academic achievement are agreed:
  - 1) performance assessment (covers full semester's or year's material);
  - 2) major tests covering a designated part of material;
  - 3) short tests covering the topics of three latest lessons;
  - 4) verbal check of student knowledge and skills; and
  - 5) other, depending on the nature of the subject.
2. Assessment, evaluation and grading of the level of student knowledge and skills against the adopted criteria must be regular, unbiased and diverse.
3. Major tests (no more than 2 in a week and no more than one daily) are announced with a one week's notice and recorded in the school register. The teacher is obliged to communicate the topics and requirements of a major test.
4. Such tests must be checked within 7 working days and discussed in class and handed out to students for viewing.
5. The subject teacher is entitled to give short tests without notice covering the topics of three latest lessons and no more than 15 minutes long.
6. Any student assessed on their oral answer is entitled to be asked a minimum of 3 questions.
7. Students must be prepared for all educational classes: be able to present their prepared homework and have the supplies and aids asked for in advance.
8. If, for valid reasons, the student is not prepared for the lesson, the student must tell the teacher before the lesson starts.
9. Upon returning from a long lawful absence (above 7 days), students are entitled to do make-up work as agreed with the subject teacher.
10. The teacher may record the student's missed work in the register.
11. Starting from Stage 2, students may be exempted from answering questions or doing homework for all educational classes by reason of preparing for subject knowledge competitions, for a period of one week directly preceding the qualifiers.

12. Students representing the School in sports competitions and various other competitions are allowed to miss preparation for lessons for the next day. Supervisors of competition or games contenders are required to make a relevant note in the school register.
13. No homework is assigned for semester or holiday breaks. No homework is assigned for weekends, except where educational classes are held only on Friday and Monday.
14. Students are not subject to assessment in emergency situations.
15. Student conduct is not assessed as part of the academic performance.
16. A mid-year or year-end grade is determined by grades received for unassisted written and practical assignments and oral input at school as well as the regularity of learning.
17. Agreements between teachers and students contained in the subject-specific assessment and evaluation policies depend on the nature of the subject and on individual needs of students as stated in the relevant documents (assessments or certificates).
18. Any doubts about the grade validity are explained to parents during consultations which run according to an agreed schedule. Announcements of parents-teacher meetings are posted on the notice board and on the School's website.

## **Article 7**

### **Major Test Assessment and Grading**

1. Major tests include tasks which require special knowledge and skills beyond the curriculum and provide opportunities to obtain an Excellent grade.
2. To ensure objectivity of the assessment, a scoring system is used for checking major tests. The score assigned to each task is communicated to students before the start of the test.
3. The score-to-school grade conversion system for written assignments is uniform for all subjects and is as follows: 0% to 30% *niedostateczny*/Fail; 31% to 50% *dopuszczający*/Pass; 51% to 75% *dostateczny*/Satisfactory; 76% to 90% *dobry*/Good; 91% to 100% *bardzo dobry*/Very Good; and 95% + an extra task *celujący*/Excellent.
4. Major tests must be checked within 7 working days and discussed in class and handed out to students for viewing.
5. Any comments that students may have about the number of major tests during one day or week are to be made to the main teacher, who sorts out the case.
6. The teacher is required to retain written assignments for the duration of the school year.

## **Article 8**

## **Availability of Reassessment Opportunities to Students**

1. Retesting is required for any failing grade on a major test within the timeline determined by the teacher. Retesting takes place in the manner and on the date agreed with the teacher.
2. The grade received on a retest is recorded in the school register as a subsequent grade.
3. The opportunity of retesting on an oral answer or a short test is offered at the option of the teacher.
4. Students absent at the time of a major test (for lawful absence) may take that test within 2 weeks of returning to the School.
5. Students are entitled to retake any one major test during the semester resulting in a grade other than a failing grade and not higher than a very good grade, on the date set by the teacher.
6. The grade on a retest of a major test is recorded in the register.

## **Article 9**

### **Motivating Students to Take Effort and Consciously Create Their Growth Path**

1. Ways to motivate students:
  - 1) provide accurate information about the grading system used;
  - 2) personalize the work with students;
  - 3) recognize student intellectual capabilities and effort by showing appreciation of any progress made;
  - 4) reward and recognize success;
  - 5) offer opportunities to retest to improve performance;
  - 6) create an environment which supports partnership relations and empowerment in interactions with students and parents;
  - 7) advise talented students of the opportunities to follow an individual education plan or curriculum;
  - 8) encourage joining special interest clubs or other extracurricular classes;
  - 9) take part in integration events such as trips, tours or workshops;
  - 10) encourage students to enter subject knowledge competitions, interdisciplinary competitions, thematic competitions, tournaments or games;
  - 11) showcase student achievements both within and outside the School; and

12) evaluate the outcomes of motivating efforts (with various tools);

## **Article 10**

### **School Counseling and Psychological Assistance**

1. Arranging for school counseling and psychological assistance at the School is the responsibility of the School Principal.
2. Psychological and counseling assistance at the School is provided to students by teachers, main teachers and specialists tasked with psychological and counseling assistance duties at the School.
3. Psychological and counseling assistance at the School is provided in the daily work with students and through:
  - 1) didactic and compensatory classes;
  - 2) corrective and compensatory classes;
  - 3) speech and language therapy classes;
  - 4) classes related to the student health status;
  - 5) talent classes;
  - 6) classes associated with forward education planning; and
  - 7) advices and consultations.

