

# **SCHOOL'S INTERNAL GRADING SYSTEM**

**THE INTERNATIONAL SCHOOL  
WARSAW**



## **Chapter I**

### **GENERAL PROVISIONS**

1. Principles have been prepared according to the regulations of:
  - a. the Ministry of National Education in Art. 22, paragraph 2, section 4, in the Act of September 7, 1991, on the education system (Journal of Laws of 2004 no. 256, section 2572, as amended)
  - b. Regulation of the Minister of Education of April 30, 2007, on the requirements and methods of grading, assessment, and promotion of students as well as conducting tests and exams in public schools
  - c. Regulation of the Minister of National Education of June, 10, 2015, on detailed conditions and methods of assessment and classification, promotion of students and listeners in public schools.
2. Rules apply to all subjects and activities defined in the curriculum.
3. The school's internal grading system describes general principles of grading in The International School. Particular rules of grading, criteria of assessment, and methods of testing student achievements are defined by the teachers of particular subjects within the Subject Grading System and cannot be inconsistent with this document.
4. The following principles of grading apply to all teachers and students of The International School.
5. Principles of grading Religion and Ethics are defined in separate regulations.
6. General principles of the school's internal grading policy:
  - a. School year is divided into two semesters.
  - b. Each semester ends with classification of students that consists of periodic summaries of educational achievements included in the curriculum, as well as determination of classification grades and behavior grades.
  - c. Classification grades from obligatory and additional educational activities are determined by the teachers of those subjects; however, behavior grades are determined by the homeroom teachers after receiving other teachers' opinions, students' opinions, and the opinion of the student who is being assessed (self-assessment).
  - d. Classification is carried out in the last week of the fall and spring semester but no later than one week before the end of the school year.

## Chapter II

### BASIC PRINCIPLES OF INTERNAL ASSESSMENT POLICY

1. The following issues are subject to grading:
  - a. student's educational achievements
  - b. student's behavior
2. Grading student's educational achievements is based on the teacher's recognition of the student's level, their progress in learning new information, as well as the skills related to educational requirements which result from curriculum and any other educational programs that comply with the curriculum.
3. Grading student's behavior includes identifying the level of student's compliance with the rules of social life, ethical standards, and student's duties defined in the school's statute and regulations.
4. The goals of internal grading:
  - a. to inform the student and his/her parents or legal guardians about the level of his/her educational achievements, progress, and behavior
  - b. to assist the student in individual planning of personal development
  - c. to motivate the student to make educational progress and improve his/her behavior
  - d. to give parents (legal guardians) and teachers information about the student's progress, learning and behavior difficulties, as well as his/her special skills and talents
  - e. to help teachers improve organization and methods of didactic-pedagogical work.
5. Internal grading includes:
  - a. defining by the teacher any educational requirements necessary for mid-term and annual grades of obligatory subjects and additional activities
  - b. defining criteria for behavior grades
  - c. current grading and mid-term grades of obligatory subjects and additional activities, as well as a mid-term behavior grade
  - d. specification of annual classification grades of obligatory subjects and additional activities, as well as an annual behavior grade
  - e. specification of requirements and procedures of receiving grades which are higher than suggested of obligatory subjects and additional activities, as well as an annual behavior grade
  - f. conducting classification exams
  - g. defining methods of informing parents (legal guardians) about the student's progress and learning difficulties

6. Internal grading is a process which includes:

- a. **current grading** which is based on determining the partial grades of educational achievement of the student on a regular basis; it is aimed at monitoring the student's work and giving the student information on his/her educational achievements which are helpful in learning, by indicating what the student does well, what needs to be improved and how the student should continue to learn; each grade in an electronic register has a category and description;
- b. **grading for the mid-term classification** which takes place at the end of the fall semester and is based on defining a grade that results from the current grades in a given semester, including grades from the tests and class assignments (applies to all subjects) which are crucial in the assessment of the student's knowledge on a particular subject
- c. **grading for the annual classification** which consists of the same classification as the mid-term classification. Annual grades should be an objective measure of student's achievements in a given school year.

7. All grades are accessible to both the student and his/her parents (legal guardians).

**8. Formulation of educational requirements:**

- a. At the beginning of a school year, the teachers inform students and parents (legal guardians) about the educational requirements within a particular subject curriculum, the ways of measuring student achievements, teacher's grading criteria, and the procedures and conditions required to receive higher grades than the suggested ones.
  - b. During the first classes each teacher presents the subject grading system to the students. Procedures of the subject grading system must be consistent with this document.
  - c. At the beginning of a school year, a homeroom teacher informs students and their parents (legal guardians) about the conditions, methods, and criteria of assessment of behavior, requirements for getting higher grades than the suggested ones, as well as the consequences of receiving an unsatisfactory behavior grade at the end of the school year.
9. Entries in a school register provide documentary evidence that the teachers and homeroom teachers have fulfilled the above responsibilities.
10. Teachers who teach a particular subject serve as an independent entity for grading students, while homeroom teachers assess student's behavior.

**11. Adjusting requirements to the students' abilities:**

- a. The teacher is obliged to adjust requirements on the basis of the student's report from Diagnostic Center for the Psychology of Learning who displays specific learning difficulties or developmental deficits which make the student incapable of meeting educational requirements included in curriculum.

- b. When a semester classification indicates that the student's level of educational achievements prevents him/her from continuing his/her education or makes it difficult, the school provides the student with an opportunity to fill the existing gaps in his/her knowledge.
12. The student's classification grade is determined on the basis of at least four current grades which he/she had received during various forms of testing the skills' level and knowledge on the basis of the following rules:
- a. 1 hour of classes per week – at least 4 grades in a semester (1 grade from a written test, 3 other grades);
  - b. 2 hours of classes per week – 5 grades in a semester (2 grades from written tests – including 1 quiz, 3 other grades);
  - c. 3 or more hours of classes per week – more than 5 grades in a trimester, retaining diversity of assessments (2 grades from written tests– including 1 quiz, and at least 4 other grades).
13. Annual and midterm classification grades are given on the basis of an average of current grades due to the following scale:
- 0 – 1,64 unsatisfactory grade
  - 1,65 – 2,64 needs improvement
  - 2,65 – 3,64 satisfactory grade
  - 3,65 – 4,64 good grade
  - 4,65 – 5,44 very good grade
  - 5,45 – 6,00 outstanding grade
14. Upon the student's or his/her parents' (legal guardians) request, the teacher determining a grade may be required to justify it. Verbal justification may be provided for any of the forms of student's activities included in a subject's assessing system. Written justification should mainly relate to written tests/exams, mid-term classification grades, and annual classification grades, as well as a behavior grade.
15. Students are graded on educational activities and behavior separately for the fall and spring semesters. Grades received in the fall and spring semesters serve as the basis for the annual grades for educational classes and behavior.

**16. Students finish primary school following:**

- a. a final classification consisting of both annual (mid-term) classification grades from educational classes received in the last grade at primary school according to the core curriculum (in the last semester according to the core curriculum), and annual (mid-term) classification grades from the obligatory educational classes which were fulfilled in lower grades (in previous semesters) at a given school taking into account point 14, the student obtained classification assessments from educational activities higher than an unsatisfactory grade subject to Chapter IV points 6 and 7.

