

## Appendix No. 1

to the Statute of the Private Primary School Complex of Silesian International Schools in Katowice

# In-School Assessment

## § 1

1. The school year is divided into two semesters: winter and summer.
2. Mid-year grading consists of a periodic summary of the student's educational achievements and the determination of grades and a behavioral assessment.
3. Mid-year grading is carried out at the end of the first semester, and annual grading at the end of the second semester.
4. In grades I-III, the student's parents (legal guardians) are informed about the current progress in learning in writing, with a frequency of two months during the school year.
5. In grades IV-VIII, in the middle of each semester, students receive an informative mid-semester grade in each subject.
6. Grades are determined by teachers conducting individual educational classes based on a systematic assessment of the student's work.
7. Students and their parents (legal guardians) are informed about the expected failing grade one month before the end of the semester.
8. Mid-year and annual grades are approved by the Teachers' Council on the date set in the school year calendar.
9. If the semester grade is not in line with the expectations of the student or their parents (legal guardians), the student has the right to submit a written request to the School Principal to set a date and conduct a classification exam.
10. As a result of the classification exam, the grade cannot be increased by more than one grade. On the date set by the School Principal, the student, in the presence of two teachers and the School Principal, is obliged to complete a test or have a qualification interview, the effect of which will be to increase the grade in the subject if the result is positive.
11. If the result of the qualification exam is negative, the semester grade cannot be lowered.
12. Due to justified absence from school, lasting more than two weeks, the student is obliged to make up for the missed learning, i.e. teaching material together with control work completed during their absence, within one month of the date of return to School.

13. If the semester or annual grade for conduct does not meet the student's expectations, he or she has the right to submit a written appeal against this grade, along with a justification, to the School Principal. The School Principal is obliged to consider the appeal within 7 days.

## § 2

1. The class teacher is responsible for preparing the certificates.
2. The class teacher is obliged to prepare the certificate in the graphic form adopted by the School.
3. In grades IV - VIII, in order to receive a certificate with distinction, a student should receive at least a very good grade in behavior and an average grade above 4.75. At the same time, a distinguished student cannot receive a satisfactory or lower grade in any subject.

## § 3

1. In-school assessment aims to:
  - 1) inform the student about the level of their educational achievements and their behavior and progress in this area;
  - 2) motivate the student to make further progress in their education and behavior;
  - 3) provide parents (legal guardians) and teachers with information about the student's progress, difficulties in learning and special talents.
2. In-school assessment includes:
  - 1) teachers formulating educational requirements and informing students and parents (legal guardians) about them;
  - 2) ongoing assessment;
  - 3) principles of promotion to a programmatically higher class.

## § 4

1. At the beginning of the school year, the teacher informs students and parents (legal guardians) about:
  - 1) educational requirements necessary to obtain individual mid-year and annual classification grades for compulsory and additional educational activities resulting from the implemented core curriculum;
  - 2) ways of checking students' educational achievements.
2. At the beginning of the school year, the class teacher informs students and parents (legal guardians) about the principles and procedure for determining the conduct grade.
3. The grades are public – students and parents (legal guardians) receive written

works for viewing. At the request of the student or their parents (legal guardians), the teacher is obliged to provide explanations justifying the grade. The grade determined by the teacher cannot be revoked or changed by an administrative decision.

4. Teachers individualize the curriculum requirements and assessment principles for individual subjects for students who are in a difficult life situation or who have documents issued by authorized entities indicating the need to individualize work methods and applied requirements.
5. Testing knowledge and skills should be treated as an integral part of the teaching process.

