



Assessment policy



revised: March 2022

Assessment philosophy

The main objective of assessment at III.gimnazija Split (TREMA) is to provide students with feedback on their learning, to allow students to learn and improve. Frequent, regular, and continuous assessment is integral to all teaching and learning. The assessment results are used to enhance planning of further learning experiences.

This policy should help students, their parents, teachers and all who are interested or involved in IBDP to better understand the assessment in our school and for domestic students to make a smooth transition from one system to another and to persistently follow, adopt and apply IBDP Philosophy of teaching, learning and assessing. All of that is put into practice in order to achieve the best possible outcomes and become competent, internationally-orientated life-long learners and teachers.

Our assessment will:

- support, encourage and improve student learning
- use a variety of tools and strategies, both formal and informal
- be formative as well as summative
- be differentiated to account for the diverse backgrounds of students
- be criteria-related using published, agreed on, learning objectives mandated by the IB
- provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- be transparent to all stakeholders – with clear criteria for success
- allow for student choice – putting the student at the centre
- drive instruction, guide learning and inform curriculum planning
- lead to reflection about learning

- provide opportunities to give timely feedback on the learning process
- involve teachers, students and parents

Assessment practices

Formative assessment

School-based/formative assessment are all those activities undertaken by teachers and/or by their students, which provide information to be used for feedback to modify teaching and learning activities in which they are engaged; a tool or process that teachers can use to improve student learning (DP: From principles into practice. April 2015). This also means that pre-assessments, even if graded to keep parents and students informed, do not count in the final course grade. Feedback from teachers on formative assessments will mostly be oral or written and descriptive, with commendation on success and suggestions for improvements.

It includes a range of tasks such as:

- quizzes
- written assignments
- examinations
- oral presentations and discussions
- group work
- practical and laboratory work
- shorter written exercises/tasks ...

School based/formative assessment should not be confused with formal IB internal assessment. The results are not sent to the IBO.

Summative assessment

Summative assessment mainly measures student achievement according to specific criteria which students know beforehand. It is organized in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations. In grading teachers are appointed to the current working level of the student.

Most of the assessments directly contributing to the final diploma qualification are done externally and sent to an external examiner towards the end of the course in May. Some of the assessments are done internally which requires teachers to assess student work according to IB established standards. The teacher scores are then confirmed or moderated by an external moderator. An IB Assessment calendar is created with the collaboration of teachers and the DP Coordinator to assist students in order to provide a manageable workload throughout their time in the DP. All the internally assessed work that is part of the final diploma grade from each subject is marked by the teachers according to the criteria given in the relevant IB DP subject guides.

TREMA implements summative assessment through semester and end-of-year exams (mock exams). End of semester and end-of-year exams are organized during the last two weeks of classes in each semester. Mock exams are a great opportunity for students to experience how the final exam works. Teachers apply grade descriptors following their subject guides to assess internal and external materials to produce Predicted grades for Final exam assessments.

Mock exams are organized in:

- June for IB DP 1
- January for IB DP 2 - Mock final graduation exams with or similar to past IB papers in full duration of original IB exams

In theory, mock exams do not contribute towards the final grade but do not think they are not important. The main purpose of the mocks is to prepare the students in all available ways for the official May exams, with the same format as the real exams that the students must pass to get their Diploma.

Teachers in courses from Group 2 will organize oral mock exams for IB DP 2 in January. It will be great opportunity to prepare students for final oral exams.

Reports

Grades obtained during the year according to subject assessment components and at the semester and end-of-year exams are recorded in *e-dnevnik* (digital platform the school uses to record students results) in a timely manner. Students and their parents or legal guardians have permanent access to all recorded grades and notes through *e-dnevnik*.

Every teacher has an allocated time for parent and/or student consultations on weekly basis to discuss the student's progress.

Our reporting mechanisms include grades (disseminated via the *e-dnevnik*), parent-teacher conferences and reports. Reports are sent to parents at the end of each semester. TREMA will provide subject report cards for students at the end of the school year, both in English and Croatian.

