



## REPUBLIKA HRVATSKA

### XV. GIMNAZIJA

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### Assessment policy

XV. gimnazija, as IB World School since 1991, promotes high academic standards in both IB programmes: Middle Years and Diploma as expressed in IB mission statement and IB learner profile as well as in XV. gimnazija mission statement.

XV. gimnazija as IB World School and a state school developed this assessment policy based on all stated attributes which express the aims and values inherent to the IB programmes, IB assessment expectations and practices and national assessment policy as stated in Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi.

#### Aims and objectives of the assessment policy are:

- It is created to enhance student learning by understanding the expectations of the programme in every subject, assessment criteria and ways they will be judged and graded in both formative (*gathering, analysing, interpreting the evidence to improve student learning or vrednovanje i praćenje*) and summative ways (*measuring student performance against assessment criteria or provjeravanje i ocjenjivanje*)
- It is aligned with the requirements of the IB Middle Years and IB Diploma programme taught in the school
- It is aligned with the national assessment requirements
- It supports and encourages effective teaching and learning and it provides information about student's progress and achievement for students, parents and teachers alike.
- It is communicated to students, parents, national educational authorities ( in written or oral form)

#### Assessment principles in MYP

- Assessment is **not** about recalling facts, but understanding skills and knowledge.
- There is a balance between formative and summative assessment.
- Assessment is done not only by teachers but also by students themselves.
- Self-reflection and self-evaluation as part of the assessment process help students improve their learning skills.
- Students are informed what they are going to be assessed on before they start working on a given assignment.
- Teachers provide students with feedback for future learning which can be done **orally or in writing**, either individually or in class as a group.
- Assessment is reported via so called **e-dnevnik**, digitally kept records of students' achievement throughout the school year and both parents and students have access to those, parent-teacher

conferences , individual parent-teacher consultations, and parents meetings and subject report cards issued at the end of the school year, both in English and Croatian.

### **What do we assess?**

Assessment pieces are both formative and summative, and enable all types of learners to have the opportunity to be successful. The aim is to build oral, written and practical assessments into the programmes.

Any assessment task should be an authentic piece; it should be meaningful and relevant to the students in the context of their studies and wider experiences.

In order to get a balanced view of the progress of our students, a wide range of assessment methods in all subjects is used.

**Observations** – Students are observed working individually, in small groups or as part of the whole class.

**Performance Assessments** – students use skill, knowledge and understanding to accomplish a goal or solve an open-ended problem.

**Process based assessments** – students are assessed on the process they go through, rather than the finished product for example Personal project

**Portfolios, journals & workbooks, process journals** – a collection of student work that is designed to show growth, progress and reflection

**Quizzes or short tests**- often formatively assessed

**Tests** – summative pieces which provide a snapshot of where the student is at a given time

**Written exams:** semester/year/course exams, retake exams normally summatively assessed

**End of unit exams**- summative assessment at the end of unit

### **How do we assess?**

As most of our students are not familiar with the IB assessment criteria as they come from various educational backgrounds, at the beginning of MYP4 all teachers spend quite a bit of time on providing information about the assessment criteria to students as well to the parents.

When planning a unit of work in any subject the assessment objectives are taken into consideration so that there is room both for formative and summative assessment. Thus students' progress while working on a particular unit as well as her/his achievement at the end of a unit will be assessed.

When setting any assessment piece it must be clear to the students how they will be assessed, against what criteria, and with what expectations for success. This should be provided through the consistent use of assessment rubrics and instruction sheets.

The assessment should be introduced as being part of the unit, not solely a knowledge recall activity at the end. All assessments, whether formal or informal, should contain a significant opportunity for the student to reflect on their achievements, and enable them to set personal goals.

In the MYP all assessments must be solely against the criteria set by the IB, and in the final year of the programme (MYP5), should contain the precise wording set out in the subject guides.