#### ASSESSMENT IN GRADES I-III

##### § 5

1. In grades I-III, current descriptive assessment is used.
  - 1) Parents (legal guardians) of the student are regularly informed by the class teacher about the student's behavior and progress in school.
  - 2) After each two months of schooling, the class teacher prepares and sends to the parents (legal guardians) written information about the student's behavior, progress in learning, difficulties encountered, special achievements and observed talents, as well as other comments related to the child's school functioning.
  - 3) In the written information referred to in point 1), an auxiliary scale is used to differentiate the mastery of knowledge, skills and competencies in the scope of individual areas of school education, where the letter "A" means full mastery of a given scope; the letter "B" means satisfactory mastery of a given scope with the need to work on supplements and introduce corrections; the letter "C" means the need to introduce intensive corrective and compensatory actions due to the unsatisfactory level of mastery of a given scope.
2. In grades I-III, final annual assessment in a descriptive form is used.
  - 1) The final annual assessment is a descriptive final evaluation report.
  - 2) The report referred to in point 1) consists of a descriptive assessment of the student's emotional, social and personal development, behaviour, knowledge, skills and competences in the areas of knowledge, art and physical education taught.

#### ASSESSMENT IN GRADES IV-VIII

##### § 6

1. Progress in the development of the student's knowledge, skills and competences in individual subjects and the student's behaviour are assessed on an ongoing basis.

2. The following forms of verification of the student's knowledge, skills and competences in the scope of individual subjects are subject to ongoing assessment. The obtained grades are assigned the following weights, which are used to determine the average grade.
  - 1) Tasks solved during the lesson – weight 2;
  - 2) Homework – weight 2;
  - 3) Written assessment – weight 10;
  - 4) Short tests – weight 6;
  - 5) Oral assessment – weight 7;
  - 6) Active participation in the lesson – weight 2 ;
  - 7) Exercises – weight 4;
  - 8) Experiments – weight 8;
  - 9) Projects – weight 10;
  - 10) Other, determined by the teacher – weight determined by the subject teacher.
3. In the fourth grade, ongoing assessment of progress in learning is carried out according to the adopted seven-point grading scale, where:
  - 1) "F", otherwise "1" – means "inadequate";
  - 2) "E", otherwise "2" – means "mediocre";
  - 3) "D", otherwise "3" – means "sufficient";
  - 4) "C", otherwise "4" – means "good";
  - 5) "B", otherwise "5" – means "very good";
  - 6) "A", otherwise "6" – means "excellent".
4. In the current assessment, according to the scale specified in section 3, it is permissible to use grades with the signs "+" and "-", excluding grades "1-" and "6+".
5. In the ongoing assessment in the fourth grade, the following percentage conversion of knowledge, skills and competences in the scope of individual subjects is used:
  - 1) "F", otherwise "1" – 0% - 38%;
  - 2) "E", otherwise "2" – 39% - 52%;
  - 3) "D", otherwise "3" – 53% - 66%;
  - 4) "C", otherwise "4" – 67% - 78%;
  - 5) "B", otherwise "5" – 79% - 89%;
  - 6) "A", otherwise "6" – 90% - 100%.
6. In the ongoing assessment in grades V-VIII, the following percentage conversion rate of knowledge, skills and competences acquired in the scope of individual subjects is used:
  - 1) "F", otherwise "1" – 0% - 39%;
  - 2) "E", otherwise "2" – 40% - 55%;
  - 3) "D", otherwise "3" – 56% - 70%;
  - 4) "C", otherwise "4" – 71% - 85%;
  - 5) "B", otherwise "5" – 86% - 95%;
  - 6) "A", otherwise "6" – 96% - 100%.

7. In grades V-VIII, the following scale is used to assess written tests in which a student can receive more than 10 points for solving tasks:

- 1) "F", otherwise "1" – 0% - 39%;
- 2) "E", otherwise "2" – 40% - 49%;
- 3) "D", otherwise "3" – 50% - 59%;
- 4) "C", otherwise "4" – 60% - 74%;
- 5) "B", otherwise "5" – 75% - 89%;
- 6) "A", otherwise "6" – 90% - 100%.

