ERUNI UNIVERZITNÍ GYMNÁZIUM
ERUNI UNIVERZITNÍ STŘEDNÍ PEDAGOGICKÁ ŠKOLA
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ASSESSMENT POLICY

1. Philosophy of Assessment

Assessment is an integral, ongoing component of the teaching and learning process. Our school views assessment not as a tool for punishment or mere sorting, but as a dynamic mechanism to foster student growth, guide instructional practices, and promote lifelong learning.

The primary purpose of assessment is to provide meaningful, transparent, and actionable feedback to students, teachers, and parents. In alignment with our *Access and Inclusion Policy*, assessment practices are designed to be equitable, inclusive, and accessible to all students, guaranteeing that every individual can demonstrate their true level of achievement without compromising academic standards.

To fulfil this vision, assessment at our school is guided by the following core principles:

- **Placed at the Centre of Teaching and Learning:** Students are active participants in the assessment process rather than passive recipients. Assessment practices empower students, support their autonomy, and place their learning needs and growth at the heart of all instructional design.
- **Based on Clear, Known Assessment Criteria:** Assessment is transparent and criterion related. Criteria, learning objectives, and rubrics are explicitly shared, explained, and made available to students prior to tasks so they understand expectations and know what success looks like.
- **Supportive and Motivating:** Assessment is designed to build confidence, encourage a growth mindset, and motivate students to reach their full potential. It recognises individual progress, effort, and achievement in a safe and constructive learning environment.
- **Comprehensive Feedback for All Stakeholders:** Assessment provides continuous, actionable feedback to **learners** (to guide their next steps), **teachers** (to reflect on and adapt instructional methods), and **parents** (to keep them informed and involved in the learning journey).
- **Encouragement of Self-Reflection:** Regular opportunities for self-assessment and peer assessment are embedded into lessons, helping students critically evaluate their own work, identify strengths, set personal learning goals, and take ownership of their progress.
- **Reflection of the IB Learner Profile (IB DP Pathway):** Assessment tasks and feedback mechanisms actively nurture the attributes of the IB Learner Profile.
- **Best and Most Accurate Demonstration of Performance:** Assessment at ERUNI reflects a student's most accurate current attainment level based on a holistic body of evidence, rather than a cumulative mathematical average. Greater weight is given to more recent

summative evidence and consistent demonstration of mastery toward the end of a reporting period.

2. Types of Assessment

Our school employs a comprehensive, balanced assessment framework designed to measure understanding, support skill development, and promote continuous self-improvement. We distinguish between five core, interrelated types of assessment:

A. Formative Assessment

Formative assessment is an ongoing, diagnostic process embedded directly into daily instruction.

- Purpose: Identifies learning gaps, informs instructional planning, and provides immediate, actionable feedback to guide student progress before formal evaluation.
- Methods: Low-stakes quizzes, initial drafts, oral questioning, class discussions, graphic organizers, and practice exercises.
- Grading: Formative tasks serve purely as diagnostic and developmental tools. They do not carry significant weight in final summative marks, allowing students a safe environment to learn from mistakes.

Example: In a DP History class, students write a practice Paper 1 essay source analysis. The teacher provides targeted qualitative feedback using IB Criterion A and B rubrics without assigning a numerical IB mark. Students use this feedback to rewrite their response before the final unit exam.

B. Summative Assessment

Summative assessment evaluates overall student achievement against established course objectives, subject-specific criteria, and curriculum standards at the conclusion of a learning unit, term, or academic year.

- Purpose: Measures the extent to which a student has mastered core concepts, skills, and knowledge.
- Assessment Criteria Transparency: Subject teachers will communicate and provide all subject-specific assessment criteria, rubrics, and grading expectations to students at the beginning of each academic year to ensure complete clarity and transparency.
- Methods: End-of-unit tests, final essays, research projects, oral presentations, laboratory reports, and mock examinations.
- Grading: Formats and criteria feed directly into term grades and formal IB component scores.
- Determination of Term and Report Grades: Final term, semester, and annual report grades across both pathways are determined through a professional, evidence-based judgment

of a student's overall performance, rather than through simple mathematical averaging of recorded task scores:

- **IB DP Pathway (1–7 Scale):** Final DP report grades and Predicted Grades (PGs) are determined holistically. Teachers evaluate the student's complete body of evidence against official IB subject-specific criterion rubrics, prioritizing the most recent, consistent, and representative summative performance (including mock examinations and major portfolio tasks).
- **National Pathway (1–5 Czech Legislative Scale):** In accordance with Czech educational legislation (Act No. 561/2004 Coll.), final grades on official report cards reflect an overall evaluation of the student's achievement of expected learning outcomes. Teachers do not rely on strict numerical averages; instead, they evaluate the complete body of evidence, taking into account the student's progress, work quality, and current level of subject mastery at the end of the classification period.
- **Formative Evidence in final grading:** While formative assessments do not carry formal numerical weight in final summative marks, formative evidence (such as homework completion, draft submissions, and classroom participation) provides crucial diagnostic context that informs professional judgment when determining a student's final standing.

