



MATIJA GUBEC INTERNATIONAL SCHOOL

ASSESSMENT POLICY



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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.

Matija Gubec International School Mission Statement

Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.

IB Standards and Practices

Section B: Organization

B1.5 The school develops and implements policies and procedures that support the programmes.

MYP requirements

c. The school has developed and implements an assessment policy that is consistent with IB expectations.

Section C: Curriculum

C4.1 Assessment at the school aligns with the requirements of the programme(s).

MYP requirements

a. The school uses the prescribed assessment criteria for each subject group in each year of the programme.

b. Teachers standardize their understanding and application of criteria before deciding on achievement levels.

C4.2 The school communicates its assessment philosophy, policy, and procedures to the school community.

C4.3 The school uses a range of strategies and tools to assess student learning.

C4.4. The school provides students with feedback to inform and improve their learning.

C4.5 The school has systems for recording student progress aligned with the assessment philosophy of the programme(s).

C4.6 The school has systems for reporting student progress aligned with the assessment philosophy of the programme(s).

C4.7 The school analyses assessment data to inform teaching and learning.

C4.8 The school provides opportunities for students to participate in, and reflect on, the assessment of their work.

C4.9 The school has systems in place to ensure that all students can demonstrate a consolidation of their learning through the completion of the MYP community project.

Policy Alignment

Matija Gubec International School assessment policy aligns with the IB and school's values and policies as outlined below:

... to the IB Learner Profile

The IB Learner Profile states that students are reflective meaning they analyse own strength and weaknesses through formative self, peer and teacher, as well as formal summative assessment for success.

... to the school's Mission Statement

Part of our mission statement is "preparing students for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world." Being a confident, caring, respectful and internationally-minded lifelong learner is understanding and demonstrating integrity and honesty in all learning assignments and tasks as a student and an individual.

...to the school's Academic Honesty Policy

One of the principles of assessment in the school's assessment policy states: 'Assessment strongly emphasises the principles of academic honesty and discourages any form of malpractice and plagiarism.' Formative assessment tasks can be used to teach, learn and practice academic honesty, as formative work helps a student meet the established criteria for the summative task.

...to the school's Language Policy

Our assessment policy aligns with our language policy because our assessment policy is directly applicable to all of our learners – regardless of their linguistic background. The flexible nature of our assessment policy allows students to communicate their knowledge even when their language skills hinder their understanding of a certain topic.

...to the school's Inclusive Education Policy

All students regardless their learner status are assessed against the MYP criteria. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. However, for students with special academic needs the testing accommodations and modifications in their IEPs are adhered to when assessing their learning along with the modified task clarifications, adjustment to time span for the assessment and use of scaffolding materials.

PHILOSOPHY AND PRINCIPLES OF ASSESSMENT

Assessment makes a major contribution to the realisation of the objectives of Matija Gubec International School as summarised in its mission statement:

“Matija Gubec International School empowers students to reach their full potential in a supportive and challenging learning environment, preparing them for an active role as confident, caring, respectful and internationally-minded lifelong learners who are ready to make a positive contribution as global citizens in a changing world.”

Aims of the assessment policy:

The assessment policy aims to ensure that all teachers know what is expected of them with regard to assessing students, and to support teachers in the development and administration of assessments. It aims to help teachers to realize the importance of engaging students in the assessment process, recognize the appropriate use of various methods of assessment, and reflect on their current practices with a view to improving the quality of the assessment process. The policy also ensures that all assessments are developed and administered in accordance with the IB guidelines on MYP assessments. The policy intends to make assessment constructive and manageable for teachers and students.

The assessment policy is instituted to provide students, teachers, and parents with well-analysed timely feedback in every area of learning. Matija Gubec International School undertakes to provide regular and constructive assessment.

Goals of assessment:

“The aim of MYP assessment is to support and encourage student learning. The MYP places an emphasis on assessment processes that involve the gathering and analysis of information about student performance and that provide timely feedback to students on their performance. MYP assessment plays a significant role in the development of ATL skills, especially skills that are closely related to subject-group objectives. The MYP approach to assessment recognizes the importance of assessing not only the products, but also the process, of learning.” (MYP: From principles into practice, International Baccalaureate, 2014)

- Assessment is created to enhance student learning by understanding the expectations of the programme in every subject, assessment criteria and ways they will be judged and graded in both formative and summative ways.

- Assessment informs, supports and encourages effective teaching and learning and it provides information about student's progress and achievement for students, parents and teachers.
- Assessment is aligned with the requirements of the IB Middle Years Programme.
- Assessment supports and encourages student learning by providing feedback on the learning process.
- Assessment provides opportunity for students to exhibit transfer of skills across disciplines, such as in the community projects and interdisciplinary unit assessments.
- Assessment promotes positive student attitudes towards learning.
- Assessment promotes a deep understanding of subject content by supporting students in their inquiries set in real-world contexts.
- Assessment promotes the development of critical- and creative-thinking skills.
- Assessment reflects the international-mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts.
- Assessment supports the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

Purpose of assessment:

At Matija Gubec International School we believe assessment is integral to all teaching and learning. It is central to the PYP and MYP goal of thoughtfully and effectively guiding students through the **five essential elements of learning**:

- the acquisition of knowledge
- the understanding of concepts
- the mastering of skills
- the development of attitudes
- the decisions to take action and reflect upon it, to support development of the IB Learner Profile attributes and to evaluate programmes.

