



II. gimnazija Maribor



International Baccalaureate

Assessment Policy

for the IB Diploma Programme at II. gimnazija Maribor

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IB Mission Statement

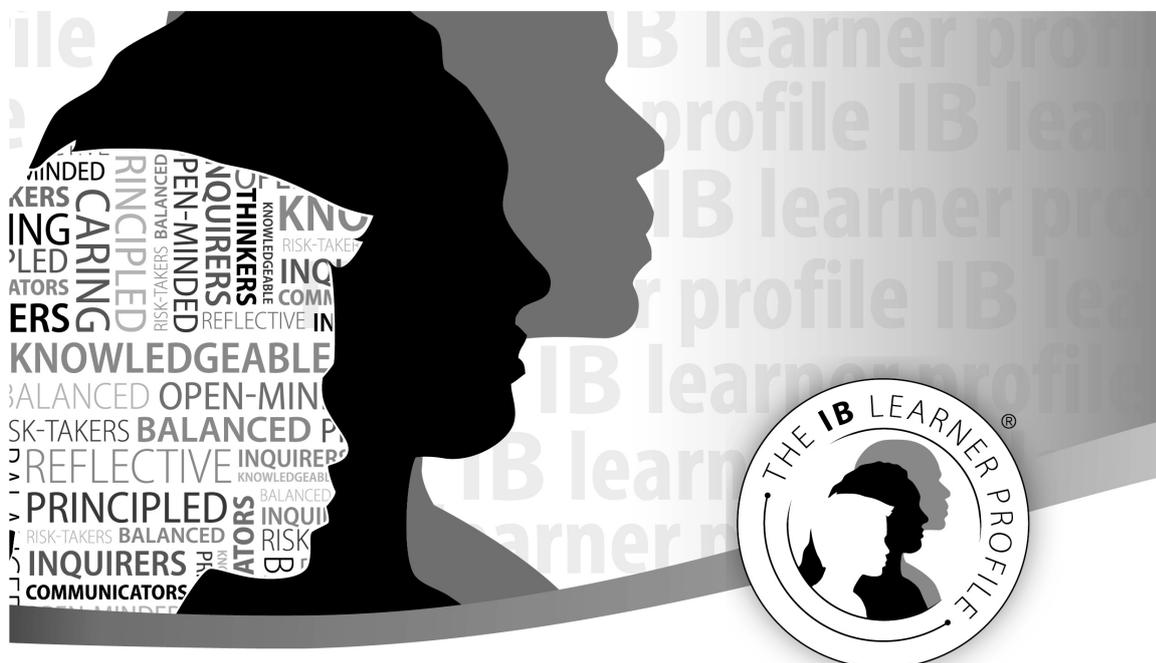
The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

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



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.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.



3. The Purpose of this Document

The assessment policy is a document which describes the educational and pedagogical values of the school, its assessment philosophy and the strategies and practices used to implement it. It also determines the links to other policies and the responsibilities for its implementation and revision.

The document should help teachers, students and parents to understand the assessment in year 1 (IB1) and year 2 (IB2) of IB Diploma Programme (IB DP) at II. gimnazija Maribor.

4. Philosophy and Principles of the Assessment Practice

Assessment in the IB DP at II. gimnazija Maribor is based on the following principles:

- Assessment should provide students and teachers with feedback, based on which they can improve learning and teaching.
- Assessment should be integrated into all levels of the learning process.
- Assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
- 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.
- 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).
- Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

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.

The desired personal characteristics of the 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 broaden their knowledge, understanding and skills through inquiry. Sympathy with cultural perspectives other than the students' own is expected in the assessment requirements of several 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, activity, service (CAS) requirement, though there are several references to ethical working practices elsewhere in the assessment system.

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 teamwork, and the interdisciplinary project is a suitable context in which teachers can assess this.

5. Assessment Practices at II. gimnazija Maribor

Assessment is performed at two levels: formative and summative assessment. Formative assessment is aimed at providing students and teacher with the feedback needed to improve the learning and

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teaching practices. Summative assessment provides students with numerical grades reflecting their level of knowledge and prepares them for the final examination by resembling the conditions and criteria at the IB Diploma exams.

5. 1 Formative Assessment

Formative assessment is mainly implemented through personal communication between students and teachers, discussions, quizzes, pre-tests, monitored peer- and self-assessment and assignment of drafts and homework. Formative assessment can yield a numerical or descriptive feedback but is not rated with a regular grade.

In February, the students in IB2 write a mock exam with the aim to prepare them for the real exam by simulating the exact conditions and procedures as at the IB Diploma exam. The mock exams are graded with an informative numerical grade only.

5. 2 Summative assessment

Summative assessment is criterion-based, meaning that the students' knowledge is assessed against clear and well-defined criteria which are introduced to students by subject teachers early in the programme. This enables teachers to grade a student's knowledge in an absolute manner and not relative to the knowledge of other students.