Example: A student receives the following summative task scores across a semester:

- *September (Baseline Task):* 3 / 7 *(National scale: 4) — Student was adapting to new analytical methods.*
- *October (Lab Report & Unit Test):* 4 / 7 *(National scale: 3) — Student identified gaps and applied targeted feedback.*
- *November (Mid-Term Exam):* 5 / 7 *(National scale: 2) — Student demonstrated steady progress and skill acquisition.*
- *December (Final Summative & Mock Exam):* 6 / 7 *(National scale: 1) — Student demonstrated complete mastery of core concepts and complex problem-solving.*
- *Mathematical Average Approach (Deprecated):*

Calculating a simple arithmetic average yields ≈ 4.5 *(or* ≈ 2.5 *in Czech grading). Under a rigid mathematical model, the student would be assigned a final grade of* 4 *(IB) or* 3 *(Czech scale), permanently penalizing their early learning curve.*

Holistic approach:

The subject teacher evaluates the full body of evidence with an emphasis on recency, consistency, and growth. Because the student consistently demonstrated 6*-level mastery (*1*-level*

in the National Pathway) on major cumulative assessments at the end of the term, the teacher issues a final report grade of 6 *(IB DP) /* 1 *(National Pathway).*

Rationale: The final grade reflects where the student arrived in their learning journey, not where they started. Early formative and summative attempts served as diagnostic stepping stones rather than a permanent drag on their final achievement level.

C. Reflective Assessment

Reflective assessment enables students to become active, autonomous owners of their own learning trajectory.

- Purpose: Promotes metacognition—encouraging students to think about how they learn, analyse their thought processes, and identify effective learning strategies.
- Methods: Learning logs, reflection journals, post-assessment error analyses, and goal-setting templates.
- Application: Helps students evaluate their progress against success criteria and systematically plan their next steps for improvement.

D. Self-Assessment

Self-assessment is a structured practice where students evaluate their own work and performance against clear, pre-determined criteria and rubrics.

- Purpose: Develops critical thinking, self-direction, and honest self-appraisal, removing reliance solely on teacher validation.
- Methods: Rating scales, rubrics-based checklists prior to task submission, and self-graded reflection sheets.
- Application: Allows students to identify their own strengths and areas for growth before receiving external feedback.

E. Peer Assessment

Peer assessment involves students providing constructive feedback on the work of their classmates based on shared learning intentions and rubrics.

- Purpose: Fosters a collaborative learning culture, enhances communication skills, and deepens students' understanding of assessment criteria by evaluating work from an evaluator's perspective.
- Methods: Structured peer reviews, pair-editing of essay drafts, group presentation feedback forms, feedback routines.
- Application: Peer feedback is always framed constructively and is used primarily as a formative tool to refine work prior to final summative evaluation.

Example: Prior to submitting the final draft of an Extended Essay, students participate in a "Blind Peer Review" workshop. Using official IB criterion descriptors and a standardized checklist, students evaluate a peer's anonymized draft and provide "Two Stars and a Wish" (two strengths and one area for improvement). Students then write a short self-reflection detailing how they addressed their peer's feedback in their final submission

Practical Execution of Inclusive Assessment Adjustments

Formally approved access arrangements (governed by the Access and Inclusion Policy) are routinely applied across all internal, formative, and summative assessment tasks.

- IB DP Pathway: Students with approved Access Arrangements receive accommodations (e.g., 25% extra time, word processor, reader/scribe, or supervised rest breaks) during all internal tests, mock examinations, and official IB exams. These accommodations are implemented directly without altering the target learning objectives, assessment criteria, or IB DP grading boundaries.
- National Pathway: Students with valid recommendations from a Czech Educational Counselling Centre are provided with legally mandated modifications to grading methodologies, exam formats, and time allowances under Act No. 561/2004 Coll.
- Usual Way of Working: To maintain validity and fairness, assessment adjustments applied during formal summative tests and mock examinations must strictly reflect the student's established usual way of working during daily classroom instruction.