Purpose of assessment for teachers:

- to enhance student learning
- to monitor the individual progress of student achievement
- to give feedback to students which will help them to know what and how to improve
- to support teaching and developing the IB learner profile

Purpose of assessment for students:

- to provide consistent, timely feedback and opportunity for reflection
- to give a "time stamp" of what students know at various points in learning
- to identify strengths and weaknesses in components of the subject area
- to promote student responsibility for ownership of learning

Purpose of assessment for parents

- to communicate consistent, timely feedback and opportunity for conversation
- to allow parents and teachers to work together as advocates of student learning
- to provide transparency of curriculum

Principles of assessment:

- Assessment is varied in approach. Students should be assessed in a variety of different ways: written assignments, oral presentations, field work, practical work, role-play, debates, exhibitions, performance, tests and examinations, research papers, peer and self-assessment.
- Assessment strongly connects planning, teaching and learning.
- Process involves diagnostic assessment at the beginning of each year, formative assessment throughout and summative assessment at the end of each unit.
- Summative assessment is criterion-based, so that students are assessed against published, agreed learning objectives. These learning objectives are published for each subject and each grade level, and should be available to parents and students. The subject criteria are based on the learning objectives mandated by the IB. Assessment is criterion-based, not deficit-based. Assessment will not be based on “how many questions can a student answer?” or “what percentage have they achieved?” but rather “what skills have they learned?” or “what level of understanding can they demonstrate?”
- Criteria for assessment are based on the IB MYP criteria, developed for each subject group and applied in each particular subject in each year of the programme.
- All grading and marking should be done in a clear and timely manner.
- Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion to assist the students in understanding how to achieve excellence.
- Assessment task must be authentic whenever possible – summative, specific, criterion-related, varied, using a range of measurement tools and having real-world applications.
- Assessment promotes and evaluates deep understanding. Assessment tasks will involve critical and creative thinking skills.
- Assessment should be on-going and reflective. Reflection is an essential and integral part of the assessment process. Students have the opportunity to reflect on their own learning and to evaluate their progress and set targets for improvement.
- Students must understand the assessment task expectations, as well as feedback given to them.
- Assessment strongly emphasises the principles of academic honesty and discourages any form of malpractice and plagiarism.
- Assessment is differentiated to account for students’ diverse needs and a variety of learning styles.
- Assessment tasks will encourage transfer of skills, interdisciplinary learning and real-world contexts.

- All work submitted for assessment must be the student's own work.
- Feedback is central to the assessment process. Teachers provide students with feedback for future learning which can be done orally or in writing, either individually or in class as a group. Students will receive timely and meaningful feedback on their performance on assessment tasks.
- Reporting to parents is meaningful and obligatory. Assessment is reported via e-Classbook, digitally kept records of students' achievements against all MYP assessment criteria in all subjects along with teachers' notes about student's progress throughout the year. Both parents and students have continuous access to these records. Assessment is also reported through parent-teacher conferences, parents meetings, subject reports handed out at the end of first and second term and report cards issued at the end of year.

REQUIREMENTS FOR TEACHERS, STUDENTS AND PARENTS

Requirements for Teachers

- Teachers organise assessment and reporting procedures to align the requirements of the programme.
- Teachers have to inform students about application of criteria before deciding on achievement levels.
- Teachers have to regularly inform students about their progress and provide them with recommendations, advices and specific demands in order to improve their results.
- Teachers have to be informed and fully aware of any student's physical, psychological, mental or language disability that may affect assessment results.
- Teachers are trained to use all IB assessment principles and criteria in their subjects.

Requirements for students

- Students are obliged to participate in all forms of assessment during the school year.
- Students have to be informed about each summative assessment so they can prepare and learn.
- Students are obliged to do all homework in all subjects.
- Students have the right to be informed about their results in every form of both formative and summative assessment.
- Students are required to follow the principles of academic honesty.
- Students are required to keep their portfolio throughout the school year.
- Students have to inform a teacher if there is any reason why they cannot participate in assessment and/or do homework.

Requirements for Parents

- Parents should set up an environment which is supportive to learning and working.
- Parents should set up a homework routine and priorities, also supervise student's work.

- Parents should regularly talk to the teachers about student's assessment results and progress.
- Parents should encourage, motivate and praise their children to succeed.
- Parents should first inform homeroom teacher and subject teachers if there is any physical, psychological, technical, moral or other reason why a student should not participate in assessment.

THREE ASSESSMENT COMPONENTS

The assessment component in the school's curriculum can itself be subdivided into three closely related areas:

- 1) **Assessing** – how we discover what the students know and have learned
- 2) **Recording** – how we choose to collect and analyse data
- 3) **Reporting** – how we choose to communicate information.