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB grades (1-7) are reported in each subject area as part of semester and yearly report cards. Semester grades and yearly grades are the teacher's estimate of how well each student has mastered the essentials of the subject.

Final DP grades are predicted twice in IB DP 2. Early in IB DP 2 teachers predict grades on an individual basis. Predicted grade reflects students' previous achievements. Secondly, in March teachers predict final grades per subject in response to IB requirements.

Grading

We apply grading scale from 7 (maximum), to 1 (minimum) - 7 to 3 are passing grades at HL, 7 to 2 are passing grades at SL. TOK and Extended essay are assessed on a scale from A (maximum) to E (minimum). A to D are passing grades, E means failure. National grading scale is from 5 (maximum) - 1 (minimum).

Grades	SUBJECTS		CORE	Equivalent to national grading
	HL	SL	TOK/EE	Scale 1 - 5
7	Excellent	Excellent		5
6	Very good	Very good		
5	Good	Good		4
4	Satisfactory	Satisfactory		3
3	Weak (passing)	Weak		2 (if HL)
2	Poor (failure)	Poor (passing)		2 (if SL), 1 (if HL)
1	Very poor (failure)	Very poor (failure)		1 failure
A			Excellent	
B			Above average	
C			Average	
D			Below average	
E			Fail	
IBDP additional grades				
N	No grade has been awarded (failure to complete)			
P	Pending, insufficient information			
S	Satisfied (TOK,EE,CAS), during process of completion			

The final result of candidates awarded with the Diploma is based on the total IB Diploma points score: the subject grades, the confirmation of the completion of all CAS requirements and points awarded for the combination of TOK and EE (TOK/EE points matrix). We will be appointed as May Examination session school. Our IBDP students are not required to take the state graduation exam (Državna matura – DM). All students enrolled to IB DP must take IB DP Final Exams.

IBDP Final marks converted to state DM marks:

IB DP standard level	Državna matura DM A level	IB DP high level
7	5	7
6		6
5	4	5
		4

4	3	3
3		
2	2	2

This enables students to apply to national universities as well as international ones.

If a student is not awarded the IB Diploma, they have the opportunity to retake one or more subjects in which they have obtained a failing grade in November retake session, but also subjects in which they want to improve their grades. In November retake session students can register in only those subjects they have previously taken in the May session providing the subject is available in the November session. Croatian A is not available in the November session. Students' parents cover the expenses of the retake exams.

Award of the Diploma

All assessment components for each of the six subjects and the additional Diploma requirements must be completed. Diploma will be awarded to a candidate if all the following requirements have been met:

- CAS requirements have been met
- The candidate's total points equal to 24 or more
- There is no N awarded for TOK, EE essays or for a contributing subject
- There is no grade E awarded for TOK, EE essay
- There is no grade 1 awarded in a subject/level
- There are no more than two grade 2s awarded (HL or SL)
- There are no more than three grade 3s or below awarded (HL or SL)
- The candidate has gained 12 points or more on HL subjects (for four registered HL subjects, the three highest grades count)
- The candidate has gained 9 points or more on SL subjects (for two registered SL subjects at least 5 points must be gained)

TOK/EE points matrix

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

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A maximum of three examination sessions is allowed in which a student needs to meet the requirements for the award of the Diploma. Those sessions (Retake), need not be consecutive

The structure of formal IB assessment in each course

Each subject has its own structure that breaks down formal IB external and internal assessment tasks and corresponding weights. The final grade for each subject corresponds to prescribed grade descriptors. The structure for each subject is available in TREMA options booklet and IB DP Subject Briefs.

Bibliography

- Guide to programme evaluation (IBO, 2016)
- Programme standards and practices (IBO, 2014)
- DP: From principles into practice (IBO, 2015)
- Handbook of procedure DP (IBO, 2016)
- General regulations: Diploma Programme (IBO, 2016)
- Programme evaluation guide and self-study questionnaire: Diploma Programme (IBO, 2016)
- Grade descriptors (IBO, for use from December 2017)
- Approaches to teaching and learning in the Diploma Programme (IBO, 2015)
- The responsibilities of IB World Schools in ensuring the integrity of IB assessment (IBO, 2017)