17. The student finishes school with honors if, as a result of the final classification, he/she got a grade average of at least 4.75 regarding obligatory educational classes and a minimum 'very good' behavior grade.
18. Prize-winners of scientific competitions within the same region get an excellent annual (semester) classification grade. Students who receive the title of a prize-winner in a competition after the annual (semester) grade was determined, receive an excellent annual classification grade in the subject tested in that competition.

### **Chapter III**

#### **GRADING AND CLASSIFICATION**

1. At the beginning of each school year a homeroom teacher informs the students (during the first homeroom) and their parents (legal guardians) during the first parent-teacher meeting about:
  - a. terms, methods, and criteria for grading behavior
  - b. terms and procedures for getting higher annual classification assessment of behavior
  - c. consequences for giving the student a negative classification behavior grade.
2. At the beginning of each school year teachers present the **Subject Grading System** to the students and their parents (legal guardians). This document informs in detail about:
  - a. educational requirements necessary for students to get a particular mid-term and annual classification grade from obligatory and additional activities that result from curriculum
  - b. procedures for checking students' educational achievements
  - c. conditions and procedures required to get a higher annual classification grade from obligatory and additional activities
3. Adapting educational requirements to individual psychophysical and educational needs of the student:
  - a. on the basis of written evaluation from Diagnostic Center for the Psychology of Learning and public specialist clinic, the teacher is obliged to adjust educational requirements to individual needs of the student who has been diagnosed with a developmental disorder or a specific learning difficulty that makes it difficult for him/her to meet the requirements
  - b. adjustment of educational requirements to individual psychophysical and educational needs of the student who has been diagnosed with a developmental disorder or a specific learning difficulty that makes it difficult for him/her to meet the requirements, based on the evaluation of a nonpublic Diagnostic Center for the Psychology of Learning or nonpublic specialist clinic

- c. in case of the student who has received a written decision for special education or an individualized teaching plan, the adjustment of educational requirements provided for that individual's psychophysical or educational needs may be implemented
4. In grades 1-3 of the primary school, the mid-term and annual classification grades from educational activities are descriptive.
  5. In grade 1-3, teachers of all subjects use current (partial) numerical grades according to the six point grading scale (as in point 10).
  6. Digital indications are used in electronic register, students' registers, notebooks, tests.
  7. Forms of informing parents about the students' achievements in grade 1-3:
    - a. teachers systematically provide information during conversations, meetings, or open days
    - b. teachers write information in notebooks, pupils' record books, and electronic registers
    - c. teachers write grades and notes on tests and selected assignments
    - d. descriptive grades at the end of the fall semester and at the end of the school year

**8. Mid-term and the annual classification grade in the first stage of academic learning in grades 1-3 is a descriptive grade:**

- a. which complies with the progress achieved by the students in education of: Polish language, Mathematics, Natural Science, Social Studies, Music, Art, Art and Crafts, Physical Education, IT classes, foreign language.
- b. which describes four areas of student's development as well as the knowledge and skills gained in the following areas:
  - cognitive development:
    - reading
    - ability to communicate in written and oral form
    - analytical thinking
    - scientific and social observations
  - artistic development
  - physical development
  - social-emotional development
- c. which contains the following information:
  - student's progress in education and behavior
  - student's difficulties with reference to educational requirements
  - suggested activities supporting individual development of a child (mid-term grade)
  - indicates developmental and educational need of the student associated with overcoming learning difficulties or the development of talents

9. According to the sheet drawn up at school, an original copy of the mid-term descriptive grade for students in grade 1-3 is given to the student and his/her parents (legal guardians); however, a photocopy of this grade signed by a homeroom teacher is attached to the grading sheet and class register.
10. Academic grades as well as mid-term and annual classification grades, starting from grade 4, are measures of educational achievements of the student and are established according to the following scale:
- a. outstanding : 6**
  - b. very good: 5**
  - c. good: 4**
  - d. satisfactory: 3**
  - e. needs improvement: 2**
  - f. unsatisfactory: 1**
11. The following general criteria of grading are established:
- a. **outstanding grade** receives the student who:
    - possesses skills and knowledge which considerably exceed the requirements established for students to get a very good grade
    - mastered skills and knowledge of a particular subject specified in curriculum to a high degree
    - possesses skills of broadening knowledge independently using various sources of information
    - demonstrates proficiency in communication and presentation, knows how to pass knowledge and skills to others
    - is able to show his/her knowledge and skills when examined with different types of measures (tests, quizzes, written assignments, spoken statements, etc.)
  - b. **very good grade** receives the student who:
    - mastered contents very well and acquired skills determined in a curriculum
    - independently uses knowledge to solve difficult problems and exercises
    - combines knowledge gained during various classes and is able to make use of it to solve problems in new situations
    - is always prepared, works systematically
  - c. **good grade** receives the student who:



- acquired knowledge and skills required to get a good grade in specific criteria from particular subjects
- is able to solve typical theoretical and practical tasks individually
- willingly enhances knowledge and learns new abilities
- is conscientious, works systematically, is prepared for class

d. **satisfactory grade** receives the student who:

- completes specific assignments both theoretical and practical on the basic level of difficulty
- sporadically needs some assistance and advice from the teacher
- has a general understanding of material that has been covered in class

e. **needs improvement grade** receives the student who:

- acquires knowledge necessary for further education
- acquires skills and abilities necessary in everyday life
- completes typical assignments both theoretical and practical with a little degree of difficulty (needs teacher's advice) and based on acquired knowledge and abilities
- works as hard as possible.

f. **unsatisfactory grade** receives the student who:

- does not acquire basic knowledge and abilities covered by the curriculum
- does not demonstrate any intentions and does not use any advice and help of the teacher
- does not promise the continuation of education on the higher level in spite of the impact of school.

12. The student of the first educational stage receives promotion to higher class if his/her educational achievements in a given school year has been evaluated positively.
13. Positive classification grades are grades defined as: excellent (6), very good (5), good (4), satisfactory (3), poor (2).
14. A negative classification grade is a grade defined as unsatisfactory (1).
15. Academic grades, mid-term, and annual classification grades are established by the teachers who teach particular subjects.
16. In case of partial (academic) grades, the teacher may choose to use a system of pluses and minuses in order to identify specific skills and abilities of the student.
17. Mid-term and annual classification grades cannot be an arithmetic average of partial grades.
18. Mid-term and annual grades are a summary of the student's work and the results from these grades are given during the whole semester. An annual classification grade from a particular subject is determined based on the student's achievement and progress made during both semesters.