## **Article 11**

### **Determination of the Conditions and Ways of Reporting Student Progress and Learning Difficulties as well as Student Conduct and Special Talents to Parents**

1. Parent-teacher consultations (as per a schedule).
2. Parents-teacher meetings (as per a schedule).
3. Face-to-face meetings at the request of the main teacher, a subject teacher or the school counselor.
4. A note in the student's notebook as agreed between the main teacher and parents.
5. A phone call to parents (legal guardians) in justified cases such as truancy, unacceptable conduct or symptoms of sickness.
6. An acknowledged notice by mail.
7. Regular entries made by the teacher in the electronic grade book.
8. Parents (legal guardians) may access their child's written assignments on the School's premises during consultations with the teacher of the subject concerned.
9. Written assignments or other documents produced to parents (legal guardians) for inspection may

not be copied, photographed, altered or modified in any way.

## **Article 12**

### **Period Grading**

1. Mid-year grading is summarizing the student academic achievement on the school curriculum educational classes and the student conduct and assigning grading period grades according to the scale and subject to the rules set out in Article 5 and Article 20 of this Policy on a periodic basis.
2. Mid-year grading is performed once in a school year within the timelines determined by the School Principal. Mid-year grading is done for reference only.
3. Year-end grading is performed in June within 7 days before the end of instruction.
4. Mid-year and year-end grades for educational classes are determined by the respective teachers who teach individual courses.
5. Mid-year and year-end marks for behavior are determined by the main teacher of the class, upon consultation with other teachers and students in the class and with the assessee.
6. Where the teacher expects a failing grade for the grading period, the timeline for notice to parents is 1 month before the grade is due to be assigned. The notice should be delivered to the parent in writing (2 copies are required: 1 copy for the parent and 1 copy signed by the parent for confirmation for the School).
7. A failing grade should be provided with a description of the areas of educational underachievement and how these could be recovered.
8. Teachers and the main teacher are required to talk to the parents (legal guardians) of the student at risk face to face and record the fact in the school register.
9. If the student's parents (legal guardians) fail to contact the School, a notice sent by registered mail, return receipt requested, is acceptable.
10. Teachers are obliged to communicate their year-end (mid-year) grades to students and post the assigned grades to the electronic grade book within 3 days before the year-end or mid-year grades are due to be assigned.
11. Before the year-end grading meeting of the Board of Teachers, the teachers who teach individual courses and the main teacher inform the students and their parents of the year-end grades expected to be assigned for educational classes and the expected year-end mark for behavior, up to 14 days in advance of the Board of Teachers' grading meeting. The expected grades for educational classes and the expected mark for behavior are recorded in the school register by the teachers and by the main teacher, respectively.
12. Grade 1 to 3 students are promoted to a higher grade level, subject to Section 17. Additionally,

at the request of the parents (legal guardians) and with the approval of the main teacher of the class or at the request of the main teacher and with the consent of the parents, the Board of Teachers may also resolve to promote a Grade 1 or 2 student to a higher grade level during the school year.

13. Grade 4 to 8 students are promoted to a higher grade level if they have earned year-end grades above the grade of Fail for all school curriculum educational classes.

14. A winner of a subject knowledge competition at the provincial level or above or a winner or finalist of a national Olympiad in a specific subject receives the highest passing year-end grade for the relevant classes. Where a student is named a winner of a subject knowledge competition at the provincial level or above or a winner or a finalist of a national Olympiad in a specific subject after the year-end grade for the relevant educational classes has been determined, that student receives the highest passing final grade for the classes concerned.

15. Students are promoted to a higher grade level with distinction if they have earned an average grade of 4.75 or above in the year-end grading process and at least a Very Good grade for conduct.

16. Students complete the elementary school if they have earned grades above a Fail grade in the final grading process comprising the year-end grades for compulsory educational classes received at the highest grade level and the year-end grades for compulsory educational classes completed at the lower grade levels and if they have taken the exam (unless exempted from that latter requirement under separate regulations).

17. Students complete the elementary school with distinction if they have earned an average grade of 4.75 or above in the final grading process and at least a Very Good grade for conduct.

18. In exceptional cases, the Board of Teachers may resolve that a Grade 1 to 3 student must repeat the grade at the request of the main teacher of the class and having consulted the parents (legal guardians).

