



REPUBLIKA HRVATSKA

XV. GIMNAZIJA

Program međunarodne mature
International Baccalaureate Department
Zagreb, Jordanovac 8, Croatia



ASSESSMENT POLICY

for MYP and DP

Updated and revised: September 2026

1.	Philosophy of Assessment.....	4
2.	Purpose and Aims.....	4
3.	MYP assessment principles	5
4.	DP assessment principles	6
5.	Assessment for, as and of learning	7
	Assessment for learning (formative assessment)	7
	Assessment as learning	7
	Assessment of learning (summative assessment).....	7
	MYP assessment criteria and objectives	7
6.	Assessment Planning and Task Design	9
7.	Feedback and Feedforward.....	10
8.	Reporting Achievement and Final MYP Grades	10
9.	MYP Grade Descriptors	11
10.	Assessment Frequency and Sufficiency of Evidence	12
11.	Standardization and moderation.....	12
	Internal standardization	12
	Moderation	13
12.	Inclusive assessment and access arrangements.....	13
13.	Academic integrity and responsible use of technology and ai	13
14.	Alignment with the Croatian National Assessment Requirements	14
15.	Reporting and Communication.....	15
16.	Roles and responsibilities	15
17.	Myp personal project assessment.....	16
18.	Insufficient achievement in the Personal Project.....	16
19.	Subject-group assessment frameworks.....	18
	Language and Literature	18
	Language Acquisition	18
	Individuals and Societies	18
	Sciences.....	18
	Mathematics	18
	Arts	18
	Physical and Health Education	19
	Design.....	19
	Diploma programme assessment.....	19

20.	DP Internal and External Assessment	19
21.	Predicted Grades	20
22.	Mock Examinations.....	20
23.	Assessment of DP Core Components (Extended Essay, Theory of Knowledge and CAS)	20
24.	Review of assessment decisions and concerns	21
25.	Support, additional learning opportunities and progression	21
26.	Additional learning support and summer school for all IB students	21
27.	Students with a final national grade of 1.....	22
28.	Students with extensive or prolonged absence	22
29.	Communication of concerns and intervention	22
30.	References	24

1. Philosophy of Assessment

XV. gimnazija is committed to assessment that promotes learning, supports student agency and provides valid, reliable, fair and meaningful evidence of achievement. As an IB World School and a Croatian state school, the school implements the assessment principles of the IB MYP and DP within the requirements of the Croatian education system.

Assessment is understood as an integral part of the learning process rather than as an activity that occurs only after learning. Students are supported to understand what they are learning, what successful performance looks like, how their achievement will be judged, and what they can do next to improve.

The school aims to develop students who are increasingly able to monitor, evaluate and regulate their own learning. Assessment therefore includes teacher assessment, peer assessment and self-assessment, as appropriate to the task and students' developmental needs.

This policy operates in conjunction with the school's Academic Integrity Policy, Inclusion Policy, Language Policy, Admissions Policy, Complaints Procedure and Handbook. Together, these documents support a coherent approach to student learning, wellbeing, assessment, access arrangements, communication and academic integrity.

2. Purpose and Aims

Purpose and aims of the assessment policy are:

- To improve student learning by gathering and using evidence of knowledge, understanding and skills.
- To make learning expectations, assessment criteria and success criteria clear and accessible to students.
- To provide timely, specific and actionable feedback that informs to serve as guidance and to set benchmarks in their learning process.
- To support students in developing self-assessment, reflection, goal-setting and learner agency.
- To ensure that assessment is aligned with MYP as well as DP objectives, assessment criteria, concepts, approaches to learning (ATL) skills and unit learning experiences.
- To provide reliable evidence for teachers when making professional judgments about student achievement.
- To ensure consistency and transparency through collaborative planning, standardization and moderation.
- To communicate achievement and progress clearly to students, parents/legal guardians, teachers and school leadership.
- To meet applicable Croatian national requirements for assessment, grading, recording and reporting.

- To use assessment information to identify students who need additional support, enrichment or intervention.
- To help in student's professional orientation by providing coherent set of information on student progress.

