

GYMNASIUM JOVAN JOVANOVIĆ ZMAJ

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME ASSESSMENT PHILOSOPHY AND PRACTICE FOR STUDENTS, PARENTS AND STAFF

IB Assessment Policy

1. Philosophy

At Gymnasium Jovan Jovanovic Zmaj, we believe and expect that all students have the ability to achieve at high levels. Therefore, we promise to expose students to a rigorous and challenging curriculum that is aligned to the standards, practices and content expectations of the IB Diploma Programme as well as the established State Education Standards. We also promise to provide students with as much time and expert instruction as is needed for students to achieve at high levels in each of their classes.

One of the positive aspects of the IB Diploma Programme is the nature of the assessments, giving students multiple methods and opportunities to show their achievement of the subject area objectives. This effective approach is found within the IB subject area courses where teachers create their own assessments to measure students' progress in addition to those required by IB.

It is the belief in our school that students are ultimately responsible for their own learning. They meet this responsibility by working diligently to complete assignments on time and in an ethical and appropriate manner. Students are expected to monitor their progress in their classes, to inquire about ways to improve if necessary, and to prepare well for all forms of assessment. Students are responsible for being aware of the goals and standards of their coursework and for asking for clarification when needed. In addition to the stated objectives of each class, students are expected to set goals for their personal growth as life-long learners, to reflect on progress in meeting these goals, and to assess their achievement of them.

It is the strong opinion in our school that teachers are responsible for facilitating students' learning. They meet this responsibility first by working diligently to understand intimately their subject matter and the standards of achievement for the courses they teach. Teachers are expected to communicate clearly with students and their parents exactly what goals need to be accomplished in their subject areas. Teachers are responsible for providing precise instructions where assignments are concerned, guidance when needed, and timely feedback to aid improvement. Teachers are encouraged to provide progress reports regularly to keep parents and students apprised of students' grades. Teachers are expected to analyze assessment data to determine students' strengths, deficiencies, and needs. Teachers are aware that assessments can be biased and use many types of assessment to evaluate their students' progress. Teachers also use assessment to evaluate the effectiveness of their own instruction, reflecting on their own practices

to improve where needed. Teachers are expected to use to their full advantage tools available through technology and other venues to enhance their instruction and further assist their students with their progress.

It is the good-will practice in our school that the coordinator and administration are responsible for supporting teachers and students in their efforts to meet the goals in their coursework. They meet this responsibility first by providing the necessary training for teachers to become knowledgeable of the needs for their subject areas. The coordinator is responsible for providing student data in a timely manner and for providing opportunities to analyze and reflect upon that data. The coordinator provides time for teachers to reflect on their practices and plan, individually and collaboratively to enhance instruction. The coordinator and administration provide training on data interpretation and use as well as using multiple assessment strategies. They work together to analyze student performance, to set achievement goals for the school, and to plan goals for the future. The coordinator and administration are committed to providing the necessary materials and tools to best achieve the goals of the IB Diploma Program.

2. IB Assessment Practices

Some of the assessment required by the IBO is carried out internally by classroom teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations, and performances. Teachers receive training to use the rubrics provided by IB and their scores are moderated outside of the school to assure reliability and equity. Grades given on reports are the teacher's estimate of how well each student has mastered the essentials of the subject. The assessment instruments used to obtain the grade will vary from subject to subject: depending on the course the grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations, group work and participation in class.

Some of the assessment is overseen by teachers as students produce the work, but it is scored by external examiners selected by the IBO outside of the school. These include the extended essay, essays for Theory of Knowledge, and others.

The annual May examinations are externally scored with no input from teachers. These include multiple choice and open-ended or essay questions. Because of the greater degree of objectivity and reliability provided by the standard examination environment, externally marked examinations form the greatest portion of the assessment score for each subject.

The Extended Essay and TOK are graded on an A – E scale, A being Excellent and E a failing grade.