## **Article 13**

### **Grading Examination**

1. A student may not qualify for grading for one, several or all educational classes if there are no grounds for determining the grade for the grading period due to the student's absence from educational classes exceeding 50% of the time provided for these classes in the common schoolwide curriculum.

2. If the absences referred to in Article 13.1 are lawful and excused, the student can take a grading exam. For this purpose, the following are required: written request of the student's parents (legal guardians) issued no later than 2 weeks before the grading process closes; and the consent of the Board of Teachers.

3. In exceptional cases, if the absences are unlawful and not excused, the Board of Teachers may give consent for the student to take the exam, provided that the conditions as set out in Section 2 are met.
  4. A student who follows an individual education plan or a student who receives compulsory education out of the School also need to take a grading exam.
  5. A grading exam is held as a written and oral exam, except the following subjects: art and crafts, music, computer class and physical education for which subjects the exam should mainly comprise practical assignments.
  6. A grading exam is held no later than on the day preceding the date of the Board of Teachers' grading meeting. The dates of the exam are agreed with the student and with the student's parents (legal guardians).
  7. The grading exam is administered by the teacher of the educational classes concerned in the presence of a teacher of the same or related educational classes designated by the School Principal.
  8. The student's parents (legal guardians) may be present during the grading exam (as observers).
  9. A report is made from the grading exam held which must specifically contain:
    - 1) names of the teachers mentioned in Section 7;
    - 2) date of the grading exam;
    - 3) exam tasks (assignments or exercises);
    - 4) results of the grading exam and the grades received. The student's written work and a brief account of the oral answers provided by the student are enclosed to the report.
- The report forms an appendix to the student's grade sheet.
10. A student who could not take the grading exam on the scheduled dates for documented emergency reasons may take the exam on the additional date set by the School Principal.
  11. The year-end grade assigned by the teacher or received on the grading exam is final subject to Article 15.
  12. If a student is not graded for certain educational classes, an endorsement of "Not Graded" is entered instead of a grading period grade in the progress reporting documentation.

## **Article 14**

### **Repeat Examination**

1. Starting from Grade 4, a student who has received a failing grade for one or two compulsory educational classes may take a repeat exam on the classes concerned.
2. A written request for a repeat exam must be filed by a student or the parent (legal guardian) with the School Principal, no later than 1 day before the scheduled date of the grading board meeting.

3. The date of the repeat exam is fixed by the School Principal by the end of the year-long instruction. The repeat exam is held in the last week of the summer break.
4. A repeat exam comprises a written and an oral part, except for the exam in music, art and crafts, computer classes or physical education for which subjects the exam mainly involves practical assignments.
5. The School Principal appoints a board comprising:
  - 1) the school principal or deputy principal as the board chairperson;
  - 2) the teacher who teaches the relevant educational classes as the examiner; and
  - 3) a teacher who teaches the same or related educational classes as board member.
6. The teacher of the subject in which the student takes a repeat exam may be exempt from working on the board at their own request or otherwise in justified exceptional cases. In such cases the School Principal appoints another teacher who teaches the same educational classes as the examiner, although a teacher employed at a different school may only be appointed in agreement with the Principal.
7. A report is made from the exam which must contain:
  - 1) composition of the board;
  - 2) date of the repeat exam;
  - 3) exam questions; and
  - 4) result of the repeat exam and the grade received.The student's written work and a brief account of the oral answers provided by the student are enclosed to the report. The report forms an appendix to the student's grade sheet.
8. A student who could not take the repeat exam on the scheduled dates for documented emergency reasons may take the exam on the additional date set by the School Principal, but no later than by the end of September.
9. A student who failed the repeat exam is not promoted to a higher grade level.
10. Considering the student's academic potential, the Board of Teachers may promote to a higher grade level a student who has failed the repeat exam in ones of the compulsory educational classes once during the educational stage, provided that those educational classes are part of instruction at the higher grade level under the school curriculum.

## **Article 15**

### **Appeals**

1. The student or the student's parents (legal guardians) may raise their objections to the Principal if they think the year-end grade for educational classes or the year-end mark for behavior has been

assigned in violation of the laws and regulations governing the procedure for assigning such a grade. Objections may be filed within a deadline of 2 days of the end of instruction.

2. Where the year-end grade for educational classes or the year-end mark for behavior is found to have been assigned in violation of the laws and regulations governing the procedure for assigning such a grade, the Principal appoints a committee which:

- 1) administers a written, oral or practical test of the student's knowledge and skills and assigns the year-end grade for the educational classes concerned if for the year-end grade for educational classes; or
- 2) assigns the year-end mark for behavior by a simple majority of votes if for the year-end mark for behavior; in the event of a tie vote, the committee's chairperson will have the casting vote.