The **final annual grade** in every subject is the result of the obtained formative and summative assessment throughout the year in all assessment components. It is not a simple mathematical average of the grades recorded in the class book, but the result of student work over the year and achieved learning outcomes and expected level of competence: knowledge, skills, understanding, application of covered material as well as synthesis, reflection, evaluation and critical thinking. The final annual grade should be announced in the classroom and the explanation should be given if needed. If a student is not satisfied with the final grade he/she can submit a written request to the Teaching staff - Nastavničko vijeće XV.gimnazije within the 48 hours with the full explanation.

**Assessment practices:**

During the MYP4 and MYP5 students are assessed on a number of oral, written, practical and other activities in the classroom and at home.

**MYP assessment criteria** is applied for each subject group according to the following table provided by the IB :

Subject groups	Criterion A (max.8)	Criterion B (max.8)	Criterion C (max.8)	Criterion D (max.8)
Language and literature	Analysing	Organizing	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating	Using language
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real world context
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
MYP projects	Investigating	Planning	Taking action	Reflecting
Interdisciplinary	Disciplinary grounding	Synthesizing and applying	Communicating	Reflecting

To arrive at a criterion levels total for each student, teachers add together the student's final achievement levels in all criteria of the subject group, as is required by the IB.

The IB provides the conversion table with grade boundaries for converting the criterion levels total into grades from 1-7, which is applied to determine final grades in each year of the MYP. The grades from 1-7 are then converted into grades from 1-5 according to the Croatian grading system . The final grades are reported in writing in students' report cards at the end of the school year.

**MYP GENERAL GRADE DESCRIPTORS**

Grade	Boundary Guidelines	Descriptor
1	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
2	6-9	Produces work of limited quality. Expresses misunderstandings or significant

		gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
<b>3</b>	<b>10-14</b>	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations .
<b>4</b>	<b>15-18</b>	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
<b>5</b>	<b>18-23</b>	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
<b>6</b>	<b>24-27</b>	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real world situations, often with independence.
<b>7</b>	<b>28-32</b>	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

<b>IB GRADE</b>	<b>Grade (Ocjena)</b>	<b>Equivalent on 1-5 scale in Croatian system</b>
<b>1</b>	Very poor (nedovoljan)	<b>1</b>
<b>2</b>	Poor (nedovoljan)	<b>1</b>
<b>3</b>	Mediocre (dovoljan)	<b>2</b>
<b>4</b>	Satisfactory (dobar)	<b>3</b>
<b>5</b>	Good (vrlo dobar)	<b>4</b>
<b>6</b>	Very good ( odličan)	<b>5</b>
<b>7</b>	Excellent (odličan)	<b>5</b>

### **Subject groups**

**According to the prescribed IB MYP requirements all strands of all four assessment criteria are addressed at least twice in each year of the MYP and students are assessed both summatively as well as formatively in both years of the programme.**

### **Language and literature: (Croatian, English)**

Both English and Croatian lang.and Lit. assessment in MYP is based on IB assessment criteria and course-specific requirements. Since XV.gimnazija is a state school Croatian national assessment policy is also followed to an extent in Croatian A.

According to the prescribed IB MYP requirements all strands of all four assessment criteria are addressed at least twice in each year of the MYP and students are assessed both summatively as well as formatively in both years of the programme. The final grade is determined by looking at all of the work

done in class and at home, taking into consideration all of the summative assessment tasks and then the best teachers' judgment is applied.

***Written assignments:***

Literary essays – at least 4 per year (one per each unit): compare/contrast essay, discussion essay, commentary, poetry commentary/analysis, etc. (formative and summative assessment)

Creative writing – at least 3 per year (usually more) (formative and summative assessment)

Exams (literature) – 2 per year (summative assessment)

Language exam – Croatian – 1 per year (summative assessment)

***Visual skills:***

Posters – 1 per year (formative assessment)

Power point presentations (English) – at least twice a year (formative and summative assessment)

Video group project (English) - 1 per year (summative assessment)

***Oral skills:***

Oral presentations – between 2-4 per year (formative and summative assessment)

Class discussion, debate (formative assessment)

**Language acquisition: English B, French B, German B and Croatian B**

Assessment components:

Assessment for phases 1 to 6 of MYP language acquisition is criterion-related, based on four equally weighted assessment criteria.

The language acquisition subject group objectives correspond to assessment criteria. Each criterion has nine possible achievement levels (0–8), divided into four bands that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique descriptor that teachers use to make “best-fit” judgments about students' progress and achievement.

Each objective is elaborated by a number of strands; a strand is an aspect or indicator of the learning expectation.

All strands of all four assessment criteria are addressed at least twice in each year of the MYP Language acquisition.

Comprehending spoken and visual text and Comprehending written and visual text encompass aspects of listening or reading and viewing, and involve the student in interpreting and constructing meaning from spoken or written and visual text to understand how images presented with oral or written text interplay to convey ideas, values and attitudes.

Communicating in response to spoken, written and visual text is a category that gives students opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, and responding to spoken, written and visual text in the target language.

Using language in spoken and written form is a category which relates to the correct and appropriate use of the spoken and written target language.

Throughout a Language acquisition course, teachers use formative assessments to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress and to allow for students to actively engage in and reflect on their educational experience in each class. While preparing students for the summative assessments, language teachers use a variety of formative assessments to scaffold student development of content knowledge and skills.

At the end of each unit in grades 9 and 10, students spike or write summative assessment task/tasks.

Points are awarded in each criterion at the end of the school year, taking into account achievements in each individual task (formative and summative assessment).

### **INDIVIDUALS AND SOCIETIES** : Geography and History

Students are assessed throughout the school year in two ways:

#### **Formative**

Gives information(orally) about the development of student's skills and knowledge which should help the student achieve the best possible results in tasks for summative assessment

Feedback to each student so improvement and change takes place in the learning process

Types of tasks: practice sheets, reading and analyzing maps, creating and analyzing different kinds of graphs and diagrams, class discussions and debates, work in pairs, group work

Tasks also include: reading comprehension, identifying and analysis of primary and secondary sources, role-playing, oral presentation (rubric analysis), and class participation

Assessed by a teacher, peers and the student; self-assessment in reflection in some tasks and at the end of each unit the student assesses his/her own achievement

#### **Summative**

Assesses IB objectives (and content) usually two tasks per unit

Each strand of all four criteria is assessed at least twice within the subject group

Assessment of criteria in geography: criterion A at least four times, criterion B twice, criterion D at least three times, criterion C at least four times

Assessment of criteria in history: criterion A approximately three times, criterion B twice, criterion C at least 4 times and criterion D from two to three times

Standardization is made once in each semester on the sample of students' work by geography and history teachers

Types of tasks: tests, essays, presentations (simulation of a TV show, deciding about a location for a new factory, a power plant...) with written reports, brochures, field work reports

Other tasks include: quizzes, construction of timeline, PowerPoint presentation, document analysis, and posters.

For each assessed task, students receive written instructions (and oral review) on which criterion (and strand) will be evaluated

### **SCIENCES: Biology, Chemistry, Physics**

According to the prescribed IB MYP requirements all strands of all four assessment criteria are addressed at least twice in each year of the MYP and students are assessed both summatively as well as formatively in both years of the programme.

Criterion A is mostly assessed through test, quizzes and exams both summatively as well as formatively at least two times per year (usually more).

Criterion B is assessed through student's planning of experiment at least two times per year (formative and summative assessment)

Criterion C will be assessed through student's lab reports (formative and summative assessment)

Criterion B and C is assessed together as student's planning and report at least once per year (summative assessment).

Criterion D mostly is assessed through essays, presentations and posters at least two times per year (formative and summative assessment)

Teachers monitor student's progress and at the end of school year according to the progress assign final level of achievement per criteria as teacher best judgment. Final grades will be assigned according to the MYP grade boundaries.

## **MATHEMATICS**

### **Summative assessment:**

Unit test - 5 per year after the completion of each unit, duration 2 school hours, assessed against some of four IB criteria.

Year Exam: End of year assessment after completion of all units, assessed against IB criteria.

### **Formative assessment:**

Quiz- 3-5 times per unit, duration 15 minute, formative assessment, short answer questions based on schoolwork and homework.

