



Assessment Policy

**Prva gimnazija Varaždin
International Baccalaureate Diploma Programme**



**Diploma Programme
Assessment Policy**

September 2019
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IB mission statement

The international Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

PGV mission statement

We aim to provide students with the opportunity to develop their knowledge and skills according to contemporary educational practice.

We want to develop curious, inquiring and knowledgeable young people who will understand, respect and care about others.

Our goal is to produce future citizens of the world who will know how to accept challenges, how to act in global reality, be active lifelong learners and competitive collaborators within international society.

IB LEARNER PROFILE

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet help to create a better and more peaceful world.

<p>INQUIRERS We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.</p>	<p>OPEN-MINDED We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.</p>
<p>KNOWLEDGEABLE We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.</p>	<p>CARING We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.</p>
<p>THINKERS We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.</p>	<p>RISK-TAKERS We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.</p>
<p>COMMUNICATORS We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.</p>	<p>BALANCED We understand the importance of balancing different aspects of our lives-intellectual, physical and emotional-to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.</p>
<p>PRINCIPLED We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and right of people everywhere. We take responsibility for our actions and their consequences.</p>	<p>REFLECTIVE We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.</p>

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Introduction and Purpose of the document

Prva gimnazija Varaždin (hereinafter PGV) is a County-founded public school that provides national educational programmes and International Baccalaureate Diploma Programme (hereinafter IB DP). Founded in 1636, the school has a long tradition of education, and it has played a significant role in community all the way. Today we do our best to keep the tradition alive as well as meet the needs of the contemporary society.

IB DP community within the school has been active for 10 years and we see it as a crucial part of our further development. IB DP philosophy and principles, contemporary pedagogy, devotion to constant improvement as well as educational strategy based on aims, goals and learning outcomes, make an exciting challenge which we accept with great enthusiasm. We are trying our best to teach and learn along with our students, bearing in mind all the positive documents and publications released by International Baccalaureate Organisation (hereinafter IBO) and applying the best possible practice. We intend to do so in the future too.

IB DP community in PGV is a rather small cohort with an intention to grow. It is a challenge, both to students and parents, to improve educational system routines, which makes our responsibility and practice more demanding, but at the same time more valuable.

This policy is laid out to help students, their parents, their teachers and all that are interested or involved in IB DP to make a smooth transition from one system to another and to persistently follow, adopt and apply IB DP Philosophy of teaching, learning and assessing. All of that is put into practice in order to achieve the best possible outcomes and become competent, internationally-orientated life-long learners and teachers.

The purpose of this document is to:

- Articulate our beliefs and commitments about assessment in IBDP as a crucial part of teaching and learning process
- Describe assessment practices, both formative and summative
- Describe practices for internal standardizing of assessment
- Explain school practice of using assessment criteria
- Describe school practice of recording and reporting on student achievement
- Explain practice of providing students with feedback to inform and improve their learning
- Explain links between the assessment policy and other school and IBDP documents
- Present roles and responsibilities for implementing, evaluating and reviewing the assessment policy, as well as for training new teachers

Programme Philosophy and Principles that underpin assessment practice

We are fully aware and strongly committed to IB DP philosophy, vision and pedagogical principles. We are striving to put them in practice to the best of our abilities.

We could not agree more that education of young generations should be led by the idea of intercultural understanding, holistic approach and focus on students. Furthermore, we strongly believe that an individual holistically educated into a responsible person equipped with an impetus to be an active citizen, may in fact become a responsible future adult citizen, prepared to participate in a globalized world with all the challenges that lie ahead. In that sense we support an individual educational approach in order to provide our students with knowledge and skills necessary to become caring, internationally-minded lifelong learners with the capacity to think, inquire, as well as to become open-minded and principled communicators endowed with true values for a positive contribution to society.

We believe that the best way to achieve those goals is to develop a balanced connection between three major parts of educational process: teaching, learning and assessment.