Summative assessment is planned in advanced. The test schedules for the whole school year are prepared by the subject teachers at the beginning of the school year and are available to students on the school's IB webpage¹. If possible, tests are scheduled at the end of a teaching/learning unit and are graded in accordance with IB criteria.

Students' work is graded on a 1-to-5 scale, which is also valid in the national high school programme. Grade 1 is a failing grade. In addition, the achievement is also expressed in percentage and the corresponding 1-to-7 IB grade can be obtained by applying the relevant IB grade boundaries.

The assessment is recorded in an online gradebook called eAsistent, which schools in Slovenia use. The teachers are advised to keep personal copies of all grades.

By allowing students to retake a test or to attend subject exams at the end of the year, they can achieve grades which reflect an accurate level of their knowledge.

5. 3 Predicted Grades

Predicted grades are given to students twice. First, at the beginning of year 2 with the purpose of informing the students of their probable exam grade considering her/his current knowledge and engagement. The second predicted grade is the official one before the final IB exam. The two grades do not have to be equal. There is no prescribed procedure for determining a predicted grade, and is thus entirely in the domain of the teacher's individual professional judgment. A complaint against a predicted grade is not possible.

5. 4 Final Grades and the Diploma

The final grades for individual subjects, which are officially awarded at the end of the programme and apply to both years, are equal to the grades achieved at the final IB exam. The total number of points at the final exam is obtained by adding up the grades for the six subjects, together with the numerical

¹ www.mm-druga.si

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mark for the EE and TOK, which is obtained in accordance with IB assessment criteria and has a value between 1 and 3. The maximum possible score is 45 points and 24 points are required to be awarded with the diploma. The conversion of the number of points into the Slovenian system is obtained in accordance with the document '*Pravilnik o izvajanju izobraževalnega programa mednarodne mature* (Ur. l. RS ,64/2004)'.

5.5 Reporting

Progress reports are sent to the students and their parents four times per year following the schedule below.

Month	Students	Purpose
November	IB1 & IB2 (foreign students only)	General report
January	IB1 & IB2 (all student)	General report
March	IB2 (all student)	Mock exams report
June	IB1 (all student)	General report

The reports include numerical and descriptive grades, comments on student behaviour, participation and the student's performance in other activities at the school.

5.6 Collaboration between Teachers

The collaboration between teachers is important also in the process of assessment. Where more than one teacher is involved in teaching a subject, the final internal assessment is performed on the level of the subject, not individually by the teacher, and the samples are sent for moderation as school samples. Teachers are encouraged to share their experiences and ideas on formative and summative assessment during the school year, as well as on internal and external assessment practices at the final diploma exam. This happens at the regular teachers' meeting, by class observations and by sharing materials.

6 Language Policy

IB DP students at II. gimnazija Maribor register 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.

7 Special Educational Needs Policy

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

8 Academic Honesty

At II. gimnazija Maribor great value is given to academic honesty. All students' work must be authentic, and the ideas of others must be fully acknowledged. This includes homework, reports, tests and all other work produced and submitted by students. The difference between collaboration and collusion

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must be absolutely clear to students. Students are familiarized with the IB academic honesty policy and are advised to be systematic and consistent when recording the bibliography and references.

In order to assure the authenticity of students' work, teachers supervise, record and report the students' progress. The plagiarism software 'Turnitin' was purchased by the school and is used to verify the authenticity of the students' submitted work. In addition, procedures and sanctions were developed in case principles of academic honesty are broken.

9 Implementation, Evaluation and Revision of the Assessment Policy

It is the responsibility of the headmaster, IB DP coordinator and all the IB DP teachers to review the assessment policy annually at the meeting in June. The assessment policy at II. gimnazija Maribor is first introduced to future students and their parents at the first meeting in June, before the beginning of the new school year. A statement of awareness is signed by the students and their parents, and is returned to the IB DP coordinator. It is the role of the IB DP coordinator to provide the appropriate introduction to the assessment policy for new teachers.

10 Rules on Assessment and Internal Deadlines

In addition to this document, two additional detailed documents were prepared to practically regulate the assessment and internal deadlines in the IB DP at II. gimnazija Maribor. The first document with the title *Rules on assessment in the IB Diploma Programme at II. gimnazija Maribor*, is based on the school's assessment regulations described in the document *Šolska pravila ocenjevanja znanja II. gimnazije Maribor*, and is in agreement with the national regulations described in *Pravilnik o ocenjevanju znanja v srednjih šolah* (Ur. l. RS, 60/2010). The second document is entitled *Rules on internal deadlines*, and determines the school's internal deadlines (including IA and EE) and the procedures in case of not meeting them. Both detailed documents are appended to this document and can, together with all other school documents, be found on the school's IB webpage.

11 References

IBO: Guidelines for developing a school assessment policy in the Diploma Programme, IBO, Geneva, 2010.

IBO: Diploma Programme: From principles into practice, IBO, Geneva, 2015.

IBO: Assessment principles and practices – Quality assessments in a digital age, IBO, Geneva, 2018.

IBO: IB Assessment Policy of the Viborg Katedralskole, Viborg, 2018.