3. Homework Practices and Expectations

Homework is an essential component of self-directed learning that extends classroom inquiry and reinforces academic development. It is distinct from formal internal assessments and is governed by the following guidelines:

Purpose: Homework serves to consolidate learning, practice key skills, prepare for upcoming lessons (e.g., flipped classroom readings), and foster independent study habits and executive functioning skills (ATL skills).

Role in Assessment: Homework is primarily intended for practice and formative feedback. It does not constitute summative assessment evidence and does not directly contribute to final DP grades or official report cards. Teachers provide constructive feedback on homework to inform future instruction.

Workload Coordination: To protect student well-being and maintain a balanced lifestyle, homework volume is coordinated across subjects. Subject teachers consult the school assessment calendar to avoid clustering heavy homework assignments around major assessment deadlines or examination windows.

Responsibilities and non-completion:

- Teachers are responsible for setting purposeful, manageable tasks, providing timely feedback, and recording completion status.
- Students are responsible for managing their time, seeking clarification when needed, and submitting work on time.
- Non-Completion: If a student fails to complete homework, the teacher addresses the issue as a learning or organizational concern rather than an academic failure. Repeated non-completion leads to direct communication between the teacher, homeroom teacher, student, and parents to identify underlying reasons and establish necessary support.

4. Assessment Framework

A. IB Diploma Programme Pathway

In the IB DP Pathway, assessment is criterion-related. Student performance is evaluated against predetermined, published criteria and rubrics set by the International Baccalaureate, rather than against the performance of other students.

IB Grade Descriptors (1 to 7 Scale):

Grades in the IB Diploma Programme are awarded on a scale of 1 (lowest) to 7 (highest). Grade descriptors are published by the IB for each subject group in the *Diploma Programme: Grade descriptors* document. Teachers use the descriptors for the relevant subject group, together with the published assessment criteria, to judge attainment, report progress and form predicted grades.

Core Components (TOK, EE, CAS):

- **Theory of Knowledge and Extended Essay:** Graded on a scale from **A (Excellent)** to **E (Elementary)**. A student must achieve at least a grade D in both components to be awarded the IB Diploma. The matrix combination of TOK and EE yields up to 3 bonus points toward the total IB score.
- **Creativity, Activity, Service (CAS):** CAS is not formally graded on a numerical scale, but completion of all CAS requirements is mandatory for the awarding of the IB Diploma.

B. National Pathway (Grades 1–5 Scale)

In the National Pathway, assessment complies strictly with Czech educational legislation (Act No. 561/2004 Coll., Education Act, and Decree No. 13/2005 Coll.).

- **1 (Excellent):** Exemplary mastery of curriculum standards.
- **2 (Very Good):** Solid mastery with minor inaccuracies.
- **3 (Good):** Satisfactory knowledge of core concepts.

- **4 (Sufficient):** Minimum required performance to pass.
- **5 (Insufficient):** Failure to meet core learning outcomes.

Grade Alignment and Conversion Matrix

For students enrolled in dual-pathway courses or requiring official school reports recognized by the Czech Ministry of Education, the school applies a standardized grade conversion framework.

Czech Grades	IB Grade
1 – Excellent	6-7
2 – Very Good	5-6
3 – Good	4-5
4 – Sufficient	3-4
5 – Insufficient	1-2

The *Grade Alignment and Conversion Matrix* is utilised exclusively for official national administrative purposes—specifically for generating official report cards recognized by the Ministry of Education, Youth and Sports of the Czech Republic, and for processing official student transfers. Internal teaching and feedback within the IB DP pathway remain strictly criterion-related, using IB rubrics and the 1–7 scale without routine conversion.

Protocol for Resolving Overlapping Conversion Ranges:

Where the conversion matrix indicates an overlapping range (e.g., IB Grades 6 and 7 aligning with Czech Grade 1; IB Grade 6 also overlapping with Czech Grade 2 depending on boundaries):

- Holistic Decision Basis: The final converted grade is not determined by automated rounding or arbitrary choice. Instead, it is based on the subject teacher's professional evaluation of the student's complete body of evidence over the reporting period, prioritising the consistency, recency, and overall quality of performance against subject-specific IB criteria.
- Decision Authority: The professional judgment and final grade recommendation are determined by the Subject Teacher and reviewed for consistency by the pathway coordinator prior to the issuance of official report cards.
- Clear Boundary Rules:
    - *Upper Boundary (e.g., IB 6 to Czech 1):* An IB Grade 6 converts to a Czech Grade 1 if the student's body of evidence consistently demonstrates strong mastery across the upper score boundaries of the assessment criteria.
    - *Lower Boundary (e.g., IB 6 to Czech 2):* An IB Grade 6 converts to a Czech Grade 2 if the student's performance sits on the lower boundary of Grade 6 with inconsistencies in complex criterion components.

