

The International School Statute

Part VIII

DETAILED CONDITIONS AND METHODS OF INTERNAL STUDENT ASSESSMENT - HEREINAFTER REFERRED TO AS "WSO"



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Legal basis

1. The School Education Act of 7 September 1991 (Journal of Laws of 2025, item 881))
2. Act of 14 December 2016 on School Education (Journal of Law of 2025, item 1043))
3. Regulation of the Minister of National Education of 22 February 2019 on the assessment, classification and promotion of students and learners in public schools
4. Regulation of the Minister of Education of 13 June 2025 amending the Regulation on the assessment, classification and promotion of students and learners in public schools.
5. Regulation of the Minister of National Education of 14 February 2017 on the core curriculum for preschool education and the core curriculum for general education in primary schools, incl. for students with moderate or severe intellectual disabilities, general education in stage I sectoral vocational schools, general education in special schools preparing for employment, and general education in post-secondary schools (Journal of Law, item 356, item 356, of 2018, item 1679, of 2021, item 1533, of 2022, items 609 and 1717, of 2023,

items 312 and 1759, of 2024, item 996, and of 2025, items 378 and 1052) together with the amending regulation of March 6, 2025.

6. Regulation of the Minister of National Education of 25 August 2017 on the manner in which public nursery schools, schools and other educational institutions keep records of the teaching process, educational and care-related activities and the types of such documentation (Journal of Law 2024, item 50))

Chapter I

GENERAL PROVISIONS

1. " The "WSO" specifies the conditions and methods of assessment applicable at the International School.
2. Subject teachers may provide further details to the following conditions ("WSO") in relation to the specific classes they teach, if the nature of the subject requires such clarification. These conditions, hereinafter referred to as "PSO," may not contradict the provisions of this document.
3. The conditions and methods of assessment ("WSO") apply to all subjects included in the school curriculum.
4. The conditions and methods of assessment ("WSO") are binding for all teachers and students, subject to the provisions of point 11.
5. The principles of assessment for religion and ethics are defined by separate regulations:
 - a. Grades in religion and ethics are expressed in accordance with the applicable grading scale.
 - b. Classification grades in religion and ethics are not included in the calculation of the average annual and final classification grades.
6. The school year is divided into two semesters.
 - a. The mid-year classification of students takes place at the end of the first semester. It consists of a periodic summary of educational achievements in the subjects specified in the school curriculum and the determination of mid-year classification grades as well as the mid-year grade for behavior.
 - b. The annual classification takes place at the end of the school year. In the case of the eighth grade, a final classification is carried out at the end of the school year. Annual and final classification grades in compulsory and additional subjects are determined by the teachers conducting the respective classes, while the annual classification grade for behavior is determined by the class teacher after consulting the teachers, the students of the given class, and the assessed student (self-assessment).
 - c. The dates of mid-year, annual, and final classifications are provided in the school year calendar for the information of students, parents, and teachers.

Chapter II STUDENT ASSESSMENT

1. **The following are subject to assessment:**

- a. student's educational achievements
 - b. student behavior
2. The assessment of a student's educational achievements consists in teachers identifying the level and progress made by the student in mastering knowledge and skills in relation to the educational requirements set out in the core curriculum and in the teaching programs implemented at the school, which take this core curriculum into account.
3. The assessment of a student's behavior consists in the homeroom teacher, teachers, and classmates recognizing the extent to which the student observes the principles of social coexistence and ethical norms, as well as the duties of the student as defined in the school statute and regulations.

4. **Assessment objectives:**

- a. informing the student and his/her parents or legal guardians about the level of the student's educational achievements, behavior, and progress in this regard
- b. providing assistance to the student in learning by giving feedback on what has been done well and how the student should continue learning in order to increase his/her competencies
- c. supporting the student in independently planning his/her own development
- d. motivating the student to make further progress in learning and behavior
- e. providing parents (legal guardians) and teachers with information on the student's progress, learning difficulties, behavior, and special talents
- f. enabling teachers to improve the organization and methods of their educational and instructional work

5. **Assessment includes:**

- a. formulating by the teacher the educational requirements necessary to obtain particular mid-year and annual classification grades in compulsory and additional educational subjects
- b. establishing the criteria for behavior assessment and informing students and parents/legal guardians thereof

- c. conducting ongoing assessment and determining mid-year classification grades in compulsory and additional educational subjects as well as the mid-year classification grade for behavior
- d. determining annual and final classification grades in compulsory and additional educational subjects as well as the annual classification grade for behavior
- e. establishing the conditions and procedures for obtaining higher annual classification grades than those initially predicted in compulsory and additional educational subjects, as well as for the annual classification grade for behavior
- f. conducting classification examinations
- g. establishing the conditions for providing parents (legal guardians) with information on the student's progress and learning difficulties

6. Internal assessment is a process in which the following are distinguished:

- a. ongoing assessment, consisting in the continuous and systematic determination of grades for the student's educational achievements; its purpose is to monitor the student's work and provide the student with information about his/her educational progress by indicating what the student does well, what and how requires improvement, and how he/she should continue learning; each grade in the electronic gradebook has an assigned category and description;
 - b. assessment for the purpose of mid-year classification, carried out at the end of the first semester, consisting in determining the grade on the basis of educational requirements while taking into account the grades obtained by the student during that semester;
 - c. assessment for the purpose of annual and final classification, consisting in determining the grade in a manner analogous to the mid-year classification, which should be an objective measure of the student's respective educational achievements in a given school year.
7. Grades are transparent and accessible both to the student and to his/her parents (legal guardians).