2.1. Teacher Responsibilities

It is the responsibility of the teacher to:

- develop a course outline and student learning program that meets the syllabus requirements for each particular course/stage.
- ensure that all assessment tasks are achievable within the given timeframe and draw from the corresponding subject guide for that subject.
- provide students with timely assessment feedback, guidance and targets for improvement.
- maintain accurate records of assessment and details of all assessed tasks and their corresponding rubrics on the course outlines for each subject.
- meet school deadlines and external timelines for assessment and reporting
- inform students and parents of academic progress, as appropriate.

2.2. Information provided to students

At the start of each academic year and at the start of each new unit (or pair of units) the teacher will provide a printed copy of the following to each student:

- a yearly outline (by month) available to all students (a simple calendar)
- provide students with key IBDP Coordinator and external deadlines for the 2 year IB programme.
- the syllabus/**subject guide** for each course/stage
- a **unit outline** that includes the unit content and the sequence/timeframe in which the unit will be taught.
- an assessment outline for each major assessment that includes:
 - the assessment types
 - the weighting for each assessment type
 - the weighting for each assessment task
 - a general description of each assessment task
 - the approximate timing for each task
 - the corresponding assessment rubric (also clearly displayed in each classroom).

3. Assessing student achievement

Grading Scale

National curriculum grades are based on a scale of 1 (minimal – fail) to 5 (excellent).

The IB Diploma Program uses a scale from 7 (excellent) to 1 (minimal), with a score of 4 as worthy of recognition by most colleges and universities.

Due to multiple factors, a student may perform better according to the IB grading scale than the grammar schools or the opposite may occur.

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subject to subject: depending on the course the grade may be based on homework, quizzes, tests, laboratory reports, projects, papers, oral presentations, group work and participation in class.

Each IB Diploma course should have a minimum of 5 summative assessments per quarter, based on an assessment outlined in the subject guide and/or a past paper or sample paper.

During every unit (or pair of units), the requirements for each assessment task will be clearly described in writing and/or with a direct reference to the study guide or additional support materials. The criteria against which the summative assessment tasks will be marked will also be provided. The grade boundaries used for the IBDP will be subject-specific and based on the latest subject report available (usually the May exam report).

NC and IB grading and assessment will be separately conducted, with separate materials used.

4. Assessment and Reporting Practice at Gymnasium Jovan Jovanović Zmaj

The assessment and reporting process is extremely important in communicating valuable information to parents and students regarding student learning. Regular and accurate feedback to parents and students is crucial to ensure that parents feel confident that their child is being assessed and supported appropriately.

Throughout the academic year, teachers will report on student progress using the following report types and timeline:

Informal Parent Contact

A subject teacher may email a parent if the student is 'at risk' (in all likelihood they are going to fail the quarter or achieve a much lower grade than the previous quarter. Otherwise the email may address concerns regarding the general progress of a student. A subject teacher may also simply email parents to keep them up to date with progress made or take this opportunity to report improvement in attitude to learning and/or academic achievement.

Assessment and Reporting Process (Standards 7 -12)

At the Conclusion of Quarters 1 and 3:

A report is produced for each student **at the conclusion of Quarters 1 and 3**. This report includes an overall grade for **Achievement of Learning** and a grade for **Attitude to Learning**. (See Assessment for Learning/ Attitude to Learning later in this document)

At the Conclusion of Quarters 2 and 4:

At the conclusion of each semester (at the end of quarters 2 and 4) students receive a report that includes subject-specific teacher comments. This report includes an overall grade for **Achievement of Learning** and a grade for **Attitude to Learning**.

Along with summative assessments, we practice Assessment for Learning/Attitude to Learning (formative assessment). We recognize that this practice is based on research that suggests children have the best chance for success under the following circumstances:

- when assessment is integral to the curriculum
- when they understand what they are learning
- when they get detailed feedback about how well they are doing
- when they get detailed advice about what they can do next to improve

In order to create these circumstances we do not rely solely on written tests.

