

MG

MATIJA GUBEC INTERNATIONAL SCHOOL

ASSESSMENT POLICY



Date revised: June - August 2017



PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

Assessment makes a major contribution to the realisation of the objectives of Matija Gubec International School as summarised in its mission statement:

“Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.”

Aims of the assessment policy:

The assessment policy aims to ensure that all teachers know what is expected of them with regard to assessing students, and to support teachers in the development and administration of assessments. It aims to help teachers to realize the importance of engaging students in the assessment process, recognize the appropriate use of various methods of assessment, and reflect on their current practices with a view to improving the quality of the assessment process. The policy also ensures that all assessments are developed and administered in accordance with the IB guidelines on MYP assessments. The policy intends to make assessment constructive and manageable for teachers and students.

The assessment policy is instituted to provide students, teachers, and parents with well-analysed timely feedback in every area of learning. Matija Gubec International School undertakes to provide regular and constructive assessment.

Goals of assessment:

“The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.” (MYP: From principles into practice, 2014, International Baccalaureate)

- Assessment is created to enhance student learning by understanding the expectations of the programme in every subject, assessment criteria and ways they will be judged and graded in both formative and summative ways.

- Assessment informs, supports and encourages effective teaching and learning and it provides information about student's progress and achievement for students, parents and teachers.
- Assessment is aligned with the requirements of the IB Middle Years Programme.
- Assessment supports and encourages student learning by providing feedback on the learning process.
- Assessment provides opportunity for students to exhibit transfer of skills across disciplines, such as in the community projects and interdisciplinary unit assessments.
- Assessment promotes positive student attitudes towards learning.
- Assessment promotes a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Assessment promotes the development of critical- and creative-thinking skills.
- Assessment reflects the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Assessment supports the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Purpose of assessment:

At Matija Gubec International School we believe assessment is integral to all teaching and learning. It is central to the PYP and MYP goal of thoughtfully and effectively guiding students through the **five essential elements of learning**:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action and reflect upon it, to support development of the IB Learner Profile attributes and to evaluate programmes.

Purpose of assessment for teachers:

- to enhance student learning
- to monitor the individual progress of student achievement
- 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

Purpose of assessment for students:

- to provide consistent, timely feedback and opportunity for reflection
- to give a "time stamp" of what students know at various points in learning
- to identify strengths and weaknesses in components of the subject area
- to promote student responsibility for ownership of learning

Purpose of assessment for parents

- to communicate consistent, timely feedback and opportunity for conversation
- to allow parents and teachers to work together as advocates of student learning
- to provide transparency of curriculum

Principles of assessment:

- Assessment is varied in approach. Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.
- Assessment strongly connects planning, teaching and learning.
- Process involves diagnostic assessment at the beginning of each year, formative assessment throughout and summative assessment at the end of each unit.
- Summative assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students. The subject criteria are based on the learning objectives mandated by the IB. Assessment is criterion-based, not deficit-based. Assessment will not be based on “how many questions can a student answer?” or “what percentage have they achieved?” but rather “what skills have they learned?” or “what level of understanding can they demonstrate?”
- Criteria for assessment are based on the IB MYP criteria, developed for each subject group and applied in each particular subject in each year of the programme.
- All grading and marking should be done in a clear and timely manner.
- Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion to assist the students in understanding how to achieve excellence.
- Assessment task must be authentic whenever possible – summative, specific, criterion-related, varied, using a range of measurement tools and having real-world applications.
- Assessment promotes and evaluates deep understanding. Assessment tasks will involve critical and creative thinking skills.
- Assessment should be on-going and reflective. Reflection is an essential and integral part of the assessment process. Students have the opportunity to reflect on their own learning and to evaluate their progress and set targets for improvement.
- Students must understand the assessment task expectations, as well as feedback given to them.
- Assessment strongly emphasises the principles of academic honesty and discourages any form of malpractice and plagiarism.
- Assessment is differentiated to account for students’ diverse needs and a variety of learning styles.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning and real-world contexts.

- All work submitted for assessment must be the student's own work.
- Feedback is central to the assessment process. Teachers provide students with feedback for future learning which can be done orally or in writing, either individually or in class as a group. Students will receive timely and meaningful feedback on their performance on assessment tasks.
- Reporting to parents is meaningful and obligatory. Assessment is reported via e-Classbook, digitally kept records of students' achievements against all MYP assessment criteria in all subjects along with teachers' notes about student's progress throughout the year. Both parents and students have continuous access to these records. Assessment is also reported through parent-teacher conferences, parents meetings and report cards issued at the end of the school year, both in English and Croatian.