3. The test referred to in Section 2.1 is to be administered no later than within 5 days of raising objections as set out in Section 1. The date of the test is agreed with the student and with the student's parents (legal guardians).

4. The committee is composed of:

- 1) if for the year-end grade for educational classes:
  - a) either the principal or a teacher serving in other managerial position as chairperson;
  - b) the teacher who teaches the relevant educational classes; and
  - c) a teacher who teaches the same or related educational classes;
- 2) if for the year-end mark for behavior:
  - a) either the Principal or a teacher serving in other managerial position as chairperson;
  - b) the main teacher;
  - c) a teacher who teaches educational classes to the class, designated by the Principal;
  - d) the school counselor if any is employed at the School;
  - e) the psychologist if any is employed at the School;
  - f) a representative of the Student Council; and
  - g) a representative of the Parent Council.
- 3) the committee assigns the year-end mark for behavior within 5 days of the day objections are raised. The grade is arrived at by a simple majority of votes. In the event of a tie vote, the committee's chairperson will have the casting vote.

5. The teacher referred to in Section 4(1)(b) may be exempt from working on the committee at their own request or otherwise in justified exceptional cases. If this is the case, the School Principal appoints another teacher who teaches the same educational classes as the examiner, although a teacher employed at a different school may only be appointed in agreement with that school's principal.

6. The year-end grade for education classes or the year-end mark for behavior so assigned cannot be

lower than the previously assigned grade. The grade assigned by the committee is final except a failing year-end grade for educational classes which can be changed by a repeat exam, subject to Article 14.1.

7. A report is made from the committee's work which must specifically contain:

1) if for the year-end grade for educational classes:

- a) composition of the committee;
- b) date of the test referred to in Section 2.1;
- c) test tasks (questions); and
- d) test result and the assigned grade;

2) if for the year-end mark for behavior:

- a) composition of the committee;
- b) date of the committee's meeting;
- c) vote result; and
- d) the assigned mark for behavior and its justification.

The report forms an appendix to the student's grade sheet.

8. The student's written and practical work and a brief account of the oral answers provided by the student are enclosed to the report referred to in Section 7.1.

9. A student who could not take the test referred to in Section 2.1. on the scheduled date for valid reasons may take the test on the additional date set by the School Principal.

10. The provisions of Sections 1–9 apply accordingly to year-end grades for educational classes earned on a repeat exam, except that the deadline for raising objections is 5 days of the date of the repeat exam. In this case, the grade assigned by the committee is final.

11. The student can take the test referred to in Section 2.1 in no more than two courses of educational classes.

12. A request to raise the year-end mark for behavior may come from any of the school bodies within 7 days before the grading meeting of the Board of Teachers.

13. The student's parents or legal guardians may have access to any documentation of grading, including the documentation of the grading exam or the repeat exam.

14. To this end, the parent/legal guardian will file a request with the School Principal. Access to the relevant documentation is provided within 3 working days of receipt of the request.

15. This documentation cannot be copied or photographed or taken away outside the School.

## **Article 16**

### **Final Year Exam**

1. An exam is administered to Grade 8 students following the requirements set out in the Core Curriculum for General Education testing the students' mastery of those requirements.
2. The exam is universal and compulsory.
3. The exam is administered within the timelines determined by the Head of the Central Examination Board.
4. The District Examination Board in Warsaw is the competent district examination board for "Vancouver Schools" Polish-English Non-Public Elementary School.
5. The district board develops a guide setting out the procedures for the exam process. Under those procedures, the Leader of the School Examination Team is responsible for oversight over the proper conduct of the exam.
6. The exam result does not affect the School completion.
7. Students receive a certificate of detailed results through the School.
8. The detailed exam regulations are set out in separate legislative acts and cannot be altered by either the School Principal or the School bodies.

## **Article 17**

### **General Grading Criteria for Subjects at Different Levels of Requirements**

Grade *celujący*/Excellent (6) Creative knowledge and skills (outstanding level = O =)

1. Student's knowledge. The student:

- 1) can use his/her knowledge to solve standard and non-standard tasks depending on the nature of the subject.
- 2) acquires further knowledge by own search, exploration and reflections.

2. Student's skills.

The student:

- 1) can use various sources of knowledge unassisted.
- 2) creatively develops own talents and interests in various class formats.
- 3) does not reproduce opinions of others and can critically reflect on the language.
- 4) literary and cultural reality.
- 5) can use information in unusual or problem context.
- 6) can identify problems and analyze or synthesize new developments.
- 7) offers non-obvious solutions.
- 8) can prove his/her point of view using valid argumentation which combines knowledge in several subjects.
- 9) is successful in competitions above the schoolwide level.

Grade *bardzo dobry*/Very Good (5) Complementary knowledge and skills (complementary level = C =)

1. Student's knowledge. The student:

- 1) has mastered all material provided under the Core Curriculum.
- 2) has the relevant knowledge sufficient to be able to make an independent use of that knowledge in new context.