Assessment Continuum from MYP to DP

Assessment practices across the MYP and DP are designed to provide continuity in student learning and support students in becoming increasingly independent, reflective and responsible learners. Throughout both programmes, students engage with criterion-based assessment, formative feedback, self-assessment, goal setting and reflection on learning. The MYP prepares students for the academic and assessment demands of the Diploma Programme through the development of conceptual understanding, Approaches to Learning (ATL) skills, academic integrity, research skills and reflective practice. As students progress into the DP, assessment increasingly requires sustained inquiry, disciplinary specialization, synthesis of learning and application of knowledge in complex and unfamiliar contexts. While assessment requirements differ between the programmes, both are guided by the shared principles of fairness, validity, transparency and meaningful evidence of learning.

3. MYP assessment principles

Principle	School commitment
Criterion-related	MYP achievement is judged against published subject-group criteria and descriptors rather than against the performance of other students.
Valid and purposeful	Assessment tasks measure the knowledge, understanding and skills they are intended to measure and are aligned with learning experiences and MYP objectives.
Transparent	Students know the learning intention, assessment criteria, task requirements and, where appropriate, task-specific clarification before beginning assessed work.
Inclusive	Assessment provides equitable opportunities for students to demonstrate achievement and incorporates approved access arrangements and reasonable adjustments where required.
Balanced	The school uses a purposeful range of formative and summative assessment strategies rather than relying on one assessment format.

Developmental	Assessment supports progression from MYP4 to MYP5 and prepares students for increasingly independent learning and future study.
Student-centred	Students are active participants in assessment through reflection, self-assessment, peer feedback, goal-setting and the use of feedback.
Evidence-informed	Teachers gather sufficient evidence over time and across varied contexts before making final judgments.
Consistent	Teachers use collaborative planning, standardization and moderation to promote consistency within and across subject groups.
Ethical	Assessment is conducted with academic honesty, respect for authorship, responsible technology use and appropriate use of AI tools.

4. DP assessment principles

Assessment in the Diploma Programme is criterion-based and aligned with the objectives and assessment requirements specified in current IB subject guides. Student achievement is measured against established criteria and standards rather than in comparison with the performance of other students. DP assessment promotes deep conceptual understanding, critical thinking, inquiry, communication and the application of knowledge and skills. Students are informed of learning outcomes, assessment criteria and task expectations before assessment takes place. Assessment includes formative, summative, self-assessment and peer-assessment opportunities. Feedback supports improvement and student agency. Teachers use authentic assessment tasks and learning experiences that reflect the nature of IB assessment while supporting student wellbeing and equitable access.

DP assessment is designed to assess not only knowledge and understanding but also higher-order cognitive skills such as analysis, evaluation, synthesis, interpretation, reflection and transfer of learning. Assessment provides students with opportunities to demonstrate their learning in a variety of formats and contexts, while preparing them for internal and external IB assessment requirements.

5. Assessment for, as and of learning

Assessment for learning (formative assessment)

Formative assessment is the ongoing process of gathering and interpreting evidence of learning so that teachers and students can decide what to do next. It may be formal or informal and may or may not result in a recorded grade. Its primary purpose is to move learning forward.

- diagnostic tasks and questioning;
- retrieval practice, quizzes and short checks for understanding;
- drafts, rehearsals, practical demonstrations and investigations;
- teacher observation and conferencing;
- peer feedback and critique;
- self-assessment and reflection;
- learning journals and process journals;
- practice tasks using MYP criteria or task-specific success criteria.

Assessment as learning

Assessment as learning develops students' capacity to judge the quality of their own learning. Students are taught to interpret criteria, identify strengths and areas for development, set realistic goals, use feedback and reflect on progress.

Assessment of learning (summative assessment)

Summative assessment provides evidence of achievement at a particular point in learning. In the MYP, summative tasks are designed to assess the prescribed subject-group objectives through the relevant assessment criteria. A summative task may include one or more criteria, depending on its purpose; assessment should not artificially force all four criteria into every task.

Summative evidence is collected across units and learning contexts. Teachers use professional judgment and the MYP criterion descriptors to determine achievement levels. A single task, test or project should not be used as the sole basis for a student's final criterion level.

MYP assessment criteria and objectives

Teachers assess the prescribed objectives for their subject group using the four MYP assessment criteria. Each criterion is assessed on a 0–8 achievement-level scale. The current wording of criteria and strands in the applicable IB subject guide is authoritative and takes precedence over older school documents.

