

# ASSESSMENT POLICY

**MATIJA GUBEC  
INTERNATIONAL SCHOOL  
ZAGREB - CROATIA**



# MYP Assessment Policy

## Reasons for Assessment:

- To measure student progress over a period of time
- To give feedback to students which will help them to know what and how to improve
- To support teaching and developing the IB learner profile
- To apply both formative and summative assessment strategies
- To provide the success for all students

## Principles of assessment:

- Assessment strongly connects planning, teaching, and learning.
- Criteria for assessment are based on IB criteria, developed for each subject group and applied in each particular subject.
- All grading and marking should be done in clear and timely manner.
- Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion to assist them in understanding how to achieve excellence
- Process involves diagnostic assessment at the beginning of each year, formative assessment throughout and summative assessment at the end of each unit.
- Assessment promotes and evaluates deep understanding
- Students have the opportunity to reflect on their own learning(portfolio reflection sheets)
- Students must understand the assessment task expectations, as well as feedback given to them.
- Reporting to parents is meaningful and obligatory.
- Lower abilities students and students with poor results are offered help to improve their progress and achievements.
- Assessment strongly emphasises the principles of academic honesty and discourages any form of malpractice and plagiarism.

## Assessment practices

### Formative Assessment

For formative assessment practices, teachers may use their own strategies for providing feedback to students as long as students understand clearly what and how to improve. The strategies teachers choose to use must be aligned with general MYP assessment requirements and practices described and published in the guide for each subject group. The teachers' feedback should be affirmative, in positive tone and should encourage student to achieve excellence. In some subjects students are involved in the formative assessment of their own learning.

### Summative Assessment

All summative assessment must strictly use the MYP assessment criteria with according achievement levels. Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion used.

Summative assessment occurs at the end of a teaching and learning cycle when students are given the opportunity to demonstrate what they have learned. Summative assessment is important; it can help in evaluating the learning process.

Summative assessment is generally used as part of the grading process. Examples of summative assessments include unit tests, semester exams, final lab reports and research papers.

Each criterion is assessed twice a year.

The timing and type of each summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments should be distributed and discussed.

All the summative assessment is reported in the state's official assessment book.

### Homework

Homework is given to support learning and it is not assessed but checked on a daily basis. The quantity of homework is not set in advance.

### Final Assessment

Final IB assessment is summative assessment, designed to record student achievement at the course of study.

Final grades are reflection of students work from the entering school. Students are not compared against each other but the grades are based on their progress through the year. Student learning is evaluated at the end of each semester.

This range of student performances is reduced to a final subject grade (on a scale of 1 to 7) according to grade descriptors, which represent the standards for each subject. To generate the final grade, teachers use IB boundaries.

### Reporting Progress

Progress, including grades, is formally communicated to students and parents twice a year, at the mid-point and the end of the school year. The purpose of the subject report at the end of the semester is a check on student progress halfway through the year and it includes topic taught through that semester, reference to approaches to learning and a brief comment.

Final report cards given at the end of the school year are: IB final report card, subject report cards and an official Croatian document which includes grades from all the subjects, overall grade, extracurricular activities, record of absences and record of behaviour.

### Community and service

According to Matija Gubec Community and Service Policy, at the end of the school year students should have collected 6, 8 or 10 credits depending on the year (MYP 1, MYP 2, and MYP 3)

For each activity, a reflection sheet should be completed.

A community and service report card is completed by Community and Service leader and given at the end of the school year.

### MYP Student Portfolios

During the school year, all MYP students are required to put together a portfolio to demonstrate their learning to others. Students' portfolios include their most successful pieces with according task reflection sheets.

### Monitoring of Assessment

In order to monitor and maintain the standards of teaching and educating at Matija Gubec International School, the teachers are obligated to submit assessment samples from the final grade level of the programme for monitoring of assessment purposes. "Monitoring of assessment has been developed to help schools apply MYP assessment principles to their own local circumstances. Monitoring of assessment is not linked to validation of students' grades, and, therefore, differs from the process of external moderation." (IBO 2012, p.76)

### **Requirements for Teachers**

- Teachers organize assessment and reporting procedures to align the requirements of the programme.
- Teachers have to inform students about application of criteria before deciding on achievement levels.
- The process of assessment is monitored.
- Subject reports and final report with student achievement and progress on IB criteria is reported at the end of the school year.
- Teachers have to regularly inform students about their progress and provide them with recommendations, advices and specific demands in order to improve their results.
- Teachers have to be informed and fully aware of any student's physical, psychological, mental or language disability that may affect assessment results.
- Teachers are trained to use all IB assessment principles and criteria in their subjects.

### **Requirements for students**

- Students are obliged to participate in all forms of assessment during the school year.
- Students have to be informed about each summative assessment so they can prepare and learn.
- Students are obliged to do all homework in all subjects.
- Students have the right to be informed about their results in every form of both formative and summative assessment.
- Students are expected to follow the principles of academic honesty.
- Students have to inform a teacher if there is any reason why he/she cannot participate in assessment and/or do homework.

### **Requirements for Parents**

- Parents should set up an environment which is supportive to learning and working.
- Parents should set up a homework routine and priorities, also supervise student's work
- Parents should regularly talk to the teachers about student's assessment results and progress.
- Parents should encourage, motivate and praise kids to succeed
- Parents should first inform homeroom teacher and subject teachers if there is any physical, psychological, technical, moral or other reason why a student should not participate in assessment.

### **General IB 1-7 Descriptors**

7	Excellent Performance
6	Very Good Performance
5	Good Performance
4	Satisfactory Performance
3	Mediocre Performance
2	Poor Performance
1	Very Poor Performance