19. Outstanding grade in mid-term, annual and final classification is 5-45.
20. The student who attended religion or ethics has annual classification grades obtained from these classes included in grades' average.
21. If the student attended religion and ethics classes, then his/her grades' average includes a grade which is an average of the annual classification grades from those activities. If a grade determined in this way is not an integer, such grade should be rounded up to an integer.
22. While determining grades from music, art, and physical education classes, the teacher should first consider the effort put forth by the student to fulfill the requirements that result from participation in these classes. In the case of physical education - also regularity of the student's participation in classes and activity for the benefit of physical culture undertaken by the school.
23. In some cases, the Principal may excuse the student for the limited duration from physical education classes, as well as IT classes, based on the opinion issued by the doctor about one's limited ability to participate in such classes. In case of excusing the student from the mentioned above classes, documentation of these absences should be done by the teacher writing "excused" in lieu of an academic grade. Excusing the student from these classes does not have an impact on his/her promotion.
24. Upon parents' (legal guardians') request and on the basis of an opinion issued by Diagnostic Center for the Psychology of Learning, the Principal may excuse the student with a hearing disability or with strong dyslexia from the participation in second language classes. Exemption from classes may refer to the whole educational period or just a part of it. In case of excusing the student from the second language classes, the teacher writes in documentation "excused" in lieu of an "academic grade".
25. Academic grades, which define the student's educational achievements, are ultimate except for an annual unsatisfactory academic grade which may be changed only by passing a retake exam (Chapter 8).
26. Any mistakes made by the student that are result from dysgraphia or dyslexia do not cause a grade reduction from a particular subject.
27. The teacher is allowed to establish a different grading system after getting approval from the Teachers' Board. The Principal shall also give a consent to these guidelines.
28. The student's work and activity during classes are subject to current assessment determined in Subject Grading System. Current grading may also be made up of taking part in competitions, science Olympiads, or additional thematic clubs.

29. The work and activity of the student is documented in class register not only by grades but also through the Subject Grading System using symbols which stand for unpreparedness, absences, retakes of exams, etc.
30. The student must improve an unsatisfactory classification grade from educational classes determined by the teacher by doing revision work at home, as well as by written or oral test prepared by the teacher. The teacher informs the student and parents in a written form about materials that should be revised for an exam, about the date of an exam, place and form of an exam, at least two weeks before it takes place.
31. Non-completion of homework is a basis for an unsatisfactory grade from a particular subject. This grade shall assess student's systematic work.
32. The student has the right to report non-preparation for the lesson without having to explain the reasons: in the case of classes which are 1 and 2h a week - 2 times a semester; for 3 or more lesson hours per week – 3 times a semester. The non-preparedness report relieves the student of the response, unannounced quiz, and the reading of homework, however, does not concern the work done well in advance or activity in the lesson (The semester limit of reported non-preparations is the same as the weekly number of hours of a given subject).
33. After the student exceeds the number of unpreparedness, the teacher may give them an unsatisfactory grade. This, however, does not apply to fated events that are documented by a note from parents in pupil's record book. The note should be written before a particular lesson.
34. The student may get an excellent or very good grade from the teacher for doing extra-curricular work. Non-completion of extra work cannot be the basis to give a grade which is lower than a very good grade, unless with the student's consent.
35. Students should be graded systematically during each semester of a school year. Students should receive grades for various verbal, written, and practical assignments performed both at school and at home. Exceptions from the above rule are acceptable during the classes of: Physical Education, Art, Music, Art and Crafts, or IT. The teacher has a responsibility to write a clear note in a class register which informs about the graded task.
36. In a semester and annual report, the teachers give a grade in form of a letter, percent, and an equivalent of a given grade in numeral form.
37. A grade in a numeral form is included in the Polish school certificate in compliance with the written system.

## CHAPTER IV

### BEHAVIOR GRADING PROCEDURES AND CRITERIA

1. In grades 1-3 of the primary school, a **behavior grade** has a written form. A grade shall consider:
  - a. good manners
  - b. attitude toward school responsibilities
  - c. compliance with the established rules and principles
  - d. ability to cooperate with the group
  - e. control of one's emotions
  - f. friendly help
  - g. relationships with the peers
2. A homeroom teacher defines a behavior grade taking into consideration teacher's observations and comments, the student's self-assessment, and an opinion of the whole class.
3. Mid-term and annual behavior classification grade should, above all, take into consideration:
  - a. if the student fulfills ones duties and responsibilities
  - b. attitude toward school responsibilities
  - c. if the student obeys the school's regulations
  - d. if the student behaves in accordance with the best interests of the school's community
  - e. if the student cares about the school's honor and traditions
  - f. if the student cares and remembers about the importance of a mother tongue
  - g. if the student cares about the health and safety of his/her own, as well as of other people
  - h. if the student behaves properly and politely both at school and outside
  - i. if the student shows respect towards other people
4. **Exemplary behavior grade** is given to the student who is:
  - diligent
  - conscientious
  - punctual
  - focused
  - attentive
  - calm
  - modest
  - cheerful
  - friendly
  - organized
  - fair
  - honest

- eager to develop own skills
- cultural
- neat
- helpful
- kind
- nice
- hardworking
- scrupulous
- dutiful
- independent
- pleasant
- interested in education
- using own talents and potential
- regularly acquires information and uses them in everyday life
- shares with own knowledge
- helps others in learning
- supports other students
- cares for own knowledge
- constantly improves own competences
- actively participates in school life
- participates in contests, olympiads, ceremonies
- represents school properly
- is guided by fixed system of values for own and others' sake
- has a peaceful attitude to others regardless of age, position, religion, race, gender
- uses good manners
- respects and follows the rules
- follows the instructions of teachers and school employees
- is honest and opposes to lies and slander
- reacts to injustice
- behaves with dignity
- reacts to any acts of aggression or discrimination
- cares for cleanliness
- complies with the safety rules
- show good manners
- participates in additional activities
- develops own hobbies
- shows acceptance and tolerance
- respects school equipment and someone else's property
- remembers to return borrowed things and does not destroy them
- does not miss any classes and justifies absences in due time
- unselfishly helps others
- does not have any addictions
- school uniform and appearance are a model example for others
- actively participates in school projects
- uses beautiful Polish language
- goes regularly to school

- is prepared for classes, has necessary textbooks and school supplies
- systematically does homework
- respects school traditions
- conscientiously fulfils the entrusted tasks
- does not give in to bad influence and does not influence negatively the others
- does not lead to conflicts and misunderstandings
- does not use physical and verbal violence

5. **Very good behavior grade** is given to the student who:

- diligent
- conscientious
- punctual
- focused
- attentive
- calm
- modest
- cheerful
- friendly
- organized
- fair
- honest
- eager to develop own skills
- cultural
- neat
- helpful
- kind
- nice
- interested in education
- using own talents and potential
- shares with own knowledge
- helps others in learning
- constantly improves own competences
- actively participates in school life
- participates in ceremonies
- is guided by fixed system of values for own and others' sake
- has a peaceful attitude to others regardless of age, position, religion, race, gender
- respects and follows the rules
- follows the instructions of teachers and school employees
- reacts to injustice
- behaves with dignity
- reacts to any acts of aggression or discrimination
- cares for cleanliness
- complies with the safety rules
- participates in additional activities
- shows acceptance and tolerance
- respects school equipment and someone else's property

