



HIGH SCHOOL "CRNJANSKI"  
INTERNATIONAL BACCALAUREATE  
DIPLOMA PROGRAMME

ASSESSMENT POLICY

OBRAZOVNI SISTEM



EDUCATION SYSTEM



## ***Assessment in the Diploma Programme***

Assessment, as outlined in the *Guidelines for Developing a School Assessment Policy in the Diploma Programme, 2010*, plays a crucial role in supporting learning as well as in measuring learning. In the DP, assessment is intended to support curricular goals and to encourage appropriate student learning. DP assessments are based on the course aims and objectives and, therefore, effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. The DP places an emphasis on criterion-related (as opposed to norm-referenced) assessment. This method of assessment judges students' work in relation to identify levels of attainment, rather than in relation to the work of other students.

## ***Assessment philosophy***

Assessment is an integral part of the Diploma Programme at Gimnazija Crnjanski. It is a collaborative process intended to provide students, teachers and parents with feedback necessary to direct and support future learning and teaching within each Diploma subject.

Gimnazija Crnjanski DP believes that assessment should be designed to improve teaching practice and student learning. As a learning experience for the students, assessment is used to measure and determine their level of competence in their skills associated with learning, and their understanding of significant concepts. As for the teachers, assessment data analysis is an invaluable tool for further improvement and development of their teaching practices and approaches to teaching.

Through challenging and open ended assessments tasks we aspire to create an environment that values self-inquiry and individual motivation to learn.

## ***Assessment policy standards and practices***

Assessment at DP Gimnazija Crnjanski fully aligns with the IB expectations regarding assessment defined in *The Programme Standards and Practices doc, Standard C4: Assessment*, as follows:

1. Assessment at the school aligns with the requirements of the programme(s).
  1. a. Assessment of student learning is based on the objectives and assessment criteria specific to each subject.

2. The school communicates its assessment philosophy, policy and procedures to the school community.
3. The school uses a range of strategies and tools to assess student learning.
4. The school provides students with feedback to inform and improve their learning.
5. The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).
6. The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).
7. The school analyses assessment data to inform teaching and learning.
8. The school provides opportunities for students to participate in, and reflect on, the assessment of their work.
9. The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the PYP exhibition, the MYP personal project (or community project for programmes that end in MYP year 3 or 4), the DP extended essay and the CP reflective project, depending on the programme(s) offered.

## ***Assessment Policy - Key Principles***

### **Purpose of Assessment**

The three main purposes of assessment in the DP at Gimnazija Crnjanski are:

- *Assessment for learning*: focuses on the strategies and tools teachers utilise to check progress and provide feedback to students on their current learning. The info gained by this form of assessment provides a baseline for each student to plan appropriate learning. No grades are attached to this type of assessment.
- *Assessment as learning*: focuses on the meaning the student is making from the assessment process. It is the way in which the students themselves benefit from reflecting on assessment. It is never graded, its sole purpose is to support students in owning their learning and navigating their personal journey as a learner.
- *Assessment of learning*: is the measurement of the extent to which students have mastered learning goals. It is the type of assessment that is reported.



- Key function of assessment in our IBDP is providing feedback to students, but also to teachers on students' particular strengths and limitations. It also allows for meaningful reporting to parents about students' progress.
- Teaching at Gimnazija Crnjanski is focused on effective teamwork and collaboration. Effective dialogue and feedback on what students have and have not understood during their lessons is encouraged and scheduled in collaborative meetings, hence assessment plays a crucial role in supporting learning, as well as measuring learning.
- Assessment is based on the course aims and objectives, meaning that effective teaching to the course requirements also ensures effective teaching to the formal assessment requirements. We put emphasis on criterion related assessment.
- Assessment is integral to planning, teaching and learning.
- Assessment requires the application of knowledge, understanding and skills to address real world situations.
- Students need to understand what the assessment expectations and criteria are, hence these are introduced as early as in the beginning of the DP Y1, (end September, early October) when the courses are first presented to students, After the initial information and explanation, the assessment criteria will be repeated and revised with students on many occasions and throughout the course, since this plays an integral part of their class and homework.
- The assessment requirements make it clear how summative assessment will be conducted and how the students will be judged at the end of the course.
- Assessment is differentiated, enabling students to demonstrate their learning in various ways. We understand that students learn in different ways, at different rates and at different times. Therefore, our teachers employ a range of assessment techniques and strategies to afford all students the opportunity to demonstrate their learning. These include and are not limited to:
  - **Pre-assessment:** This provides evidence of prior knowledge, which is used to inform the planning and teaching in all subjects. This assessment provides a starting point against which progress can be assessed at the end of the learning cycle.
  - **Formative assessment:** This provides information that is used in order to plan the next stage in learning. It is interwoven with learning, and assists teachers in finding out what the students

know and can do at any given point in the learning cycle. Feedback given through formative assessment allows students to take ownership of their learning, improve their knowledge and understanding, foster enthusiasm for learning, develop strategies, engage in thoughtful reflection, develop the capacity for self-assessment, and recognise the criteria for success.

- **Summative assessment:** This is conducted at the culmination of each learning cycle and provides the students with the opportunity to demonstrate their current level of knowledge and understanding. Summative assessment aims to give teachers and students a clear insight into student progress.

- **Self Assessment:** This provides the student with the opportunity to reflect upon his or her own work and to plan for improvement. Following the ATL (Approaches to Teaching and Learning) principles, we strongly believe that **students' self-assessment** is one of the core formative assessment strategies which contributes significantly to students' confidence, motivation and academic development in a holistic way. (self marking, self editing, checklists, goal setting, reflection tools, etc.) One of the practices we strongly recommend our students should undertake after they receive their Report Cards in January and June of the first year is that they reflect upon their progress results, notice their strengths and weaknesses in order to map out the steps they should undertake in order to improve their skills and grades.

- **Peer Assessment:** This allows students to help each other evaluate work completed and is integral to the learning cycle. It is established as a process of constructive feedback that allows for improvement and progress. Verbal feedback, peer editing, peer marking, group feedback, etc. are only some of the peer assessment practices that we encourage our students to regularly participate in because it brings to students' mutual trust and self-confidence.

### **Informed by Assessment**

Balanced range of assessment strategies and methods are used – both formative and summative approaches.

**Formative assessment**, described as **assessment FOR, not OF learning**, goes beyond practice summative assessment. and is a vital learning experience for the students to develop the skills and knowledge needed in a subject. It relates to various activities undertaken by teachers and students with the aim to provide feedback that will be used for modifying their teaching and learning activities, i.e. it is a tool that teachers use to improve students' learning. Through formative assessment, teachers gather, analyse, interpret and use a variety of evidence to improve student learning and to help students to achieve their potential.



It incorporates various kinds of quizzes, games, tests, projects, class discussions, as well as regular monthly, term and mock exams. The frequency and the type of formative assessment varies depending on the subject (further details can be found in separate subject assessment tables within the school' subject-specific assessment documentation) and is always aligned with the IB subject criteria requirements and general IB principles and practice. Having in mind the fact that formative and summative assessment are not exclusive of each other, various forms of summative assessment are used as a part of the formative assessment designed to enrich and enhance the learning process.

It is the responsibility of the teachers to design and provide ongoing formative assessment that informs students about their learning. Formative assessment also enables teachers to develop types of assessment which are tailored to address the learning needs and approaches of every student individually. These types of formative assessment help in devising teachers' lesson plans and designing students' learning activities.

Practices of formative assessment used in our school include:

- Systematic use of detailed assessment criteria
- Peer-to-peer assessment moderated by the teacher (usually face to face)
- Student self-evaluation and self-assessment supported and supervised by the teacher

For **formative tasks including homework**, Google classroom is the platform used with the due date clearly visible to ensure students are supported in organising their time.

### Homework.

The following guidelines for daily homework are: DP Year 1: 2 hours 45 minutes. DP Year 2: 3 hours.

**Summative assessment** described as 'assessment of learning', contributes directly to the final diploma qualifications. It is used to measure a student's understanding or capability as a learner after the relevant skills or content has been covered. Within the assessment in the Diploma Programme, summative assessment takes place in the form of the assessment components for each subject to ensure students are prepared for the final assessment, whether it is Internal Assessment or the final Diploma exams. It comprises:

### **A. Formal summative assessment, required by IB:**

- Subject specific IBO exam papers that are externally assessed – official IBO exams are held every May according to the IBO schedule.



- Internal assessments completed during the two-year course, that are first assessed internally by the subject teachers, marking the IA according to the IB DP standards, criteria and descriptors, and then externally moderated by IB examiners. Internal assessments are submitted via IBIS in April of the senior year.
- Official oral recordings for the Language A: Literature or Language & Literature (Individual Oral + Discussion), as well as for Language B and Language Ab initio (Individual Oral). Recordings are held in January in the second year, and submitted/uploaded via IBIS in April of the second year.
- Externally assessed HL essays in Language A, Literature or Language & Literature, submitted via IBIS in March of the second year.
- Internally assessed oral presentations in TOK in December of DP Y2. (Last submission in March 2021, after that, in line with the new TOK syllabus TOK exhibitions are scheduled for May/June in DP Y1.

**B. Internal summative assessment, required by the school:**

- Term exams (both Year 1 and 2): one term exam each year in January
- End-of-year exam (for Year 1): in June

Term and end-of-year school exams consist of previous subject exam papers or their combination, reflecting different subject components that are part of the official IB assessment. Further and more detailed explanation for each subject and the way different sample papers are introduced is given in the school's subject-specific documentation on assessment procedures.

- Mock exams (in all subjects) for Year 2 students, held in March of their senior year. Mock exams represent a full "replica" of the May session exams from the year before. Mock exam results are used in composing students' IB predicted grade and their end-of-year 2 grade.
- Mock oral exams for Year 2 students (Languages A&B and Ab initio) – as part of students' preparation for the official recording in January of the second year, mock oral exams are held at school in October/November, in their senior school year.
- End-of-unit tests – organised and composed according to subject-specific aims & objectives, aimed at assessing the students' academic progress throughout the two-year program. These tests are usually organised on a monthly or a six-week basis.



## Assessment Time Provided

It is the teachers' responsibility to provide adequate time for all summative assessments to be completed in class time. Students are still encouraged to inquire into relevant concepts at home in order to deepen their understanding and use formative assessment to extend their knowledge and receive constructive feedback.

Teachers are required to give two weeks' notice to students of an imminent summative assessment task. Summative assessment tasks are scheduled and shared with students and parents in Google calendar uploaded with the due date clearly visible to ensure students are supported in organising their time. Students are to receive no more than three subject summative assessments in one week.

Note: All term, end-of-year and mock exams are undertaken under exam conditions. If a student's is absent due to illness, a doctor's medical certificate will be required to permit a retake of the designated task. If no such medical certificate is forthcoming, the students will receive a 0 IB assessment grade for that task.

## Absences

Students that are absent during the time of a summative assessment will need to meet with their teacher and find an appropriate time to complete the missed assessment. The teacher reserves the right to present the assessment task in the next lesson the student attends.

If the student is absent for the handing in of a formative assessment, then it will be due in their first subject lesson after their absence. If the student is absent for a longer period of time, and has not attended school two weeks after the assessment task was meant to be performed in class or handed in, then the teacher holds the right not to grade the assessment. This will result in a 'Not Applicable' grade in the criteria being assessed.

## Internal Assessment (IA) deadlines

- Gimnazija Crnjanski has its internal deadline calendar for students in each year of the Diploma Programme. The deadline calendar is agreed among teachers in the beginning of each school year (end of August) as a modification of the previous school calendar. This is done in order to respect and address students' individual needs and learning styles as well as to encourage them in developing their self-management skills.

Internal deadlines are set and shared with students and their parents on Google calendar well in advance in order to give students enough time for the completion of all tasks. All deadlines are carefully balanced across subjects and it is our aim to balance the workload in collaboration with our students. The aim of this collaboration is to avoid deadline "clogs".



In order to facilitate students better organising and distributing IA writing workload, the school schedules an IA two-week-writing period in December of the DP Y2, when students come to school to write their IA writing tasks in different subjects as previously planned and agreed among teachers and students. The idea is to support students in mobilising their inner potentials to strengthen focus and develop skills necessary to complete a task within a required time limit and according to the task requirements. Moreover, during this period, students have repeated short trainings on proper citing and referencing, academic integrity, use of technology for writing purposes, etc

### IA Procrastination

- Students are expected to meet the deadlines for each step of the IA process. Those who fail to meet Gimnazija Crnjanski final IA deadline will not have their IA fully revised by the subject teacher. Any lateness on the student's part will be recorded in their two-week progress and attendance sheets.

### IA Non Submission

When a student fails to turn in an assessment on the due date, the student is requested to submit what they have completed at that stage. If no work has been completed, the student is requested to write on a piece of paper 'This is my summative assessment' and sign their name. The student is informed that this will be the work graded until the final assessment is submitted and the parents are notified via email. The student is given a maximum of two weeks to turn in the assignment to the relevant teacher after the email has been sent out.

### Academic honesty

Academic honesty principles will be thoroughly checked and evaluated. Academic misconduct includes: plagiarism, collusion, duplication of work or any other behaviour that gives an unfair advantage to a student or that affects the results of another student. All summative assessment should be checked through Grammarly for academic integrity. Please refer to the Gimnazija Crnjanski academic integrity policy for detailed information and logistics if a student is suspected or is involved in academic misconduct.

### **Assessment Standardisation**

Teachers at Gimnazija Crnjanski strongly believe that the process of standardisation within a subject is an important way of making sure all our students receive the best possible guidance in regard to IB requirements and expectations.



All summative assessment must be standardised in the DP. Time is allocated to teachers for this to take place within the meeting schedule. The process of standardisation is undertaken within those subjects that are taught by two or more teachers. The process involves teachers' cooperation in a variety of ways:

- a) teachers meet regularly to discuss subject reports in their respective subject.
- b) teachers meet at the beginning of each school year to discuss students' results and examiners' feedback;
- c) teachers devise tests and exam papers together to make sure they correspond to the students' levels (standard or higher) for both school grades;
- d) teachers exchange their students' work, mark it against IB criteria and descriptors;
- e) teachers discuss together the process of grading whether it is grading at the end of the term, the end of the school year or giving the IB predicted grade.
- f) when introducing IB criteria and exam samples to students, or moderating students' self-assessment, teachers work and deliver those lessons together.

When there is only one teacher per subject, the process of standardisation cannot take place.

However, during the regular subject group meetings teachers engage in discussions on IB criteria and their implementation across subjects within different subject groups, especially if there are similarities between subjects. For example, teachers of Language A or B discuss differences and similarities in the ways students' work can or should be assessed. Similarly, it is a common practice between business, economics, history and TOK teachers (Group3), as well as biology, chemistry and physics teachers in Group 4, together with the mat teacher, group 5.

Additionally, following the principles and recommendations of the IB's ATL principles, subject and group teachers discuss and evaluate the progress of their student's learning skills and abilities, and what pedagogical principles should be emphasised through the process of assessment.

### **Reporting Student Assessment at Gimnazija Crnjanski**

A. Bimonthly reports on students' attendance and progress – these are sent electronically to



parents in order to further the process of monitoring students' achievement and help them get a better sense of their time-management.

F. Mentor`s letters sent to parents on a monthly basis – these letters contain brief comments on students achievements, strengths and weaknesses that should be addressed, and are related to the principles of formative assessment.

D. Report cards – report cards are issued at the end of each term / school year, containing short summative statements, accompanied by grades, to note successful completion of the term/year.

E. Midterm mentor`s letters – these letters to parents are sent in mid-November and mid-April every year, with brief information from each subject teacher on an individual student's progress, achievement and further growth. They are not intended to be included in students' transcripts as indicators of achievement.

G. Parent–teacher meetings:

The school host two Parent - teacher conferences, in October and March during the school year where parents can receive feedback from each individual subject teacher on their child's progress. Student presence is an expectation.

There is one more meeting between parents, DP coordinator and the homeroom teacher scheduled for the beginning of September. They are intended to be an introductory meeting for Y1 students/parents where parents of the Year 1 students are introduced to the programme requirements and assessment procedures; the parents of our Year 2 students are given information on the progress done during the first year of the programme, on the students' assignments completed during the summer break, and on the expected deadlines in the second year.

Gimnazija Crnjanski has an open-door policy and families are invited to communicate and schedule other appointments, at any time of the school year.

### **Grading at Gimnazija Crnjanski**

Besides getting their official IB grades at the end of their schooling, students at Gimnazija Crnjanski are regularly graded by the school teachers on a term and end-of-year basis: at the end of the first term (January) and the end of the year (June).



## **Constructing the grades during the two-year programme**

Term grades: 40% term exam + 60% students' other work

End of year 1 grade: 40% end-of-year exam + 60% students' other work

End of year 2 grade: 80% predicted IB grade + 20% midterm Y2 grade

Predicted IB grade (submitted via IBIS in April): Mock exam grades + Internal/External

**Assessment projected grades.** When giving an IB PG, it is left to the teacher's discretion to consider and include other forms of assessment done by the student.

**Predicted grade for the students' university application** (usually given in September of their senior year): it consists of the student's end-of-year 1 grade whose value can be modified according to the work student did during the summer break.