The principles we follow are the following:

General

- We do understand and are committed to the IB DP principles and practices and continuously work on improvement in terms of their application.
- We promote international-mindedness and all attributes of the IB DP learner profile
- We participate in the IB world community in order to acquire more experience and keep up to date with IB development
- We strongly support education based on the development of skills that are crucial in enabling the students to learn how to learn and to be lifelong learners.
- We promote intercultural understanding, social awareness, human rights of all kinds and understanding based on knowledgeable education.
- We promote collaboration of all PGV parties involved in planning and reflecting on educational activities, as well as teaching, learning and assessing in the IB DP community.
- Our goal is to create inspirational educational environment based on mutual respect and equal responsibilities of teachers, students and parents, as well as all participants in the school community.

Pedagogical

Teaching in IB programme is:

- Based on inquiry
- Focused on conceptual understanding
- Developed in local and global contexts
- Focused on effective teamwork and collaboration
- Differentiated to meet the needs of all learners
- Informed by assessment (formative and summative)

Teaching and learning

- Is based on setting goals and outcomes rather than norms
- Focuses on the development of teaching and learning skills (rather than being subject-focused)
- ATL skills (thinking, communication, social, self-management and research skills) are vital for students to become „self-regulated learners“(Kaplan,1998), which would lead to the final outcome of their lifelong education .
- Is interactive process, involving teachers and students in an equal proportion
- Builds on what student know and can do
- Supports students to be actively responsible for their own learning
- Uses a range and variety of strategies and multiple perspectives
- Engages students in reflection upon how, what and why they are learning
- Is a collaboration process through which knowledge is co-constructed through an active teacher-student interaction

Assessment

- Assessment at the school aligns with the requirements of the International Diploma Programme
- IB DP community communicates its assessment philosophy, policy and procedures to the school community
- Assessment is crucial in supporting learning as well as in measuring learning
- Is intended to support curricular goals
- Assessment is criterion-related in order to identify achievement levels
- We encourage assessment for learning rather than assessment of learning
- We provide students with feedback to provide information and improve their learning
- We have and regularly improve systems for recording and reporting on students' progress in line with IB DP assessment philosophy
- We regularly analyse assessment data to gain an insight into teaching and learning
- We provide opportunities for students to participate in and reflect on the assessment of their work
- Students are provided with all necessary facilities and organisational support to be able to demonstrate specific programme demands: exhibitions, Extended Essay, Project 4, etc.

Assessment practices

Formative assessment

Formative assessment is an essential part of learning process. It represents an ongoing process of gathering and analysing information, interpreting and reflecting on situations and findings, and finally using all the acquired results to improve students' learning in order to develop their full potential. Regularly provided assessments inform students about their learning, help teachers to recognise special needs of individual learners, and improve the planning of learning activities.

Formative assessment aims to measure the outcomes of students' activities, performance and achievements.

As a vital part of assessment process we have set a list of school deadlines communicated with students through actual Calendar. Both students and teachers are expected to obey school deadlines. As a result of any assessment provided, the feedback should be given and discussed in a week time period.

The final goal of the assessment process is to develop skilled lifelong learners with a clearer grasp of their own performances.

Formative assessment is organised and provided by the school according to IBO pedagogical principles and practices.

Assessment we provide

- Assessment as an integral part of teaching/learning process
- Assessment focused on goals and outcomes, related to levels of achievement
- Skill-based and criterion-related assessment
- Feedback as a crucial part of the assessment process
- Assessment organised by teachers to measure and support learning
- We encourage students' self-assessment and peer-assessment
- We encourage student-teacher evaluation once a year

Methods we use

- Methods designed to motivate students
- Assessment methods which are appropriate to teaching/learning methods used
- A variety of methods that are determined as most suitable for a particular teaching/learning situation, such as:
Discussion, debate, drama-play, group and individual oral presentation/commentaries/critique, problem-solving teams, comparative analyses, case studies, project-based learning, research-based learning.
- Where and when appropriate, experimental investigations, lab-projects, process portfolios, studio work, practical performances, as well as field-work tasks, response journal, exhibition etc. is implemented.
- Students are assessed through essays, exercises, tasks or case-based papers, MCQ papers, project-based solutions, studio performances, homework or schoolwork.