- remembers to return borrowed things and does not destroy them
- communicates clearly
- uses polite expressions
- presents moral and social attitudes which are worth following
  - uses beautiful Polish language
- does not have any addictions
- school uniform is a model example for others
- actively participates in school projects
- goes regularly to school
- is prepared for classes, has necessary textbooks and school supplies
- systematically does homework
- respects school traditions
- conscientiously fulfils the entrusted tasks
- does not give in to bad influence and does not influence negatively the others
- does not lead to conflicts and misunderstandings
- does not use physical and verbal violence

6. **Good behavior grade** is given to the student who:

- punctual
- focused
- attentive
- eager to develop own skills
- cultural
- cheerful
- friendly
- neat
- honest
- helpful
- interested in education
- helps others in learning
- constantly improves own competences
- actively participates in school life
- participates in ceremonies
- has a peaceful attitude to others regardless of age, position, religion, race, gender
- has good manners
- respects and follows the rules
- follows the instructions of teachers and school employees
- reacts to injustice
- behaves with dignity
- reacts to any acts of aggression or discrimination
- cares for cleanliness
- complies with the safety rules
- hardworking
- dutiful
- independent
- kind

- shows acceptance and tolerance
- respects school equipment and someone else's property
- remembers to return borrowed things and does not destroy them
- uses polite expressions
- presents moral and social attitudes which are worth following
  - uses beautiful Polish language
- does not have any addictions
- school uniform is neat
- goes regularly to school
- is prepared for classes, has necessary textbooks and school supplies
- systematically does homework
- respects school traditions
- fulfils the entrusted tasks quiet well
- does not use offensive words
- properly uses the following words: please, I am sorry, thank you
- cares for hygiene and appearance
- cooperates with children in games and tasks quiet well
- does not give in to bad influence and does not influence negatively the others
- usually refers to schoolmates and school employees properly
- does not lead to conflicts and misunderstandings, sometimes settles them
- does not use physical and verbal violence
- usually reacts properly to violence

7. **Proper behavior grade** is given to the student who:

- tries to be diligent and systematic
- is able to resolve problems encountered in learning with the help of teachers and parents
- properly fulfils the entrusted tasks
- fulfils the entrusted school responsibilities
- usually wears school uniform
- sometimes does not control own words
- usually refers to schoolmates properly
- can generally make a proper assessment of own and schoolmates' behavior
- care about personal hygiene
- care about the aesthetics of clothes and appearance
- interacts in games quiet and agreeably
- usually complies with the norm and rules of behavior
- cares about tidiness at own workplace
- does not destroy school equipment, books and teaching aids
- notices mistakes, knows how to repair the damage
- generally politely refers to peers and adults
- can apologize for caused harm
- tries to behave properly and not to use verbal and physical violence
- behaves in compliance with the school regulations
- does not give in to bad influence and does not influence negatively the others

8. **Improper behavior grade** is given to the student who:



- arrogant
- proud
- boasting
- not focused
- not diligent
- chaotic
- unsystematic and not diligent
- very often does not execute teacher's instructions
- often misses classes without excuse, is late to school
- forgets textbooks, notebooks and school supplies, does not care about them much
- is often unprepared for classes
- uses own abilities to a small extent
- does homework with minimum effort
- does not fulfill own duties in the classroom
- fails to fulfill the tasks entrusted by the teacher, executes them with minimal effort
- does not show concern for school property and own property
- fails to meet the deadlines of the entrusted works or does not do it at all
- very often forgets to wear school uniform
- does not use polite expressions
- sometimes uses vulgarisms
- sometimes initiates conflicts, fights, takes part in them
- during breaks behaves noisily and aggressively
- very often ignores teacher's reprimands
- does not always recognize bad impact of own behavior
- litters in the classroom, leaves a mess
- violates own and others' dignity with own behavior
- very often makes it difficult to conduct a lesson (talks during the lessons)
- generally cannot behave culturally in the cloakroom, during breaks, on a trip
- is quarrelsome
- harms younger students
- ignores and rejects help of others
- does not care about making up for the absences
- refers to friends and colleagues rudely
- not helpful
- not very tolerant

9. **Inexcusable behavior grade** is given to the student who:

- arrogant
- boasting
- not diligent
- disregards student's responsibilities, does not learn, does not carry out teacher's commands
- does not perform the entrusted works
- forgets notebooks, books and school supplies
- uses own abilities minimally
- does not participate in class and school life
- acts destructively, disturbs, behaves inappropriately during classes and school celebrations

- destroys school equipment
- uses vulgarisms
- behaves noisily
- is offensive towards the others
- disturbs colleagues in work, makes it difficult to carry out a lesson, and does not respond to warnings
- is aggressive, often causes arguments or fights at school
- approves of bad behavior of others
- uses threats against peers
- has a negative impact on peers
- is ill-mannered
- destroys school property, social or individual property
- destroys the work of others
- cannot admit to mistakes, apologize, fix caused harm
- does not respond to comments and warnings from the teacher
- incorrectly refers to peers or adults
- lies, does not admit to the committed offence or mistake
- shows lack of tolerance towards children of different cultural tradition
- uses stimulants and convinces others to use them

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
<b>I FULFILLMENT OF STUDENT'S RESPONSIBILITIES</b>					
<ul style="list-style-type: none"> <li>• ATTENDANCE, LATE COMINGS</li> </ul>					

Has all absences excused.				Has all absences excused. Has a maximum 2h of unexcused absences (truancy, leaving the school area willfully).	Has all absences excused. Has more than 2h of unexcused absences (truancy, leaving the school area willfully).
Has <b>2 latecomings</b> in fall semester and two latecomings in spring semester.	Has <b>3 latecomings</b> in fall semester and three latecomings in spring semester.	Has <b>4 latecomings</b> in fall semester and four latecomings in spring semester.	Has <b>5-9 latecomings</b> in fall semester and 5-9 latecomings in spring semester.	Has <b>10-12 latecomings</b> in fall semester and 10-12 latecomings in spring semester.	Has <b>more than 12 latecomings</b> in fall semester and more than 12 latecomings in spring semester.
<b>• SCHOOL UNIFORM</b>					
The student <b>always</b> wears school uniform.		The students <b>did not wear school uniform 2 times in each term.</b>	The students <b>did not wear school uniform 3-4 times in each term.</b>	The student <b>does not</b> wear school uniform <b>permanently.</b>	
<b>Always</b> participates in school ceremonies and trips wearing formal school uniform.					
<b>Always</b> changes shoes.					
<b>Cares</b> about own appearance, wears clean and proper shoes.					
<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>	<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>	<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>	<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>	<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>	<b>Does not wear</b> make-up at all or it is invisible. <b>Does not dye hair</b> to change their natural color. <b>No tattoos or polished nails.</b>
<b>• ATTITUDE TOWARDS SCHOOL RESPONSIBILITIES</b>					
The student <b>always</b> meets the deadlines (e.g. returns books to the library), fairly fulfils the entrusted tasks and voluntarily taken tasks and work.			The student did not meet the deadline <b>once</b> (e.g. return of the books to the library), fairly fulfils the entrusted tasks and voluntarily taken tasks and work.		The student did not meet the deadline <b>more than once</b> (e.g. return of the books to the library), fairly fulfils the entrusted tasks and voluntarily taken tasks and work.
The student <b>never uses</b> a mobile phone during the lessons and breaks. Complies with the rules of the school on this matter.					
The student <b>never</b> copied or used plagiarism regarding written assignments.					
<b>Conscientiously</b> fulfils the responsibilities of the student on duty.		<b>Conscientiously</b> fulfils the responsibilities of the student on duty.	<b>Conscientiously</b> fulfils the responsibilities of the student on duty.		