2. Student's skills.

The student:

- 1) makes an efficient use of all sources of knowledge available and indicated by the teacher.
- 2) solves problems and tasks set by the teacher without assistance using the skills acquired.
- 3) can use correct causal reasoning and make logical conclusions and arguments.
- 4) solves problems and tasks additionally set by the teacher.
- 5) enters competitions which require extra knowledge and skills.

Grade *dobry*/Good (4) Enhanced knowledge and skills (enhanced level = E =)

1. Student's knowledge.

The student:

- 1) has mastered the vast majority of the Core Curriculum material.
- 2) knows the definitions, facts and notions covered by the Core Curriculum.
- 3) uses the terminology of the particular subjects correctly.

2. Student's skills. The student:

- 1) can use all sources of information learnt in class.
- 2) solves typical tasks and problems without assistance.
- 3) can use teacher's guidance to solve more difficult tasks.
- 4) uses correct causal reasoning.
- 5) solves some of the additional tasks.

Grade *dostateczny*/Satisfactory (3) Basic knowledge and skills (basic level = B =)

1. Student's knowledge.

The student:

- 1) has mastered the basic knowledge and skills set out in the Core Curriculum and required for continuing education.
- 2) knows basic facts, definitions and notions needed to understand the key topics of the particular subjects.

2. Student's skills.

The student:

- 1) can use basic sources of information with the teacher's direction.

- 2) solves simple tasks or problems unassisted.
- 3) uses knowledge at random in typical context.
- 4) uses simplified argumentation.

Grade *dopuszczający*/Pass (2) Indispensable knowledge and skills (indispensable level = I ⇒)

1. Student's knowledge.

The student:

- 1) has considerable gaps in knowledge required under the Core Curriculum but those gaps do not prevent continuing education.
- 2) has difficulty understanding some of the topics of the particular subjects.

2. Student's skills.

The student:

- 1) can follow simple instructions.
- 2) can use basic skills.
- 3) uses the teacher's assistance and guidance; the skills possessed allow to continue education at the next level of education.

Grade *niedostateczny*/Fail (1) Knowledge and skills need improvement

1. Student's knowledge.

The student:

- 1) has large gaps in knowledge required under the Core Curriculum and necessary for continuing education.
- 2) is unlikely to remove the gaps before the end of the school year.

2. Student's skills.

The student:

- 1) cannot follow simple instructions which require the use of basic skills with the teacher's assistance.

## **Article 18**

### **Rules of Marks for Behavior**

1. The mid-year and year-end mark for behavior includes, without limitation:

- 1) compliance with the student duties and responsibilities;
- 2) upholding the interests of the School community through own conduct;
- 3) care for the School's honor and traditions;
- 4) care for the beauty of the native language;
- 5) care for own safety and health and those of others;

- 6) decent and civil behavior both at and outside the School and respect for other people.
2. For grade 4 to 8 students, the mid-year and year end mark for behavior is assigned according to the following scale:
    - 1) *Wzorowy*/Exemplary;
    - 2) *Bardzo dobry*/Very Good;
    - 3) *Dobry*/Good;
    - 4) *Poprawny*/Correct;
    - 5) *Nieodpowiedni*/Unsuitable;
    - 6) *Naganny*/Reprehensible.
  3. The grading period mark for behavior does not affect:
    - 1) grading period grades for educational classes; or
    - 2) promotion to the higher grade level or the School completion.
  3. The effects which the disorders or deviations found have on the student conduct must be considered in assigning the mark for behavior to a student diagnosed with developmental disorders or deviations, based on the certificate confirming the need for special education or an assessment of a psychology and counseling center, including of a specialist practice.

## **Article 19**

1. The baseline grade for the student is Good.
2. The baseline grade can be lowered or raised by the student's conduct.
3. The student is subject to regular assessment.
4. Grades proposed in the areas identified as important are entered in a table which all subject teachers are required to complete. The completed tables are retained by the main teacher until the end of the school year.
5. The mid-year and year-end grades are assigned by the main teacher on the basis of partial grades, the student's self-assessment and other students' assessment and upon consultation with other teachers and the School staff.
6. Students are required to change their shoes to light-soled ones on the School's premises.
7. The student should wear the school uniform at school functions.
8. The uniform must also be worn from Monday through Thursday. Other outfit is acceptable on Fridays. The daily school attire should be clean and neat. The following are unacceptable:
  - 1) makeup;
  - 2) painted nails;
  - 3) dyed hair;

- 4) trousers shorter than knee-length;
  - 5) skirts shorter than knee-length;
  - 6) blouses exposing the midriff section;
  - 7) visible body piercings; or
  - 8) jewelry that could compromise safety.
9. Hair should be styled neat and clean.