8. Formulating Educational Requirements for Individual Grades:

- a. At the beginning of each school year, teachers inform students and their parents (legal guardians) about the educational requirements necessary for obtaining particular mid-year and annual classification grades in the subjects covered by their teaching program, the methods of assessing students' achievements, the grading criteria, as well as the procedures and conditions for obtaining a higher classification grade than the one initially predicted.
- b. At the first lessons of each subject, the teacher discusses with the students the educational requirements and the "PSO," if it has been introduced.
- c. At the beginning of each school year, the homeroom teacher informs students and their parents (legal guardians) about the conditions, methods, and criteria for assessing behavior, the procedures and conditions for obtaining a higher annual classification grade for behavior than the one initially predicted, as well as the

consequences of being assigned an unsatisfactory annual classification grade for behavior.

9. The fulfillment of the above-mentioned obligations by the teacher and the homeroom teacher is documented by an entry in the lesson register.

10. The independent authority responsible for assessing students is the teacher conducting a given subject, and in the case of behavior assessment – the homeroom teacher.

9. Adapting Educational Requirements to the Student's Abilities:

a. The teacher is obliged to adapt educational requirements, based on an opinion or decision issued by a psychological and pedagogical counseling center, for a student diagnosed with specific learning difficulties or developmental deficits that make it impossible to meet the educational requirements resulting from the curriculum.

b. In situations where the mid-year classification shows that the student's level of educational achievement prevents or hinders further learning, the school provides an opportunity to make up for these deficiencies.

12. A student's mid-year, annual, and final classification grade is determined primarily on the basis of educational requirements. Current grades established through various forms of assessment of the student's skills or knowledge may also be taken into account, while observing the following rules:

a. for 1 lesson hour per week – at least 3 grades per semester, ensuring diversity of assessment forms,

b. for 2 lesson hours per week – at least 5 grades per semester, ensuring diversity of assessment forms,

c. for 3 or more lesson hours per week – at least 6 grades per semester, ensuring diversity of assessment forms.

13. At the request of the student or his/her parents/legal guardians, the teacher determining a grade is obliged to justify it. An oral justification may concern any form of student activity subject to assessment, as outlined in subject-specific assessment systems. A written justification should in particular apply to the assessment of written tests, as well as mid-year and annual/final classification grades, and the behavior grade.

14. A student is assessed separately in educational subjects and in behavior for the first and the second semester of the school year. The grades obtained by the student in the first and second semesters constitute the basis for determining the annual grade in educational subjects and in behavior.

15. A student finishes primary school:

a. if, as a result of the final classification – which consists of the annual classification grades from compulsory educational subjects and behavior obtained in the highest grade of the given school type, and the annual classification grades from compulsory educational subjects completed in lower grades – the student has obtained classification grades in educational subjects higher than "unsatisfactory."

b. if, in addition, he/she has taken the eighth-grade examination.

16. A student graduates from primary school with distinction if, as a result of the final classification, he/she has achieved an average grade of at least 4.75 from compulsory educational subjects and at least a "very good" behavior grade.
17. Winners of provincial-level competitions, olympiads, and subject contests organized by the school superintendent receive the highest possible annual classification grade in the relevant educational subject.

Chapter III

GRADING AND CLASSIFICATION

1. At the beginning of each school year, the homeroom teacher informs students (during the first homeroom lesson) and their parents (legal guardians) during the first meeting about:
 - a. the conditions, methods, and criteria for assessing behavior
 - b. the conditions and procedures for obtaining a higher annual classification grade for behavior than the one initially predicted
 - c. the consequences of assigning the student an unsatisfactory annual classification grade for behavior
2. At the beginning of each school year, teachers acquaint students and their parents/legal guardians with the content of the "WSO" and may additionally prepare a "PSO" as a shortened form containing the most important information regarding the specifics of their subject.
- 3. Adapting educational requirements to the individual psychophysical and educational needs of the student:**
 - a. the teacher is obliged, on the basis of a written opinion from a psychological and pedagogical counseling center, including a public specialist counseling center, to adapt the educational requirements to the individual psychophysical and educational needs of a student diagnosed with developmental disorders or deviations, or with specific learning difficulties that prevent him/her from meeting the requirements
 - b. the adaptation of educational requirements to the individual psychophysical and educational needs of a student diagnosed with specific learning difficulties that prevent him/her from meeting the requirements may also be based on the opinion of a non-public psychological and pedagogical counseling center, including a non-public specialist counseling center
 - c. in the case of a student with a decision on the need for special education or individual teaching, the adaptation of educational requirements to the individual psychophysical and educational needs of the student may also be based on this decision
4. In grades I–III of primary school, mid-year and annual classification grades in educational subjects are descriptive assessments.
5. In grades I–III, ongoing numerical grading is also introduced in all subjects, using a six-point grading scale (as in point 10).

6. Numerical grades are recorded in the lesson register, student diaries, subject notebooks, tests, and written assignments.

7. Forms of informing parents about their children's achievements in grades I–III:

- a. providing information in individual conversations on an ongoing basis, during parent-teacher meetings, and open days
- b. information recorded in notebooks and the electronic gradebook
- c. grades and comments under tests and selected assignments
- d. descriptive assessments after the first semester and at the end of the school year

8. The mid-year and annual classification grade in the first stage of education (grades I–III) is a descriptive assessment:

- a. taking into account the student's progress in the fields of Polish language, mathematics, natural science, social studies, music, art, technology, physical education, computer classes, and a modern foreign language
- b. describing four developmental areas of the student and the knowledge and skills acquired within them:

- cognitive development:

- reading
- communication skills in speech and writing
- mathematical thinking
- natural and social observations

- artistic development
- physical development
- social and emotional development

- c. containing information regarding:

- the student's achievements in learning and behavior
- difficulties in relation to abilities and educational requirements
- proposed actions supporting the child's individual development (mid-year assessment)
- the student's developmental and educational needs related to overcoming learning difficulties or developing talents

9. The original mid-year descriptive assessment for students in grades I–III, prepared on a school-developed form, is given to the student and his/her parents (legal guardians), while a copy of the assessment signed by the homeroom teacher is attached to the student's grade record.

10. Ongoing grades as well as mid-year and annual classification grades, which are a measure of a student's educational achievements, starting from grade four of primary school, are determined in marks according to the following uniform scale:
 - a. excellent: 6
 - b. very good: 5
 - c. good: 4
 - d. satisfactory: 3
 - e. passing: 2
 - f. unsatisfactory: 1
11. A student in the first stage of education is promoted to the next grade if his/her educational achievements in a given school year have been positively assessed.
12. Positive classification grades are those determined as excellent (6), very good (5), good (4), satisfactory (3), passing (2).
13. A negative classification grade is the one determined as unsatisfactory (1).
14. Ongoing, mid-year, and annual classification grades are determined by the teachers conducting the respective classes.
15. In grades I–III, for ongoing grades, pluses and minuses may be used to provide a more detailed evaluation of the student's skills and knowledge.
16. The mid-year and final grade is a summary of the student's work and results from grades obtained during the entire semester. The annual classification grade in a given subject is determined on the basis of the student's achievements in both semesters, taking into account his/her progress.
17. When determining grades in music, art, technology, and physical education, primary consideration should be given to the effort put in by the student in fulfilling the requirements of these classes. In the case of physical education, the student's regular attendance and activity in school initiatives related to physical culture should also be taken into account.
18. In justified cases, the school principal exempts the student, for a specified period, from physical education or computer science classes on the basis of a specialist doctor's opinion about the student's limited ability to participate. In such cases, "exempt" is entered in place of a grade in the student's record. Exemption from these classes does not negatively affect the student's promotion.
19. The school principal, at the request of parents (legal guardians) and based on an opinion from a psychological and pedagogical counseling center, exempts a student with a hearing impairment or severe developmental dyslexia from learning a second foreign language. The exemption may apply to part or all of the educational period. In such cases, "exempt" is entered in place of a grade in the student's record.
20. Grades determined by the teacher are final, except for the annual unsatisfactory classification grade, which can only be changed as a result of a remedial examination, the organization of which is described in detail in Chapter VIII.
21. The progress of students in grades IV–VIII is documented in the lesson register not only through grades but also with symbols meaning:
 - a. not prepared for class ("np"), meaning lack of readiness for assessment (oral answers, quizzes, etc.), lack of materials, or lack of PE uniform.

- b. missing homework ("bz"), meaning the student did not complete the required task, which must be submitted within two weeks.
 - c. absence ("0"), meaning the student was absent during a scheduled test or exam, and the grade must be determined within two weeks of the student's return to school.
22. An unsatisfactory mid-year classification grade assigned by a teacher must be "corrected" through a written or oral test of the student's knowledge and skills, conducted by the teacher. The scope of material, date, place, and form of the test are determined by the teacher of the subject and communicated in writing to the student and parents at least two weeks before the test date.
23. A student has the right to declare being unprepared for a class without giving reasons: in the case of classes of up to 3 hours per week – 2 times per semester; in the case of 3 or more hours per week – 3 times per semester. Declaring unpreparedness exempts the student from oral answers, unannounced quizzes, and reading homework, but does not apply to pre-announced tests or classwork. Unpreparedness also means lacking required materials or PE uniform.
24. Student assessment should take place systematically throughout each semester. The student should receive grades for a variety of oral, written, and practical tasks performed both in class and at home. Exceptions are permitted in subjects such as PE, art, music, technology, IT, or safety education. The teacher is obliged to record in the electronic gradebook what type of task a given grade was assigned for.
25. If the provisions concerning ongoing assessment and the organization of tests are not followed, the student has the right to appeal to the teacher of the subject, then to the class teacher or the school principal. The final decision in disputed cases is made by the school principal.
26. In the mid-year and annual report, the Canadian program teacher provides a letter grade, percentages, and the numerical equivalent of the grade. The numerical grade is entered on the Polish certificate in accordance with the applicable wording.

CHAPTER IV

PROCEDURE FOR DETERMINING AND CRITERIA FOR BEHAVIOR ASSESSMENTS

1. In grades I–III of primary school, the behavior grade takes the form of a written assessment. The assessment includes:
- a. personal culture
 - b. attitude toward school duties
 - c. adherence to established norms and rules
 - d. ability to cooperate and work in a group
 - e. emotional self-control
 - f. willingness to help peers
 - g. relationships with classmates

2. The behavior grade is determined by the homeroom teacher, taking into account feedback from other teachers, the student's self-assessment, and the assessment of the class.
3. In grades I–III, the mid-year and annual classification grade for behavior takes into account examples of behaviors and attitudes specified in the behavior circle for students in grades I–III.



Examples of behaviors and attitudes of students in grades I–III include the following criteria:

1. My own safety and the safety of others.
2. School duties.
3. Personal culture.
4. Attitude during lessons.
5. Relationships with others.

4. In grades IV–VIII, the mid-year and annual classification grade for behavior takes into account examples of behaviors and attitudes specified in the behavior pyramid for students in grades IV–VIII.

STUDENT BEHAVIOR



Examples of behaviors and attitudes of students in grades IV–VIII include the following criteria:

1. My relationships with others
2. My own safety and the safety of others
3. Attitude during lessons
4. School duties – attitude toward them and fulfillment of responsibilities
5. Digital culture – appropriate use of new technologies
6. Personal culture – dignified, polite behavior at school and outside of it
7. Identification with the school and care for the school’s honor and traditions
8. Creativity, activity, volunteer work
9. Engagement in class and school life
10. Self-improvement

