

# Assessment Policy: II. gimnazija Maribor



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International Baccalaureate

# Assessment Policy

for the IB Diploma Programme at II. gimnazija Maribor

Marko Jagodič, David Gajser, Mateja Fošnarič

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### 1. 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.

## 2. 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 that describes the school's educational and pedagogical values, assessment philosophy, and implementation strategies and practices. It also determines the policy's links to other policies and responsibilities for implementation and revision.

The document should help teachers, students, parents, and guardians understand the assessment in year 1 (IB DP 1) and year 2 (IB DP 2) of the International Baccalaureate 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 should pay appropriate attention to fundamental cognitive skills (knowledge, understanding and application) and to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking);
- assessment for each subject includes different types/ components to ensure all objectives are met and to provide students with different opportunities to demonstrate their knowledge according to variability in students' cultural, linguistic, and disciplinary backgrounds.

IB DP 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 student's own is expected in the assessment requirements of several subjects. Caring and compassion are more challenging to include in formal assessment but must be represented within the overall assessment system. This is achieved mainly 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 science courses, students participate in an interdisciplinary project, which, by its nature, requires group work. For some subjects, the initial process when working on internal assessment also involves collaboration.

### 5. Assessment Practices at II. gimnazija Maribor

Assessment is performed at two levels: formative and summative. Formative assessment aims to provide students and teachers with the feedback needed to improve learning and 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.

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### 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 numerical or descriptive feedback but is not rated with a regular grade.

In February, the students in IB DP 2 write a mock exam to prepare them for the actual exam by simulating the exact conditions and procedures of 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 students' knowledge is assessed against clear and well-defined criteria introduced by subject teachers early in the programme. This enables teachers to grade students' knowledge in an absolute manner and not relative to the knowledge of other students.

Summative assessment is planned. At the start of the school year, the subject teachers create test schedules for the entire year and share them with students in Google Classroom. Whenever feasible, tests are planned at the conclusion of a teaching/learning unit and are assessed based on 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, achievement is expressed in percentage, and the corresponding 1-to-7 IB grade is obtained by applying the relevant IB grade boundaries.

The assessment is recorded in an online grade book called eAsistent, which schools in Slovenia use. 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 Good Assessment Practices

- Assessment practices should be aligned with clear criteria and standards to ensure consistency.
- Assessment methods must be diverse and inclusive, providing opportunities for all students to demonstrate their learning.
- Feedback should be timely, relevant, and actionable, focusing on guiding student improvement.
- Assessment must respect cultural, linguistic, and individual differences, ensuring a fair process.
- Collaboration among teachers is essential for the consistent application of assessment standards and for the sharing of best practices.

### 5. 4 Predicted Grades

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

### 5. 5 Final Grades and the Diploma

The final grades for individual subjects, officially awarded at the end of IB DP year 2, are equal to those 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 mark for the EE and TOK, which is obtained in accordance with IB assessment criteria and has a value between 0 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 *Regulations on the*

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*implementation of the educational program of the International Baccalaureate Diploma Programme* (Official Gazette of the Republic of Slovenia, 67/04).

### 5. 6 Reporting

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

Month	Students	Purpose
December	IB1 & IB2 (international students only)	General report
March	IB2 (all student)	Mock exams report
June	IB1 (all student)	General report

The reports include numerical grades in percentages and grades for knowledge and skills, continuous work and attitude, and in-class participation according to the grade descriptors below. Descriptive comments are added at the teacher's discretion (e.g., the student's exceptional performance, organisational skills, attendance, emotional state of mind, etc.). Furthermore, advice on how the student can improve is also included.

#### **Grade descriptors for required knowledge and skills\***

7 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide range of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student constantly produces work of high quality.

6 | Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide range of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of good quality.

5 | Thorough understanding of the required knowledge and skills, and the ability to apply them in a range of situations. The student occasionally demonstrates originality, insight, and analytical thinking. The student produces work of fair quality.

4 | General understanding of the required knowledge and skills, and the ability to apply them effectively in familiar situations. There is occasional evidence of analytical thinking. The student produces work of passable quality.

3 | 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 able to apply them in familiar situations with support. The student produces work of poor quality.

2 | Very limited achievement against the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them in any situation, even with support. The student produces work of very poor quality.

1 | Minimal achievement against the objectives.

#### **Grade descriptors for continuous work and attitude\*\***

7 | Demonstrates excellent preparation: does all homework on time, analyses problems exceptionally well, relating the analysis to in-class reading materials and other materials (course material, discussions, experiences, etc.). Is very diligent and has an exemplary attitude towards the subject.