## **Article 20**

1. The following criteria are established for the assessment, evaluation and grading of conduct:
  - 1) the grade of *wzorowy*/Exemplary is awarded to a student who:
    - a) displays exemplary behavior and is actively engaged in class, often takes up additional tasks on own initiative;
    - b) changes shoes regularly;
    - c) is tactful and displays a high culture of speech and behavior and has a kind attitude;
    - d) cares for the School's reputation and proudly represents the School externally;
    - e) is an initiator and originator of commitments to the School and to his/her class;
    - f) is always cleanly and neatly dressed; and
    - g) wears the applicable school attire at school events and functions.
  - 2) the grade of *bardzo dobry*/Very Good is awarded to a student who:
    - a) cares for the School's reputation;
    - b) does not disrupt class and is engaged in class;
    - c) may receive one negative warning in a month;
    - d) changes shoes regularly;
    - e) observes good manners in speech and behavior to fellow students, teachers and the School staff;
    - f) does not deliberately destroy the School's property;
    - g) takes care to keep cleanliness and a neat and clean appearance; and
    - h) wears the applicable school attire at school events and functions.
  - 3) the grade of *dobry*/Good is awarded to a student who:
    - a) does not disrupt class;
    - b) may receive two negative warnings in a month;
    - c) changes shoes regularly;
    - d) makes an effort to observe good manners in speech and behavior to fellow students, teachers and the School staff.

- e) does not normally deliberately destroy the School's property;
- f) takes care to keep cleanliness and a neat and clean appearance; and
- g) wears the school attire at school functions on nearly all occasions.

The grade of *poprawny*/Correct is awarded to a student who:

- a) sometimes engages in disruptive behavior in class;
- b) has had three or four negative warnings recorded in a month;
- c) sometimes fails to change shoes on the School's premises;
- d) sometimes fails to control his/her emotions and displays rude behavior to fellow students, teachers and the School staff; and
- e) does not care for his/her personal hygiene or appearance.

5) the grade of *nieodpowiedni*/Unsuitable is awarded to a student who:

- a) often engages in disruptive behavior in class;
- b) has received five to six warnings in a month;
- c) rarely changes shoes;
- d) does not control his/her emotions; is aggressive, tactless or vulgar; provokes conflict or dangerous situations; and rarely responds to warnings;
- e) sometimes deliberately destroys the School's property; and
- f) does not care for his/her personal hygiene or appearance.

6) the grade of *naganny*/Reprehensible is awarded to a student who:

- a) has received a reprimand from the School Principal;
- b) often makes classes impossible to be taught;
- c) has received more than six warnings in a month;
- d) does not change shoes at the School;
- e) does not control his/her emotions; is aggressive, tactless or vulgar;
- f) initiates conflict or dangerous situations; and rarely responds to warnings from teachers or the School staff;
- g) deliberately destroys the School's property;
- h) does not care for his/her personal hygiene or appearance; or
- i) infringes the law.

2. Gross infringements of the School policies such as:

- 1) using alcohol (on the School's premises, at events hosted by the School, on trips, school camps and outside the School in public places);
- 2) smoking or e-smoking;
- 3) having and using illicit drugs or other abusive substances;
- 4) theft;

- 5) extortion;
  - 6) battery;
  - 7) inducing infringements of the School policies;
  - 8) leaving the School's premises without authorization;
  - 9) using violence, vulgar behavior, bullying others via the Internet or other means of telecommunication;
  - 10) other types of infringements of the applicable laws and regulations lead to the mark for behavior being lowered to Unsuitable or Reprehensible.
3. The mark for behavior may be raised if the student:
- 1) represents the School externally (in competitions, Olympiads, concerts or outdoor workshops, etc., at different levels);
  - 2) initiates and executes events and initiatives for the School and the local community;
  - 3) engages in charitable work;
  - 4) is particularly engaged in extracurricular classes;
  - 5) conspicuously promotes the School externally by his/her conduct (on school trips or the fan page or the website); or
  - 6) offers willing and selfless help with learning to other students.

## **Article 21**

1. The year-end mark for behavior for Grade 1 to 3 students is a narrative grade. The format of the information about the student's mid-year mark for behavior is left to the teacher's discretion. Grading aims to recognize the level of the student's adherence to the norms of social life and ethical standards and takes account of:
  - 1) compliance with the student duties and responsibilities;
  - 2) care for the beauty of the Polish language and good manners;
  - 3) decent and civil behavior both at and outside the School;
  - 4) care for own safety and health and those of others;
  - 5) upholding the interests of the School community through own conduct and care for the School's honor and traditions; and
  - 6) showing respect of other people.
2. The following four-level grading scale is established:
  - 1) Level A; 2) Level B; 3) Level C; and 4) Level D.
3. Depending on the special requirements of individual class teams, teachers can use Conduct Report Forms or opt for a graphic presentation of grades for the purposes of partial assessment,

evaluation and grading of conduct.

