



II. gimnazija Maribor



International Baccalureate

## **Assessment Policy IB DP at II. gimnazija Maribor**

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Adopted from : Guidelines for developing a school assessment policy in the  
Diploma Programme 2010

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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.

# 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.

IB learners strive to be **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.**

## **1. Philosophy and Principles of the Assessment Practices adopted from Diploma Programme Assessment: Principles and Practices and From principles to practice (IBO, 2014):**

As it is clearly stated in the document Philosophy and principles of the assessment practices, assessment of the DP is high-stakes, criterion-related performance assessment.

It is based on the following aims, which are elaborated in the remainder of this section.

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
3. DP assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
4. Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject assessed.
5. IB students at II. gimnazija Maribor are introduced to the IB learner profile. Students are aware of the importance and opportunities that follow from identifying with the IB learner profile.
6. The desired personal characteristics of students, expressed in the IBO mission statement, fit very well with a constructivist theory of student learning, in which students actively engage in the learning process, take responsibility for their own learning, and enlarge their knowledge, understanding and skills through inquiry. Sympathy with cultural perspectives other than the students' own is expected in the assessment requirements of a number of subjects. The more affective qualities of caring and compassion are more difficult to include in formal assessment, but nevertheless must be represented within the overall assessment system. This is largely achieved through the creativity, action, service (CAS) requirement, though there are a number of references to ethical working practices elsewhere in the assessment system.
7. Diploma Programme assessment does include a limited element of cooperative group work. In all the science courses, students participate in an interdisciplinary project, which by its nature requires group work. One of the assessment criteria applied to practical work in the sciences relates to how well a student engages in team work, and the interdisciplinary project is a suitable context in which teachers can assess this.

## **2. Diploma Programme Assessment Requirements (IBO, 2014):**

The grading system used by the DP Assessment Requirements is criterion-referenced. This means that each student's performance is measured against well-defined levels of achievement consistent from one examination session to another. Each examined subject is graded on a scale of 1 (minimum) to 7 (maximum), the final grade consisting of internally and externally assessed work.

The award of the diploma requires structures to meet defined standards and conditions, including the minimum total of 24 points (for more details see General Regulations April 2014) and a satisfactory completion of the extended essay, TOK and

CAS. The maximum score of 45 points includes three bonus points for an exceptional extended essay and work in TOK.

Students who fail to satisfy all requirements or who elect to take fewer than six subjects are awarded a certificate for the examinations completed. The school's main examination session is the May. Retakes are possible in both the November and May examination sessions. Mock examination is conducted in February in order to prepare students for the May examination session.

### **3. Assessment practices at II. gimnazija Maribor:**

As IB diploma programme is a two year programme II. gimnazija Maribor developed the methods of monitoring students' progress and assessment. The document is based on the DP Principals and practises and the Assessment policy (IBO, 2014) and the assessment policy of the national programme at II. gimnazija Maribor called "Pravilnik o ocenjevanju znanja v srednjih šolah (Ur. l. RS, 60/2010) in Šolska pravila ocenjevanja znanja II. gimnazije Maribor (2012/13)". The document called **PRAVILA O PREVERJANJU IN OCENJEVANJU ZNANJA V PROGRAMU MEDNARODNE MATURE** which can be found at our webpage [www.mm-druga.si](http://www.mm-druga.si) was produced for the assessment purposes.

Teachers have to meet the assessment criteria for grading and marking, recording and reporting and homework. Assessment is

Teachers are responsible for providing formative and summative assessment as well as monitoring peer assessment. Teachers send the reports to the parents of the students three times per year.

Students have to meet the criteria for transferring from year 11 to year 12 of the IB DP programme. Students get the immediate feedback after the test, oral and written examination, or essays. The assessment instruments primarily designed for formal assessment at II. gimnazija Maribor were created in 2010. Grades are awarded on the scale from 1 (minimum) to 5 (maximum) according to the following percentages which are the same for all the subjects:

**5: excellent (75–100 %)**

**4: very good (65–74 %)**

**3: good (51–64 %)**

**2: pass (40–50 %)**

**1: fail (39 % or less)**

Additional requirements which are different for every subject can be found in the original document in the Slovene language (Article 4).