6 | Demonstrates good preparation: does the majority of homework, not always on time, analyses problems well, relating the analysis to course materials. Is diligent and has a positive attitude towards the subject.

5, 4 | Demonstrates adequate preparation: does homework occasionally, usually knows facts, but does not show much effort in analysing problems. Has an adequate attitude towards the subject.

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3, 2 | Comes to class minimally prepared: almost never does his homework and/or often submits it late. Has a satisfactory attitude towards the subject.

1 | Is not prepared for class. Has an inappropriate attitude towards the subject.

### Grade descriptors for in-class participation\*\*\*

7 | Contributes significantly to class discussion: keeps analysis focused, responds very thoughtfully to other students' comments, suggests alternative ways of approaching the material and/or helps determine which approaches are appropriate. Demonstrates very active involvement. Shows interest in and respect for other students' contributions. Participates actively in all group work.

6 | Contributes well to class discussion: responds to other students' points, considers own points, questions others constructively. Demonstrates consistent ongoing involvement, contributes mostly without prompting; shows interest in and respect for other students' views; participates actively in group work.

5, 4 | Does not independently contribute to class discussion, but does contribute to a moderate degree when prompted. Demonstrates sporadic involvement. Sometimes participates in group work.

3, 2 | Tries to respond when prompted but does not offer much insight. Demonstrates very infrequent involvement in class discussion. Is passive in group work.

1 | Does not participate or is disruptive.

## 5. 7 Collaboration between Teachers

Collaboration between teachers is also important 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 and internal and external assessment practices at the final diploma exam. This happens at the regular teachers' meeting, by class observations and sharing materials.

## 6. Rights and Responsibilities

### 6. 1 Rights and Responsibilities of Students

- **Rights:**
  - To receive clear guidelines, criteria, and expectations for each assessment.
  - To have timely and constructive feedback that supports their learning and growth.
  - To have assessments conducted fairly, consistently, and without discrimination or bias.
  - To access support systems and resources to assist in achieving their learning goals.
- **Responsibilities:**
  - To actively engage in their learning process, including participating in assessments with integrity.
  - To meet deadlines and communicate effectively regarding any difficulties that may impact their ability to complete assessments.
  - To be familiar with and adhere to the school's academic integrity guidelines.

### 6. 2 Rights and Responsibilities of Teachers

- **Rights:**
  - To have access to professional development and resources that enhance effective assessment practices.
  - To work in a collaborative environment that supports shared assessment practices and criteria.
- **Responsibilities:**

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- To design and implement assessments that are aligned with curriculum goals, reflecting both formative and summative needs.
- To provide feedback that is clear, constructive, and aimed at enhancing student learning.
- To maintain transparency, fairness, and consistency in grading and reporting practices.
- To use a range of assessment methods to accommodate diverse learning styles and needs.

### 6.3 Rights and Responsibilities of Parents and Guardians

- **Rights:**
  - To be informed about their child's progress and the assessment methods used.
  - To have access to communication and resources that support their role in their child's learning.
- **Responsibilities:**
  - To support their child's engagement in the learning and assessment process.
  - To communicate with the school about their child's needs or any assessment concerns.

## 7. 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.

## 8. Inclusion Policy

If a student is unable to meet the requirements due to illness, special needs, or extended absences, they can request an extension and take or retake exams in August or later. An individualised education plan will be developed based on input from specialists, the school's psychologist, and in agreement with the student, their parents, or guardians. Inclusive assessment arrangements are implemented based on the school's inclusion policy.

## 9. 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 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.

Teachers supervise, record, and report students' progress to ensure the authenticity of their work. The school purchased the plagiarism software Turnitin and uses it to verify the authenticity of the students' submitted work. In addition, procedures and sanctions were developed in case the principles of academic honesty are broken.

## 10. 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 August. The assessment policy at II. gimnazija Maribor is first introduced to future students and their parents at the first meeting in June or at the beginning of September, before the beginning of the new school year or the early beginning of the school year. A statement of awareness is signed by the students and their parents, and is returned to the IB DP

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coordinator. It is the role of the IB DP coordinator to provide the appropriate introduction to the assessment policy for new teachers.

### 11. Rules for assessment and internal deadlines

In addition to this document, one additional detailed document is prepared to regulate the assessment practically, the school's internal deadlines (including IA and EE) and the procedures in case of not meeting them in the IB DP at II. gimnazija Maribor. The document is entitled *Rules for assessment and internal deadlines* and is appended to this document. It can, together with all other school documents, be found on the school's IB webpage.

### 12. 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.

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