REQUIREMENTS FOR TEACHERS, STUDENTS AND PARENTS

Requirements for Teachers

- Teachers organise 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.
- 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 are required to keep their portfolio throughout the school year.
- Students have to inform a teacher if there is any reason why they 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.

THREE ASSESSMENT COMPONENTS

The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

- 1) **Assessing** – how we discover what the students know and have learned
- 2) **Recording** – how we choose to collect and analyse data
- 3) **Reporting** – how we choose to communicate information.

The school's Assessment Policy is therefore divided into three sections: Assessing, Recording and Reporting.

1) ASSESSING

ASSESSMENT PRACTICES

While the IB programme guidelines lay down the parameters of assessment, they also ensure that each student is evaluated individually and not ranked or graded to fit into a comparative scale of performance. In the hypercompetitive context of contemporary societies, it is particularly necessary to emphasize that assessment is *for learning*, that it provides guidance for *purposive directed learning*, and for *meeting programme standards*. It is not for producing a rank ordering which compares one student's performance against another's.

1. Diagnostic/pre-assessment prior to teaching helps teachers and students find out what the students already know and can do.

2. Formative assessment is assessment *for learning* and it is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. It also gives students an opportunity to improve their understanding and to develop enthusiasm for learning. 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. Student peer and self-assessment can be important elements of formative assessment plans.

Informal formative assessment should be an integral part of every lesson. These could be in the form of:

- **teacher's observation and feedback**
- **peer assessment, peer feedback**
- **self-assessment**
- **ATL assessment**
- **holding question and answer sessions** at the beginning of each class, reviewing homework and assignments, individually and in groups, which will help to review the previous day's class work and check at the same time student's understanding of the assignment
- **following up** very carefully and detailed for each student's progress after each formative assessment
- **encouraging students** to realize and reflect on the areas they need to improve
- **giving students instant and constant support**
- **using rubrics and task specific clarifications** for the different assessments and reviewing them with students before and during the development of the task, especially the higher levels of achievement to encourage them to accomplish those
- **writing comments on the pieces of work about what students need to improve** and allowing them to reflect on and correct their tasks by themselves, or in pairs

3. Summative assessment is assessment *of* learning and it takes place at the end of a unit. Summative assessment marks the culmination of the teaching and learning process, but it is not the *purpose* of the teaching and learning process; it gives students opportunities to demonstrate their understanding of concepts, knowledge and skills. Summative assessment is planned in advance. 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 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.

4. Internal assessment standardisation

According to the guide *MYP: From principles into practice* (2014): "Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives." (page 83).

In the cases where more teachers teach the same subject group in a given year level, the process of internal standardisation must take place to ensure a common understanding of criteria and application of levels of achievement. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. Where there is a single teacher in that subject, a teacher shares tasks for standardisation with the programme coordinator. Supervisors of the community project also standardise.

At MG International School, standardisation of assessment takes place at specific points throughout the school year. This is a way for teachers to come together and discuss their assessment procedure, samples of student work and assessment documents. The community project assessment and interdisciplinary units assessment are also standardized each year. The goal of standardisation is to ensure high academic standards and to be sure students are fairly and consistently assessed in academic and community-based contexts. Standardisation is carried out at least a minimum of once a semester in each subject area. During collaborative sessions teachers collect samples of assessed student work, unit objectives, sample tasks and lists of task types to drive the process of standardisation. A minimum of two samples from each grade level should be brought to the table each semester. Discussions of how the other teacher would have assessed the work should be documented with notes, or marked on rubrics for record keeping and future use.

5. Assessments will be carried out in the following forms: **peer-assessment, self-assessment and teacher assessment**. Feedback should be provided within an appropriate amount of time.

6. **A balance of strategies** will be used at developmentally appropriate levels and should be outlined in planning documentation. A **balance of assessment tools** should be used with the strategies.

7. Assessment data should provide **evidence of developing the attributes of the IB learner profile**. The assessment process at Matija Gubec International School involves the active participation of students, teachers and parents. They work together to keep each other informed about student progress. The student is at the centre of the process and is actively involved in and takes appropriate responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

Differentiation has been defined as ‘an approach to teaching that attempts to ensure that all students learn well, despite their many differences’ or as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning’.