8. In grades V-VIII, the following scale is used to assess short written tests (quizzes) in which a student can receive 10 points for solving the tasks:

- 1) "F", otherwise "1" – 0-2 points
- 2) "E", otherwise "2" – 3 points
- 3) "D", otherwise "3" – 4 points
- 4) "C", otherwise "4" – 5 points
- 5) "C+", otherwise "4+" – 6 points
- 6) "B", otherwise "5" – 7 points
- 7) "B+", otherwise "5+" – 8 points
- 8) "A-", otherwise "6-" – 9 points
- 9) "A", otherwise "6" – 10 points

9. Assessment of educational projects

- 1) Within subjects whose teaching covers 4 to 6 teaching hours per week, up to two teaching projects can be implemented during one semester.
- 2) Within subjects whose teaching covers 1 to 3 teaching hours per week, a maximum of one teaching project can be implemented during one semester.
- 3) The project should be implemented during the lessons within the given subject, and the assessment of the student's participation in the project is a percentage conversion (according to § 6, paragraph 6 of the Intra-school assessment) of the maximum 25 points that can be obtained, consisting of:
  - a) Student's workload – maximum 5 points;
  - b) creativity, method of presenting work results – maximum 5 points;
  - c) way of completing the task – maximum 5 points
  - d) knowledge, understanding and skills in the subject of the project – maximum 10 points.

10. Semester and final (annual) grades are the result of the current student's assessment. They result directly from the grades obtained by the student during a given semester of study and throughout the entire school year.

- 1) Semester and final grades do not have to be an arithmetic average or a weighted average of the grades obtained in the student's current education.
- 2) Semester and final grades are issued using the scale specified in par. 3, with the exception that grades with the signs "+" and "-" are not used in the final annual grade.

## § 7

1. **The student's conduct is assessed on a six-point verbal scale given below, where the individual grades are arranged from lowest to highest:**
  - 1) **Reprehensible;**
  - 2) **Inappropriate;**
  - 3) **Good;**
  - 4) **Very good;**
  - 5) **Distinguished;**
  - 6) **Exemplary;**
2. **The student's conduct is assessed at the end of the first semester of study and at the end of the school year.**
3. **The assessment of the student's conduct is made by the teacher of the appropriate class based on his/her own observations, after seeking the opinion of other members of the School's Pedagogical Council and taking into account current comments on the student's conduct posted in the School's electronic journal.**
4. **The methodology for assessing the student's conduct is described in Annex No. 1 to In-School Assessment.**

### **Annex No. 1 to In-School Assessment**

## **Rules for assessing student conduct in grades IV to VIII**

The summary assessment of a student's conduct is made based on determining the frequency of occurrence of parameters describing their conduct on the School premises, as well as (in special cases, listed below) outside the School.

The parameters describing the conduct have been divided into two groups: A. – parameters positively influencing their assessment and B. – parameters negatively influencing it.

The intensity of occurrence of individual parameters is characterized by varying significance for determining the summary assessment (e.g. even a single occurrence of vandalism of equipment, theft, assault or damaging the reputation of the School in the environment outside of school results in more serious consequences than a single lack of formal attire on the day of a school ceremony).

The initial assessment is considered to be good conduct, and the initial number of points is set at 80. The occurrence of each of the parameters lowering the assessment in a specific intensity results in deducting the appropriate number of points (according to the attached tables) from the base number of 80. The occurrence of any of the parameters having a positive effect results in adding the number of points provided for in the table. The final number of points is the basis for awarding an appropriate grade for the student's conduct, according to the attached scale and while maintaining the reservations listed below the tables.