## **Applying IB criteria and descriptors**

When it comes to application of IB criteria and descriptors, all term, end-of-year and mock exams are aligned with the subjects' components and their corresponding sets of criteria. Other forms of assessment (that represent 60% of the students' term and end-of-year 1 grades) are designed in a way that allows the application of different criteria across the subject's components, addressing the quality of different skills students' need to develop. These types of assessment are supported by the general descriptors of IB grades (shown in the table below) and aligned with the ATL principles.



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## Assessment grades

Descriptors are shown below for each level of achievement, grades ranging from 1-7, with 7 being the highest achievement.

Grade	Descriptor
7	Excellent. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them <b>almost faultlessly</b> in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and <b>always</b> produces a work of high quality.
6	Very Good. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them in a <b>wide</b> variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student <b>generally</b> demonstrates originality and insight.
5	Good. A consistent and thorough understanding of the required knowledge and skills and the ability to apply them <b>in a variety of situations</b> . The student generally shows evidence of analysis, synthesis and evaluation where appropriate and <b>occasionally</b> demonstrate originality and insight .
4	Satisfactory. A good general understanding of the required knowledge and skills and the ability to <b>apply them effectively in normal situations</b> . There is <b>occasional</b> evidence of the skills of analysis, synthesis and evaluation.
3	Mediocre. Limited achievement against most of the objectives or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only <b>able to apply them fully in normal situations with support</b> .
2	Poor. Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is <b>unable to apply them fully in normal situations even with support</b> .
1	Very poor. Minimal achievement in terms of the objectives.

## School Grade Boundaries

- Average of all scores 90% - 7 (Excellent)
- Average of all scores 74-89% - 6 (Very good)
- Average of all scores 62-73% - 5 (Good)
- Average of all scores 48-61% - 4 (Satisfactory)
- Average of all scores 29-47% - 3 (Mediocre)
- Average of all scores 15-28% - 2 (Poor)
- Average of all scores 0-14% - 1 (Very poor)

Grade boundaries represent school grade boundaries which are stricter than the boundaries that are presented in the IB subject reports because we strongly believe it is necessary for our students to get a strong academic training and experience. In this way, they will gain more focus in their work and strengthen their motivation and diligence. Recommended scales are subject to appropriate modifications within subjects, in accordance with the subject grading scales published in the latest subject reports on the My IB

## Letter Codes for Effort and Behaviour

Following the ATL principles and believing that education is more than a quantifiable academic achievement, at Gimnazija Crnjanski we aim to assess and give feedback on our students' effort and behaviour which represent important aspects of their education.

Areas that are assessed are:

Motivation(for learning, working with others, following deadlines, etc)

Behaviour(towards classmates, teachers, school property, etc.)

Working habits(which are reflected through their homework, timely assignment submission, the way they effectively organise their own time)

Class participation(including both individual and group activities)

Effort and Behaviour are assessed through the following categories:

- O – Outstanding (always, in all four areas)
- G – Good (needs to improve in one area)
- S – Satisfactory (needs to improve in two areas)
- N – Needs improvement (needs to improve in three areas)
- U - Unsatisfactory (needs to improve in all four areas)



### Aligning IBDP grading with the Serbian high school grading system

For those IBDP students at Gimnazija "Crnjanski" who opt for doing the Serbian national high school diploma parallel to the IBDP diploma, the IBDP grades are automatically converted into the national programme grades in the subjects that coincide with the national programme list of subjects. The students are granted +1 extra credit point to the grade gained for the non-DP subjects that the student has to do for the national diploma purposes.

IBDP Grades, max: 7, min: 1	Serbian National High School Grades, max: 5, min: 1
7	5
6	5
5	4
4	3
3	3
2	2
1	1
EE, grades A & B	Maturski rad : 5
Grades C & D	4, 3
Grade E	2, 1

### Implementing, evaluating and reviewing the assessment policy

#### Implementing.

All teachers are involved in the implementation of the Assessment policy. The policy will be referred to during staff meetings, assessment period and as necessary throughout the academic year. The policy will be shared with staff and parents. The policy will be made available to parents through the Crnjanski IBDP School Handbook, as well as on the school's website.

#### Evaluating and Reviewing.

The DP Coordinator, school leadership team and the whole teaching staff will review and revise the assessment policy in line with the appropriate IB documentation biannually in collaborative and departmental meetings.

#### Training new teachers



New teachers will be introduced with this assessment policy during their induction. They will also be given induction on the assessment processes and procedures, that they will practise further working collaboratively with other colleagues.





## References

- 1) *Guidelines for developing a school assessment policy in the Diploma Programme*, International Baccalaureate Organization 2010.
- 2) *Programme Standards and Practices*, January 2014