

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 a 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 a 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, projects 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 a 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 the Diagnostic Center for the Psychology of Learning, which displays specific learning difficulties or developmental deficits which make the student incapable of meeting educational requirements included in the 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 3 grades in a semester retaining diversity of assessments;
 - b. 2 hours of classes per week – 5 grades in a semester retaining diversity of assessments;
 - c. 3 or more hours of classes per week – more than 5 grades in a trimester, retaining diversity of assessments, excluding PE, ethics and religion classes.
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.
 - b. if, in addition, the student has taken the test or examination respectively, subject to the Chap. X point 20.
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. Winners of subject contests with a voivodeship scope can count on an appropriate increase in the semester/yearly grade.

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 an 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.)
- achieves success in subject contests, represents the School in sports competitions or has other comparable achievements;

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. Mistakes in the student's work resulting from dysgraphia and dyslexia, confirmed by the opinion from a psychological and pedagogical clinic, do not result in the reduction of the subject grade in the case of independent work during the lesson. On the other hand, mistakes resulting from dysorthography will not result in the reduction of the subject grade only in the case of independent work during the lesson.
27. The teacher is allowed to establish a different grading system after getting approval from the Teachers' Board. The Principal shall also give consent to these guidelines.
28. The student's work and activity during classes are subject to current assessment determined in the 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 a 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 a 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 3h 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 apply to the work announced in advance and work during the lesson.
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. 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 the event of non-compliance with the above-mentioned provisions regarding current assessment and organization of tests, the student has the right to appeal to the teacher of a given subject, and then to the homeroom teacher or the principal. The final decision in contentious matters is made by the school principal
37. 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.
38. 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 the 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 one's 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
 - composed
 - modest
 - cheerful
 - friendly

- organized
- fair
- honest
- willing to develop their skills
- cultural
- neat
- helpful
- fully collegial
- cordial
- sympathetic
- hardworking
- meticulous
- mandatory
- independent
- friendly
- interested in science
- using their talents and potential
- regularly assimilates the news and implements it in everyday life
- shares knowledge
- helps others learn
- supports other students
- cultivates his knowledge
- continues to improve its competences
- actively participates in the life of the school
- takes part in competitions, Olympiads, celebrations
- proudly represents the school
- is guided by a constant system of values for the good of himself and others
- peaceful towards others regardless of age, position, religion, race, gender
- uses good manners
- respects and observes the rules
- carries out the orders of teachers and school staff
- is truthful and opposes lies and backbiting
- reacts to injustice
- behaves with dignity
- reacts to any manifestations of aggression or discrimination
- takes care of order
- observes safety rules
- represents personal culture
- participates in extracurricular activities
- develops his interests
- is accepting and tolerant
- respects school equipment and other people's property
- remembers to give back borrowed things and does not destroy them
- does not miss school classes, justifies them within the prescribed period
- selflessly helps others

- does not succumb to addictions
- his school attire and appearance are an exemplary example for others
- plays an active role in school projects
- speaks beautiful Polish
- regularly attends school
- is prepared for lessons, has the necessary textbooks and supplies
- systematic homework
- respects the traditions of the school
- conscientiously fulfills the tasks entrusted to him
- does not succumb to bad influences and does not persuade others to do evil
- does not lead to conflicts and misunderstandings of colleagues
- does not use physical or verbal violence

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

- diligent
- punctual
- conscientious
- focused
- attentive
- composed
- modest
- cheerful
- friendly
- organized
- cordial
- hardworking
- mandatory
- independent
- friendly
- fair
- uses good manners
- neat
- helpful
- willing to develop their skills
- cultural
- fully collegial
- honest
- helpful
- interested in science
- using their talents and potential
- shares knowledge
- helps others learn
- continues to improve its competences
- actively participates in the life of the school
- takes part in celebrations
- is guided by a constant system of values for the good of himself and others

- peaceful towards others regardless of age, position, religion, race, gender
- respects and observes the rules
- carries out the orders of teachers and school staff
- reacts to injustice
- behaves with dignity
- reacts to any manifestations of aggression or discrimination
- takes care of order
- observes safety rules
- participates in extracurricular activities
- is accepting and tolerant
- respects school equipment and other people's property
- remembers to give back borrowed things and does not destroy them
- in contacts with other people expresses itself clearly, communicatively
- uses salutations
- presents moral and social attitudes worthy of imitation
- speaks correct Polish
- does not succumb to addictions
- his school outfit is an example to others
- plays an active role in school projects
- regularly attends school
- is prepared for lessons, has the necessary textbooks and supplies
- systematic homework
- fulfills the tasks entrusted to him
- respects the traditions of the school
- does not succumb to bad influences and does not persuade others to do evil
- does not lead to conflicts and misunderstandings of colleagues
- does not use physical or verbal violence