## Performance assessment parameterization – Tables

### A. Parameters that have a positive impact on the assessment of performance

No.	Parameter	Intensity		
		sometimes	often	very often
1.	Actively participates in lessons, is open to knowledge and acquiring new skills and competences, asks questions, is inquisitive.	1	2	3
2.	Exemplary adherence to the rules of order and safety on the School premises.	1	2	3
3.	Treats school staff and other students with respect, is helpful, and willingly shares skills and knowledge with others.	1	2	3
4.	Presents and promotes an attitude of empathy, tolerance and interest in the problems of others, especially the weaker and those in need of support.	2	3	4
5.	Demonstrates high personal culture in relations with School employees and colleagues; cares about linguistic correctness, and particularly observes the rules of savoir vivre.	1	2	3
6.	Participates in class and school events of an optional nature (artistic performances, charity events, promotion of a healthy lifestyle, etc.)	2	3	4
7.	Represents the school in external initiatives, subject competitions and contests, charity events, artistic events, picnics, etc.	2	3	4
8.	Initiates and co-organizes class and school activities not related to the curriculum.	1	2	3
9.	In the extracurricular environment, takes particular care to protect the good name and reputation of the School, its employees and students.	1	2	3
10.	Takes care of the school's property, helps with furnishing and decorating classrooms and workshops (e.g. running the newspaper, taking care of plants, teaching aids, etc.)	1	2	3
11.	Participates in extracurricular activities, interest groups, and after-school club activities.	1	2	3
12.	Other, particularly important, positive aspects of student management and achievement:	2	3	4
13.	Summary			

## B. Parameters that have a negative impact on the performance grade

No.	Parameter	Intensity		
		seldom	often	notoriously
1.	Does not observe discipline during lessons and disturbs teachers and other students during classes.	1	2	3
2.	Does not follow the rules of order, safety and a healthy lifestyle on the School premises (including the ban on using electronic devices on the School premises (smartphones, tablets, games, etc.) and the ban on bringing so-called energy drinks onto the School premises)	2	3	4
3.	Does not comply with the obligation to wear a school uniform in classes where a uniform is mandatory. Does not comply with the applicable dress code on the School premises in classes where a uniform is not mandatory.	2	3	4
4.	Failure to comply with the obligation to wear formal attire during school ceremonies, celebrations of national holidays, etc.	1	2	3
5.	Being late for obligatory classes and extracurricular activities.	1	2	3
6.	Misses individual classes without excuse.	2	3	4
7.	Misses days of school without excuse.	2	3	4
8.	Uses vulgar language.	1	2	3
9.	Leaves the school building without permission.	2	3	4
10.	Does not treat school staff or colleagues with due respect.	1	2	3
11.	Presents a xenophobic, intolerant or discriminatory attitude towards others.	2	3	4
12.	Violates bodily integrity (participation in fights, beatings) or violates other personal rights of others (slander, insults, degrading treatment - including in virtual space and electronic media).*	3	4	5
13.	Does not comply with individual arrangements regarding the implementation of so-called remedial programs, behavior change, improvement of grades, etc. made with the School Principal, teachers, psychologist or school counsellor.	1	2	3
14.	Refuses to participate in class and school activities that are not part of the curriculum (shows, celebrations, performances, charity events, etc.).	1	2	3
15.	Does not respect school property and handles equipment improperly.	1	2	3
16.	Knowingly destroys and vandalizes school property.*	3	4	5



17.	Commits theft of other people's or school property.*	3	4	5
18.	Uses tobacco products and other prohibited substances (alcohol, drugs, "legal highs")*	3	4	5
19.	Speaks dishonestly and negatively about the School, its staff and students outside of school.*	1	2	3
20.	With their reprehensible behavior outside the School, ruins its reputation, renown and good name (meetings and social contacts, school trips, activity on the Internet, on social networking sites, etc.)*	3	4	5
21.	Violates the law in force in Poland.*	3	4	5
	Summary			

The scale of grades for behavior and the number of points obtained corresponding to individual grades:

Conduct grade	Number of points obtained
Exemplary	106 - 120
Distinguished	91 - 105
Very good	71 - 90
Good	56 - 70
Inappropriate	41 - 55
Reprehensible	0 - 40

- Obtaining the maximum score (intensity of occurrence: notoriously) in the case of any of the parameters from group B automatically prevents obtaining an exemplary or very good grade.
- \*The occurrence of any of the parameters marked with an asterisk causes the grade for conduct to be lowered by one degree.
- The final grade for conduct is determined by the class teacher of the class the student attends.