Differentiation is guided by three characteristics:

- *Differentiation by readiness* where the teachers follow the main principles: concrete to abstract, simple to complex, slow to fast, structured to open-ended, dependent to independent.
- *Differentiation by interest* where teachers follow the main principles: develop efficient ways of sharing interest-based findings, create open invitations for student interest, keep an open eye and open mind for students with a serious passion and link interest-based exploration with key components of the curriculum. Our teachers use different strategies that support interest differentiation.
- *Differentiation by learning profile* principles remind us that some, but not all students share learning preferences - helping students to reflect on their own preferences, use both teacher structured and student-choice avenues to the learning-profile differentiation. The teachers are aware of learning style, intelligence, culture-influenced and gender based preference factors. Teachers use different strategies that support learning-profile differentiation.

Teachers also differentiate content and resources, process and products.

Four principles of good practice

The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. These principles are based on elements of good practice that are essential to the development of the whole person.

1. Affirming identity and building self-esteem

- promoting a class and school environment that welcomes and embraces the diversity of learners
- by valuing and using the diversity of cultural perspectives to enhance learning
- by liaising with parents to establish understanding of how best to collaborate to achieve shared goals

2. Valuing prior knowledge

New learning and understanding is constructed on previous experiences. If new information cannot be understood, it cannot be linked to prior knowledge and become part of deeper learning. Therefore, teachers should:

- explicitly activate learners' prior understanding
- use their knowledge of learners' prior understanding to differentiate tasks and activities
- record information in learning profiles that will support planning for future differentiation
- consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.

3. Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. Scaffolding strategies are:

- the use of graphic organizers to develop a piece of written research
- visual aids
- demonstrations
- dramatization
- small, structured collaborative groups
- teacher language
- use of mother tongue or best language to develop ideas and initial plans
- using templates for particular tasks, with quite a large amount of detail where key terms and phrases are given in a graphic organizer.

4. Extending learning

As learners progress through the years, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum. The academic language of such texts reflects:

- the complexity and abstraction of the concepts that learners are required to understand
- extended academic language
- the increasingly sophisticated grammatical constructions
- the use of assistive technology and software.

2) RECORDING

ASSESSMENT STRATEGIES

The teaching staff at Matija Gubec International School uses and develops a range of assessment strategies. Assessment strategies are selected in order to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select from a number of assessment strategies, reflecting student's needs and skills

Observation	Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
Selected responses	Tests and quizzes. Selected responses allow the teacher to ask general or specific questions to get responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment. These assessments provide a snapshot of students' subject-specific knowledge.
Open-ended tasks	The tasks allow teachers to present students with a stimulus and ask them to communicate an original response that could take many forms, such as a presentation, an essay, a diagram or a solution to a problem.
Performance	Students apply what they have learned by completing authentic tasks that have more than one acceptable solution. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts and may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment.
Process journals	Reflection is an essential element of effective learning. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection.
Portfolio assessment	An ongoing, purposeful collection of selected student's work. Portfolios can be used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

ASSESSMENT TOOLS

We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. In order to gather data about students' learning our teachers use a number of instruments/tool; quantitative and qualitative tools which refer to both written and oral tasks, group problem solving, performances and demonstrations, portfolios and observations. Samples of tools are: **rubrics, exemplars, checklists, anecdotal records, continuums and portfolios.**

Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and how to rate that work. Rubrics can be developed by students as well by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task
Checklist	These are lists of information, attributes or elements that should be present in student's work. A mark scheme for an examination is a type of checklist. Checklists are useful when used formatively, as they could be applied by either the teacher or student.
Anecdotal records	Anecdotal records are brief written notes based on observation of students. These records need to be systematically compiled and organised.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
Portfolios	Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection. Portfolios are a cumulative collection of student work that travel with the student from kindergarten through fourth grade. They are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduation from the program.

ASSESSMENT TASKS

These assessment strategies, and others, can all be used to develop suitable and appropriate performances of understanding. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list:

- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)

Assessment task must be authentic whenever possible – summative, specific, criterion-related, varied, using a range of measurement tools and having real-world applications.

The assessment tasks developed for each unit should address at least one MYP subject-group objective. Assessment tasks should take into account the requirements of students with special educational needs (SEN) and students who are learning in a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion to assist the students in understanding how to achieve excellence. Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria.

MYP ASSESSMENT CRITERIA

The MYP identifies a set of objectives for each subject group which are described in terms of what students should know, understand and be able to do. Each objective is aligned with its corresponding assessment criterion. Assessment is criterion-related, based on four equally weighted assessment criteria - all MYP subject groups have four assessment criteria.

Each criterion has nine possible **levels of achievement** (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**, which teachers use to make “best-fit” judgments about students’ progress and achievement. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower levels. The skills required to achieve in each criterion become, developmentally

appropriately, more demanding in each year of the MYP programme. The teachers develop **task-specific rubrics** that gives very specific information on the expected outcomes at each level of achievement.

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 each year of the programme.

If the student work achieves level of achievement 0, it is noted in the e-Classbook; the student has one chance to improve the work within two weeks. For the final level of achievements all the levels throughout the school year are counted.

MYP assessment criteria is applied for each subject group according to the following table:

THE MYP ASSESSMENT CRITERIA ACROSS SUBJECT GROUPS				
Subject groups	Criterion A (max. 8)	Criterion B (max. 8)	Criterion C (max. 8)	Criterion D (max. 8)
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Comprehending spoken and visual text	Comprehending written and visual text	Communicating in response to spoken and/or written and/or visual text	Using language in spoken and/or written form
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-life contexts
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
Interdisciplinary project	Disciplinary grounding	Synthesizing	Communicating	Reflecting
Community project	Investigating	Planning	Taking action	Reflecting

ASSESSING INTERDISCIPLINARY UNITS

In the MYP interdisciplinary learning is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding and to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. In each year of the programme, MYP schools are responsible for engaging students in at least one collaboratively planned interdisciplinary unit in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

Guidelines for interdisciplinary assessment of student learning:

1. **Assessment is carefully planned:** In planning a course or unit of work teachers develop an assessment strategy that is an integral part of teaching and learning.
2. **Assessment is formative and summative:** In addition to the unit's summative assessment, teachers assess skills and understanding before and throughout the unit.
3. **Assessment is aligned with MYP interdisciplinary aims and objectives:** In planning and conducting their units, teachers use the interdisciplinary MYP aims, objectives and achievement level descriptors for each criteria as guideposts.
4. **Assessment is based on evidence of student work:** In the MYP, assessment builds on close analysis of student work. Teachers select relevant pieces of student work for assessment and are able to point out accomplishments or misunderstandings in student products or performances.
5. **Assessment offers informative feedback:** Viewed as an opportunity to support further learning, assessment does not seek to expose students in their mistakes but rather to help students recognize, and have evidence of, both their accomplishments and their misconceptions. Effective feedback always includes the development of strategies to improve performance.

Recording and reporting interdisciplinary assessment

Matija Gubec International School reports student achievement in interdisciplinary learning to students and parents as part of the school's regular reporting process, within the e-Classbook section that contains achievement levels for each criterion in all formally developed interdisciplinary units.

FINAL ASSESSMENT

The final 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 and achieved learning outcomes and expected level of competence: knowledge, skills and understanding. Students are not compared against each other but the grades are based on their progress through the year. The final grade should be announced and explained in the classroom.

At the end of the school year the teacher makes a final judgement of how well the student has achieved in each criterion using the 1-8 scale. To arrive at a criterion levels total for each

student, teachers add together the student's final levels of achievement in all criteria of the subject group. To determine final grades in each year of the MYP, criterion levels are converted into a final subject grade based on a 1-7 scale using the grade boundary guidelines table issued by IB:

MYP general grade descriptors:

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
GRADE 1 Very poor	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.
GRADE 2 Poor	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.
GRADE 3 Mediocre	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.
GRADE 4 Satisfactory	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.
GRADE 5 Good	19 - 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.
GRADE 6 Very good	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.

GRADE 7 Excellent	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.
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Appeal process for final level of achievement

If the MYP student and/or their parent/s disagree with the final level of achievement, they have two days after the end of teaching year to write a formal letter to the Teachers' Council to request for special exam. If the formal request is received on time, the Teachers' Council will appoint a panel consisting of 3 teachers. The exam that includes all assessment criteria is to be held within two days of the submission of the request. The decision of the panel is final.

Promotion to next academic year

To be promoted to the next academic year, the MYP students must not have achieved below grade '3' in any of the subject. If a student has achieved '1' or '2' in one or two subjects, they need to attend the extended classes to improve their final achievements. If they don't manage to do so, a possibility is given to take the makeup exams from these subject(s). The exams are held at the end of August. If a student has achieved a failing grade (1 or 2) from three or more subjects, or has failed to pass the makeup exam, they will not be promoted to the next academic year and therefore, they will have to repeat the same academic year the following school year.

The grades from 1- 7 are also 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.