Subject group / component	Criterion A	Criterion B	Criterion C	Criterion D
Language and literature	A Analysing	B Organizing	C Producing text	D Using language
Language acquisition	A Comprehending spoken and visual text	B Comprehending written and visual text	C Communicating	D Using language
Individuals and societies	A Knowing and understanding	B Investigating	C Communicating	D Thinking critically
Sciences	A Knowing and understanding	B Inquiring and designing	C Processing and evaluating	D Reflecting on the impacts of science
Mathematics	A Knowing and understanding	B Investigating patterns	C Communicating	D Applying mathematics in real-world contexts
Arts	A Knowing and understanding	B Developing skills	C Thinking creatively	D Responding
Physical and health education	A Knowing and understanding	B Planning for performance	C Applying and performing	D Reflecting and improving performance
Design	A Inquiring and analysing	B Developing ideas	C Creating the solution	D Evaluating
Interdisciplinary learning	A Evaluating	B Synthesizing	C Reflecting	—
Personal project	A Planning	B Applying skills	C Reflecting	—

For interdisciplinary learning and the Personal Project, the school uses the applicable IB assessment criteria and current guidance. Where IB documentation is updated, the school will update its assessment materials accordingly.

6. Assessment Planning and Task Design

1. Assessment is planned as part of unit planning rather than added after teaching.
2. Teachers identify which objective(s), criterion/criteria and strand(s) will be assessed and ensure that the task provides sufficient evidence to make a valid judgment.
3. Students receive clear task instructions, assessment criteria and task-specific clarification before commencing the assessed work, either in written form or orally, or both.
4. Tasks are designed to provide an appropriate level of challenge and opportunities to demonstrate higher-order thinking, transfer, communication, creativity, analysis, evaluation and reflection where appropriate.
5. Teachers use a range of assessment modes, including written, oral, visual, practical, performance, investigation, project and digital formats, according to the subject and intended learning.
6. Teachers consider accessibility, language demands, cultural context, workload and the authenticity of the task.
7. Assessment calendars are coordinated within subject groups and across the MYP/DP to avoid unnecessary concentration of high-stakes tasks.
8. Assessment plans are reviewed collaboratively and adjusted in response to student evidence.

Student Assessment Literacy and Agency

Assessment literacy is explicitly developed, especially in MYP4 when many students are new to IB criterion-related assessment. Students are introduced to the structure and purpose of MYP criteria and learn how descriptors are used to make best-fit judgments.

Similarly, in the first year of the DP, students are supported in developing an understanding of DP assessment requirements and expectations, as the structure, terminology, and assessment approaches of the programme are new not only to students entering the DP from other educational pathways, but also to those progressing from the MYP.

- Teachers unpack criteria and task-specific expectations in student-friendly language.
- Examples and annotated samples are used where appropriate to illustrate standards and common misconceptions.
- Students have opportunities to practise applying criteria before high-stakes summative assessment.
- Students use feedback to revise, improve or extend their work when the nature of the task permits.
- Students reflect on their achievement and identify next steps.
- Students are encouraged to maintain appropriate evidence of learning, including process journals, portfolios and drafts where relevant.

7. Feedback and Feedforward

Feedback is most effective when it is timely, specific, connected to the learning intention and used by the student. Teachers may provide oral, written, digital, audio or peer-mediated feedback. Feedback should identify what has been achieved, what requires development and, where possible, what action the student can take next.

The school distinguishes feedback from grading. Not every formative activity needs a numerical or criterion level. Where a grade is recorded, it should serve a clear educational or reporting purpose and should not replace feedback.

Determining Criterion Levels

Teachers use the MYP achievement-level descriptors and the best-fit approach to determine the level that most accurately describes the quality of the student's demonstrated achievement. The best-fit approach does not mean averaging individual strands or mechanically counting errors. Professional judgment is informed by the descriptor as a whole and by the quality, consistency and complexity of the evidence.

In the DP, teachers apply subject-specific marking criteria and grade descriptors in accordance with IB requirements, using professional judgment to determine the standard most accurately demonstrated by the student's work and ensuring that assessment decisions are based on the quality of evidence rather than the accumulation of marks alone.

- Criterion levels are awarded independently for each assessed criterion.
- Evidence from multiple assessment opportunities is considered when determining a student's overall criterion achievement for reporting.
- Teachers retain appropriate evidence to support significant assessment judgments.
- Where student work is incomplete, missing or affected by exceptional circumstances, teachers follow school procedures and applicable national/IB guidance rather than making unsupported assumptions about achievement.

8. Reporting Achievement and Final MYP Grades

At reporting points, teachers determine a best-fit achievement level for each MYP criterion using sufficient evidence collected over time. The four criterion levels are then combined to obtain a total out of 32. The total is converted to an IB MYP grade from 1–7 using the current IB MYP grade boundaries applicable to the programme.

The school does not use a simple arithmetic average of classroom grades as a substitute for MYP criterion-related assessment. Croatian national grades and IB MYP grades serve different reporting purposes and are recorded according to the school's approved procedures and national requirements.

According to Croatian legislation and school procedures, a Croatian 1–5 grade is required for the national school record at the end of each school year and reported in the so-called ‘svjedodžba’ (report card). The IB grade-to-national grade-equivalence used by the school is documented in the current school handbook and reporting procedures and must not be presented as an IB requirement. Both the MYP and DP 1-7 grading system are translated, i.e. converted into the Croatian national 1-5 grading system according to the specific table approved by the relevant state institutions.

9. MYP Grade Descriptors

IB grade	Boundary	Croatian grade	General descriptor
1	1–5	1 insufficient	Produces work of very limited quality; conveys many significant misunderstandings or lacks understanding of most concepts and contexts; rarely demonstrates critical or creative thinking.
2	6–9	1 insufficient	Produces work of limited quality; expresses misunderstandings or significant gaps in understanding for many concepts and contexts; infrequently demonstrates critical or creative thinking.
3	10–14	2 sufficient	Produces work of acceptable quality; communicates basic understanding of many concepts and contexts; begins to demonstrate basic critical and creative thinking.
4	15–18	3 good	Produces good-quality work; communicates basic understanding of most concepts and contexts with few misunderstandings; often demonstrates basic critical and creative thinking.
5	19–23	4 very good	Produces generally high-quality work; communicates secure understanding of concepts and contexts; demonstrates critical and creative thinking, sometimes with sophistication.
6	24–27	5 excellent	Produces high-quality, occasionally innovative work; communicates extensive understanding; demonstrates critical and creative thinking frequently with sophistication; uses knowledge and skills independently in familiar and unfamiliar situations.
7	28–32		Produces high-quality, frequently innovative work; communicates comprehensive, nuanced understanding;

		5 excellent	consistently demonstrates sophisticated critical and creative thinking and transfers knowledge and skills with independence and expertise.
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Note: Grade boundaries and general descriptors are published by the IB and may be revised. The school will use the current IB boundaries applicable to the relevant assessment period and update them in a timely manner.

10. Assessment Frequency and Sufficiency of Evidence

The school plans assessment so that all relevant MYP criteria and strands are addressed with sufficient frequency to support reliable judgments. As a minimum school expectation, each criterion is assessed summatively at least twice in each MYP year, with all relevant strands addressed across the assessment programme. Additional opportunities according to the nature, number of periods, and structure of the course may be offered if deemed necessary.

The aim is not to maximize the number of grades, rather to collect sufficient, varied and meaningful evidence of achievement while protecting learning time and student wellbeing.

11. Standardization and moderation

Internal standardization

Internal standardization is a shared professional process through which teachers develop a common understanding of MYP criteria and apply them consistently. It is especially important where more than one teacher teaches the same subject group or year level. This particularly applies to Personal Project.

- Subject-group teams identify suitable samples of student work across achievement levels.
- Teachers independently apply the relevant criteria before discussing evidence and judgments.
- Teams discuss the relationship between the work and the descriptor, not simply the numerical result.
- Agreed interpretations and actions are recorded where useful for future assessment.
- New teachers and teachers new to the MYP are supported through induction, exemplars and collaborative standardization.

In the DP, a similar process is used to ensure the consistent application of subject-specific assessment criteria, markschemes and grade descriptors. Through collaborative review of student work and moderation of marking decisions, teachers align assessment judgments with IB standards, particularly for internally assessed components.

Moderation

Since XV. gimnazija does not participate in MYP e-assessment only the Personal Project is subject to IB external moderation of teacher assessment.

12. Inclusive assessment and access arrangements

Assessment is designed to provide equitable opportunities for all students to demonstrate achievement. Teachers implement approved access arrangements and reasonable adjustments in accordance with the school's Inclusion Policy, student support plans and applicable IB and national requirements.

- Assessment accommodations must not change the content and objectives being assessed.
- Teachers should anticipate accessibility needs during task design rather than relying only on adjustments after a difficulty occurs.
- Students should have access to appropriate assistive technology and formats where approved.
- Language requirements, sensory needs, processing time and other challenges should be taken into consideration when planning assessment and are also based on documentation provided to the school by students' parents.

13. Academic integrity and responsible use of technology and ai

Assessment must provide authentic evidence of a student's own learning. Students are expected to follow the school's Academic Integrity Policy and teachers are responsible for designing tasks and processes that support authenticity.

- Students must acknowledge sources and collaborators as required.
- Unauthorized copying, contract cheating, impersonation, fabrication, plagiarism and other forms of academic misconduct are not permitted.
- The use of generative AI and other digital tools is permitted only when explicitly allowed for the task and in the manner specified by the teacher.
- When AI tools are permitted, students must disclose or acknowledge their use as required by the task and school policy.
- Teachers should design assessment processes that make student thinking visible, including drafts, conferencing, oral follow-up, process evidence and reflection where appropriate.

- AI detection tools are not, on their own, treated as conclusive evidence of misconduct. Concerns are investigated using multiple sources of evidence and established school procedures.
- Teachers should consider privacy, copyright, bias, reliability and ethical implications when digital or AI tools are used.

The Academic Integrity Policy is companion document to this policy. Where the document contains more detailed procedures, it takes precedence for academic honesty cases and technology-specific requirements.

14. Alignment with the Croatian National Assessment Requirements

XV. gimnazija is a Croatian state school and therefore implements applicable national legislation concerning assessment, grading, student rights, written and oral assessment, recording and reporting. The IB MYP and DP framework operate within this legal context; they do not replace national legal obligations.

- Students and parents/legal guardians are informed about assessment methods, expectations and relevant learning outcomes.
- Written assessments are scheduled and announced in accordance with current national requirements and school procedures.
- The school respects national limits concerning the number and timing of written and oral assessments.
- Assessment results are recorded in e-dnevnik in accordance with school and national requirements.
- Students have access to their assessment results and appropriate opportunities for feedback and clarification.
- Parents/legal guardians receive information about student progress through e-dnevnik, parent meetings, individual consultations and school reports at the end of the school year.
- Initial/diagnostic assessment may be used to inform teaching and is not necessarily graded.
- When a written assessment produces unexpectedly low achievement, teachers analyse the causes and provide appropriate support and, where required, repeat assessment in accordance with national rules and school procedures.

15. Reporting and Communication

- Assessment evidence and criterion levels are recorded accurately and in a timely manner using the systems approved by the school.
- Students and parents/legal guardians have access to recorded national grades and relevant progress information through e-dnevnik and other school reporting channels.
- Students and parents/legal guardians have access to recorded assessment.
- Achievement information at the end of the school year is communicated through Manage Bac, e-dnevnik, and official report cards in Croatian and English.
- Teachers communicate concerns about significant underachievement or disengagement at the earliest appropriate opportunity.
- The MYP and DP Coordinator monitor programme-level assessment patterns and work with teachers and leadership to identify areas requiring support or improvement.
- Assessment information may be reviewed at staff, subject-group, year-level and student-support meetings, while respecting confidentiality and data-protection requirements.
- Assessment data are reviewed periodically by subject teams, programme coordinators and school leadership to identify trends in student achievement, evaluate the effectiveness of teaching and learning, and inform programme development and school improvement planning.

16. Roles and responsibilities

Role	Key responsibilities
Students	Understand criteria and task requirements; participate with academic integrity; use feedback; reflect; meet deadlines; keep evidence of process where required; seek clarification and support when needed.
Teachers	Plan valid assessments; communicate expectations; assess using current MYP and DP criteria; provide feedback; maintain evidence; participate in standardization; provide inclusive assessment; record and report accurately via e-dnevnik and ManageBac; engage in ongoing professional learning related to assessment practices through IB workshops, school-based professional development, collaboration with colleagues and engagement with current IB guidance and resources.
Subject-group leaders / teams	Coordinate assessment plans; review task quality and workload; lead standardization; monitor criterion coverage; support consistency across classes.

MYP and DP Coordinator	Maintain programme-level oversight; coordinate policy implementation; support assessment literacy; organize standardization/moderation; monitor evidence and assessment patterns; support teachers and communicate with leadership and the school community.
Homeroom teachers	Monitor overall student progress and workload; coordinate communication with families; raise concerns through appropriate support structures.
Parents/legal guardians	Engage with reporting and consultation opportunities; support students' organization and learning; communicate concerns appropriately and in a timely manner; respect assessment and academic integrity procedures.
School leadership	Provide time, structures and professional learning for consistent assessment; ensure legal and programme compliance; review policy implementation and resource needs.

17. Myp personal project assessment

The Personal Project is a required component of the final year of the MYP and is assessed according to the current IB Personal Project assessment criteria and procedures. The Personal Project is assessed independently from students' subject-group achievement and is subject to the school's requirements for academic integrity, supervision, standardization and IB moderation.

18. Insufficient achievement in the Personal Project

If, following the assessment and internal standardization of a Personal Project report, a student's achievement does not meet the minimum level required by the school for successful completion of the MYP Personal Project, the school provides a structured opportunity for the student to address identified deficiencies.

The purpose of this process is to support the student in demonstrating the required learning and reflection rather than to provide an opportunity simply to increase an existing grade.

In such cases, the following procedure applies:

1. The student receives clear feedback identifying the areas in which the assessed report does not yet demonstrate the required level of achievement.
2. The supervisor establishes a structured improvement plan with the student.
3. The student completes a defined number of supervised working hours at school on a weekly basis, according to a schedule determined by the school.

4. The work is completed in school, under the supervision of the designated Personal Project supervisor, in order to provide appropriate guidance and to ensure the authenticity of the student's work.
5. The student revises and rewrites the Personal Project report in accordance with the feedback and the applicable assessment criteria.
6. The Personal Project product/outcome itself is not changed as part of this procedure unless a change is explicitly required by the existing project requirements and approved by the supervisor.
7. The revised report is assessed again using the applicable IB Personal Project assessment criteria.
8. The reassessment is based on the evidence demonstrated in the revised report and does not guarantee a particular achievement level.
9. The school retains evidence of the supervision, feedback, student work and reassessment in accordance with its assessment and Personal Project procedures.

The purpose of reassessment is to allow the student to demonstrate achievement that was not sufficiently evidenced in the original report.

Where the Personal Project remains below the school's minimum completion requirement (the final passing grade is 2 (sufficient) in accordance with the Croatian grading system while the IB grade needs to be a 3) after the reassessment process, the matter is referred to the MYP Coordinator and school leadership for a decision in accordance with the school's MYP end-of-school year completion requirements and applicable IB guidance.

Interdisciplinary assessment

Interdisciplinary learning and assessment enable students to integrate concepts, knowledge and skills from two or more subject groups. The school designs interdisciplinary tasks that require genuine synthesis rather than simply placing separate subject tasks side by side.

- Students understand the interdisciplinary purpose and the roles of the participating disciplines.
- Assessment focuses on the interdisciplinary criteria: Evaluating, Synthesizing and Reflecting.
- Teachers collaboratively plan the task and standardize assessment expectations.
- Students receive opportunities to reflect on how disciplinary perspectives were integrated.
- Assessment evidence is retained and reported according to school and IB requirements.

19. Subject-group assessment frameworks

Language and Literature

Assessment includes analytical and creative writing; oral presentations and interpretations; commentaries; comparative work; discussions and debates; visual analysis; and examinations where appropriate. Tasks are mapped to the current criteria A–D, with particular attention to analysis, organization, production of text and language use.

Language Acquisition

Assessment develops receptive and productive language skills through spoken/visual comprehension, written/visual comprehension, communication and language use. Teachers use a range of listening/viewing, reading, interactive speaking, presentation and writing tasks appropriate to the student's MYP phase and target language.

Individuals and Societies

Assessment includes source analysis, investigations, essays, structured responses, data and map interpretation, presentations, fieldwork, debates and other inquiry-based tasks. Assessment emphasizes disciplinary knowledge, investigation, communication and critical thinking.