It is the role of the Head of school, IB DP Coordinator and all the IB DP teachers to review the assessment policy every year. It is reviewed at the meeting in June every year. The assessment policy at II. gimnazija Maribor is first introduced to the future students and their parents at the first meeting in June. The official documents are signed by the students and their parents and returned to the IB DP coordinator. It is the role of the Head of school to find and provide the teacher training new teachers.

#### **4. Links between the assessment policy and other documents:**

##### A.) Language policy:

DP students at II. gimnazija Maribor enter for examinations in a language that is not their best. Nearly all such cases relate to English. Sentences should be short, with simple wording and sentence structure used wherever possible. However, subject-specific terminology should not be avoided. Additionally, tolerance must be shown towards errors in spelling and grammar when marking is carried out, except in language examinations. As long as the meaning and communication are clear, no penalty should be applied and full marks should be available.

##### B.) Special Educational Needs Policy

If students do not meet the requirements, due to illness, special needs, longer absences, students can ask for extension and take or retake the exams in August or (in special cases) September. Students who do not meet the criteria retake a year in the national programme (Article 10).

##### C.) Academic Honesty:

In order to assure the authenticity of submitted works of students, students have to hand in first or second drafts of their assignments. The teachers supervise, record and report about the students' progress. Students are familiar with the IB Academic Honesty policy and are advised to be systematic and consistent when recording the bibliography and references.

The school developed the tools to monitor academic honesty of students' submitted work. If teachers detect that the student has broken the laws of academic honesty, this student receives a warning; after the second attempt the student is expelled from the IB DP programme. See more details in the original document (Article 12).

## **5. Appendix 1: PRAVILA O PREVERJANJU IN OCENJEVANJU ZNANJA V PROGRAMU MEDNARODNE MATURE v šolskih letih 2013/14 in 2014/15**

### **ASSESSMENT IN THE INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME IN ACADEMIC YEARS 2014/2015 AND 2015/2016**

#### **Article 1**

##### **(the purpose of these rules)**

Rules on the Assessment in Secondary Schools (Ur. l. RS, 60/2010) and School Rules on Knowledge Assessment at II. gimnazija Maribor (2014/15), excluding Article 4, apply to students in the International Baccalaureate Diploma Programme (hereinafter: IB) at II. gimnazija Maribor.

These rules regulate the assessment of the IB students' knowledge and skills and the conditions under which the students' progression from year 3 to year 4 in the IB at II. gimnazija Maribor is possible.

#### **Article 2**

An IB student at II. gimnazija Maribor has the following duties:

- to respect and abide by the school rules;
- to attend classes on time and regularly;
- to meet his/her school obligations conscientiously;
- to behave appropriately;
- to inform his/her parents and/or guardians of their school progress, their class attendance, parent-teacher meetings and of any notifications addressed to them regularly and on time

#### **Article 3**

To progress from year 3 to year 4 in the IB, the student needs to meet the following requirements:

- in all the subjects, s/he needs to sit all of the written examinations;
- the final grade in every subject needs to be positive;
- s/he needs to meet all of the TOK and G4 requirements.

#### **Article 4**

The grades given in percentage are converted on a 1-to-5 scale as follows:

**5: excellent (75–100 %)**

**4: very good (65–74 %)**

**3: good (51–64 %)**

**2: satisfactory (40–50 %)**

**1: unsatisfactory (39 % or less)**

The final grade in a subject is calculated as the mean average of all the grades' percentages.

### Article 5

By the end of the academic year, an IB student needs to meet the following additional requirements:

mother tongue	<ul style="list-style-type: none"><li>● to obtain all the intended grades (literary theory test, commentary on an unknown text or a school essay)</li><li>● to submit a literary essay (1200-1500 words) and a reflective statement (300–400 words) on one of three world literature works discussed in class. Prior to this, the student needs to engage in an oral activity, write a shorter reflective statement and a school essay</li><li>● give an individual oral presentation</li></ul>
English	<ul style="list-style-type: none"><li>● sit all the written examinations and give all the oral presentations</li><li>● submit all the written assignments</li></ul>
French	<ul style="list-style-type: none"><li>● sit all the written examinations and give all the oral presentations</li><li>● submit all the written assignments</li></ul>
Economics	<ul style="list-style-type: none"><li>● submit two commentaries</li></ul>
Philosophy	<ul style="list-style-type: none"><li>● submit an essay as part of the internal grade</li></ul>
Psychology	<ul style="list-style-type: none"><li>● submit a report on experimental work that is written in accordance with the formal criteria</li></ul>
Biology	<ul style="list-style-type: none"><li>● conduct all of the experimental laboratory work and fieldwork by a given deadline and submit all the required reports</li><li>● to conduct the experimental part of the Extended Essay (if chosen in Biology)</li></ul>
Physics	<ul style="list-style-type: none"><li>● submit all the required reports on experimental laboratory work</li></ul>
Chemistry	<ul style="list-style-type: none"><li>● to do at least 80% of the required laboratory work</li><li>● to write appropriate laboratory work reports</li></ul>
Mathematics	<ul style="list-style-type: none"><li>● to submit one seminar paper</li></ul>



CAS – Creativity, Action and Service	<ul style="list-style-type: none"> <li>● to participate in two consultations with the CAS coordinator</li> <li>● write a CAS diary</li> <li>● submit a written piece (of at least 600 words) on all of the CAS-activities</li> <li>● to submit all the required CAS/AEF forms</li> </ul>
EE – Extended essay	<ul style="list-style-type: none"> <li>● to submit a draft of the Extended Essay by June 16th 2015</li> <li>● to submit the final version of the Extended Essay in accordance with the internal deadlines set by the entire IB teaching staff</li> </ul>

### **Article 6**

In every subject and in agreement with the subject teacher, a possibility of a test retake for students wishing to improve their grade is given. The student can obtain the grades 14 days after the first semester finishes or 14 days before the second semester finishes.

### **Article 7**

The entire IB teaching staff establish whether an IB student meets all the necessary requirements to progress from year 3 to year 4. The school will regularly notify the students' parents and/or guardians of the students' academic progress.

### **Article 8**

Should a student at the end of the academic year have an unsatisfactory final grade in a subject, s/he will need to sit a retake examination, which will be conducted in accordance with the Rules on the Assessment of Knowledge in Secondary Schools (Ur. 1. RS, 60/2010).

### **Article 9**

The student who fails to meet all of the requirements from Articles 3 and 5 or the student who fails a retake examination or fails to take it, may not progress from year 3 to year 4 in the IB. The student can re-enrol in the national educational programme (year 3) or attend the IB year 3 again. In this case, the student covers the IB tuition fees himself/herself.

### **Article 10**

If the reasons for a student's inability to meet all his/her requirements are justifiable (a long-term disease, challenging social circumstances), the head teacher may permit the student to progress from year 3 to year 4 in the IB, setting the deadlines by which the student has to meet all the requirements from year 3. The head teacher needs to obtain the approval of the entire IB teaching staff.

### **Article 11**

In order for a student to obtain the diploma, s/he needs to meet all of the requirements outlined by the International Baccalaureate Organisation.

### **Article 12**

The student commits himself to act in accordance with the IBO rules and regulations on academic honesty (Diploma Programme Academic Honesty; IBO Cardiff 2007) and in accordance with Law on Copyright and Related Rights (ASP, Ur. L. RS, 21/1995). The student will be familiarised with the rules and regulations by the school's IB DP coordinator in September.

Should the student fail to meet the rules and regulations on academic honesty, the following measures will be enforced:

- 1st offence: reminder (a formal conversation with the IB DP coordinator, the teacher and the student)
- 2nd offence: the student will be expelled from the IB DP (a formal conversation, at which the teacher, the head teacher, the IB DP coordinator, the student and his parents/guardians, are present will be conducted)

### **Article 13**

The student and his/her parents are familiar with the contents of the rules on Knowledge Assessment in the International Baccalaureate Diploma Programme, which they confirm with their signature below.

Maribor, 11th June 2014

headmaster:

Ivan Lorenčič, MA

We hereby confirm that we are familiar with the content of the rules on Knowledge Assessment in the International Baccalaureate Diploma Programme.