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

- punctual
- focused
- attentive
- willing to develop their skills
- cultural
- cheerful
- friendly
- neat
- helpful
- honest
- helpful
- fully collegial
- interested in science
- helps others learn
- continues to improve its competences
- actively participates in the life of the school

- takes part in celebrations
- peaceful towards others regardless of age, position, religion, race, gender
- uses good manners
- respects and observes the rules
- carries out the orders of teachers and school staff
- reacts to injustice
- behaves with dignity
- reacts to manifestations of aggression or discrimination
- takes care of order
- observes safety rules
- hardworking
- mandatory
- standalone
- friendly
- is accepting and tolerant
- respects school equipment and other people's property
- remembers to give back borrowed things and does not destroy them
- uses salutations
- presents moral and social attitudes
- speaks correct Polish
- does not succumb to addictions
- his school outfit is neat
- regularly attends school
- is prepared for lessons, has the necessary textbooks and supplies
- systematic homework
- performs quite well with the tasks entrusted to him
- respects the traditions of the school
- properly fulfills the tasks entrusted to him
- does not use vulgar words
- exemplary uses the words please, sorry, thank you
- takes care of personal hygiene and aesthetics of appearance
- quite consistently interacts with children in play and task situations
- does not succumb to bad influences and does not persuade others to do evil
- does not lead to conflicts and misunderstandings of colleagues, sometimes alleviates them
- generally culturally addresses colleagues and school staff
- does not use physical or verbal violence
- generally responds appropriately to evil and 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 fulfills the entrusted tasks
- fulfills 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 quietly and agreeably
- usually complies with the norms 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
- unconcentrated
- careless
- chaotic
- unsystematic and unscrupulous in science
- very often does not follow the teacher's instructions
- often misses school without justification, is late for school
- forgets textbooks, notebooks and school supplies, does not show much care for them
- is often unprepared for lessons
- uses its abilities to a small extent
- homework with minimal effort
- does not fill the duty in the classroom
- does not fulfill the tasks entrusted by the teacher, performs them with minimal effort
- does not show concern for the school's property and property
- performs the commissioned work in a timely manner or does not perform them at all
- very often forgets the current school outfit
- does not use salutations
- sometimes uses obscene vocabulary
- sometimes conflicted, causes fights, takes part in them
- during breaks behaves loudly and aggressively
- very often ignores the teacher's comments
- does not always see the harmfulness of his behavior
- clutters the classroom, leaves behind a mess
- by his actions he violates his own dignity and that of others
- very often makes it difficult to conduct lessons (conversations in class)
- in general, he cannot behave culturally in the locker room, during a break, on a trip
- is quarrelsome
- harms the younger
- disregards and rejects the help of others

- he does not care about filling in the gaps and arrears
- rudely refers to colleagues
- inactive
- not very tolerant

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

- arrogant
- boasting
- very careless
- disregards the student's duties, does not learn, does not follow the teacher's instructions
- does not perform the work commissioned to him
- forgets notebooks, books and school supplies
- uses its abilities to a minimal extent
- does not participate in the life of the class and school
- acts destructively, interferes, behaves inappropriately during school activities and celebrations
- destroys school equipment
- uses obscene vocabulary
- behaves flashy
- is vulgar in relation to the environment
- disturbs colleagues in the trowels, makes it difficult to conduct classes, and does not react to the warning given to him
- is aggressive, often causes quarrels or fights at school
- approves and praises the bad behavior of others
- uses threats against peers
- has a negative impact on their peers
- is uncultured
- destroys school property, social or individual property
- destroys the work of others
- cannot admit a mistake, apologize, repair the harm caused
- does not respond to comments and warnings from the teacher
- inappropriately refers to peers or adults
- lies, does not admit to the act committed, mistake
- shows intolerance towards children of another cultural tradition
- uses stimulants and persuades others to use them

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
I FULFILLMENT OF STUDENT'S RESPONSIBILITIES					
• ATTENDANCE, LATE COMINGS					
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 2 latecomings in fall semester and two latecomings in spring semester.	Has 3 latecomings in fall semester and three latecomings in spring semester.	Has 4 latecomings in fall semester and four latecomings in spring semester.	Has 5-9 latecomings in fall semester and 5-9 latecomings in spring semester.	Has 10-12 latecomings in fall semester and 10-12 latecomings in spring semester.	Has more than 12 latecomings in fall semester and more than 12 latecomings in spring semester.
• SCHOOL UNIFORM					
The student always wears a school uniform.		The students did not wear school uniform 2 times in each term.	The students did not wear school uniform 3-4 times in each term.	The student does not wear a school uniform permanently.	