Outcomes we promote

- Students to become independent, responsible, skilled lifelong inquirers and learners
- Students to develop through an interrelationship of concepts, content and skills
- Students to focus on conceptual level of understanding
- Students to become sustained learners in a real-life context, susceptible to diversities in global community, aware of local/personal strengths
- Students to be collaborative members of any team they may be a part of
- Students to acquire skills necessary to estimate their work and work of others
- Students to be critical and creative thinkers, to become internationally-minded and contextually aware

- Students to follow IB philosophy by becoming self-managed, self-directed and self-regulated young people

Types of formal assessments we provide

- Admission assessment (when needed as stated in Admission policy)
- Exam Week (at the end of semester)
- Mock Exam (during March in second year)

Grading in IB DP at PGV

- We apply grading scale from 7 (maximum), to 1 (minimum)
- 7 to 3 are passing grades at HL,
- 7 to 2 are passing grades at SL
- TOK and Extended essay are assessed on a scale from A (maximum) to E (minimum)
- A to D are passing grades, E means failure

Grading scale

Grades	SUBJECTS		CORE	Equivalent to national grading Scale 1 - 5
	HL	SL	TOK/EE	
7	Excellent	Excellent		5
6	Very good	Very good		
5	Good	Good		
4	Satisfactory	Satisfactory		4
3	Weak (passing)	Weak		3
2	Poor (fail)	Poor (passing)		2(if HL)
1	Very poor(fail)	Very poor(fail)		2(if SL), 1(if HL)
				1 fail
A			Excellent	
B			Above average	
C			Average	
D			Below average	
E			Fail	
IB DP additional grades				
N	No grade has been awarded (failure to complete)			
P	Pending, insufficient information			
S	Satisfied (TOK,EE,CAS), during process of completion			

- During the assessment process teachers apply IB DP grade descriptors (*DP Grade descriptors* – in appendix), and Mark bands from Subject guides in order to be in line with assessment tasks and assessment criteria
- Students are aware of all those elements related to the assessment process of their work, and they apply them while working/learning or evaluating work of their own or that of others.
- Feedback should be provided to students as a part of the assessment process within a week
- Further discussion may be provided if needed

Croatian national system requires average passing marks at the end of each school year. This is how was agreed upon translating IB DP total points to average grades for the final Certificates released by PGV at the end of each school year:

IB DP total points	Equivalent to national marks (scale 1 – 5)
34 or more	5
28 - 33	4
24 - 27	3
23	2
22 or less	1

Summative assessment

Summative assessment measures students' performance against DP assessment criteria to judge levels of achievement. We are determined to follow all the IB DP principles, practices and deadlines in providing this kind of assessments. Our formative and summative assessments are inherently linked in order to prepare students for final exams. In that respect, teachers use their best knowledge and practice, as well as feedback from previous exams, to provide optimal possible outcomes. The way we adapt summative assessing to formative is by applying DP assessment criteria, grading scale and providing feedback at the end.

Mock exams are a great opportunity for students to experience how the final exam works.

Teachers apply grade descriptors following their subject guides to assess internal and external materials in order to produce Predicted grades for Final exam assessments.

Subject specific assessment components

Beside continuous formative assessments provided through two years of teaching/learning/assessing process, students are obliged to fulfil subject specific assessment components according to IB DP Final examination process.

Those components are:

SUBJECT	ASSESSMENT		
	INTERNAL (IA)	EXTERNAL (EA)	EXAM
CROATIAN A Literature	Individual oral commentary	Written assignment	Paper 1, 2
LANGUAGE B English, German	Individual oral recordings	Written assignment	Paper 1, 2
BM	Research project (HL) Written commentary (SL)		Paper 1, 2
HISTORY	Historical investigation written assignment		Paper 1, 2, 3(HL)

GEOGRAPHY	Field work written report		Paper 1, 2, 3(HL)
ENVIRONMENTAL SYSTEMS AND SOCIETIES	Individual investigation		Paper 1, 2
SCIENCE Biology, Chemistry, Physics, Computer sc.	Sample internal assessment work		Paper 1, 2, 3
MATHEMATICS	Sample internal assessment work		Paper 1, 2, 3(HL)
VISUAL ARTS	Exhibition	Process Portfolio Comparative study	IB Examiner
EXTENDED ESSAY	--	Essay	IB Examiner
THEORY OF KNOWLEDGE	Planning and progress form - Presentation	Essay	IB Examiner
CAS	Completion IBIS	Submission IBIS	IBO

Award of the Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed. Diploma will be awarded to a candidate if all the following requirements have been met:

- CAS requirements have been met
- The candidate's total points equal to 24 or more
- There is no N awarded for TOK, EE essays or for a contributing subject
- There is no grade E awarded for TOK, EE essay
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for four registered HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (for two registered SL subjects at least 5 points must be gained)

TOK/EE points matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The final result of candidates awarded with the Diploma is based on the total IB Diploma points score: the subject grades, the confirmation of the completion of all CAS requirements and points awarded for the combination of TOK and EE (TOK/EE points matrix)

A maximum of three examination sessions is allowed in which a student needs to meet the requirements for the award of the Diploma. Those sessions (Retake), need not be consecutive.

Prva gimnazija Varaždin is appointed as May Examination session school.
 IB DP students are not required to take the state graduation exam (Državna matura – DM).
 Students enrolled to IB DP must take IB DP Final Exams.
 Results from IB DP Final Exams are converted to state DM and are compatible with it. National grading scale used is from 5 (maximum) to 1 (minimum)

IB DP Final marks converted to state DM marks:

IB DP - HL	DM level A	IB DP - SL
7	5	
6		7 6
5	4	
4		5
	3	4
3		3
2	2	2

This enables students to be equally competent in applying National Universities.

Final document (Diploma) of the programme is released by IBO.

Recording and reporting

Recording

- Recordings of students' achievements are provided accurately
- We keep written records of assessment, both the marks and the teachers' reflections
- We store other assessment materials, like papers, written tasks, studio works and others, as long as students don't pass all their exams and are awarded with the Diploma
- Complete student's evidence of assessment and achievements, as well as other details like record of absence, meetings with parents, potential problems, limitations, awards or suspensions, is kept in School record book, and is presented to parents by homeroom teacher or IB DP Coordinator
- We are in the process of improvement of recording all the information related to student/teacher work and evidence online. It is being developed right now, and when finished we will completely transfer our records and evidence to it.

Reporting

- Providing students with feedback on their work is a regular activity, in both written or oral form

- We organize meetings with parents. They are set up regularly (every two months), on demand (parents may contact us and come to school any time they feel the need to do so), or in some specific situations (breach of regulations, dead-line problems or other), we contact them and ask to come to school
- Students are well-informed about their success, and so are the parents
- We provide students with transcripts on a mid-semester basis and at the end of first and third semester (during two years programme)
- At the end of both years, students are provided with certificates issued by PGV
- IB DP staff members carry out regular analyses of assessment data, results of which are presented through written reports to the students/parents
- Final results are thoroughly analysed with teachers (IB Feedback), and students
- In case that the Diploma is not awarded or students want to improve their marks, IB DP Coordinator provides particular further analyses of the results and provides guidelines as to the possible further activities.

Homework

Homework is a regular activity during teaching/learning/assessment process. Different kinds of homework are appointed by teachers to prepare students for various tasks such as: project or experimentation, concluding about/evaluating/analysing work at school, acquiring data necessary for a completion of school tasks, practicing procedures, reading texts and materials for further school discussions etc.

Student's personal research projects are usually undertaken, at least partly, as a homework activity.

Admission assessment

Prva gimnazija Varaždin offers IB Diploma Programme only (we do not have MYP or PYP). Our students enrol mostly from National school programmes, and they must have certain previous knowledge and skills to be able to join and respond to all of the challenges and demands of IB DP. That is why we have set up particular criteria necessary for the application to the IB DP.

Criteria for enrolment to IB DP are:

- At least Very good mark in mother tongue, English, Mathematics
- Commitment to IBO Learner's profile
- Motivation to enter the programme
- Capacity to learn and improve skills
- Communication skills

If those criteria are not met (certificate), students should take the admission examination consisting of:

- Language A assessment
- Language B assessment
- Mathematics assessment
- Interview with the student (motivation)

Any student who has successfully finished the second year of high-school education may enrol in IB DP if all the above criteria have been met.

Links between Assessment policy and other documents

As mentioned before, we are fully aware of the importance of interconnectedness of all parts and components in IB DP Educational principles and practice. We believe that IB DP teachers are not only subject teachers, but role models for their students, practicing what they teach and living what they expect from their students. Subject teachers are language teachers as well, acting in accordance with academic honesty expectations, as well as understanding differences and special educational needs.

That's why this document is inherently connected with other school documents:

- Language policy
- Academic Honesty policy
- Special educational needs policy
- Admission policy

as well as IB DP documents:

- Handbook of procedure for the Diploma Programme (2019/20)
- General regulations: Diploma Programme (2019)
- Programme standards and practices (2014)
- DP from principles into practice (2015)
- Grade descriptors (2015)
- Approaches to teaching and learning in the DP (ATL), (2015)
- Academic Honesty (2011)
- The responsibilities of IB World Schools in ensuring the integrity of IB assessment (2017)

Roles and Responsibilities for implementing, evaluating and reviewing the Assessment policy and for training new teachers

This Policy is meant to be a working document that should apply to all involved to IB DP in PGV. It applies to teachers, students and parents.

Assessment policy was written by the IB DP Coordinator, revised by TOK, EE and CAS Coordinators, as well as all IB DP Teachers and the Head of the School.

It is a public document in use for IB DP stuff in PGV, published on web pages/ IB section of the School. It is available to teachers, students, parents and the entire school community.

The assessment policy is a document under annual revision according to new ideas and practices developed by IBO, as well as growing School experience.

The crucial purpose of this document is as follows:

- Teachers shall organise and provide all kind of assessments according to IB DP principles and practices from this policy
- Students shall understand assessment
- Students shall implement self-assessments or peer-assessments
- Parents shall be able to follow their children's progress
- IB DP school staff shall monitor, analyse and advise students and parents
- Teachers new to the programme shall learn how to teach and assess
- School community shall understand differences and advantages of this international educational system against National practice
- School management shall support special needs in teaching/learning/assessing process, and provide IB DP community with necessary means and resources.

References

- *Guideline for developing a school assessment policy in the Diploma Programme (IBO,2010)*

- *Guide to programme evaluation (IBO, 2016)*
- *Programme standards and practices (IBO, 2014)*
- *DP: From principles into practice (IBO, 2015)*
- *Handbook of procedure DP (IBO, 2016)*
- *General regulations: Diploma Programme (IBO, 2019)*
- *Programme evaluation guide and self-study questionnaire: Diploma Programme (IBO, 2016)*
- *Grade descriptors (IBO, for use from September 2014/January 2015)*
- *Approaches to teaching and learning in the Diploma Programme (IBO, 2015)*
- *The responsibilities of IB World Schools in ensuring the integrity of IB assessment (IBO, 2017)*