



## **XV. gimnazija**

Program međunarodne mature

International Baccalaureate

Zagreb, Jordanovac 8, Croatia

tel: +385 1 230 2255, e-mail: xvg@mioc.hr



## **Assessment policy**

## **The IB Diploma Programme**

Updated and revised: December 2019

## **Philosophy of assessment that supports student learning**

XV. gimnazija, as an IB World School since 1991., promotes high academic standards in both IB programmes, Middle Years and Diploma Programme.

XV. gimnazija as both 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*.

Assessment is an essential and integral part of both teaching and learning. It allows teacher to continuously follow student's progress and to accommodate their teaching to enhance student's learning. On the other hand, it supports student's learning by providing feedback to student's performance. Finally, assessment enables the school to monitor effectiveness of its programmes and activities.

Aims and objectives of the assessment policy are:

- To enhance students' learning by understanding the expectations of the programme in every subject, assessment criteria and ways they will be judged in both formative and summative ways  
To support and encourage effective teaching and learning
- To provide feedback to students to serve as guidance and to set benchmarks in their learning process
- To help in student's professional orientation by providing coherent set of information on student progress.

Assessment principles in DP

- Assessment is not about recalling facts, it focuses on fundamental cognitive skills such as understanding and application as well as to higher-order cognitive skills such as synthesis, reflection, evaluation and critical thinking.
- There is a balance between formative and summative assessment.
- Assessment is done not only by teachers but also by students themselves in a form of self-assessment as well as peer assessment.
- 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.
- Assessment reflects teaching, i.e. teachers provide and discuss large range of examples to prepare students for assessment.

### **Description of the school's use of programme assessment criteria**

Teachers are aware of the principles and practices the IB uses to conduct assessment. They plan their courses with the IB Diploma Program outcomes, assessment criteria and final exams in mind. They use their knowledge of IB expectations and practices to help students improve performance. IB subject area criteria are deconstructed to identify and describe levels of achievement to shape formative assessment tasks, providing students and teachers with learning targets that directly inform achievement on summative assessment tasks.

The school communicates its assessment philosophy, policy and procedures to the school community via the student handbook, school website, teachers' syllabi and parent meeting at the beginning of the school year.

Teachers explain DP learning outcomes and assessment criteria to students early in the programme, before they are formally assessed. Teachers also clarify to students' assessment details and how grades are derived in various ways, such as posting this information online or distributing printed copies to students. They also provide students with rubrics which define expectations for assessment tasks and are aligned with subject area criteria.

Assessment of student's learning is based on the objectives and assessment criteria specific to each subject. The assessment tasks are usually modelled on those mandated by the IB and student performance is compared against assessment criteria to judge levels of attainment. The IB does not take a norm-referenced approach to assessment; instead it uses a criterion-based approach. Levels of attainment are assessed according to rubrics, not in comparison with other students. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

Achievement grades are given in the form of number grades (1-7) and are, therefore, reflective of the IB grading scale, allowing students and parents to determine how well students are doing when

measured against IB criteria in each subject. Student progress is communicated with clear distinction between various levels of achievement to assist the learning process.

### **Processes for standardization of assessment of students' work**

All IB teachers attend specialized IB professional development face-to-face or online workshops which provide training in the teaching and assessing of IB courses. Teachers receive comprehensive training to guide their instruction and to deliver the IB subject. They receive copies of previous IB exams, mark schemes, annual IB subject reports, and make connections with other IB teachers. Resources in the community are accessed and utilized such as the use of the MyIB website. For example, teachers use exemplar student work found on the MyIB website to help standardize marking. Teachers utilize internal assessment moderation feedback to improve standardization of assessment. Teachers of common IB subjects work together to implement assess and instruct their subject areas. For example, STEM teachers use the same assessment criteria in internal school practice. When there is more than one subject teacher they collaborate to standardize the criteria for individual investigation or exploration papers to ensure consistency of marking. Some teachers in the school are also IB examiners, so they received additional training in standardization of assessment.

To utilise criterion-based approach, teachers use rubrics: an established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.

### **Frequency of formative and summative assessment**

Formative assessment tasks are meant to prepare the students for summative assessments. Formative assessment is conducted by gathering, analysing, interpreting and using the evidence to improve student's learning and to help students to achieve their potential. Teachers design and provide formative assessment structures and practices to help students improve their understanding of what constitutes excellence and where their own work stands in relation to this. Formative assessment also provides detailed feedback to the teacher on the nature of students' strengths and limitations. The emphasis here—a key component of learning how to learn—is on making the students better judges of their own performance and then helping them develop strategies to improve. Formative assessment focuses on assessment as an essential learning process. Assessment instruments used in the IB's summative assessment tasks such as past exam papers, essays, oral activities, experiments, presentations and projects are adapted and used formatively as part of the learning process towards the Diploma Programme's summative assessment. Formative assessment is interwoven with daily

instruction and assists the teacher in planning for the next stage of learning. Teachers use a number of practices and instruments to support this.

Summative assessment denotes student's learning as well as skills attainment at the culmination of a topic, unit, or marking period. It takes into account coursework that reflects the culmination and compilation of a sustained achievement level over a significant period of time. Summative assessment is used by teachers to make judgments about the quality and quantity of student's learning on the basis of established criteria, to assign a value to represent that quality and quantity, and to support the communication of information about achievement to students, parents, teachers and administrators. Summative assessment in each subject is carried out multiple times during each semester, at the end of each semester and the end of school year.

XV. gimnazija also implements summative assessment through semester and end-of-year exams.

The aim of semester and end-of-year exams is:

- to familiarize students with the conduct of the IB diploma programme examinations,
- to exam student understanding at the end of the semester/year/course based on the bigger portion of the curriculum or the whole course and not just parts or aspects of it;
- to enhance student's learning and their capacity to recall, adapt, and apply knowledge and skills to new questions and unfamiliar situations,
- to develop and practice critical thinking skills: analyzing, evaluating, comparing and contrasting
- to practice reading unfamiliar texts and applying knowledge and understanding to the text
- to develop essay writing skills
- to give them the optimum chance of succeeding in the programme.

End of semester/year/course exams are organized during the last two weeks of classes in each semester:

- December for IBDP 1 and 2 – 11<sup>th</sup> and 12<sup>th</sup> grade;
- April for IBDP 2 – 12<sup>th</sup> grade as Mock final graduation exams with or similar to past IB papers in full duration of original IB exams;
- June for IBDP1 – 11<sup>th</sup> grade.

Assessment practices include but are not limited to the following:

- Group and paired work including the Group 4 project, laboratory investigations, TOK presentations
- Peer and self-evaluations
- Self-reflections for the Group 4 project, TOK presentation, CAS, Extended Essay and wherever applicable.

- Written tests and quizzes including reading comprehension, comparative commentaries, essays
- Presentations
- Oral examinations
- Reports and portfolios
- Scientific and mathematical investigations
- Essays, short stories, editorials and critical responses
- Research workbooks

### **Description of national assessment requirements**

This assessment policy is comparable to the national assessment requirements described in detail in *Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi*. An overview of those requirements is presented here:

- assessment encompasses three approaches: (formative) assessment for learning, assessment as learning and (summative) assessment of learning
- assessment activities are carried out transparently, publicly and continuously, while respecting students' personalities and providing each student with the same opportunities
- teachers need to adjust their assessment to students which require inclusive access arrangements
- teachers can use diagnostic assessment which doesn't result in a grade at the beginning of the school year
- students can be orally examined throughout the year without previous announcement in duration of up to 10 minutes
- a student can be orally examined in no more than two subjects in the same day, or not more than one subject if a written exam is scheduled for the same day
- a student can have no more than one written exam each day and no more than four written exams in a week
- teachers are required to announce written exams at least a month before the exam is carried
- in the case of unexpected results of a written exam, teachers can decide whether to schedule it again, providing some more revision is previously done
- the final annual grade in every subject is the result of the obtained grades throughout the year in all assessment components together with the grades obtained at the semester/year/course exams; it does not have to be an average of the grades recorded in *e-dnevnik* (digital platform the school uses to record students results, similar to *Manageback*), but the result of student's work over the year and achieved learning outcomes and expected level of competence

- teachers are required to explain assessment elements and learning outcomes to students at the beginning of the school year and during the school year
- each grade should be announced publicly and explained
- teachers are required to show the marked written exam to students and store it until the end of school year
- teachers are required to plan periods during which parents can come to consult with them (except during the last two weeks of classes)
- parents are required to regularly attend parents' teacher meetings and individual meetings with the homeroom teacher

### **Procedures for access arrangements**

Procedures for access arrangements are described in detail in a separate school policy document, the Special Educational Needs Policy.

### **Processes for recording and reporting DP assessments**

Students are observed regularly and teachers use various tools to keep a record of student progress, promoting learning and guiding their instruction by giving regular and frequent feedback. Grades obtained during the year according to subject assessment components and at the semester and end-of-year exams are recorded in *e-dnevnik* in a timely manner.

