



XV. gimnazija
Program međunarodne mature
International Baccalaureate
Zagreb, Jordanovac 8, Croatia
tel: +385 1 230 2255,
e-mail: ibzagreb-myp@hi.htnet.hr



ASSESSMENT POLICY

The Middle Years Programme- Years 4 & 5

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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 as expressed in IB mission statement and IB learner profile as well as in XV. gimnazija mission statement.

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*.

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.
- 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,
- Assessment focuses on fundamental cognitive skills and higher order 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-evaluation and self-reflection 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/legal guardians 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.

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 Middle Years Programme objectives assessment criteria ATL skills in mind. When planning a unit of work in any subject the assessment objectives for each subject group must be taken into consideration so that there is room both for formative and summative assessment against the IB prescribed criteria.

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. 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 provide information about the assessment criteria in their respective subjects to students as well to the parents.

When setting an assessment task, teachers also clarify to students assessment details and 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, task specific criteria and instruction sheets either posting this information online or distributing printed copies to students. Thus students' progress while working on a particular unit as well as her/his achievement at the end of a unit will be assessed.

In the MYP all assessments must be based on the objectives and assessment criteria solely set by the IB, and in the final year of the programme (MYP5), should contain the precise wording set out in the subject guides and done according to the following:

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 Personal project	Planning	Applying skills	Reflecting	
Interdisciplinary	Evaluating	Synthesizing	Reflecting	

All assessments, whether formal or informal, formative or summative, should contain a significant opportunity for the student to reflect on their achievements, and enable them to set personal goals.

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 tasks 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.

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 unit as well as at the end of the year in the end of year exam.

The purpose of the summative assessment is:

- 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: analysing, 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.

When setting any assessment piece, be it formative or summative, 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-task specific descriptors and instruction sheets. It can be done both orally and in writing. Determining levels of achievement for assessment tasks uses a 'best-fit' approach. Also, when it comes to summative assessment, teachers must use the IB Subject guide assessment criteria.

At the end of the school year, in order to report student's final achievement in a subject, teachers must use the appropriate assessment criteria set by the IB. So as to provide summative assessment, teachers must gather sufficient evidence of achievement from a range of learning experiences and assessments (formative assessments and summative assessments) over the duration of the units taught.

Grading for reporting purposes at the end of the school year involves 2 stages. Levels of achievement for each criterion are recorded separately and must not be totalled for an individual task. Each subject group assesses each criterion and each strand at least twice by the end of the year. At the reporting period a best-fit approach is used to determine a score out of 8 for each criterion. The four scores out of 8 are then added together to obtain a total out of 32, an overall grade of 1 – 7 is determined using the IB grade boundaries published as the MYP general grade descriptors.

Assessment practices include but are not limited to the following:

- Group and paired work
- Peer and self-evaluation
- Self-reflection

- Written tests and quizzes including reading comprehension, comparative commentaries, essays
- Presentations
- Oral examinations
- Portfolios, journals & workbooks, process journals
- Reports and portfolios
- Scientific and mathematical investigations
- Essays, short stories, editorials and critical responses
- **Written exams:** semester/year/course exams, retake exams normally summatively assessed
- **End of unit exams-** summative assessment at the end of unit

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 is not an average of the grades recorded in e-dnevnik (digital platform the school uses to record students results, similar to Manage back), 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 Inclusion Policy

Process for recording and reporting MYP 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 criteria and the end-of-year exams are recorded in e-dnevnik, electronically kept record of students' attendance as well as the record of formative and summative assessment of student's work, 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 subject teacher to discuss the student's progress. As needed, teachers consult with parents on an individual basis via e-mail, phone, face-to-face, or online 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 or 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 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, MYP 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.

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, 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 and would like the final grade to be re-marked, he/she can submit a written request to the Teaching staff - Nastavničko vijeće XV.gimnazije within the 48 hours after the grade has been made final. The Teaching staff then assigns a committee of 3 teachers to review the final grade.

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.