Always participates in school ceremonies and trips wearing formal school uniform.					
Always changes shoes.					
Cares about own appearance, wears clean and proper shoes.					
Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.	Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.	Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.	Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.	Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.	Does not wear make-up at all or it is invisible. Does not dye hair to change their natural color. No tattoos or polished nails.
• ATTITUDE TOWARDS SCHOOL RESPONSIBILITIES					
The student always meets the deadlines (e.g. returns books to the library), fairly fulfills the entrusted tasks and voluntarily takes tasks and work.		The student did not meet the deadline once (e.g. return of the books to the library), fairly fulfilled the entrusted tasks and voluntarily taken tasks and work.		The student did not meet the deadline more than once (e.g. return of the books to the library), fairly fulfilled the entrusted tasks and voluntarily taken tasks and work.	
The student never uses a mobile phone during the lessons and breaks. Complies with the rules of the school on this matter.					
The student never copied or used plagiarism regarding written assignments.					
Conscientiously fulfils the responsibilities of the student on duty.		Conscientiously fulfils the responsibilities of the student on duty.		Conscientiously fulfils the responsibilities of the student on duty.	

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
II CARE ABOUT HONOR AND TRADITIONS OF THE SCHOOL					
At least once a semester initiates activities and participates in school voluntary activities (e.g., gifts, fairs).		At least once a semester initiates activities and participates in school voluntary activities (e.g., gifts, fairs).	At least once a semester initiates activities and participates in school voluntary activities (e.g., gifts, fairs).		
Actively participates in all school ceremonies.			Actively participates in all school ceremonies.		
III PROCEEDINGS IN ACCORDANCE WITH THE BEST INTERESTS OF SCHOOL COMMUNITY					
Never litters, does not disarrange the workplace.		Never litters, does not disarrange the workplace.	Never litters, does not disarrange the workplace.		
Never destroys school property deliberately .			Never destroys school property deliberately .		
Actively participates in the work of the class council. Acts as the leader, treasurer, decorator (takes care of the aesthetics of the environment), etc.		Actively participates in the work of the class council. Acts as the leader, treasurer, decorator (takes care of the aesthetics of the environment), etc.			

Actively participates in the work of the class council.		Actively participates in the work of the class council.			
Reacts to conflicts between schoolmates	Reacts to conflicts between schoolmates	Reacts to conflicts between schoolmates	Reacts to conflicts between schoolmates	Reacts to conflicts between schoolmates	Reacts to conflicts between schoolmates
IV CARE ABOUT THE MOTHER TONGUE					
In every situation cares for the beauty of their mother tongue. Always cares about linguistic etiquette.	In every situation cares for the beauty of their mother tongue. Always cares about linguistic etiquette.		In every situation cares for the beauty of their mother tongue. Always cares about linguistic etiquette.		In every situation cares for the beauty of their 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.
V SHOWING RESPECT TO OTHERS					
Shows proper behavior in each situation .			Shows proper behavior in each situation .		Shows proper behavior in each situation .
Always follows the teacher's instructions or/and of other school employees.					
Always shows respect to the teacher, school employee, a friend.					
Always works in a group. Never provokes conflicts		Always works in a group. Never provokes conflicts		Always works in a group. Never provokes conflicts	

Excellent grade	Very good grade	Good grade	Satisfactory grade	Needs improvement grade	Unsatisfactory grade
VI CARES ABOUT OWN AND OTHERS' SAFETY AND HEALTH					
Always reacts responsibly in dangerous situations.			Always reacts responsibly in dangerous situations.		
Always opposes to acts of verbal/physical aggression.	Always opposes to acts of verbal/physical aggression.	Always opposes to acts of verbal/physical aggression.	Always opposes to acts of verbal/physical aggression.		
Always complies with safety rules during breaks, lessons, duties and additional activities.					
Does not use any stimulants. Declares that does not use stimulants; the student's attitude encourages others to follow.		Does not use any stimulants. Declares that does not use stimulants; the student's attitude encourages others to follow.		Does not use any stimulants. Declares that does not use stimulants; the student's attitude encourages others to follow.	
Never causes dangerous situations, proceeds in accordance with the rules of OHS, does not leave the school during lessons.		Never causes dangerous situations, proceeds in accordance with the rules of OHS, does not leave the school during lessons.			
Never carries or uses hazardous materials or tools.					

Never takes, usurps or destroys things that belong to other students.		
Never cyber bullies .	Never cyber bullies.	Never cyber bullies .
VII BEHAVIOR AT SCHOOL AND OUTSIDE THE SCHOOL		
Always behaves properly during school trips and school events. Always complies with the rules and regulations of the places which he/she visits.		
Presents 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 7 and 8.
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 the Diagnostic Center for the Psychology of Learning, including specialist's counseling.
13. The annual behavior classification assessment determined by the homeroom teacher is final (Article 44h, paragraph 7, Act on the Assessment System).
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 the 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. 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.