5. IB DP Internal & External Assessments

Distinction between school-based processes and formal IB assessment

The school clearly delineates between internal, school-based assessment processes and official IB Diploma Programme assessments:

- **School-based formative and summative assessment:**

All daily tasks, homework, unit tests, mock examinations, and school report grades are designed, set, and evaluated internally by ERUNI teaching staff. These school-based processes serve to guide learning, measure ongoing progress, and thoroughly prepare students for formal IB requirements. School-based assessment results belong solely to the school's internal grading framework and do not constitute or directly count toward formal IB DP assessment components.

- **Formal IB Assessment (Internal and External):**

Formal IB assessment components—specifically official Internal Assessments moderated by IB examiners and terminal External Assessment papers marked directly by the IB—are governed strictly by published IB DP subject guides and official *IB DP Assessment Procedures*. While the school conducts and moderates internal assessments internally before submission, the final authority over IB subject grades and the awarding of the IB Diploma rests exclusively with the International Baccalaureate Organisation.

A. Internal Assessment (IA)

Internal Assessments are mandatory components of the IB DP evaluated by subject teachers using IB-published criteria. Submission of all IA is a mandatory requirement of the IB Diploma Programme. If a student fails to submit an IA by the final deadline without an officially documented and approved excuse, they will receive an **N** grade for that component. This will result in no grade being awarded for the subject and level.

- **Internal Moderation:** To ensure fair and consistent grading across the school, subject departments conduct standardisation meetings where student samples are anonymously cross-marked by multiple teachers before final submission.

  In instances where a subject is taught by a single teacher, internal standardization and moderation are conducted in collaboration with the IB DP Coordinator or qualified colleagues from related subject departments (peer review). This ensures that marking criteria and scoring standards are applied objectively and consistently before samples are submitted to the IB.

- **External Moderation:** Samples of internally assessed work are submitted to the IB for external moderation to validate the school's grading standards.

B. Predicted Grades (PG)

PGs are determined holistically based on all available evidence of the student's work (including formative tasks, unit exams, mock examinations, and Internal Assessment drafts) combined with the teacher's professional knowledge of IB standards and assessment criteria.

Predicted grades are required for all DP subjects and must also include predictions for the Core components: Theory of Knowledge and the Extended Essay.

Predicted Grades represent a realistic professional judgment. They are never negotiated, altered, or artificially inflated upon parental or student request.

6. Deadlines & Late submissions

Adherence to internal deadlines is essential for student well-being, workload management, and academic integrity.

School Assessment Calendar: The IB DP Coordinator publishes an annual calendar of all major IA, EE, and TOK deadlines at the beginning of the academic year.

Internal Deadlines for Drafts: Draft deadlines are mandatory. If a student fails to submit a required draft for an IA or EE on time without an officially documented excuse (e.g., medical certificate):

- The student's parents and the IB Coordinator are immediately notified.
- The student must attend a supervised academic catch-up session to complete the work.
- Teachers are only obligated to provide comprehensive feedback on drafts submitted by the published internal deadline.

Final IB Deadlines: Failure to submit a final IB Internal Assessment by the school's absolute cutoff date will result in an "N" (Non-submission), rendering the candidate ineligible for the IB Diploma.

7. Reassessing and Retakes

Formative Tasks: Students are encouraged to revise and resubmit formative drafts based on teacher feedback to improve mastery.

Summative Assessments (National Pathway): If a student receives an unsatisfactory mark (Grade 5) on a major summative test, they are entitled to one retake opportunity per unit, scheduled at a unified time set by the subject department. The final recorded mark reflects the student's demonstrated level of mastery.

Summative Assessments & IAs (IB Pathway): Official IB Internal Assessments and external exam papers cannot be retaken once submitted to the IB. For internal mock exams or unit tests, retakes are granted only under exceptional circumstances approved by the IB DP Coordinator.

8. Academic Integrity and AI Protocol

Assessments must reflect the student's authentic work. Malpractice (plagiarism, collusion, unauthorized use of Generative AI, or cheating during examinations) is handled in accordance with the school's **Academic Integrity Policy**.

The academic consequences of proven misconduct are applied in accordance with the progressive sanctions framework set out in the *Academic Integrity Policy*. The application of consequences is distinguished by pathway as follows:

- **National Pathway, internal school-based tasks:** For internal assessments, unit tests, and coursework evaluated under the National Pathway or internal school metrics, consequences are applied progressively as defined in the *Academic Integrity Policy*. Where a task receives no academic credit due to confirmed malpractice, the student is required to resubmit authentic work for diagnostic purposes to verify subject competence, without altering the recorded disciplinary outcome.

Formal IB DP Assessments (Internal & External): For work submitted as formal IB DP assessment components, the school enforces strict authentication protocols prior to upload. If academic misconduct is identified during the internal draft stage, the student is subject to internal disciplinary measures and must submit authentic work prior to final submission. If misconduct is suspected or confirmed in final work submitted to the IB, the case is reported directly to the International Baccalaureate Organisation. All final sanctions are determined exclusively by the IB in accordance with official IB regulations.

Example 1: Internal Essay (National Pathway / Internal IB Prep): A student submits a History essay draft containing uncited text generated by AI and copied sections from a web source.

Investigation and Authority: The subject teacher identifies the issue during routine screening and reports it to the pathway coordinator and education guidance counsellor. The investigation is conducted strictly under the Academic Integrity Policy.

Outcome: In accordance with the school's progressive sanction tariff, the student receives an official academic warning and no credit for the initial submission. However, to ensure learning objectives are met, the student is required to rewrite the essay under supervision for diagnostic assessment purposes. The resubmitted work verifies subject competency, but the recorded outcome for the original task reflects the sanction as set out in the Academic Integrity Policy.

Example 2: Official IB DP Internal Assessment (Final Submitted Draft): A student submits the final version of their Biology Internal Assessment for official IB upload. During final authentication, the teacher discovers fabricated data in the experiment results.

School Action (pre-upload stage): The school refuses to sign the IB authentication declaration. Because non-authenticated work cannot be submitted to the IB, the student is given a final internal deadline to present authentic, non-compromised data.

IB Authority (if submitted / malpractice reported): If non-authentic work were uploaded or reported to the IB, the school does not issue an internal "Grade 5" or penalise the candidate with its own IB grade. Instead, the case is referred directly to the IB. Official consequences are determined exclusively by the International Baccalaureate Organisation.

9. Communication of Assessment and Reporting

Reporting on student progress is transparent, regular, and multi-faceted:

- **Information Systems:** Grades and formative feedback are continuously updated in the school's digital management portal (Bakaláři), accessible to both students and parents.
- **Official Reports:** Formal report cards (Term Reports) are issued twice per academic year (January and June).
- **Parent-Teacher-Student Conferences:** Held twice annually to discuss student performance, learning goals, and strategies for growth. Students are actively encouraged to lead or participate in these discussions.

10. Roles and Responsibilities

To ensure that assessment is carried out ethically, transparently, and consistently across both educational pathways, responsibilities are shared among all members of the school community:

The School Leadership and Pathway Coordinators

- Policy Oversight and Compliance: Ensure that assessment practices align with Czech educational legislation (National Pathway) and official IBO standards and regulations (IB DP Pathway).
- Assessment Calendar Management: Design and publish the annual *IB Assessment Calendar* to balance the distribution of major summative tasks, Internal Assessments, and deadlines, preventing student assessment overload.
- IB Coordinator: Oversee the submission of predicted grades, IA moderation samples, and final exam registrations to the IBO; manage logistics for mock and final IB examinations.
- Standardisation, Quality Assurance: Facilitate professional development and inter-departmental collaboration to support fair and objective grading practices.
- Induction and Onboarding of new teaching staff in Assessment Practices. To ensure continuous assessment quality, consistency, and alignment with IB DP standards, all newly appointed teaching staff undergo a structured assessment onboarding process:
    - The IB DP Coordinator, in collaboration with experienced subject teachers, is responsible for inducting new teachers into the school's assessment policy and practices upon entry.

- The induction process explicitly covers:
  - The philosophy and application of criterion-related assessment and official IB assessment rubrics.
  - Practical procedures for internal moderation, standardisation meetings, and submission of internal assessments.
  - Methodology for determining accurate Predicted Grades and terminal semester/term grades based on summative evidence.
  - Administrative expectations for recording formative and summative evidence within the school's internal reporting systems.
  - Mentoring and support: During their first academic year, new teachers are paired with an experienced IB colleague. This mentor provides peer support, joint moderation of student work samples, and guided calibration to guarantee grading reliability and alignment with IB standards.