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. All students receive a Croatian report card, (as required by national standards) and also a report card in English.

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.
3	10-14	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 .
4	15-18	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.
5	18-23	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.
6	24-27	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.
7	28-32	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.

IB GRADE	Grade (Ocjena)	Equivalent on 1-5 scale in Croatian system
1	Very poor	1
2	Poor	1
3	Mediocre	2
4	Satisfactory	3
5	Good	4
6	Very good	5
7	Excellent	5

Assessment in subject groups

According to the prescribed IB MYP requirements all strands of all four assessment criteria in all subject groups 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 Language and literature assessment in MYP is based on IB assessment criteria and course-specific requirements. Some students follow both Language and literature courses.

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 : compare/contrast essay, discussion essay, commentary, poetry commentary/analysis, etc.(formative and summative assessment)

Creative writing – (formative and summative assessment)

Exams (literature) – end of year in MYP5 (summative assessment)

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

Visual skills:

Posters – (formative assessment)

Power Point presentations (English) – individual, pair-work and group (formative and summative assessment)

Video group project (English) - summative assessment

Oral skills:

Oral presentation/interpretations – individual and in pairs multiple times a year (formative and summative assessment)

Class discussion, debate (formative assessment)

LANGUAGE ACQUISITION: English, French, German, Croatian

Assessment components:

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

The criteria are: A – Listening, B – Reading, C – Speaking and D – Writing.

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.

A - Listening

Comprehending spoken language in multimodal texts encompasses aspects of listening and viewing and involves the student in interpreting and constructing meaning from spoken and visual text to understand how images presented with oral text interplay to convey ideas, values and attitudes.

B – Reading

Comprehending written language in multimodal texts encompasses aspects of reading and viewing and involves the student in constructing meaning and written, spatial and visual text to understand how images presented with written text interplay to convey ideas, values and attitudes.

C – Speaking

Students will have opportunity to develop in an active way their speaking skills with the support of spoken, written and visual texts in the target language and interacting on a range of topics of personal, local and global interest and significance.

D – Writing

The students should improve in their writing skills of the target language by writing different text-types keeping in mind that registers vary on audience, purpose, context and occasion. Using various strategies

(grammar, punctuation, spelling, plot, format, etc.) and in response to a specific task the writing skills should be improved.

Throughout a Language acquisition course, teachers use formative assessment 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 produce (by speaking or writing) 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).

Due to different levels of previous acquired knowledge and group structures, every teacher decides individually in which way the formative and summative assessment of the respective Language Acquisition Course will be done.

Croatian language assessment clarification

Students with Croatian citizenship, who did not have Croatian as a subject in previous education, especially when they were born and lived abroad, are advised to follow both Croatian Language and literature and Croatian Language acquisition courses. However, the final assessment and final grades will be entered only in Croatian Language Acquisition in the MYP programme. What is expected of them is to attend classes in both subjects, to follow the curriculum and actively participate in class. The Croatian Language and Literature teacher will keep notes in e-dnevnik (formal school register for attendance and grades) regarding their attendance, homework assignments, submission of various tasks, projects, essays, etc. The final assessment and all summative assessment grades will be entered in Croatian Language Acquisition. Consequently, the final grade is entered in the end of year subject report card.

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 is given so improvement and change takes place in the learning process.

Types of tasks: practice sheets, reading and analysing maps, creating and analysing 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 content and skills 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 C from two to three times and criterion D at least three 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.

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

Other tasks include: tests or short quiz, construction of timeline, PowerPoint presentation, document analysis, and extended research report.

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

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 tests, 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 -summative assessment, and during almost each unit some strands of the criterion are assessed formatively.

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).

At least once per year, all science teachers are involved in the moderation process using a sample of student work.

Teachers monitor student's progress and at the end of the school year, according to the progress, assign the 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 online sites such as One drive, Paddlet, Google classroom and mail communication where teacher writes comments, instructions or suggestions on the basis of recorded online activities.

References:

Assessment principles and practices—quality assessments in a digital age

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