4. Specific requirements have been established for the different levels, involving detailed criteria across the above six categories:

- 1) compliance with the student duties and responsibilities:
  - a) turnout;
  - b) regularity and preparedness for class (bringing course books and supplies, changing shoes, etc.) and doing homework;
  - c) attitude to learning as much as individual capabilities permit, student effort and engagement; and
  - d) taking part in competitions and functions.
- 2) care for the beauty of the Polish language and good manners.
  - a) speaking good Polish and using social expressions and greetings;
  - b) truthfulness;
  - c) not using profanity; personal manners; and
  - d) care for appearance and personal hygiene.
- 3) decent and civil behavior both at and outside the School.
  - a) abiding by the generally accepted rules of civil conduct and ethical standards;
  - b) adherence to the policies and rules in place both in class and during out-of-class activities (trips, games, competitions, etc.);
  - c) wearing the school attire during school functions; and
  - d) proper conduct during events and functions.
- 4) care for own safety and health and those of others.
  - a) compliance with safety rules and regulations both in class and during out-of-class activities;
  - b) avoidance of exposing oneself and others to risks, e.g., by reckless plays; and
  - c) physical aggression, bringing dangerous items which may compromise health;
- 5) upholding the interests of the School community through own conduct and care for the School's honor and traditions.
  - a) adherence to the School Student Code of Conduct;
  - b) ability to work as part of the class team and be a good classmate;
  - c) taking attempts to manage conflict peacefully;
  - d) participation in school and out-of-school initiatives;
  - e) representing proudly the class and the School in events and functions;
  - f) proper fulfillment of the role as a student on duty;
  - g) service on the class cabinet; and
  - h) performance of other additional duties, e.g. helping to keep a chronicle or edit a school

newspaper.

6) showing respect of other people.

a) following instructions of teachers and other School staff;

b) proper interactions with adults (the body posture, tone of voice and form of delivery);

c) providing reliable information about oneself to parents and to teachers;

d) tolerance of differences in other people.

5. The criteria for measuring achievement of the specific levels are:

1) Level A:

a) always regular;

b) often takes the initiative and volunteers to do extra activities;

c) develops own interests and can demonstrate them in the appropriate context;

d) follows instructions of teachers and other School staff;

e) demonstrates exceptional care for own course books and aids and those of his/her classmates as well as for the School's equipment;

f) asserts and justifies own opinions but is able to step back if proven wrong;

g) regarded as a good classmate by the group;

h) his/her smart appearance, personal hygiene and behavior in the class team, group and the environment provide a role model for his/her peers;

i) offers different ways and takes independent attempts to solve problems in the peer group both at the School and in his/her environment;

j) demonstrates exceptionally good manners to fellow students, teachers and other people; and

k) considerate, caring and tolerant to other children both at the School and in his/her environment.

2) Level B:

a) regular;

b) takes the initiative and readily undertakes extra activities;

c) can identify and aims to develop own interests;

d) follows instructions of teachers and other School staff;

e) cares for own course books and aids and those of his/her classmates as well as for the School's equipment;

f) articulates own thoughts, views, feelings, opinions, decisions and can provide a justification;

g) always delivers on his/her commitments;

h) always uses social expressions and greetings;

i) honest, truthful and tactful;

j) a good classmate and a team player both on the class team and in a group;

- k) always cares for smart appearance and personal hygiene;
- l) always abides by the rules of conduct in the class team, in a group and during outings;
- m) seeks solutions to problems arising in the peer group; and
- n) tolerant to other children representing other views or interests.

3) Level C:

- a) occasionally not prepared for class;
- b) shows little engagement;
- d) follows instructions of teachers and other School staff;
- d) articulates own thoughts, views, feelings, opinions and decisions but is often unable to justify them;
- e) delivers on his/her commitments;
- f) often uses social expressions and greetings;
- g) truthful;
- h) does not use profanity;
- i) aims to be a good classmate and a team player both on the class team and in a group;
- j) always cares for smart appearance and personal hygiene;
- k) can control own emotions;
- l) normally abides by the rules of conduct in the class team, in a group and during outings;
- m) demonstrates good manners to fellow students, teachers and in his/her immediate environment; and
- n) accepts other children representing other views or interests.

4) Level D:

- a) often comes late to class;
- b) often fails to do his/her homework or to bring the required supplies or to prepare for classes;
- c) does not show engagement;
- d) destroys own course books and aids and those of his/her classmates as well as the School's equipment;
- e) refuses to articulate his/her thoughts, views, feelings, opinions and decisions or reasons for his/her actions;
- f) does not deliver on his/her commitments;
- g) does not use social expressions or greetings;
- h) does not use profanity;
- i) sometimes aggressive, mean, ill-tempered or teasing;
- j) does not care for smart appearance or personal hygiene;
- k) cannot control negative emotions;

- l) often fails to abide by the rules of conduct in the class team, in a group and during outings;
- m) rude to teachers, the School staff and other people; and
- n) demonstrates no tolerance or acceptance to children representing other views.