Sciences

Assessment includes scientific knowledge and understanding, inquiry/design, processing/evaluating evidence, reflection on the impacts of science, laboratory work, investigations, data analysis, tests, reports and oral or visual communication. Practical work is assessed where it provides valid evidence for the relevant criterion.

Mathematics

Assessment includes conceptual understanding, problem solving, pattern investigation, mathematical communication and application in real-world contexts. Teachers use tests, investigations, problem-solving tasks, mathematical explanations and formative checks for understanding.

Arts

Assessment includes process and practical work, development of skills, creative thinking and responding. Depending on the discipline, evidence may include process journals, rehearsals, performances, artworks, compositions, analyses, reviews, presentations and reflections.

Physical and Health Education

Assessment balances conceptual understanding with planning, performance and reflection. Evidence may include written/oral tasks, planning journals, practical performance, strategy application, health-related learning and reflection on performance and improvement.

Design

Assessment follows the design cycle and provides evidence of inquiry and analysis, development of ideas, creation of solutions and evaluation. Students document process and decision-making and use relevant design terminology.

Diploma programme assessment

The Diploma Programme utilizes both internal and external assessment to measure student achievement against internationally established standards. Assessment practices support learning during the programme while also preparing students for final IB examinations and assessment components.

20. DP Internal and External Assessment

Internal assessments are completed in accordance with current IB subject requirements and provide students with opportunities to demonstrate disciplinary skills through authentic investigations, performances, projects, oral assessments and other subject-specific tasks. Teachers provide guidance and formative feedback as permitted by IB regulations and assess work using published IB criteria. Internal assessments are subject to internal standardization and external moderation where required by the IB.

External assessment includes IB examinations and any externally assessed coursework prescribed by the IB. The school follows all IB regulations, submission deadlines and examination procedures. Students receive information regarding assessment requirements, timelines and responsibilities throughout the programme.

21. Predicted Grades

Predicted grades are professional judgements made by teachers regarding the level of achievement students are expected to attain in final IB assessments. Predictions are based on multiple sources of evidence, including class performance, summative assessments, mock examinations, coursework, internal assessments and demonstrated progression over time. The school uses collaborative review and professional discussion to promote consistency and fairness in predicted-grade decisions. Predicted grades are not guarantees of final examination results and may differ from the grades ultimately awarded by the IB. Predicted grades may be submitted to universities during DP Year 2 and to the IB prior to the final examinations, in accordance with programme requirements and established school procedures. The school distinguishes between two types of predicted grades: those prepared for university applications, which support admissions decisions, and those submitted to the IB, which represent teachers' professional estimates of the grades students are expected to achieve in the final examinations.

22. Mock Examinations

XV. gimnazija administers mock examinations for Diploma Programme students as part of its assessment programme. Mock examinations provide students with experience of examination conditions comparable to those of final IB examinations. The purposes of mock examinations include supporting revision, identifying strengths and areas for improvement, developing examination strategies, informing predicted grades and preparing students for the demands of external assessment.

Mock examinations are scheduled at the end of DP Year 1 and in the second semester of DP Year 2 to monitor student progress and readiness for external assessment. Mock examination results form part of the evidence available to teachers but do not automatically determine final course grades or predicted grades.

23. Assessment of DP Core Components (Extended Essay, Theory of Knowledge and CAS)

The Diploma Programme core consists of the Extended Essay (EE), Theory of Knowledge (TOK) and Creativity, Activity, Service (CAS).

The Extended Essay and Theory of Knowledge are assessed according to current IB assessment criteria and procedures. Students receive supervision, guidance and formative support throughout the development process while maintaining responsibility for the authenticity and integrity of their work. The school provides opportunities for reflection, planning and feedback in accordance with IB requirements.

CAS is monitored through student reflections, documentation, advisor meetings and progress reviews. CAS is not awarded a numerical grade; successful completion is determined according to current IB expectations and requirements.

Completion of all DP core elements is required in accordance with IB regulations.

24. Review of assessment decisions and concerns

Students should first seek clarification from the subject teacher when they do not understand an assessment decision. Teachers should explain the evidence and criteria used. Where a concern cannot be resolved, the student and/or parent/legal guardian may use the school's established Complaints Procedure document, review or appeal procedures. Requests concerning final grades are handled as stated in the Complaints Procedure, for both MYP and DP.