Name and surname of the student (in upper-case letters):

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Signature of the student

Signature of the parent/guardian

# **PRAVILA O PREVERJANJU IN OCENJEVANJU ZNANJA V PROGRAMU MEDNARODNE MATURE v šolskih letih 2013/14 in 2014/15**

## **1. člen (namen pravil)**

Za dijake programa Mednarodne mature (v nadaljevanju program MM) veljata Pravilnik o ocenjevanju znanja v srednjih šolah (Ur. l. RS, 60/2010) in Šolska pravila ocenjevanja znanja II. gimnazije Maribor (2013/14) z izjemo 4. člena tega pravilnika.

S temi pravili se podrobneje ureja ocenjevanje znanja, spretnosti in veščin ter pogoji za napredovanje dijakov in dijakinj (v nadaljevanju dijak) iz 3. v 4. letnik v programu Mednarodne mature na II. gimnaziji Maribor.

## **2. člen**

Dijak programa MM ima kot dijak II. gimnazije Maribor naslednje dolžnosti:

- da spoštuje pravila šole in se ravna po njih,
- da redno in pravočasno obiskuje pouk,
- da vestno izpolnjuje šolske obveznosti,
- da se primerno vede,
- da redno in pravočasno obvešča starše oz. skrbnike o svojem učnem uspehu, obisku pouka, roditeljskih sestankih in govorilnih urah ter jim izroča obvestila, ki so jim namenjena.

## **3. člen**

Za napredovanje v višji letnik mora dijak izpolniti naslednje obveznosti:

- pri vseh predmetih mora opraviti vse pisne preizkuse znanja,
- pri vseh predmetih mora imeti ob koncu šolskega leta pozitivno oceno,
- opraviti mora obveznosti tedna TOK in G4.

## **4. člen**

Ocene, izražene v odstotkih, se pretvarjajo v ocene na 5-stopenjski lestvici po naslednjem ključu:

- 5: odlično (75–100 %)**
- 4: prav dobro (65–74 %)**
- 3: dobro (51–64 %)**
- 2: zadostno (40–50 %)**
- 1: nezadostno (39 % in manj)**

Končna ocena se izračuna tako, da se povprečen odstotek, na osnovi lestvice, pretvori v oceno.

## **5. člen**

Dijak mora za napredovanje v višji letnik do konca pouka izpolniti še naslednje obveznosti:

materni jezik	<ul style="list-style-type: none"> <li>• pridobiti vse predvidene ocene (test iz literarne teorije, komentar neznanega besedila oz. šolski esej)</li> <li>• oddati literarni esej (1200-1500 besed + refleksijo 300-400 besed) o enem izbranem besedilu od treh obravnavanih iz svetovne književnosti. Predhodno mora pri vsakem obravnavanem besedilu opraviti govorno dejavnost, napisati krajšo refleksijo ter šolski esej.</li> <li>• opraviti formalni govorni nastop (individual oral presentation)</li> </ul>
angleščina	<ul style="list-style-type: none"> <li>• opraviti vse ustne predstavitve in zagovore</li> <li>• napisati vse pisne sestavke</li> </ul>
francoščina	<ul style="list-style-type: none"> <li>• opraviti vse ustne predstavitve in zagovore</li> <li>• napisati vse pisne sestavke</li> </ul>
ekonomija	<ul style="list-style-type: none"> <li>• oddati dva komentarja</li> </ul>
filozofija	<ul style="list-style-type: none"> <li>• oddati esej za interni del ocene</li> </ul>
psihologija	<ul style="list-style-type: none"> <li>• oddati poročilo eksperimenta, napisano po zahtevanih kriterijih</li> </ul>
biologija	<ul style="list-style-type: none"> <li>• opraviti vse predpisane vaje in v dogovorjenem roku oddati vsa zahtevana poročila</li> <li>• opraviti eksperimentalni del razširjenega eseja (če je bil izbran pri biologiji)</li> </ul>
fizika	<ul style="list-style-type: none"> <li>• oddati vsa zahtevana poročila o laboratorijskih vajah</li> </ul>
kemija	<ul style="list-style-type: none"> <li>• opraviti vsaj 80% laboratorijskih vaj in</li> <li>• zanje oddati ustrezna poročila</li> </ul>
matematika	<ul style="list-style-type: none"> <li>• oddati 1 seminarsko nalogo</li> </ul>
CAS – Creativity, Action and Service (kreativnost, aktivnost in humanitarna dejavnost)	<ul style="list-style-type: none"> <li>• opraviti 2 konzultaciji s CAS-koordinatorjem</li> <li>• izpolniti CAS-dnevnik</li> <li>• oddati pisni sestavek (vsaj 600 besed) o opravljenih CAS-aktivnostih</li> <li>• oddati podpisane CAS/AEF-formularje</li> </ul>
EE – Extended essay (razširjeni esej)	<ul style="list-style-type: none"> <li>• do 16. 6. 2014 oddati osnutek razširjenega eseja (Extended Essay)</li> <li>• oddati končno verzijo razširjenega eseja (Extended Essay) v skladu z internimi roki, ki jih določi oddelčni učiteljski zbor programa MM.</li> </ul>