Assessment should regard gender, language, culture, and special needs in order to allow each student an equal opportunity to learn and develop by providing equal access to educational experiences. This belief applies to all subjects. We strive to give students multiple opportunities to show what they have learned and what they can do. Having a varied range of assessment techniques also gives the benefit of increasing the interest in teaching and learning.

We provide an Attitude to Learning assessment for students with individual needs or those who have not completed a sufficient amount of work during a term due to recently arriving at our school. Please see the example provided below.

Attitude to Learning - Descriptor
1. Shows dedication and enthusiasm towards this subject
2. Brings appropriate materials to class
3. Uses class time effectively
4. Works co-cooperatively and collaborates well with others
5. Completes class work and homework on time and in the required format
6. Models the attributes of the IB Learner profile for this subject

**** All Grades (E) Exceptional -4, (VG) Very Good -3, (A) Average -2, (NI)- Needs Improvement-1**

Appendix 1: IB Diploma Programme Assessment

Components

Language A: English Language and Literature/ Serbian Literature

Type of Assessment	External/ Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Oral Work	Internal	Two oral presentations delivered on topics chosen by students	15	15
Written Assignment	External	A number of written tasks which imaginatively explore some of the material studied, alongside a short rationale	20	20
Oral Work	Internal	Formal Oral Commentary and Interview	15	15
Paper 1	External	Non-literary textual analysis	25	25
Paper 2	External	Literary text analysis	25	25

Economics

Type of Assessment	External/ Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Portfolio	Internal	A portfolio of three commentaries based on extracts from the media linked to the syllabus	20	20
Paper 1	External	Extended response	30	30
Paper 2	External	Data response	30	30
Paper 3	External	HL Extension paper	20	20

Science (Chemistry/Physics/ Biology)

Type of Assessment	External/ Internal	Format	Weighting of Final Grade (%)	
			HL	SL
Practical	Internal	General laboratory work and field work	24	24
Paper 1	External	Multiple-choice	20	20
Paper 2	External	Data analysis, short answer and open response	36	32
Paper 3	External	Short answer and extended response	20	24

Maths HL/SL/Studies

Type of Assessment	External/ Internal	Format	Weighting of Final Grade (%)	
			HL	Further
Portfolio/Project	Internal	Two/one piece/s of work on different areas of the syllabus representing mathematical investigation	20	20
Paper 1	External	Short and extended response questions	30	40
Paper 2	External	Short and extended response questions	30	40
Paper 3	External	Extended response questions	20	20

2.5. Achieving the International Baccalaureate Diploma

The IBO uses criterion-referenced assessments to confer points leading to an IB Diploma. Each of six examined subjects is graded on a scale of 1 to 7 points. A student who scores a minimum of 24 points on 3 Higher Level and 3 Standard Level (or 4 HL and 2 SL) subjects, *completes both the Theory of Knowledge class and the extended essay with at least a grade - D*, and accomplishes about 150 CAS (Creativity, Action and Service) hours can be awarded an IB Diploma provided none of the following failing conditions exist:

- A grade of 2 in any HL subject
- Each grade 3 in an HL subject not compensated by a grade 5 or above in another HL subject
- A grade 1 in any SL subject
- Two or more grade 2 in SL subjects
- Two or more grade 3 in HL with a grade of 2 at SL
- Four or more grade 3 subjects

Excellent performance in the 6 subject areas results in a grade 7 for each, or a total of 42 points. The maximum diploma point score is 45. Theory of Knowledge and the extended essay contribute to the overall score through a matrix system, which awards up to 3 bonus points based on the candidate's combined performance.

	Theory of Knowledge					
Extended Essay	Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E	Not submitted
Excellent A	3	3	2	2	Fail	N
Good B	3	2	1	1	Fail	N
Satisfactory C	2	1	1	0	Fail	N
Mediocre D	2	1	0	0	Fail	N
Elementary E	Fail	Fail	Fail	Fail	Fail	N

Those students who do not satisfy the entire set of requirements for an IB Diploma are awarded a certificate for examinations completed.