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
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**II CARE ABOUT HONOR AND TRADITIONS OF THE SCHOOL**

At least once a semester <b>initiates activities and participates</b> in school voluntary activities (e.g., gifts, fairs).	At least once a semester <b>initiates activities and participates</b> in school voluntary activities (e.g., gifts, fairs).	At least once a semester <b>initiates activities and participates</b> in school voluntary activities (e.g., gifts, fairs).			
Actively participates in all school ceremonies.		Actively participates in all school ceremonies.			
<b>III PROCEEDINGS IN ACCORDANCE WITH THE BEST INTERESTS OF SCHOOL COMMUNITY</b>					
<b>Never</b> litters, does not disarrange the workplace.		<b>Never</b> litters, does not disarrange the workplace.		<b>Never</b> litters, does not disarrange the workplace.	
<b>Never</b> destroys school property <b>deliberately</b> .			<b>Never</b> destroys school property <b>deliberately</b> .		
<b>Actively participates</b> in the work of the class council. <b>Acts as</b> the leader, treasurer, decorator (takes care of the aesthetics of environment), etc.		<b>Actively participates</b> in the work of the class council. <b>Acts as</b> the leader, treasurer, decorator (takes care of the aesthetics of environment), etc.			
<b>Actively participates</b> in the work of the class council.		<b>Actively participates</b> in the work of the class council.			
<b>Reacts to</b> conflicts between schoolmates	<b>Reacts to</b> conflicts between schoolmates	<b>Reacts to</b> conflicts between schoolmates	<b>Reacts to</b> conflicts between schoolmates	<b>Reacts to</b> conflicts between schoolmates	<b>Reacts to</b> conflicts between schoolmates
<b>IV CARE ABOUT THE MOTHER TONGUE</b>					
<b>In every situation</b> cares for the beauty of mother tongue. Always cares about linguistic etiquette.	<b>In every situation</b> cares for the beauty of mother tongue. Always cares about linguistic etiquette.		<b>In every situation</b> cares for the beauty of mother tongue. Always cares about linguistic etiquette.		<b>In every situation</b> cares for the beauty of mother tongue. Always cares about linguistic etiquette.
Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.	Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.	Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.	Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.	Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.	Always uses English language as often as it is possible also during the breaks and the presence of a Canadian program teacher.
<b>V SHOWING RESPECT TO OTHERS</b>					
Shows proper behavior in <b>each situation</b> .		Shows proper behavior in <b>each situation</b> .		Shows proper behavior in <b>each situation</b> .	
<b>Always</b> follows teacher's instructions or/and of other school employee.					
<b>Always</b> shows respect to the teacher, school employee, a friend.					
<b>Always</b> works in a group. <b>Never</b> provokes conflicts		<b>Always</b> works in a group. <b>Never</b> provokes conflicts		<b>Always</b> works in a group. <b>Never</b> provokes conflicts	

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
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VI CARES ABOUT OWN AND OTHERS' SAFETY AND HEALTH				
<b>Always</b> reacts responsibly in dangerous situations.			<b>Always</b> reacts responsibly in dangerous situations.	
<b>Always</b> opposes to acts of verbal/physical aggression.	<b>Always</b> opposes to acts of verbal/physical aggression.	<b>Always</b> opposes to acts of verbal/physical aggression.	<b>Always</b> opposes to acts of verbal/physical aggression.	
Always complies with safety rules during breaks, lessons, duties and additional activities.				
<b>Does not</b> use any stimulants. <b>Declares</b> that does not use stimulants; the student's attitude <b>encourages</b> others to follow.		<b>Does not</b> use any stimulants. <b>Declares</b> that does not use stimulants; the student's attitude <b>encourages</b> others to follow.	<b>Does not</b> use any stimulants. <b>Declares</b> that does not use stimulants; the student's attitude <b>encourages</b> others to follow.	<b>Does not</b> use any stimulants. <b>Declares</b> that does not use stimulants; the student's attitude <b>encourages</b> others to follow.
<b>Never</b> causes dangerous situations, proceeds in accordance with the rules of OHS, does not leave the school during lessons.		<b>Never</b> causes dangerous situations, proceeds in accordance with the rules of OHS, does not leave the school during lessons.		
<b>Never</b> carries or uses hazardous materials or tools.				
<b>Never</b> takes, usurps or destroys things that belong to other students.				
<b>Never</b> cyber bullies .		<b>Never</b> cyber bullies.	<b>Never</b> cyber bullies .	
VII BEHAVIOR AT SCHOOL AND OUTSIDE THE SCHOOL				
<b>Always</b> behaves properly during school trips and school events. <b>Always</b> complies with the rules and regulations of the places which he/she visits.				
<b>Presents</b> good manners.				

10. Homeroom teachers, subject teachers and additional activities teachers are required to make frequent entries on positive or negative student's behavior to electronic register.
11. Classification behavior does not affect:
  - a. classification grades from educational classes
  - b. promotion to higher class or graduation, subject to paragraphs 14 and 15.
12. When determining classification behavior grade of the student who suffers from diagnosed disorders or other developmental dysfunctions, take into account the impact of these disturbances or dysfunctions on behavior. It is based on a decision on the need for special education or a decision on the need for individual learning or a report from Diagnostic Center for the Psychology of Learning, including specialist's counseling.
13. If the student or his/her parents are interested in getting higher than planned mid-term or annual behavior grade, they should inform a homeroom teacher in order to establish the terms of getting a higher behavior grade within 7 days from the semester parent-teacher meeting. Defined conditions cannot be contrary to the above criteria. If the student meets the established conditions and does not break the remaining rules, he/she should receive a mid-term or annual grade higher than at the previous classification.
14. The Teachers' Board may pass a resolution on not promoting to a higher grade or not allowing the student to graduate because he/she received an inexcusable classification behavior grade two times in a row at the same school.

15. The student who receives an inexcusable classification behavior grade three times in a row, does not get a promotion to a higher grade, while the student who already is in the last grade does not graduate.
16. Two weeks before the classification Teachers' Board, a homeroom teacher informs students about a suggested mid-term or annual behavior grade in electronic register.
17. One week before the classification Teachers' Board, a homeroom teacher determines a final behavior grade and informs students and their parents. The final grade consists of the following justified points:
  - a. student's self-assessment
  - b. assessment of the classmates
  - c. teachers' grades issued on a monthly basis which are noted down in class register and pupil's record books
  - d. homeroom teacher assessment
18. Behavior grades issued by a homeroom teacher are final grades.
19. A behavior grade may change during the Teachers' Board when new circumstances which were not taken into consideration earlier, appear. This change may happen only with a homeroom teacher's approval.
20. The student or his/her parents (legal guardians) have the right to appeal the behavior grade issued by a homeroom teacher and apply to the Teachers' Board for making a new decision. A justified request should be handed over to the Principal two days before the meeting during which the results of semester (annual) qualification are approved.
21. If the Principal considers the request as justified, he/she may suggest that a homeroom teacher prepares a written justification of an expected annual classification behavior grade.
22. The Teachers' Board verifies an expected annual classification behavior grade and by a majority vote they decide about maintaining or changing the behavior grade. A decision of the Teachers' Board is ultimate.
23. The student may improve a mid-term behavior grade by adjusting his/her behavior or manners to proper criteria.
24. An annual behavior grade assesses the student's behavior during the whole school year.