## 6. člen

Dijak lahko eno pridobljeno oceno pri vsakem predmetu na svojo željo zvišuje v dogovoru z učiteljem. Dijak lahko manjkajoče ocene pridobi 14 dni po zaključku 1. ocenjevalnega obdobja ali 14 dni pred koncem 2. ocenjevalnega obdobja.

## 7. člen

Izpolnjevanje pogojev za napredovanje v višji letnik ugotavlja učiteljski zbor programa MM na konferenci ob koncu pouka. Šola o svojih ugotovitvah sproti obvešča starše oz. skrbnike.

#### **8. člen**

Če je dijak ob koncu šolskega leta negativno ocenjen pri posameznem predmetu, mora za napredovanje v višji letnik opravljati popravni izpit, ki poteka v skladu s Pravilnikom o ocenjevanju znanja v srednjih šolah (Ur. l. RS, 60/2010).

#### **9. člen**

Dijak, ki ne izpolni vseh obveznosti iz 3. in 5. člena oz. ne opravi popravnega izpita, ne more napredovati v višji letnik. Prepiše se lahko v gimnazijski program (v 3. letnik) ali ponovno obiskuje isti letnik programa MM. V tem primeru krije stroške MM-šolnine dijak sam.

#### **10. člen**

Če dijak iz opravičljivih razlogov (dolgotrajna bolezen, izredne socialne razmere ipd.) ni mogel opraviti vseh obveznosti, mu lahko ravnatelj šole dovoli napredovanje v višji letnik in mu določi roke, v katerih bo opravil obveznosti prejšnjega letnika. Pri tem si mora ravnatelj šole pridobiti mnenje učiteljskega zbora programa MM.

#### **11. člen**

Za pridobitev diplome mora dijak opraviti vse obveznosti, določene s pravili Organizacije za mednarodno matura (IBO).

#### **12. člen**

Dijak se zaveže, da bo deloval v skladu s pravili organizacije IBO o akademski poštenosti (Diploma programme Academic Honesty; IBO Cardiff 2007) in v skladu z Zakonom o avtorskih in sorodnih pravicah (ZASP, Ur. l. RS, 21/1995). S pravili in določili organizacije IBO in s pravilnim ravnanjem ga bo seznanil koordinator programa MM v septembru.

Če dijak krši pravila o akademski poštenosti, sledijo naslednji ukrepi:

- 1. kršitev: opomin (opravi se razgovor s profesorjem in koordinatorjem programa MM ter dijakom)
- 2. kršitev: izključitev iz programa MM (opravi se razgovor s profesorjem, ravnateljem in koordinatorjem programa MM ter dijakom in njegovimi starši oz. skrbniki).

### 13. člen

S Pravili o preverjanju in ocenjevanju znanja v programu Mednarodne mature na II. gimnaziji Maribor so seznanjeni dijaki in starši oz. skrbniki, kar potrjuje s svojim podpisom.

Maribor, 12. 6. 2013

Ravnatelj:

Ivan Lorenčič

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Potrjujemo, da smo seznanjeni s Pravili o preverjanju in ocenjevanju znanja v programu Mednarodne mature na II. gimnaziji Maribor.

Ime in priimek dijaka (tiskane črke): \_\_\_\_\_

Podpis dijaka:

Podpis staršev oz. skrbnikov: