



Assessment Policy

Assessment plays a crucial role in supporting learning as well as in measuring learning, therefore Gimnazija "Svetozar Marković" has developed the assessment policy which aligns with the requirements and philosophy of the IB Diploma Programme.

The purpose of this document is to:

- Describe the assessment philosophy in Gimnazija "Svetozar Marković"
- Describe formative and summative assessment practices
- Describe the use of internal standardized practices
- Explain the use of assessment criteria
- Give details on reporting and recording students' achievements
- Explain practices of providing students with feedback to inform and improve their learning
- Explain links between the assessment policy and other school and IBDP documents
- Present roles and responsibilities for implementing, evaluating and reviewing the assessment policy, as well as for training new teachers

Assessment philosophy

The most important aim of assessment is to encourage appropriate student learning. It is a way to provide students and teachers with feedback to

inform and improve their learning and we see assessment as an integral part of the learning process itself. Gimnazija “Svetozar Marković” is committed to develop open-minded, knowledgeable and reflective students which is why we also develop students’ self-assessment to contribute to their self-confidence and self-motivation. Realizing a great potential which lies in every student and which requires great responsibilities, our school tends to provide meaningful context for all the students by delivering a proper assessment.

Assessment Policy

- Assessment is the integral part of planning, teaching and learning
- Assessment in the IB Diploma Programme is criterion oriented
- Assessment data is used to inform teaching and learning
- Assessment is used by the teachers in order to develop and promote approaches to teaching and learning
- Assessment is always meaningful and enables students to engage more actively as independent learners
- Assessment is used to promote learner profile characteristics
- Assessment must make appropriate allowance for Gimnazija “Svetozar Marković” students since most of them are learning in their second language
- Assessment in Gimnazija “Svetozar Marković” reflects IB and school’s educational philosophy

Formative and summative assessment

Formal summative assessment is defined as assessment directly contributing to the final diploma qualification. Most of these assessments are externally assessed, and include examinations or work completed during the course and then sent to an external examiner. Some formal summative assessments are internally assessed, requiring the teacher to mark the work to the accepted IB standard. Their standard is then confirmed or moderated by an external moderator. Formative assessment engages students actively in the process of learning and provides students with opportunities to learn new skills

and to achieve better results while not being afraid to make mistakes as they are not working towards the achievement of grades.

“It is more important that formative assessment correctly identifies the knowledge, skills and understanding that students should develop, rather than accurately measuring the level of each student’s achievement. Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum.”¹

Internal standardized practices, internal moderation and standardization of student work

Each Diploma Programme subject has its specific objectives and assessment criteria which are in line with IB DP grade descriptors and mark bands from Subject guides. Students are also encouraged to apply them while working/learning or evaluating work of their own or that of others. As a part of the assessment process, feedback on student work should be provided to students within a week.

Moderation refers to the checking and unifying of assessment standards. Internal moderation takes place in the DP programme, where this is possible, in order to ensure consistency of marking in accordance with the published IB marking criteria, but in cases where there is only one teacher of a subject, internal moderation is not possible. In those cases collaboration with other IB schools is a possible, recommended alternative.

Regular and continuous assessment takes place during the teaching and learning process using a variety of methods to inform teachers and learners about the progress of learning. Teachers are encouraged to use different tools in order to develop the learner profile characteristics. Different forms of assessment can be given through group work, project-based work, draft assignments, oral presentations, comparative analyses, questioning, discussion, presentations and debates.

The summative tests in Gimnazija “Svetozar Marković” are given periodically, at least once in a month. There are four periods during the school year when students have the examinations.

¹ **Diploma Programme assessment Principles and practice**, International Baccalaureate Organization, Geneva, CH-1218, Switzerland First published in September 2004.

Grade 11 students (the first year of the Diploma Programme) have progress examinations at the end of the first semester (January) and at the end of the second semester (June). The examination results are used as the basis for predicted grades for the purposes of the application to universities. The results are used in combination with test results, homework and other coursework data obtained during the school year.