PYRAMID OF BEHAVIOR IN GRADES 4-8 - CRITERIA FOR ASSESSING BEHAVIOR						
LP	EXCELLENT	VERY GOOD	GOOD	SATISFACTORY	NEEDS IMPROVEMENT	UNSATISFACTORY
1. MY RELATIONSHIPS WITH OTHERS						
1	In every situation, shows respect towards his classmates, teachers and school staff; respects social norms.	Respects others: He did not follow the rules of good manners on one occasion.	There have been several cases of showing disrespect to others.	There were frequent manifestations of disrespect for others, the student sometimes insulted others.	The student demonstrates racial, religious, or worldview prejudices; regularly insults others.	The student regularly insults, humiliates or discriminates against others; provokes conflicts.
2	Works in a group without causing conflicts; supports others.	Tries to cooperate and does not cause conflicts.	Sometimes it hinders the work of the group or passively participates in conflict situations	Sometimes hinders the work of the group; conflicts occur sporadically	Initiates conflicts in the group; hinders cooperation.	Systematically initiates conflicts; prevents group work.
3	Helps to resolve conflicts; works calmly and constructively.	Tries to resolve conflicts; Sometimes I need adult support.	Rarely reacts to conflicts; sometimes he unconsciously exacerbates them	Most often he does not react, which results in the lack of resolution of the conflict.	Actively participates in conflicts; provokes others.	Initiates or escalates conflicts; does not respond to attempts at mediation.
4	Does not cheat, download or copy the work of others. Meets deadlines (e.g. returning books to the library)	There was one incident of downloading or copying or missing deadlines.	There have been several cases of fraud or failure to meet deadlines.	Happened more than 3 times: breaking the principle of honesty or failing to meet deadlines	Happened more than 5 times: breaking the principle of honesty or failing to meet deadlines	Regular cheating, downloading, copying the work of others. Repeated violation of the rules of honesty or failure to meet deadlines

5	Does not take, destroy or appropriate other students' belongings.	One-time misappropriation or damage to an item.	Misappropriation or destruction of other people's belongings several times.	Regularly misappropriating or destroying other people's belongings.	Intentional destruction and theft; does not respond to warnings.
6	Always cares about the beauty of his native language; applies language etiquette	Takes care of the mother tongue; Uses inappropriate words, vulgarisms, offensive gestures once	More than 1 time used profanity or offensive gestures; can provoke others.	He regularly uses profanity; insults others verbally and with gestures.	Uses profanity and offensive gestures systematically; provokes their use.

2. MY AND OTHERS SAFETY

1	Always cares about his own safety and the safety of others.	Occasionally forgets about safety rules.	Sometimes he disregards the rules, but reacts positively to attention.	Often ignores the rules, puts himself or others at risk.	Knowingly poses a threat.	Deliberately endangers the health and lives of others.
2	Personally opposes acts of verbal/physical aggression or asks an adult for help.		Is a passive witness of verbal/physical aggression	Initiated an act of verbal/physical aggression on a single occasion.	Regularly initiates or uses verbal/physical aggression.	
3	Does not use any stimulants. He declares himself that he is free from them, and with his attitude he encourages others to imitate them.		Does not use any stimulants.	He talks about stimulants and reaches for them once.	Reaches for stimulants (alcohol, cigarettes, drugs), flaunts it among students.	
4	Does not cause hazardous situations, does not carry or use hazardous materials or tools. Acts in accordance with health and safety rules, does not leave the school premises arbitrarily during classes.			Violates health and safety rules, which creates situations that threaten one's own health and the health of others.		

3. CLASSROOM ATTITUDE

1	The student's behavior does not disturb teachers and classmates			Student behavior has a negative impact on the work of teachers and the effectiveness of learning of colleagues.		
2	Is involved and active during lessons		The student is sometimes engaged and active during the lesson.	The student is intermittently engaged during the lesson.	The student is disengaged and passive during the lesson	
3	The student always meets the deadlines, diligently fulfills the tasks entrusted to him or her and the various tasks and works undertaken voluntarily.	The student regularly meets the set deadlines, diligently fulfills the tasks entrusted to him or her and voluntarily undertakes various tasks and works.	There have been occasional failures to meet deadlines or fulfillment of assigned tasks.	The student often fails to meet deadlines and does not fulfill tasks.	The student regularly fails to meet deadlines and does not fulfill tasks.	The student permanently fails to meet deadlines and does not fulfill tasks.
4	Always takes care to use the language as often as possible English – also during the breaks and attendance Canadian Education Program Teacher.	Always makes sure to use English as often as possible – also during breaks and presence Canadian Education Program Teacher.	Once no used language English at the time of breaks and attendance Canadian Education Program Teacher.	It happened several times that he did not use the language English during breaks in attendance Canadian Education Program Teacher.	It happened many times that he did not use English during breaks in attendance Canadian Education Program Teacher	It happened many times that he did not use the language English during breaks in attendance program teacher Canadian education; despite the comments addressed to him.

4. SCHOOL DUTIES

1	Always prepared, does homework, has the necessary materials	Occasionally, there is a lack of homework or materials for lessons	Sometimes he forgets about tasks	Often does not do their homework, they are sometimes unprepared	He regularly does not do his homework.	Permanently fails to fulfill school duties.
2	The student is always punctual. (This does not apply to the first lesson)		Is occasionally late for lessons during the day. (this does not apply to the first lesson)	A student is often late for lessons during the day. (this does not apply to the first lesson)	A student is notoriously late for lessons during the day. (this does not apply to the first lesson).	
3	They take care of order on their desk and in the classroom, motivate their classmates to do the same.		It happens that a student does not have order on the desk, does not take care of order in the classroom.	A student often has a mess on the desk, in his lockers, does not care about order in the classroom.	The student notoriously does not care about order on the bench and in the classroom.	
4	The student conscientiously fulfills the duties of the duty officer.		A student occasionally fails to fulfill the duties of a duty officer.	The student regularly fails to fulfil the duties of the duty officer.		

5. CULTURE OF MODERN TECHNOLOGIES

1	Complies with the rules of the regulations for the use of electronic devices at school.	Broke the rules 3 times	Broke the rules 3 times	Regularly violates the rules of the rules of using electronic devices at school.
2	Never uses cyberbullying.		Used cyberbullying on a one-off basis	Uses cyberbullying.

6. PERSONAL MANNERISMS

1	Uses polite phrases every day and is polite.	Usually uses polite phrases and is polite.	Rarely uses polite phrases and is polite.	Regularly and habitually does not use polite phrases, is rude and arrogant.
2	Follows the rules of behavior in the school canteen.		Regularly and deliberately breaks the rules of behavior in the school cafeteria.	
3	Helps younger and weaker		Passes indifferently by younger and weaker people in need of help	

7. SCHOOL IDENTITY

1	Cares about the good name of the school.	Represents the school with dignity	Regularly acts to the detriment of the school.	grossly violates the good name of the school.
2	Student always wears a school uniform.	A student did not wear a school uniform 2 times in a semester.	A student did not wear a school uniform 3-4 times in the semester.	A student does not wear a school uniform on a regular basis.
3	Always participates in school celebrations and trips in a gala outfit.	The student always changes shoes	A student 2-3 did not wear a gala outfit in the semester	Does not participate in school ceremonies and trips in a gala outfit.
4	The student always changes shoes.	It happened that he didn't change his shoes.	Often does not change his shoes.	A student does not regularly change shoes at school.
5	Takes care of his appearance, is cleanly and appropriately dressed.		The student does not care about his appearance and dresses inappropriately.	

8. CAS

1	Actively involved in the life of the school and class (SU, volunteering, celebrations, events), willing to take initiatives.	Often takes part in activities and helps others.	Occasionally participates in activities.	Participates only in mandatory activities.	Avoids engaging in any activities.	Negatively affects the initiatives of others.
2	Represents the school in competitions, competitions, social campaigns.			Does not represent the school in any competitions, competitions or social campaigns.		
3	Regularly represents the school in social campaigns, joins them and is socially active.	Occasionally represents the school in various actions.	Does not represent the school in any social actions.			

9. INTERNAL CAS

1	Always cooperates and engages in the life of the class.	Usually willingly participates in class activities.	Occasionally supports the class.	He often remains passive in the face of the actions of the class.	Regularly hinders the work of the class.	It deliberately disorganizes the life of the classroom and school.
2	Regularly takes initiatives at the classroom and school level.		Occasionally takes initiatives.	He often remains passive towards the life of the class and school.	It does not take any initiatives at the level of the class and school.	

10. SELF-IMPROVEMENT

1	Can reflect on their behavior			Behaves thoughtlessly.		
2	Systematically works on himself, develops his skills.	Tries to improve his behavior and results.	Occasionally makes an effort to improve.	Often does not work on himself, is not interested in the opinion of teachers	Ignores teachers' guidance and makes no attempt to improve	Open opposition to working on oneself, lack of willingness to change in any way.
3	Sets himself specific development goals and makes an effort to become better and better		Sometimes makes efforts related to his own development.	Sometimes makes efforts related to his own development.	Is not at all interested in setting goals or areas for improvement. He does not take any action to work on himself.	

10. The homeroom teacher, subject teachers, and teachers of after-school and afternoon activities are obliged to regularly record both positive and negative student behaviors in the register, taking into account the behavior assessment rules adopted by the School.

11. The classification grade for behavior does not affect:

- a. classification grades in educational subjects
- b. promotion to the next grade level or completion of school, subject to points 7 and 8.

12. When determining the classification grade for behavior of a student diagnosed with developmental disorders or other dysfunctions, the impact of these disorders or dysfunctions on his/her behavior must be taken into account, based on a decision on the need for special education, a decision on the need for individual teaching, or an opinion from a psychological and pedagogical counseling center, including a specialist counseling center.

13. The annual classification grade for behavior determined by the homeroom teacher is final.

14. The Teachers Board may adopt a resolution not to promote a student to the next grade level or not to allow completion of school if the student has been given an unsatisfactory annual classification grade for behavior for the second consecutive time at the given school.

15. A student who, for the third consecutive time at the given school, receives an unsatisfactory annual classification grade for behavior is not promoted to the next grade level, and a student in the final grade of the given school type does not graduate.
16. At least two weeks before the classification meeting of the Teachers Board, the homeroom teacher enters the proposed mid-year or annual behavior grade in the electronic register and informs the student and his/her parents.
17. One week before the classification meeting of the Teachers Board, the homeroom teacher determines the final behavior grade and informs the student and his/her parents. The final grade is based on:
 - a. the student's self-assessment
 - b. the class team's assessment
 - c. monthly assessments from other teachers recorded in the lesson register and the student's diary
 - d. the homeroom teacher's assessment
18. The behavior grade may be changed during the meeting of the Teachers Board if new circumstances arise that were not taken into account when determining the grade, but only with the approval of the homeroom teacher.
19. The Teachers Board verifies the proposed annual classification grade for behavior and, through voting, decides whether to maintain it or raise it. The decision of the Teachers Board is final.
20. The annual classification grade for behavior takes into account the student's behavior throughout the entire school year.

CONDITIONS AND PROCEDURES FOR OBTAINING A HIGHER ANNUAL BEHAVIOR GRADE THAN INITIALLY PREDICTED

1. A student and his/her parents applying for a higher behavior grade than the one initially predicted submit a written request for an upgrade to the school principal within 2 working days of receiving information about the predicted annual classification grade.
2. The request, together with its justification, is submitted to the school office.
3. The justification of the request includes a description of actions undertaken by the student during the school year, in particular:
 - a. active participation in peer tutoring and support in learning;
 - b. active involvement in activities for the community, for people in need, and in volunteering;
 - c. active participation in preparing school or class events;
 - d. preparing presentations or other educational materials and presenting them during lessons in his/her class;
 - e. undertaking tasks for the benefit of the school outside of lesson hours.
- 4.** A student applying for a higher behavior grade must meet the following conditions:

- a. during the school year, he/she has not received a warning from the principal, a written reprimand from a teacher or homeroom teacher, or a written reprimand from the principal;
 - b. during the school year, he/she has not violated student duties as defined in the school statute.
5. If the principal finds the request justified, the principal appoints a commission.
6. The commission consists of:
- a. the school principal
 - b. the student's homeroom teacher
 - c. the school psychologist
7. A student's behavior grade may be raised above the one initially predicted in the event of:
- a. the occurrence of new circumstances, e.g., information about positive student behavior, achievements, or community service;
 - b. a positive opinion from the Teachers Board;
 - c. receiving a commendation from the school principal;
 - d. no warnings from the homeroom teacher or principal;
 - e. no negative remarks, unexcused absences, or tardiness.
8. The commission makes the final decision regarding the annual classification grade for behavior no later than 2 days before the annual classification meeting of the Teachers Board.
9. The homeroom teacher informs the student and his/her parents about the final grade.
10. The homeroom teacher records the fact of conducting the procedure for obtaining a higher behavior grade than initially predicted in the electronic register under the "notes" section.
11. If the request to initiate the procedure is deemed unjustified, the principal informs the student and his/her parents of the refusal, providing the reasons for the decision.

CONDITIONS AND PROCEDURES FOR APPEALING THE ANNUAL CLASSIFICATION GRADE FOR BEHAVIOR

1. Parents (legal guardians) of a student may submit an objection to the school principal if they believe that the annual classification grade for behavior was determined in violation of the legal regulations governing the procedure for determining this grade. The objection may be submitted from the day the annual classification grade for behavior is established, but no later than within 2 working days from the end of the annual teaching and educational activities.
2. If it is determined that the annual classification grade for behavior was established in violation of the law, the school principal appoints a commission which determines the annual classification grade for behavior by voting with a simple majority; in the event of a tie, the chairperson's vote is decisive. The decision is made within 5 days of the submission of the objection.
3. The annual classification grade for behavior established by the commission may not be lower than the grade previously given. The grade established by the commission is final.
4. The commission consists of:
 - a. the school principal or a teacher appointed by the principal – as the chairperson of the commission,

- b. the homeroom teacher,
 - c. a teacher conducting educational classes in the given class,
 - d. the school psychologist.
5. Minutes of the commission's proceedings are drawn up, including:
- a. the names of the members of the commission,
 - b. the date of the commission meeting,
 - c. the result of the vote,
 - d. the established classification grade for behavior along with justification.
6. The minutes are attached to the student's grade record.

Chapter V

RULES FOR CONDUCTING TESTS, EXAMS, AND CLASS ASSIGNMENTS

1. The following methods of assessing a student's educational achievements are provided:
 - a. written work: class tests, quizzes, essays, reports, interviews, dictations, tests, short quizzes, etc.
 - b. oral answers
 - c. practical tasks (applicable to art, technology, music, IT, physical education)
 - d. homework (written and oral)
 - e. classroom activity
 - f. achievements in competitions, olympiads, and sports events
 - g. others, depending on the subject's specifics
2. The teacher is not obliged to announce a short quiz in advance – i.e., a maximum 15-minute test covering material from no more than the last three lessons.
3. The teacher informs students at least one week in advance of the date and scope of written work, recording the information in the electronic gradebook along with the date of entry.
4. Written assignments are graded on the following scale:
 - 96%–100%: excellent (6)
 - 86%–95%: very good (5)
 - 71%–85%: good (4)
 - 55%–70%: satisfactory (3)
 - 40%–54%: passing (2)
 - 0%–39%: unsatisfactory (1)
5. A maximum of two class tests plus one language test may be scheduled per week, and only one test per day.

6. In the event of a student's absence during a test or other assessment, the teacher records a "0" (=nb) instead of a grade, which means the student is required to make up the work.
7. The teacher may exempt the student from this obligation in justified cases:
 - a. sufficient knowledge of the student's skills and knowledge, verified in another form
 - b. prolonged justified absence (e.g., hospital stay, sanatorium, long-term illness)
8. A test, class assignment, or exam must be checked, graded, and returned to students within 2 weeks of being conducted.
9. A student who receives an unsatisfactory grade on a test is required to improve it in written or oral form within a deadline agreed upon with the subject teacher. A student who, for legitimate reasons, does not attend the scheduled improvement session may retake it at another agreed date.
10. The retake of a test, class assignment, or exam takes place outside regular class time for the subject, on a date set by the teacher.
11. The material covered is the same as in the original test, but the teacher decides on a new arrangement of topics, questions, and tasks.
12. The grade from the retake is entered in the electronic gradebook using the "retake" option, which records both grades in brackets []. When determining the final grade, the teacher considers the higher of the two grades.
13. Students receive their corrected and graded tests, class assignments, and exams in class in order to review the teacher's comments regarding mistakes and the grade received.
14. Tests, class assignments, and exams are kept by the teacher until the end of the given school year.
15. Parents may review their child's tests under the rules set by the school, after arranging with the subject teacher.
16. In grades I–III, checked and graded written work as well as other documentation related to assessment is made available to parents at scheduled times (individual meetings, parent-teacher meetings, open days).
17. No grades are given for oral answers, nor are class assignments or quizzes conducted immediately after a full-day (until 18:00) or multi-day school trip.
18. Information about student grades is provided to parents/legal guardians in written form via the Librus electronic gradebook.

19. If, for reasons beyond the teacher's control, a written test does not take place at the scheduled time, a new date is set. In the case of a subject taught only 1 hour per week, the test is automatically rescheduled for the next class.
20. When discussing each test, the teacher is obliged to present the grading criteria to the students, i.e., the point values assigned to specific skills, knowledge, tasks, or instructions, and the number of points required to achieve a given grade.

CHAPTER VI RULES FOR ASSIGNING HOMEWORK

1. Homework should consolidate the knowledge acquired during lessons.
2. The teacher must use each lesson as effectively as possible, and homework assigned from one day to the next should only be a small supplement to the topic covered in class. Proper balance must be maintained, meaning that most exercises and tasks should be completed at school.
3. Assigned homework should be discussed and explained with the students.
4. Information about the type of homework may be recorded by the teacher in the electronic gradebook.
5. Students in grades 4–8 who are absent from school (up to 5 days) are required to make up for missed work within a week after independently finding out, e.g., from classmates, what material needs to be completed.
6. In the second semester of grade 3, students who are absent from school must also make up for missed work after independently finding out, e.g., from classmates, what material needs to be completed.
7. Homework should be selected in such a way that each student is able to complete it independently.
8. The teacher should differentiate assigned homework, i.e., adjust the length, scope, and time required for completion to the individual needs of the student.
9. More extensive written assignments, e.g., educational projects, poems, must be assigned at least one week in advance.
10. Homework is not assigned for weekends, holidays, or school breaks.
11. Teachers should take into account the amount and type of homework assigned by other teachers.
12. An approximate time for completing homework should be maintained in grades I–III.

CHAPTER VI RULES FOR STUDENT CLASSIFICATION

1. The following types of classification are in force at the school:
 - a. mid-year classification before the end of the first semester's educational activities
 - b. annual classification before the end of the school year's educational activities
 - c. final classification – for eighth-grade students

2. Mid-year and annual classifications are carried out separately and independently for each subject included in the curriculum, and the classification grade is determined by the teacher conducting the classes.
3. Annual classification in grades I–III of primary school consists of summarizing the student’s educational achievements in a given school year and determining one annual classification grade for educational subjects and one annual classification grade for behavior.
4. In grades I–III of primary school, the classification grade is descriptive.
5. In grades I–III of primary school, the mid-year and annual classification grades for behavior are descriptive.
6. Annual classification, starting from grade IV of primary school, consists of summarizing the student’s educational achievements specified in the curriculum and his/her behavior in a given school year, and determining annual classification grades in educational subjects and behavior, according to the scale set out in Chapter III and Chapter IV.
7. Mid-year and annual classification grades in compulsory and additional subjects are determined by the teachers conducting those subjects. The annual and mid-year classification grade in additional subjects has no impact on promotion to the next grade or completion of school.
8. At least two weeks before the mid-year and annual classification meeting of the Pedagogical Council, teachers of each subject and the class teacher are required to inform the student and his/her parents (legal guardians) of the predicted mid-year and annual classification grades in educational subjects and behavior.
9. Predicted grades are entered in the electronic gradebook, and the teacher is obliged to inform the student and parents.
10. Predicted mid-year and annual grades may be raised.
11. If a student is at risk of receiving an unsatisfactory classification grade, the subject teacher records this information in the electronic gradebook at least two weeks in advance and must obtain written confirmation of receipt from the parents.
12. In grades I–III, the class teacher informs parents whether the student has achieved the required minimum standards. If a student is at risk of not meeting the required minimum standards, the class teacher must record this information in the electronic gradebook at least two weeks in advance and must obtain written confirmation of receipt from the parents.
13. Classification grades in educational subjects do not affect the classification grade for behavior.
14. The classification grade for behavior does not affect:
 - a. classification grades in educational subjects
 - b. promotion to the next grade or completion of school, except in cases of violations specified in Chapter IV
15. If mid-year classification indicates that the student’s level prevents or significantly hinders continued learning, the school provides the student, within its means and after considering the appropriateness of assistance, an opportunity to make up for deficiencies.

16. At the request of a subject teacher, homeroom teacher, school counselor, or school psychologist, and with the approval of the Teachers Board, a student may receive support in the following forms:
 - a. ad hoc consultations with the subject teacher
 - b. differentiated classroom work tailored to the student's abilities
 - c. peer support organized by homeroom teachers in cooperation with subject teachers
17. At the request of parents (legal guardians) and with the approval of the homeroom teacher, or at the request of the homeroom teacher and with the approval of the parents (legal guardians), and following the opinion of a public psychological and pedagogical counseling center, including a public specialist center, the Pedagogical Council may decide to promote a student from grade I or II of primary school to the next grade during the school year.
18. In exceptional cases, the Teachers Board may decide that a student in grades I–III of primary school must repeat the grade, based on the opinion of a doctor or a public psychological and pedagogical counseling center, including a public specialist center, and after consultation with the student's parents (legal guardians).
19. A student may not be classified in one, several, or all compulsory subjects if there are no grounds to determine a mid-year or annual classification grade due to absences exceeding half of the class time allocated to these subjects in the curriculum.
20. In cases of unjustified absences, the Teachers Board may grant permission for a classification exam if the student or his/her parents (legal guardians) request it.
21. A student not classified due to justified absences has the right to take a classification exam.
22. Classification exams are conducted in the manner and within the timeframes set out in Chapter IX.
23. Starting from grade IV of primary school, a student who, as a result of annual classification, has received an unsatisfactory grade in one compulsory subject may take a remedial exam. In exceptional cases (illness, difficult family situation, or other unforeseen events), the Teachers Board may grant permission for remedial exams in two subjects if the student or his/her parents (legal guardians) request it.
24. The procedure and dates for remedial exams are set out in Chapter VIII.
25. Mid-year and annual classification grades in compulsory and additional subjects are determined by the subject teachers, while mid-year and annual classification grades for behavior are determined by the homeroom teacher after obtaining opinions from the teachers, students of the class, and the assessed student.
26. The annual classification grade for behavior established by the class teacher is final, subject to Chapter IV, points 16–19.
27. A student or his/her parents (legal guardians) may submit objections to the school principal if they believe that the annual classification grade in a subject or the behavior grade was determined in violation of the law governing the procedure for determining such grades. Objections may be submitted within 2 days from the end of the school year's educational activities.
28. If it is determined that the annual classification grade in a subject or the behavior grade was determined in violation of the law, the principal appoints a commission which:

- a. in the case of an annual subject grade – conducts a written and oral exam to verify the student’s knowledge and skills and determines the annual classification grade in that subject.
 - b. in the case of the behavior grade – determines the annual classification grade for behavior by simple majority voting; in the event of a tie, the chairperson’s vote prevails.
31. The date of the exam is agreed with the student and his/her parents (legal guardians).
32. The commission consists of:
- a. the principal or another school administrator – as the chairperson of the commission
 - b. the subject teacher of the given subject
 - c. two teachers from the same or another school of the same type, teaching the same subject
33. The annual subject grade and behavior grade established by the commission may not be lower than the grade previously determined by the respective teacher or homeroom teacher. The grade established by the commission is final, except for an unsatisfactory subject grade, which may be changed as a result of a remedial exam.
34. The commission’s proceedings are recorded in a protocol including, in particular:
- a. the composition of the commission
 - b. the date of the exam
 - c. the exam questions/tasks
 - d. the exam result and the grade determined
- The protocol is attached to the student’s grade record.
35. The protocol must include the student’s written work and a concise report of his/her oral responses.
36. A student who, for justified reasons, does not attend the exam at the scheduled time may take it at an additional date set by the principal.
37. The above provisions apply accordingly in the case of an annual subject grade obtained as a result of a remedial exam, except that objections may be submitted within 5 days from the date of the remedial exam. In this case, the grade established by the commission is final.
38. Classification grades in educational subjects do not affect the classification grade for behavior.

CHAPTER VII

CONDITIONS FOR STUDENT PROMOTION

1. Starting from grade IV of primary school, a student is promoted to the next grade if he/she has received annual classification grades higher than unsatisfactory in all compulsory subjects specified in the school curriculum.
2. Starting from grade IV of primary school, a student may be promoted once during a given educational stage to the next grade with an annual unsatisfactory grade in one subject. The Pedagogical Council may approve such promotion, taking into account the student’s educational potential.

CHAPTER VIII REMEDIAL EXAM

1. A remedial exam consists of a written and an oral part. Exceptions include remedial exams in art, music, IT, technology, and physical education, where the exam primarily takes the form of practical tasks.
2. The detailed procedure for conducting the exam and the exam questions are determined by the relevant examination commission.
3. The examination commission is appointed by the school principal and consists of:
 - a. the chairperson, who is the principal or a teacher holding another managerial position at the school
 - b. the examiner, who is the teacher of the subject in question
 - c. a commission member, who is a teacher of the same or a related subject
4. The subject teacher may be excused from participating in the commission at his/her own request or for other reasons. In such a case, the school principal appoints another teacher of the same subject as examiner, and if necessary, a teacher from another school, with the consent of that school's principal.
5. In justified cases, the school principal may appoint a teacher from another school to the remedial exam commission. Such an appointment must be agreed with the principal of that school.
6. A report must be drawn up from the remedial exam, including:
 - a. the subject of the exam and the name of the student examined
 - b. the date and duration of the exam
 - c. the exam questions
 - d. the composition of the commission
 - e. the exam result and the grade determined by the commissionThe report must include the student's written work and a brief summary of his/her oral responses. The report is attached to the student's grade record.
7. The grade received by the student in the remedial exam is his/her final classification grade.
8. The remedial exam date is set by the school principal. The exam should be scheduled during the last week of summer break.
9. A student who, for justified reasons, does not take the remedial exam on the scheduled date may take it at an additional date set by the school principal, but no later than the end of September.
10. A student who fails the remedial exam is not promoted to the next grade.
11. Taking into account the student's educational potential, the Teachers Board may, once during a given educational stage, promote a student to the next grade even if he/she failed the remedial exam in one subject, provided that this subject is included in the school curriculum and taught in the higher grade.

CHAPTER IX CLASSIFICATION EXAM

1. The dates of classification exams are set by the school principal in consultation with the student and his/her parents (legal guardians).

2. At least one month before the exam, the student should receive a written outline of the exam topics.
 3. The classification exam is conducted by the teacher of the given compulsory subject in the presence of another teacher of the same or a related compulsory subject.
 4. The classification exam consists of written and oral parts, except for exams in art, music, IT, technology, and physical education, which are single-part exams in the form of practical exercises.
 5. The classification exam is also taken by students who:
 - a. follow an individual course of study, as defined by separate regulations
 - b. fulfill the school obligation or compulsory education outside of school
 6. The classification exam for a student referred to in point 5(b) does not include technology, art, music, and physical education.
 7. The exam for a student referred to in point 5(b) is conducted by a commission appointed by the school principal, who granted permission for the student to fulfill the school obligation or compulsory education outside of school.
 8. The commission consists of:
 - a. the chairperson, who is the principal or a teacher holding another managerial position at the school
 - b. teachers of compulsory subjects included in the school curriculum
 9. During the classification exam, the student's parents (legal guardians) may be present as observers, but they may not be part of the commission appointed by the principal.
 10. A report is prepared from the classification exam, which must include:
 - a. the names of the teachers, or in the case of the exam referred to in point 5(b), the composition of the commission
 - b. the date and duration of the exam
 - c. the exam tasks (exercises)
 - d. the results of the exam and the grades obtained
- The report must include the student's written work and a brief note on his/her oral answers. The report is attached to the student's grade record, in which the date of the classification exam and the grade from the exam are entered.
11. The grade received by the student in the classification exam is his/her final classification grade.
 12. In the case of a student not being classified in a subject, "not classified" is entered in the academic record instead of a grade.
 13. The annual classification grade in a subject, established by the teacher or obtained in a classification exam, is final, subject to Chapter IV.
 14. An unsatisfactory annual classification grade in a subject, established by the teacher or obtained in a classification exam, may be changed as a result of a remedial exam.
 15. A student who, for justified reasons, did not take the classification exam on the scheduled date may take it at an additional date set by the school principal.

CHAPTER X
FINAL PROVISIONS

1. After the end of the school year, the "WSO" is subject to verification.
2. Any amendments to the "WSO" are introduced by a resolution of the Teachers Board.
3. Parents/legal guardians are informed by the homeroom teacher about the necessity of becoming acquainted with the "WSO," which is available on the school's website.