## Chapter V

### TESTS AND CLASSWORK THE PROCEDURES FOR GRADE IMPROVEMENT

1. The methods of testing students' achievements are:
  - a. written assignments: class work, tests, essays, reports, interviews, dictations, exams, etc.
  - b. verbal responses
  - c. practical tasks (refers to: Art, Art and Crafts, Music, IT, PE)
  - d. homework (written and verbal)
  - e. active participation in educational classes
  - f. successes in competitions, subject contests, and sports competitions
  - g. other: grade for a notebook
2. Detailed information (terms, conditions, frequency) about current grading of students from various subjects are included in the **Subject Grading System**.
3. The teacher is not obliged to announce short tests or quizzes – concerns 15 minute quizzes that cover material which does not exceed the last three lessons.
4. Students are informed about the test assignment (test, class work, exam) which includes one or two sections of material at least one week in advance by making entry in electronic register.
5. The students gets points and grades from any forms of testing due to the following scale:
  - a. grades 4-6
    - 97%-100% outstanding grade (6)
    - 90%-96% very good grade (5)
    - 75%-89% good grade (4)
    - 55%-74% satisfactory grade (3)
    - 40%-54% needs improvement grade (2)
    - 0%-39% unsatisfactory grade (1)
  - b. grades 7-8
    - 97% - 100% outstanding grade (6)
    - 90% - 96% very good grade (5)
    - 75% - 89% good grade (4)
    - 65 % - 74 % satisfactory grade (3)
    - 50% - 64% needs improvement grade (2)
    - 0 – 49 % unsatisfactory grade (1)

6. During the week, there shall be scheduled not more than two quizzes /tests and one of the foreign languages and classrooms dissertation, and during the day - one of the foregoing forms.
7. If the student is absent during the test or other form of examination, the teacher enters "bz" – and two weeks after returning the test and entering the grades to Librus (if the student does not make up for the absences), the teacher has the right to give unsatisfactory grade, i.e. "1".
8. The teacher has the right to dismiss the student from taking a test or from an assignment in justified exceptional cases:
  - a. good knowledge and skills checked in another form
  - b. long-term and excused student's absence (stay in hospital, sanatorium, long-term illness)
9. The teacher checks and grades a quiz, class assignment, or test and gives it back to the students within two weeks from the test.
10. The student who has received an unsatisfactory grade in the test, is obliged to improve the grade in writing or orally within the time agreed with the subject teacher. The student who, for random reasons, has not proceeded to improve the test within the time limit set by the teacher, shall proceed at the next date agreed with the teacher. An unsatisfactory grade may be improved many times.
11. Retake of a test, class assignment or quiz should not conflict with educational classes and takes place on a day set by the teacher.
12. The material for a retake does not change; however, the teacher decides about the new arrangement of contents, questions, tasks.
13. An improved grade in the test/quizzes is entered to Librus next to and not instead of the grade being improved. An improved grade is entered to Librus with a higher weigh than the grade being improved (weighs 1, 4 consecutively).
14. An improvement of quizzes is acceptable only from grades 1,2 and 3.
15. Each grade shall be improved only once.
16. The students receive corrected and assessed tests, class assignments, quizzes in order to get acquainted with the teacher's comments and assessment.
17. Quizzes, class assignments, and tests are stored by the teacher until the end of the school year.
18. Tests are available to parents on the rules defined by the school. They are informed during parent-teacher meeting.
19. Grades from diagnostics tests and competence tests in gr. 4-6 are not included in the average of grades from a given subject.



20. In grades 1-3, checked and graded class assignments, as well as other graded documents are available to parents on a set date (during individual meetings, open days).
21. Verbal responses should not be graded and class assignments should not be given to the students just after an all-day field trips (until 6.00p.m), or a few-day-field trip.
22. If the student is persistently absent on class assignments and tests, which makes it difficult to evaluate the student's knowledge during the semester or a year, he/she cannot receive a mid-term or annual grade higher than a satisfactory one.
23. Parents (legal guardians) are informed about the students' grades in a written form.
24. If, of the reasons independent from the teacher, a written work cannot be conducted on a set date, the teacher decides about the next date. In the case of an exam on the subject taught 1 hour per week in a given grade, the test is automatically postponed to the next lesson.
25. The teacher, when discussing each test, is required to present to the student a grading scale for individual abilities, knowledge, tasks, as well as a number of points needed to get a specific grade.
26. The teacher who corrects a test is required to consider the rules of grading according to the principle of didactic measurement.

## **CHAPTER VI**

### **RULES FOR HOMEWORK ASSIGNMENT**

1. The aim of homework assignment is to memorize lesson material. The teacher must make the most effective use of each lesson, and homework assigned for next day is only a small complement to the topic discussed at school. The correct proportions should be maintained, i.e. most exercises and tasks should be performed at school.
2. The assigned homework shall be discussed and explained.
3. Information on the type of homework shall be written in Librus by the teacher on the same day the homework is assigned only for grades 4.
4. In gr. 5-8 students are responsible for writing down homework on their own. Homework information no longer appears in Librus.
5. Students of gr. 4-8 who are absent from school (up to 5 days) fill the class material after having learned, e.g. from classmates on the extent of material to be completed during the week.
6. In spring semester of grade 3, students absent from school fill the class material after having learned, e.g. from classmates on the extent of material to be completed during the week.
7. Homework shall be chosen so that each student can do it on their own.
8. Every homework must be checked on the next lesson.
9. The teacher should differentiate the assigned homework, i.e. adjust the scope and duration of work to individual needs of the student.

10. More extensive written work e.g. educational projects, poems - are assigned at least one week in advance.
11. Homework is not assigned on the day of parent-teacher meetings.
12. Homework is not assigned on the days when school events are held in the afternoon, e.g. disco, family picnic.
13. Homework is not assigned for weekends, holidays, school breaks (except for subjects which are held 1h- 2h lessons per week and readings).
14. Teachers shall pay attention to the number and type of homework assigned by other teachers. It may be checked in Librus.
15. Occasional homework is assigned from such subjects as art, art and craft, music, IT.