19. 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.
20. The student may improve a mid-term behavior grade by adjusting his/her behavior or manners to proper criteria.
21. An annual behavior grade assesses the student's behavior during the whole school year.

CONDITIONS AND PROCEDURE FOR OBTAINING A HIGHER THAN EXPECTED ANNUAL BEHAVIOR GRADE

1. A Student or their parents applying for an improvement of behavior grade shall apply to the school Principal within 2 working days of receiving information about the expected annual classification assessment with a written request to increase the behavior grade.
2. The application and the reasons for it shall be submitted to the school office.
3. The grounds for the application shall include a description of the activities that the student has undertaken during the school year, in particular:
 - a) active activities within the framework of peer support in learning;
 - b) active involvement in activities for the environment, people in need and volunteering;
 - c) active participation in the preparation of school or class celebrations;
 - d) preparing presentations or other educational materials and presenting them in lessons in the classroom;
 - e) work for the school outside the hours of classes.
4. A student applying for an increase in the behavior grade must meet the following conditions:
 - a) during the school year has not received a warning from the school Principal, a written reprimand from the teacher or homeroom teacher, a written reprimand from the school Principal;
 - b) during the school year, he did not violate the student's obligations referred to in the school statutes;
5. If the school Principal considers that the request is justified, the Principal shall appoint a committee.
6. The committee shall be composed of:
 - a) Principal
 - b) Homeroom teacher
 - c) psychologist.
7. The assessment of the student's behavior may be increased in the case of:
 - a) the occurrence of new circumstances, e.g.: information about positive student behavior, achievements, social work for the environment, etc.
 - b) a positive opinion of the Teachers Board,
 - c) receiving the praise from the school Principal,
 - d) lack of warnings from the homeroom teacher and the Principal,
 - e) lack of negative remarks, unjustified hours and delays.
8. The commission shall decide to maintain or increase the grade no later than 2 days before the annual classification meeting of the Teachers Board.

9. The homeroom teacher informs the student and his parents about the established assessment.
10. The homeroom teacher notes the procedure for increasing the behavior grade in Librus in the "notes" tab.
11. If the request to increase the anticipated assessment of behaviour is found to be baseless, the Principal shall inform the student or their parents of the refusal to initiate proceedings, stating the reasons for the refusal.

CONDITIONS AND PROCEDURE FOR APPEAL ON THE ANNUAL CLASSIFICATION ASSESSMENT OF BEHAVIOR

1. Parents (legal guardians) of a student may raise objections to the school Principal if they consider that the annual classification assessment of behaviour has been established contrary to the provisions of law concerning the procedure for determining this assessment. Objections may be submitted from the date of establishing the annual classification assessment of behavior, but no later than within 2 working days from the date of completion of the annual didactic classes.
2. If it is found that the annual classification assessment of behaviour has been established contrary to the law, the school Principal appoints a committee which determines the annual classification assessment of the behavior by a simple majority vote; in the case of a tie, the chairman of the committee shall have the casting vote within 5 days from the date of the statement of objections.
3. The annual classification assessment of behaviour established by the committee may not be lower than the previously established assessment. The assessment determined by the committee shall be final.
4. The committee consists of:
 - a) the school Principal or a teacher appointed by the Principal as the chairman of the committee,
 - b) homeroom teacher,
 - c) teacher conducting educational classes in a given grade,
 - d) psychologist.
5. A protocol shall be drawn up of the work of the committee containing:
 - a) the names of the members of the committee,
 - b) the date of the meeting of the committee,
 - c) the result of the vote,
 - d) an established classification assessment of the behaviour with justification.
6. The protocol is attached to the student's worksheet.

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 classroom 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 "0" – 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 weight than the grade being improved (weighs 1, 4 consecutively).
14. It is permissible to correct quizzes assessed as insufficient, acceptable and sufficient.
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 meetings.
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 trip (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, for 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 the 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 grade 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 the 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
gr. 1	approx. 10 min.	approx.10 min.	10-20 min.
gr. 2	approx.15min.	approx. 15.min.	15-30 min.

gr. 3	approx. 20 min.	approx. 20min	20-40 min.
gr. 4	approx. 25 min.	approx. 25 min.	50-60min.
gr. 5	approx. 30 min.	approx.30 min.	60min.
gr. 6	approx. 50 min.	approx. 40 min.	90 min.
gr. 7-8	approx. 60 min.	approx. 50min.	110 min.

Catching up on backlogs and procedures 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. Students shall take all the missed tests at a later date agreed with the teacher.
6. Students 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 into an 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 the 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 behavior 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 a 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 for 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 an opinion issued by a doctor or public Diagnostic Center for the Psychology of Learning, including a public specialist clinic, and after consultation with the 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 on an 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 participation in the committee's work at his/her own request or due to any other reason. In such a 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 committee

The 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 assessmentStudents' 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.