Subject Teachers

- Criterion-Based Assessment: Evaluate student work strictly against published rubrics and curriculum standards, sharing these criteria with students at the start of the academic year.
- Timely and Actionable Feedback: Provide regular, constructive formative and summative feedback to students to guide their learning process.
- Grade Maintenance and Transparency: Record marks and observations promptly in the school's digital management portal (Bakaláři).
- IA Moderation: Participate actively in internal moderation and standardization processes (including peer review in single-teacher departments) prior to external submissions.
- Inclusion Integration: Apply approved accommodations and modified assessment criteria in accordance with the *Access and Inclusion Policy* and official PPP/SPC recommendations.

The School Counselling Centre

- Accommodation Guidance: Inform subject teachers and coordinators about approved assessment accommodations and legal modifications required for students with learning support needs.
- Student Support: Assist students facing assessment anxiety, executive dysfunction, or academic stress through targeted counselling and skill-building strategies.

Parents and Legal Guardians

- Active Partnership: Monitor student academic progress regularly via the school's digital information portal.
- Engagement: Attend Parent-Teacher-Student Conferences and support the student's adherence to learning goals and internal assessment deadlines.
- Timely Communication**:** Inform the school immediately regarding any acute health issues or unforeseen circumstances that may impact a student's performance during assessments (triggering the *Adverse Circumstances Policy*).

The Student

- Active Engagement: Take ownership of their learning journey by using assessment criteria, rubrics, and teacher feedback to reflect on performance and set improvement goals.
- Adherence to Deadlines: Respect all internal and external assessment deadlines, managing their time effectively across both pathways.
- Academic Integrity: Complete all formative and summative tasks honestly, ensuring that submitted work is authentic and properly referenced in line with the *Academic Integrity Policy*.
- Self and Peer Assessment: Participate constructively in reflective, peer, and self-assessment activities to deepen understanding of learning standards.

11. Other School Policies

The *Assessment Policy* operates as part of an integrated institutional framework. The specific operational connections to other ERUNI policies are articulated as follows:

- **Academic Integrity Policy:**

The *Academic Integrity Policy* serves as the primary authority regarding the definition, investigation, and reporting procedures for malpractice, as well as the comprehensive guidelines on authentic AI usage and citation standards. The *Assessment Policy* governs the assessment consequences of confirmed misconduct—specifically that work involving academic dishonesty receives no academic credit, and candidates are required to resubmit authentic work for diagnostic purposes without altering official records.

- **Access and Inclusion Policy:**

Sets out the statutory and IB criteria for identifying learning barriers and approving formal access arrangements. The *Assessment Policy* regulates the practical implementation of these accommodations during daily formative tasks and internal/external summative examinations, ensuring that learning objectives are maintained without granting an unfair advantage.

- **Language Policy:**

Outlines the school's multilingual profile, home-language support, and academic English acquisition frameworks. The *Assessment Policy* ensures that students are not disadvantaged by their language proficiency in non-language subjects through scaffolded task design, differentiated formative feedback, and authorized dictionary protocols during internal assessments (in alignment with IB subject guides).

- **Adverse Circumstances Policy:**

Defines the protocols for handling sudden, temporary, and unpredicted emergencies (e.g., acute illness, severe injury, or personal bereavement occurring immediately prior to or during assessment deadlines). While long-term needs fall under inclusion, the *Adverse Circumstances Policy* regulates formal extension requests, special considerations, and examination rescheduling procedures to protect candidate outcomes without compromising assessment deadlines.

Policy Review and Maintenance

The *Assessment Policy* is a dynamic institutional document. To ensure ongoing alignment with IB Diploma Programme requirements and Czech national legislation, this policy is subject to a formal annual review cycle (or earlier if triggered by major regulatory changes).

Policy Owner: Head of School / IB DP Coordinator

Primary Review Authority: School Leadership Team (SLT)

Consulted Stakeholders: DP Subject Teachers, Student Council representatives, and Parent Association representatives (where applicable).

Revisions

date	role	Summary of key changes
September 2026	IB DP coordinator, Head of School	Initial policy drafting
November 2026	All DP faculty	Final policy approved
November 2027	All DP faculty	Scheduled annual review and operational audit.

Next Review: November 2027 (IB DP coordinator, Head of School, Teaching Staff)

Sources:

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3. International Baccalaureate (2017) *Diploma Programme Grade descriptors (First assessment 2027)*. Geneva: International Baccalaureate Organization.
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