**16. Keep the approximate time of homework**

GRADE	POLISH PROGRAM	CANADIAN PROGRAM	TIME TOTAL
<b>gr. 1</b>	approx. 10 min.	approx.10 min.	<b>10-20 min.</b>
<b>gr. 2</b>	approx.15min.	approx. 15.min.	<b>15-30 min.</b>
<b>gr. 3</b>	approx. 20 min.	approx. 20min	<b>20-40 min.</b>
<b>gr. 4</b>	approx. 25 min.	approx. 25 min.	<b>50-60min.</b>
<b>gr. 5</b>	approx. 30 min.	approx.30 min.	<b>60min.</b>
<b>gr. 6</b>	approx. 50 min.	approx. 40 min.	<b>90 min.</b>
<b>gr. 7-8</b>	approx. 60 min.	approx. 50min.	<b>110 min.</b>

**Catching up on backlogs and procedure applied to students who are absent for more than 5 days due to illness.**

1. If the absence of the student is longer than one week (5 days), the teacher shall determine the procedure and scope of curriculum backlog (according to School Regulations).
2. The teacher, at the request of a parent, provides arrangements for the mode and scope of catching up on backlogs through Librus.
3. The student absent due to illness for more than 5 days is obliged to come to consultation to discuss with the teacher the issues raised in the lessons during his absence. This applies to subjects: Polish, English, French, Math, Natural Science. The student shall come at least once for all available consultations.
4. The student who meets the above conditions (absence for more than 5 days, illness) is exempt from writing quizzes and tests from current material for a period of one week that is needed to catch up with material and come to consultation. The student is not exempt from semester tests, spelling quizzes and reading tests since questions on the semester test regard topics from the semester and the dates for discussing books are given at the beginning of the school year

and students have a lot of time to prepare. In addition, lack of knowledge on reading means that the student cannot take advantage of the lesson and a new backlog is formed.

5. Student shall take all the missed tests at a later date agreed with the teacher.
6. Student shall check all homework assigned during his absence in Librus, while all tasks and notes made during the lessons shall be verified with classmates.
7. Teachers are not required to take photocopies of notes from a notebook borrowed from a classmate at the request of the student because the printer is used to copy materials for lessons and must be available at any time during breaks.
8. The above provisions apply to students absent due to illness, backlog caused for other reasons (leisure trips, sports grouping, etc.) the student supplements on their own and the student is not exempted from any forms of test after return.

## **Chapter VI**

### **CLASSIFICATION RULES**

1. The following points are introduced at school:
  - a. mid-term classification before the end of educational classes in fall semester
  - b. annual classification before the end of educational classes in the school year.
2. Mid-term and annual classifications are carried out separately and independently for each subject in the curriculum. The teacher who teaches a particular subject decides about the classification grade.
3. The annual classification of the student in grades 1-3 consists in summarizing the student's educational achievements in a given school year, and determining one classification grade from each educational class and one classification behavior grade.
4. In grades 1-3 of the primary school, a classification grade is a descriptive grade.
5. In grades 1-3 of the primary school, a mid-term and annual classification behavior grade is a descriptive grade.
6. Annual classification, starting from grade 4, consists of summarizing educational achievements described in the curriculum and the student's behavior in a given school year, as well as determining the annual classification behavior grade and annual classification grades from each subject according to the scale described in chapter 3 and chapter 4.
7. Mid-term and annual classification grades from additional activities are determined by the teachers who teach particular subjects. Annual (mid-term) classification grades from additional classes do not affect a promotion or graduation of the student.

8. Teachers and homeroom teachers are required to inform the student and his/her parents (legal guardians) about the planned mid-term and annual classification grades from educational classes, and the planned mid-term and annual classification behavior grade a month before the annual (mid-term) plenary classification meeting of the Teachers' Board.
9. Recommended grades are entered to electronic register and the teacher is obliged to inform the student and parents.
10. A suggested midterm and annual grades may be reduced and improved.
11. If a recommended grade is an unsatisfactory grade, the teacher writes this information in electronic register a month earlier and is obliged to receive written confirmation from parents that they have received notification.
12. In grades 1-3 a homeroom teacher informs parents whether the student fulfills the necessary requirements.
13. Classification grades from educational classes do not affect classification behavior grades.
14. Classification behaviour grade does not affect:
  - a. didactic classes classification grades
  - b. promotion to higher grade or graduation except from violation of provisions of chapter IV.
15. If the mid-term classification shows that the level of student's knowledge makes it difficult or even impossible to continue his/her education, the school, if possible and after checking available resources, gives the student a chance to make up deficiencies.
16. Following the teacher's recommendations for a particular educational class and after receiving the acceptance of the Teachers' Board, a homeroom teacher, pedagogue, or school psychologist may suggest that the student should receive the following help:
  - a. immediate consultations with the teachers of particular educational classes
  - b. multi-level forms of work, adapted to student's abilities
  - c. help of friends organized by the homeroom teachers with the approval of subject teachers
17. Upon the request of parents (legal guardians) approved by a homeroom teacher, or upon the request of a homeroom teacher approved by the parents (legal guardians), after receiving recommendation from Diagnostic Center for the Psychology of Learning, including Public Specialist Clinic, the Teachers' Board may decide about promotion of the student from grade 1 and 2 of the primary school to a higher grade during the school year.
18. In exceptional cases the Teachers' Board may decide about repeating a class by the student in grades 1-3 of the primary school on the basis of opinion issued by a doctor or public Diagnostic Center for the Psychology of Learning, including public specialist clinic, and after consultation with student's parents (legal guardians).
19. Mid-term and annual classification is the summary of student's educational achievements in educational classes, determined in curriculum and student's behavior, as well as it is an

establishment of mid-term (annual) classification grade from educational classes and mid-term (annual) classification behavior grade.

20. If the student is absent from more than half educational classes according to the curriculum, he/she may not be classified in one, several, or all obligatory educational classes so that there is no basis to determine a mid-term or annual classification grade.
21. The student who cannot be classified (or did not pass a classification exam) at the end of fall semester cannot be classified at the end of the school year.
22. In the case of unexcused absences, the Teachers' Board may agree to conduct a classification exam, upon the student's or his parents (legal guardians) request.
23. The student who cannot be classified due to unexcused absences, has the right to take a classification exam.
24. Classification exams are conducted according to the procedures and dates determined in chapter 9.
25. Starting with grade 4 of the primary school, the student who gets an unsatisfactory annual classification grade from obligatory educational classes, may take a retake exam. In justified exceptional cases (sickness, difficult family situation, or any other fortuitous event) the Teachers' Board may agree to two retake exams, upon the student's or his/her parents (legal guardians) request.
26. Procedures and dates of retake exams are determined in chapter 8.
27. Mid-term and annual classification grades from obligatory educational classes are determined by the teachers who teach particular obligatory subjects; however, the annual behavior classification grade is determined by a homeroom teacher after receiving an opinion of teachers, students from a given class, and the student who is being assessed.
28. An annual behavior classification grade which is determined by a homeroom teacher is ultimate, subject to Chapter 4 points 19-22.
29. The student or his/her parents may raise objections to the Principal if they consider that the annual (mid-term) classification grade from educational classes or annual behavior classification grade is inconsistent with the provisions of the law that concern the procedures of determining such grade. Any objections may be raised within 7 days from the end of educational classes.
30. If it is stated that an annual (mid-term) classification grade from educational classes, or annual behavior classification grade is determined inconsistently with the provisions of law that concern the procedures of determining such grades, the Principal appoints a committee which:

- a. in the case of annual (mid-term) classification grade from educational classes – conducts the test to check the student’s knowledge and skills, both in written and verbal form, and determines annual (mid-term) classification grade from a given educational class
  - b. in the case of annual behavior classification grade – annual behavior classification grade is determined by gaining a specified greater level of support; in the case of equal number of votes, the vote of the chairman is deciding
31. The date of an exam must be agreed upon by the student and his/her parents (legal guardians).
32. Committee members are:
- a. in the case of determining annual (mid-term) classification grade from educational classes:
    - the Principal or teacher on managerial position – as the chairman
    - the teacher who conducts particular didactic classes
    - two teachers, from the same school or from different schools, who have the same educational classes
  - b. in the case of determining annual classification behavioral grade:
    - the Principal or the teacher who has the duties of the manager – as the chairman
    - a homeroom teacher
    - a teacher appointed by the Principal who teaches educational classes
    - a pedagogue
    - a psychologist
    - a representative of the student council
    - a representative of the parent board, if the parent board is constituted in a given school year
33. Annual (mid-term) classification grade from educational subjects as well as classification behavior grade determined by the committee, cannot be lower than a grade determined by the teacher or a homeroom teacher. A grade determined by the commission is ultimate. An exception is an unsatisfactory grade from educational subjects which may be changed after passing a retake exam.
34. A report must be drawn up from the work of the committee. The report must include:
- a) in the case of annual (mid-term) classification grade from educational classes:
    - committee members
    - date of the exam
    - tasks (questions) assigned to check the student’s knowledge
    - the result of the test and a determined grade
  - b) in the case of annual classification behavior grade:

- committee members
- a date when a committee meeting is held
- result of the vote
- determined behavior grade and justification

The report constitutes an enclosure to the student's evaluation sheet.

35. Students' written work and concise information about verbal responses must be attached to the report.
36. The student who does not take a retake exam within the first set date due to justified reasons, may take it in additional date, determined by the Principal.
37. All regulations defined above apply respectively to annual (mid-term) classification grades from educational classes received as a result of retake exam; however, the deadline to raise objections is five days from the date of an exam. In this case, a grade determined by the committee is ultimate.
38. Classification grades from educational classes do not affect the classification behavior grade.

## **Chapter VII**

### **PROCEDURES OF PROMOTION**

1. Starting from grade 4 of the primary school, the student gets a promotion to a higher grade determined in the curriculum if he/she gets annual classification grade from all obligatory educational classes higher than unsatisfactory.
2. Starting from grade 4 of the primary school, the student may be promoted to a higher grade with one unsatisfactory grade from an educational subject once in an entire educational process. The Teachers' Board gives a consent to such promotion, considering the student's educational abilities.

## **Chapter VIII**

### **RETAKE EXAM**

1. Retake exams consist of both written and a verbal part. Retake exams from Art, Music, IT, Art and Crafts, and Physical Education classes are exceptions. These exams have primarily the form of practical tasks.
2. A detailed procedure of conducting an exam as well as exam questions are determined by an examination committee.
3. The examination committee is appointed by the Principal. It is composed of:
  - a. a chairman of the committee who is the Principal or the teacher who is on a managerial position at school
  - b. an examiner who is the teacher of a particular subject
  - c. a member of the committee who is the teacher of the same subject or a related one
4. The teacher of a particular subject may be dismissed from the participation in the committee's work at his/her own request or due to any other reason. In such case, the Principal appoints another teacher of the same subject to be an examiner; however, the appointment of the teacher who works at a different school takes place only after getting approval from the Principal of this school.
5. If justified, the Principal may appoint the teacher from a different school to be a member of the committee. Such an appointment must be agreed by the Principal of the school.
6. A report must be drawn-up from the retake exam. The report must include:
  - a. subject of the examination and the student's name
  - b. date of the exam and information about the time needed to complete an exam
  - c. tasks (questions) asked to check the student's knowledge
  - d. members of the committee
  - e. result of an exam and a grade determined by the committeeThe student's written work and the concise information about verbal responses must be attached to the report. The report constitutes an enclosure to the student's evaluation sheet.
7. A grade which the student received as a result of a retake exam is an ultimate classification grade.
8. The date of a retake exam is set by the Principal. This exam is on the last week of the summer holidays.
9. The student who does not take a retake exam within a first set date due to justified reasons, may take it in an additional date determined by the Principal; however, it cannot be later than at the end of September.
10. The student who does not pass a retake exam, does not get a promotion to the higher grade according to the curriculum.



11. Considering the student's educational abilities, The Teachers' Board may once in an educational process promote the student who does not pass a retake exam from one of the educational classes to a higher grade, on the condition that these educational classes are in accordance with the curriculum that is implemented in a higher grade.

## **Chapter IX**

### **SEMESTER EXAM**

1. Date or dates of semester exams are set by the Principal and shared with the student and his/her parents (legal guardians).
2. At least a month before a semester exam, the student should receive a written list of topics (questions) to revise for the exam.
3. A semester exam is conducted by the teacher of a particular obligatory subject. A test should be conducted in the presence of the second teacher of the same subject or related obligatory subject.
4. A semester exam consists of a written part and a verbal part. Exceptions are tests from Art, Music, IT, Art and Crafts, Physical Education classes. These exams are mainly in the form of practical tasks.
5. The semester exams are taken also by the students who:
  - a. follow individual education programs determined by separate regulations
  - b. do school duty or perform a duty of education outside the school
6. A semester exam is conducted for the students as described in point 5b, but does not include subjects: Art and Crafts, Art, Music, and Physical Education.
7. A semester exam, described in point 5b, is conducted by the committee appointed by the Principal who allows the student to perform a school duty or a duty of education outside the school.
8. The committee members are:
  - a. chairman, who is a principal or teacher on a managerial position at school
  - b. teachers of obligatory subjects according to the curriculum
9. During a semester exam, student's parents (legal guardians) may be present as observers; however, they cannot be members of a committee that is appointed by the Principal.
10. A report must be drawn-up from the end of term test. The report must include:
  - a. teachers' names and surnames, and in case of the semester exam for the student described in point 5b – all the members of a committee

- b. the date and duration of an exam
- c. examination tasks (questions)
- d. results of the semester exam and its assessment

Students' written works and concise information about verbal responses are attached to the report. The report constitutes an enclosure to the student's evaluation sheet and should include the date and grade of an exam.

11. The grade received as a result of the semester exam is an ultimate classification grade.
12. If the student is not classified from educational classes, the teacher should write "non-classified" instead of a "classification grade" in documentation of the course.
13. An annual (mid-term) classification grade from educational classes determined by the teacher or received as a result of a semester exam is ultimate.
14. An unsatisfactory annual (mid-term) classification grade determined by the teacher or received as a result of a semester exam may be changed as a result of a retake exam.
15. Students who do not take a semester exam on a set date due to justified reasons, may take it on an additional date set by the Principal.

## **Chapter X**

### **FINAL PROVISIONS**

1. After the end of the school year, the Internal Grading System is verified.
2. All changes in the Internal Grading System may be by the resolution of The Teachers' Board.
3. Parents (legal guardians) are informed by a homeroom teacher about the possibility of getting acquainted with the Internal Grading System which is available in the school office and on the school website.