Students and their parents or legal guardians have permanent access to all recorded grades and notes through *e-dnevnik*. Furthermore, student's achievement is communicated to both students and their parents or legal guardians throughout the academic year via different procedures. Parent-teacher conferences are held once each semester. A private 10-minute meeting time is allotted to a parent to conference with individual IB teacher to discuss the student's progress. As needed, teachers consult with parents on an individual basis via e-mail, phone, or face-to-face meetings. Furthermore, if a student is at risk of failing a subject a student and parents, or legal guardians, will be contacted directly in a written form by a homeroom teacher of programme coordinator.

Our reporting mechanisms include grades (disseminated via the *e-dnevnik*), parent-teacher conferences and reports. Reports are sent to parents at the end of each semester. Parents are able to consult with the programme coordinator and/or Principal if necessary and speak to teachers and coaches for verbal feedback and discussion. We are pleased to encourage an open door policy to our parents. We believe it is not necessary to wait only for parent-teacher conferences or formal reports to share information with our students and their parents. When a teacher has concerns regarding the

progress of students they will inform the relevant stakeholder (student, parent, homeroom teacher, Diploma Coordinator) at the earliest opportunity and arrange a meeting if deemed necessary.

Moreover, during the course of every school year, a minimum of 4 staff meetings are held to discuss students' attendance, performance, current and other relevant issues.

### **Reports and Predicted grades**

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB grades (1-7) are reported in each subject area as part of semester and yearly report cards. Semester grades and yearly grades are the teacher's estimate of how well each student has mastered the essentials of the subject. The assessment instruments used to obtain the grade vary from subject to subject. Depending on the course, the report grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations, group work and participation in class. The grades allow the school and the parents to view the student's improvement in a subject over time, and to focus on areas of challenge and formulate a response to a need in a given area. These marks also provide some insight into how well the student may ultimately perform on official IB exams.

On the other hand, final DP grades are predicted twice in IBDP2. Early in IBDP2 teachers predict grades on an individual basis to assist with student early application for universities. Predicted grade reflects students' previous achievements. Secondly, in March teachers predict final grades per subject in response to IB requirement. Students are not informed of their predicted grade and the final class grade may differ from predicted following end-of-year exams. A student dissatisfied with the final report grade can submit a written request to the Teaching Staff (Nastavničko Vijeće) within 48 hours and the Teaching Staff can form a committee which is going to assess the student's level of achievement in that subject. Total points for each student in DP1 and DP2 following each relevant semester grade report and yearly grade report are calculated and used as a means of tracking student progress and supporting students who may be facing academic or personal challenges.

**Table 1: IB vs Croatian grading system**

IB grading scale 1 -7	Total number of points	Equivalent on a scale 1 -5
1, 2 at HL only	22 or less	1
3, 2 at SL only	23	2
4	24 - 27	3
5	28 -33	4
6, 7	34 or more	5



Students who finish the classes with a negative grade in one or two subjects, or with a less than 23 points, should attend revision classes in order to be promoted to the next school year. If the teacher assesses that a student hasn't achieved learning outcomes by the end of revision classes, the student has to take retake exams, which should be passed before the end of the current school year (August 31<sup>st</sup>). Students have to submit a written request prior to the retake exams to the student affair office and the school has to nominate a committee for every retake subject. Retake exams are organized in duration of 2 hours with a written and an optional oral part, as well as an additional practical part as specified by subject specific requirements. The grade obtained at the retake exam is final. In case of failing at the retake exam or obtaining less than 23 points the student will have to repeat the entire grade (year).

School analyses student results four times during the year: in November after the first quarter reporting period, in January after the first semester, in April after the third quarter reporting period, and in June after the end of classes. The IB staff analyses in detail final IB graduation results (school statistics, student results, subject results, component grades) at its meeting in August after the issue of IB results in July.

IB final graduation exams are externally graded exams organized in May of the current year for IBDP2 students according to the IB schedule. Only students who regularly followed the IB Diploma programme and have fulfilled all requirements of the programme will be registered and can take the IB graduation exams. IB graduation exams are assessed according to the IB Diploma programme assessment criteria and grades are awarded by the IB final award committee. Results of the IB graduation exams are communicated to school to IB Diploma programme coordinator through IB information system (IBIS) on July 5 in the afternoon. School issues the certificates of results based on IB results obtained on July 5. IB Diplomas are issued at the end of August.

If a student is not satisfied with the awarded grade he/she can submit to the IB an EUR – Enquiry upon results and the externally assessed subject components will be remarked by the senior examiner. The result of the EUR can be that a grade can be improved, confirmed or lowered. IB fees are applicable to this service.

If a student is not awarded the IB Diploma, they have the opportunity to retake one or more subjects in which they have obtained a failing grade in November retake session, but also subjects in which they want to improve their grades. In November retake session students can register in only those subjects they have previously taken in the May session providing the subject is available in the November session. Croatian A is not available in the November session. Students' parents cover the expenses of

the retake exams. IB results of the November session are issued on 5 January, and Diplomas arrive in February.

IB results are entered into Croatian university application portal: Postani student in a timely manner and converted to 1-5 grading scale as follows:

**Table 2: Grade conversion: IB državna matura**

IB SL	DM A	IB HL
		7
7	5	6
6		
5	4	5
		4
4	3	
3		3
2	2	2

IB HL 6 and 7 - 7 receives the middle of the upper half of grade 5 points at the state graduation exam while 6 receives the middle of the lower half of grade 5 points,  
 IB HL 5 - receives the middle of the upper half of grade 4 points at the state graduation exam,  
 IB HL 4 - receives the middle of the lower half of grade 4 points at the state graduation exam,  
 IB HL 3 - receives the middle of points of grade 3 at the state graduation exam,  
 IB HL 2 - receives the middle of points of grade 2 at the state graduation exam **only if the IB Diploma is awarded**

IB SL 7 - receives the middle of points of grade 5 at the state graduation exam,  
 IB SL 6 - receives the lower half of grade 5 points at the state graduation exam

Average grade of all grades (extra certificate and school complementary grades included) are calculated on *Postani student* for the college enrollment purposes within Croatia.

**IB final graduation exams in May Subject assessment components:**

GROUP	SUBJECT	IB FINAL (GRADUATION) EXAM				
<b>I</b> Language A Literature	Croatian A English A Other A lang.	<b>Written Assignment</b> SL/HL - 25%	IA - Oral SL/HL - 30%	Paper 1 SL/HL - 20%	Paper 2 SL/HL - 25%	Paper 3 /
<b>II</b> Language B	English B German B French B	/	IA - Oral SL/HL - 25%	Paper 1 SL/HL - 25%	Paper 2 SL/HL - 50%	/
<b>III</b> Individuals & Society	Psychology	<b>Internal Assessment (Experiment)</b> SL - 25% HL - 20%		Paper 1 SL - 50% HL - 40%	Paper 2 SL - 25% HL - 20%	Paper 3 SL - / HL - 20%
	Economics SL	<b>Commentaries (3)</b> SL/HL - 20%		Paper 1 SL - 40%	Paper 2 SL - 40%	Paper 3 /
<b>IV</b> Sciences	Biology	<b>Internal Assessment</b> (Lab reports & Group IV project) SL/HL - 20%		Paper 1 SL - 20% SL - 20%	Paper 2 SL - 40% HL - 36%	Paper 3 SL - 20% HL - 24%
	Chemistry	<b>Internal Assessment</b> (Lab reports & Group IV project) SL/HL - 20%		Paper 1 SL - 20% SL - 20%	Paper 2 SL - 40% HL - 36%	Paper 3 SL - 20% HL - 24%
	Physics	<b>Internal Assessment</b> (Lab reports & Group IV project) SL/HL - 20%		Paper 1 SL - 20% SL - 20%	Paper 2 SL - 40% HL - 36%	Paper 3 SL - 20% HL - 24%
	Computer Science SL	<b>Internal assessment</b> (Computer Solution & Group IV project) SL - 30%		Paper 1 SL - 45%	Paper 2 SL - 25%	Paper 3 SL - /
<b>V</b> Mathematics	Math	<b>Internal assessment (Exploration)</b> SL - 20%		Paper 1 SL - 40% HL - 30%	Paper 2 SL - 40% HL - 30%	Paper 3 SL - / HL - 20%
<b>VI</b> Arts	Visual Arts	<b>Internal Assessment</b> Part 3: Exhibition, SL/HL - 40%		Part 1: Comparative Study, SL/HL - 20% Part 2: Process portfolio, SL/HL - 40%		
<b>Extended Essay</b>		36 points				
<b>TOK</b>		<b>Presentation</b> - 20 points		<b>Essay</b> - 40 points		
<b>CAS</b>		Diary and interviews		CAS Project Essay Service Learning Project		