IB GRADE	EQUIVALENT ON 1-5 SCALE IN CROATIAN GRADING SYSTEM
very poor (1)	nedovoljan (1)
poor (2)	nedovoljan (1)
mediocre (3)	dovoljan (2)
satisfactory (4)	dobar (3)
good (5)	vrlo dobar (4)
very good (6)	odličan (5)
excellent (7)	odličan (5)

COMMUNITY PROJECT

The *Community Project* is an independent project required for all MYP3 students in schools in which the MYP finishes with year 3 of the programme. The Community Project is student-centred and age-appropriate, and it enables students to engage in practical explorations through a cycle of inquiry, action and reflection. The Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community.

The community project may be completed individually or collaboratively in groups of no more than three students.

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria. MYP community projects must address all strands of all four assessment criteria. The community projects are assessed and internally standardized by the supervisors in the school according to the criteria published in the *MYP Projects Guide*:

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Community Project Showcase

Matija Gubec International School organises the *Community Project Showcase* where MYP3 students present their community projects to inform the public about their chosen service as action. The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- For an individual student presentation the time allocated is 6–10 minutes. For a group presentation the time allocated is 10–14 minutes.
- Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.
- The format of the presentation should be structured following the MYP community project objectives. Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group.

3) REPORTING

REPORTING STUDENT'S ACHIEVEMENT

The school communicates student achievement in each subject group to parents constantly throughout the school year:

- **e-Classbook**

E-Classbook is digitally kept records of students' achievements against all MYP assessment criteria in all subjects along with teachers' notes about student's progress throughout the year. It enables insight into the student's levels of achievements in any moment.

- **Parents Meetings**

Four parents meetings are planned for each school year. Parents get general information about the programmes, curriculum, objectives, expectations, assessment and achievements of students from their child's homeroom teacher.

- **Parent-Teacher Conferences**

Teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work. Parents can meet with the subject teachers once a week at a specific weekly conference hour according to the *Parents' Hours list* that is posted on the School web-site. Parents are welcome to make special arrangements with teachers to meet at other times. Correspondence via e-mail is also an option.

- **Report Cards**

Report cards are handed out at the end of second term, both in English and Croatian. End-of year report card includes a 1-7 grade for each subject, overall grade, list of extracurricular activities, record of absences and teacher's comment on behaviour.

- **Service as Action Report**

- **Portfolio Student-Led Conferences**

Student-Led Conferences are formal reporting sessions with parents, led by the students themselves. The emphasis is on the discussion between a child and his/her parent. The focus of the Student-Led Conference is on students' progress – academic and social. Student Led-Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and

encourage student/parent communication. Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child's learning and skills, and have an opportunity to help their child set positive goals. Students are trained to become confident participants.

SERVICE AS ACTION

According to *Matija Gubec Service as Action Policy*, at the end of the school year students should have collected 4, 6, 8 or 10 credits depending on the year level (MYP0, MYP 1, MYP 2, and MYP 3). For each activity, a reflection sheet should be completed. A service as action report card is completed by the Service as Action 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.

Essential Agreements about Portfolio Assessment:

- A portfolio is a form of assessment that students collate together with their teachers.
- It is not just a collection of student work, but a selection - the student must be involved in choosing and justifying the pieces to be included.
- It provides samples of the student's work which show growth over time. By reflecting on their own learning (ATL reflections, IB Learner Profile self-assessment, teacher comments) students begin to identify the strengths and weaknesses in their knowledge. These weaknesses then become improvement goals.

COMMUNICATION OF THE ASSESSMENT POLICY

The Assessment Policy is available on the School's websites and shared with parents and students at the beginning of each school year.

REVIEW OF THE ASSESSMENT POLICY

The Assessment Policy will be reviewed and updated bi-annually. The development of our assessment policy has been and continues to be a collaborative process involving all the teachers and the programme coordinator. The *Programme standards and practices*, as well as the guide *MYP: From principles into practice* were taken into account in developing the policy.

- Written, December 2013
- Last Reviewed and Updated, June - August 2017

References

- 1/ IBO. Middle Years Programme, **MYP: From principles into practice**, PDF (2014). International Baccalaureate Organization.
- 2/ IBO. Middle Years Programme. **Programme standards and practices**, PDF (2014). International Baccalaureate Organization.
- 3/ IBO. Middle Years Programme, **Further guidance for developing MYP assessed curriculum**, PDF (2015). International Baccalaureate Organization.
- 4/ IBO. Middle Years Programme, **Fostering interdisciplinary teaching and learning in the MYP**, PDF (2014). International Baccalaureate Organization.
- 5/ IBO. Middle Years Programme, **Projects Guide**, PDF (2014). International Baccalaureate Organization.
- 6/ IBO. Primary Years Programme, Middle Years Programme and Diploma Programme, **Learning diversity in IB programmes**, PDF (2010). International Baccalaureate Organization.