25. Support, additional learning opportunities and progression

The school recognizes that students may experience difficulties in achieving the required learning outcomes both in the MYP and DP because of gaps in prior knowledge, inclusive access, prolonged absence, illness, exceptional circumstances or other factors affecting participation in learning. Assessment procedures in such cases are regulated by Croatian national education requirements, relevant school IB policies and procedures.

26. Additional learning support and summer school for all IB students

Where a student has not demonstrated sufficient achievement in one or more subjects by the end of the academic year, the school may provide an additional learning support, in form of summer school classes.

Summer school may include:

- targeted revision of essential knowledge and skills;
- additional teacher-supported learning;
- completion of outstanding learning activities;
- guided preparation for an assessment or examination;
- practical work where appropriate;
- formative assessment and feedback; and
- preparation for a subsequent reassessment or examination.

The exact organization, duration, eligibility and assessment arrangements for summer school are determined annually by the school in accordance with the school calendar, national regulations and school procedures, on a case to case basis.

27. Students with a final national grade of 1

IB achievement levels and Croatian national grades are separate assessment systems. A student may receive an IB achievement level that does not correspond directly to a Croatian national grade. For the purposes of progression within the Croatian state-school system, the relevant national requirements apply.

Under Croatian legal requirements, a secondary-school student who has a negative final grade of 1 (insufficient) under the national grading system, which is the equivalent of 1 or 2 in the IBMYP grading system and to a 1 in the DP grading system, in no more than two subjects may be referred to a re-sit exam. The examination is conducted before an examination committee appointed by the Head of School and the detailed examination procedure and examination periods are designated in accordance with the school's Statute and Complaints Procedure.

Prior to the re-sit examination, the school provides the student with the appropriate additional learning support or summer school thus giving the student an opportunity to achieve the expected learning outcomes at the re-sit examination.

If the student subsequently fails to demonstrate the required achievement, they are given another opportunity prior to the beginning of a new school year. If a student fails the second re-sit exam, they fail the entire year, i.e. they have to attend the same year once again.

28. Students with extensive or prolonged absence

When, for justified reasons, a student has been unable to attend classes and consequently cannot be adequately assessed in one or more subjects, such student may be referred to a subject or year examination. The decision to refer a student for such an examination is made by the school in accordance with Croatian legislation, school procedures and the student's documented circumstances.

29. Communication of concerns and intervention

When a student is at risk of not meeting the IB requirements, the school should identify the concern as early as reasonably possible.

Depending on the circumstances, the school may:

- provide additional learning support;

- arrange individual consultations;
- establish an improvement or learning-support plan;
- communicate with parents/legal guardians;
- monitor attendance and assessment evidence;
- provide summer-school or additional-learning opportunities where available;
- organize the appropriate statutory examination where required; and
- refer the case to the MYP/DP Coordinator, homeroom teacher, school counsellor, subject teacher or school leadership.

The aim of the intervention is to support students in achieving the required learning outcomes while maintaining the validity, fairness and integrity of the assessment process.

30. References

- International Baccalaureate. Assessment Principles and Practices: Quality Assessment in a Digital Age.
- International Baccalaureate. MYP: From Principles into Practice (current edition).
- International Baccalaureate. Diploma Programme Assessment Procedures (current edition).
- International Baccalaureate. MYP assessment and examinations guidance, including current information on school-based assessment, eAssessment and moderation.
- International Baccalaureate. Current MYP subject guides and assessment criteria for all subject groups offered by the school.
- International Baccalaureate. Current DP subject guides for all subjects offered by the school.
- International Baccalaureate. Personal Project Guide and current assessment requirements.
- International Baccalaureate. Extended Essay Guide (current edition).
- International Baccalaureate. Theory of Knowledge Guide (current edition).
- XV. gimnazija. Academic Integrity Policy (current edition).
- XV. gimnazija. Inclusion Policy (current edition).
- XV. gimnazija. Language Policy (current edition).
- XV. gimnazija. Student/Parent Handbook (current edition).
- Republic of Croatia. Pravilnik o načinima, postupcima i elementima vrednovanja učenika u osnovnoj i srednjoj školi (current version).