Grade 12 students (the second year of the Diploma Programme) have the progress examinations at the end of the first semester (January) and Mock examinations in March. Later results are used for the submitting predicted grades to the IBO.

Use of assessment criteria

Performance in each subject is graded on a scale of 7 points (maximum) down to 1 point (minimum).

Performance in theory of knowledge and the extended essay are each graded on a scale of A (maximum) to E (minimum). The CAS requirement is not assessed. For the IB Diploma, a maximum of 3 points is awarded for combined performance in theory of knowledge and the extended essay. The maximum total DP points score is 45.

A scale of 1 to 7 points is used for grading each of six examined subjects. In order to have the IB Diploma awarded, a student should score a minimum of 24 points on 3 Higher Level and 3 Standard Level subjects, complete both the Theory of Knowledge class and the extended essay with the minimum of a grade - D, and accomplish about 150 CAS (Creativity, Action and Service) hours. The Diploma will be awarded only if none of the failing conditions are present. (For example, a failing condition would be having a grade 2 or less in any HL subject or a grade 1 in any SL subject, or two or more grades 2 in SL subjects and 2 or more grades 3 in HL combined with a grade 2 in SL).

Gimnazija "Svetozar Marković" uses general grade descriptors as defined by the IBO to assess student learning in the IB class. More detailed subject grade descriptors are provided by the teachers for each subject. For each grade, qualities of a typical performance are given. However the work of few candidates will be consistently characterized by a single grade descriptor, most work will display some of the characteristics of more than one grade.

Grade	Descriptor
7	<p>The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.</p>
6	<p>The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose</p>

	and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires

	<p>supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.</p>
3	<p>The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.</p>
2	<p>The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and</p>

	organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

Reporting and recording students' achievements

At the end of each semester, narrative reports are sent to parents including the information about students' progress, summative assessment, homework and absences. Students and parents are informed through the online school software on grades and work during the school year. Summative and formative assessments are both included.

If a student is failing to comply with the programme requirements, parents are invited to a meeting in order to work collaboratively and provide help.

Students' records of learning (tests, homework and other materials) are kept for one year after the successful completion of the IB Diploma Programme. Students' grades together with mid and end of term reports are stored in the online system and can be reached at any time.

Reporting relating to Serbian universities

For the purposes of the enrolment to the Serbian universities, Gimnazija "Svetozar Marković" makes the reports at the students/parents requests. The grades are converted as follows:

IB grades 6, 7 - Serbian grade 5

IB grade 5 - Serbian grade 4

IB grade 4 – Serbian grade 3

IB grade 3 – Serbian grade 2

IB grades 1,2 – Serbian grade 1

Homework

Homework assignments represent an important aspect during the learning process and contribute to both, formative and summative assessment. Homework is used to promote extended student learning and is integral part of learning and assessment process. Students' personal research projects are usually undertaken, at least partly, as a homework activity, but different kinds of homework may be given by teachers in order to make students do researches, presentations, practices for tests or exams, reading texts and materials for further school discussions, extended writing tasks etc. In all the situations, including homework, the teachers provide feedback in a timely manner.

Assessment and Academic Honesty

All work produced by Diploma Programme students has to be their own and authentic work which has all the ideas and words of others fully acknowledged. It is important to consult and respect the Academic Honesty Policy of Gimnazija "Svetozar Marković".

Roles and Responsibilities for implementing, evaluating and reviewing the Assessment policy and for training new teachers

This policy was made by subject teachers, IBDP coordinator and Head of School. It is the duty of school management to review this policy under the period of 5 years review, to implement the changes and the developments of the Diploma Programme. Apart from attending professional development workshops for the teachers new to the programme, orientation and support is provided to the new teachers by the school management and IB DP Coordinator guidance. Collaborative work is encouraged regarding assessment within the school's community.

Bibliography

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