Feedback session- regularly after finishing group, individual work, or homework

## **ARTS**

Within Visual Arts, Music and Drama students are graded according to the prescribed IB MYP requirements of four assessment criteria. Assessment includes summative and formative assignments during both years of the programme. The assignments may be divided into practical and theoretical assignments therefore include process, application of media and technique, written descriptions, essays, formal analysis and reviews, analysis of musical works, presentations and student performances.

### **Visual Arts:**

- **Summative assessment** includes process journal and practical work folder with art pieces mostly on paper and cardboard graded according to selected criteria. Tasks based on theory may include use of subject specific terminology, essays, formal analysis, comparisons and reviews. Tasks based on practical work include process and particular art pieces in different media and techniques from sketches till final work. Theoretical tasks may include application of terminology, interpretation, essay, formal analysis or comparison.
- **Formative assessment** may be teacher's or student's oriented. Teacher's oriented tasks include checking of process journal with teacher's written comments and suggestions. Student's oriented tasks may include written peer reviews with grading scale supported by written explanation added to the process journal.

### **Music:**

- **Summative assessment** includes written exams about knowledge and understanding of subject specific terminology, theory of music and music history and written essays and oral

presentations on given topic. All summative assessment tasks are graded according to selected criteria.

- **Formative assessment** is oriented on Process Journal where students write comments and overviews of their progress in studying Music, describe the process of making musical instruments and progress with the exercise of songs to perform at school events. Also formative assessment includes making posters on given theme and analysis of the given musical works.

### **Drama**

- **Summative assessment in drama** is designed to provide information on students achievement against all criteria. Some units address and combine two objectives, some all four objectives. Therefore, summative assessment tasks include tests or quizzes to check factual knowledge, essays or essay questions to check understanding of concepts, presentation and performances in front of class or wider audience to demonstrate the created artwork. In all tasks students are obliged to use the subject specific terminology. All tasks are supported by evidence of process in students process journal. Summative assessment takes place after every unit of study.
- **Formative assessment in drama** takes place during unit of work , and after unit of work. During the unit many forms of formative assessment takes place. Practice of peer assessment was the most useful practice. In the process journal, students document the process of preparing the artwork and demonstrate the progress they have achieved at the end of the unit. The process journals are checked regularly and include teacher comments and explanation of grades awarded. Formative assessment tasks also include making posters and oral presentations.

### **PHYSICAL AND HEALTH EDUCATION**

Assessment components

Criterion A :Knowing and understanding

Students develop knowledge and understanding about health and physical activity in order to identify and solve problems

Criterion A must be assessed in non-performance/non-playing situations.

Criterion A can be assessed only through written or oral tasks.

Units that are suitable for that criteria are: health ( where students need to explain what is BMI, warming up session, pulse, explaining motor skills ....) Year 4

Fitness- exercises for arms trunk, legs back,-working with weights performance certain exercise. Year 5

Criterion B: Planning for performance

Assessment in this criterion requires a plan-journal(movement composition Year, 5 and gymnastics routine year 4)

In units such as creative movement and gymnastics routine students bring a journal/ plan in which everything is explained, their performance is recorded during class and later the performance is discussed.

Criterion C: Applying and performing

This criteria is assessed through units like team sports - volleyball, basketball /performance.

A student's ability to demonstrate and apply skills and techniques could include: accuracy, efficiency, control, coordination, timing, fluency, speed and power.



A student's ability to demonstrate and apply strategies and movement concepts

could include: the use of space, force and flow of movement and adaptation to various situations.

Criterion D: Reflecting and improving performance

Criterion D is appropriate for assessing personal and social development in sports/performance leadership

## **DESIGN**

### **Summative assessment**

Within each unit students have to complete assignment that fulfils Design cycle and meets all strands and all objectives. Assessment is based on written report where each stage has to be documented in written and sometimes, visual form. Assessment includes objectives: Inquiring and analysing, Developing ideas, Creating the solution and Evaluation each unavoidable for success of Design cycle.

### **Formative assessment**

Formative assessment includes individual checking of online activities and Journal entries on Moodle site where teacher writes comments, instructions or suggestions on the basis of recorded online activities.