## **Article 22**

### **Rewards and Punishments**

1. Rewards are awarded by:

- 1) the school authority;
- 2) the school principal;
- 3) the Teachers' Council;
- 4) main teachers;
- 5) teachers;
- 6) competition committees;
- 7) the Students' Council.

2. Rewards are awarded for:

- 1) outstanding academic performance and exemplary conduct;
- 2) competing and achievements in Olympiads or competitions;
- 3) proud representation of the School externally;
- 4) involvement in community service;
- 5) exemplary group turnout;
- 6) achievements in sport; or
- 7) volunteering.

3. Types of rewards: books, non-cash prizes, cash prizes, diplomas, distinctions and praises.

4. The costs of rewards are met by the School Authority or the School's budget or by the education authorities.

5. Rewards won in competitions are handed out on the date on which the results are announced and other are handed out at the end of the school year.

6. Major awards are communicated by the School Principal to all school community.

7. The following rules apply during class time (from the time of arrival at until the time of leaving the School building):

- 1) the use of mobile phones or other electrical or multimedia equipment (cameras, video cameras, tablets, PSP, e-Books, MP3 players, MP4 players, etc., smartwatches or other electronic communication devices) is absolutely prohibited;
- 2) in justified cases a mobile phone may be used with consent and in the presence of the School

staff;

- 3) recording or taking pictures without permission of the person being recorded or photographed is absolutely prohibited; and
- 4) having or disseminating legally prohibited content or other materials that may be offensive to anyone is strictly prohibited.

8. The following punishments are stipulated for failure to comply with Article 7:

- 1) a relevant endorsement in the electronic grade book;
- 2) immediate notice to parents (legal guardians);
- 3) assigning a lower mark for behavior;
- 4) work for the School assigned by the main teacher;
- 5) confiscation of the device for the time of classes at school and notice to parents of the need to collect the confiscated device at the School's office.

9. Failure to comply with Article 7.3 may lead to the procedure of expulsion from the School being initiated against the student.

10. Any student who leaves the School on his/her own during the class time (including breaks between lessons) may receive an admonition from the School Principal. A student punished with an admonition may only earn a Correct mid-year (year-end) mark for behavior at most.

11. If the conduct grading policy is not complied with, the following punishment types apply:

- 1) assigning a lower mark for behavior; assigning a Reprehensible mark for behavior; receiving an admonition/reprimand from the School Principal;
- 2) acts which qualify the student for a reprimand from the Principal:
  - a) misappropriation, extortion or blackmail;
  - b) theft;
  - c) having and drinking alcohol;
  - d) having and smoking tobacco or e-cigarettes;
  - e) having or using illicit drugs or psychoactive substances;
  - f) exposing oneself or other members of the School community to risks;
  - g) fraud such as forging the parents' signatures;
  - h) aggression, violence, cyberbullying or bullying;
  - i) other infringement of the applicable laws; or
  - j) truancy or unauthorized leaving of the School during the class time or after classes without the parent's written permission.

12. Receiving a reprimand may result in a mid-year or year-end mark for behavior of Reprehensible.

13. Receiving two admonitions during a half-year term carries the same consequences as a

reprimand.

14. If a second reprimand is received during one school year, the School Principal is obliged to initiate the procedure of expulsion from the School against the student.

15. The procedures of appeal against the Principal's reprimand or the Reprehensible mark for behavior are as follows:

1) appeal against the Principal's reprimand: The student or the student's legal guardians may appeal against the punishment to:

a) the Teachers' Council if the case concerns a reprimand or an admonition from the Principal (an appeal is made in writing within 3 days of the date of the reprimand);

b) the School Authority if a decision is made to expel the student from the School (through the School Principal within 7 days of the date the decision is delivered);

c) the Superintendent of Schools/CEO Office in Warsaw as the ultimate forum of appeal after all measures of appeal against the punishment available at the School have been exhausted. The Principal notifies the parents or guardians of the punishment administered in writing immediately (within up to 2 days). The punishment administered is recorded in the school register and in the grade sheet.

2) appeal against a Reprehensible grade:

a) the student or the parents (legal guardians) have the right to appeal against a Reprehensible mark for behavior;

b) an appeal is made in writing to the School Principal within 3 days of the date of assigning a Reprehensible grade;

c) the appeal must include a statement of grounds;

d) having consulted the Teachers' Council and the Student Council, the School Principal will take a decision in writing within 7 days of receipt of the appeal;

e) the parents may appeal against the Principal's decision within 3 days in writing to the School Authority. The Decision of the School Authority is final.

16. The School may not use any punishments which violate the student's integrity or personal dignity.

This Common Schoolwide Assessment and Evaluation Policy applies as amended and restated and is an appendix to the School's Bylaws.