The school's Assessment Policy is therefore divided into three sections: Assessing, Recording and Reporting.

1) ASSESSING

ASSESSMENT PRACTICES

While the IB programme guidelines lay down the parameters of assessment, they also ensure that each student is evaluated individually and not ranked or graded to fit into a comparative scale of performance. In the hypercompetitive context of contemporary societies, it is particularly necessary to emphasize that assessment is *for learning*, that it provides guidance for *purposive directed learning*, and for *meeting programme standards*. It is not for producing a rank ordering which compares one student's performance against another's.

1. Diagnostic/pre-assessment prior to teaching helps teachers and students find out what the students already know and can do.

2. Formative assessment is assessment *for learning* and it is on-going throughout the teaching and learning process. It provides information that is used in order to plan the next stage in learning. It helps teachers and students to find out what the students already know and can do and how well they are learning new knowledge and skills. Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. It also gives students an opportunity to improve their understanding and to develop enthusiasm for learning. Teachers' feedback should be affirmative, in positive tone and should encourage student to achieve excellence. In some subjects students are involved in the formative

assessment of their own learning. Student peer and self-assessment can be important elements of formative assessment plans.

Informal formative assessment should be an integral part of every lesson. These could be in the form of:

- **teacher's observation and feedback**
- **peer assessment, peer feedback**
- **self-assessment**
- **ATL assessment**
- **holding question and answer sessions** at the beginning of each class, reviewing homework and assignments, individually and in groups, which will help to review the previous day's class work and check at the same time student's understanding of the assignment
- **following up** very carefully and detailed for each student's progress after each formative assessment
- **encouraging students** to realize and reflect on the areas they need to improve
- **giving students instant and constant support**
- **using rubrics and task specific clarifications** for the different assessments and reviewing them with students before and during the development of the task, especially the higher levels of achievement to encourage them to accomplish those
- **writing comments on the pieces of work about what students need to improve** and allowing them to reflect on and correct their tasks by themselves, or in pairs

3. Summative assessment is assessment *of* learning and it takes place at the end of a unit. Summative assessment marks the culmination of the teaching and learning process, but it is not the *purpose* of the teaching and learning process; it gives students opportunities to demonstrate their understanding of concepts, knowledge and skills. Summative assessment is planned in advance. All summative assessment must strictly use the MYP assessment criteria with according achievement levels. Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion used. Summative assessment is important; it can help in evaluating the learning process.

Summative assessment is generally used as part of the grading process. Examples of summative assessments include unit tests, semester exams, final lab reports and research papers. Each criterion is assessed twice a year. The timing and type of each summative task should be clearly communicated to the students ahead of time, and rubrics, examples and practice assessments should be distributed and discussed.

4. Internal assessment standardisation

According to the guide *MYP: From principles into practice* (2014): “Standardization throughout the school year promotes consistency and builds common understandings about student achievement with respect to MYP objectives.” (Page 83).

In the cases where more teachers teach the same subject group in a given year level, the process of internal standardisation must take place to ensure a common understanding of criteria and application of levels of achievement. This process involves multiple teachers making autonomous judgments against the same samples and then coming together to establish a consensus level of achievement. Supervisors of the community project also standardise.

At MG International School, standardisation is carried out at least a minimum of once a semester in each subject area. This is a way for teachers of the same subject group to come together and discuss the planning stage of the teaching unit in order to share their understandings, expectations, interpretations of criteria and how the criteria have been clarified for the task and to reflect on the quality of the task. After the teaching and learning process teachers make final judgments of criteria levels of their own students’ achievement. Teachers of the same subject group collect samples of student work and meet to discuss their judgements. A minimum of two samples from each grade level should be brought to the table each semester, focusing on samples that teachers consider near the border between judgements, or focusing on samples with high, medium and low performance. During collaborative sessions teachers discuss their judgement of criteria levels in order to come to an ‘agreed’ judgment of student’s achievement in relation to criteria. Discussions of how the other teacher would have assessed the work should be documented with notes, or marked on rubrics for record keeping and future use for class-wide adjustments where necessary.

Where there is a single teacher in that subject, a teacher shares tasks for standardisation with the programme coordinator. The community project assessment and interdisciplinary units assessment are also standardized each year. The goal of standardisation is to ensure high academic standards and to be sure students are fairly and consistently assessed in academic and community-based contexts.

5. Assessments will be carried out in the following forms: **peer-assessment, self-assessment and teacher assessment**. Feedback should be provided within an appropriate amount of time.

6. A **balance of strategies** will be used at developmentally appropriate levels and should be outlined in planning documentation. A **balance of assessment tools** should be used with the strategies.

7. Assessment data should provide **evidence of developing the attributes of the IB learner profile**. The assessment process at Matija Gubec International School involves the active participation of students, teachers and parents. They work together to keep each other informed about

student progress. The student is at the centre of the process and is actively involved in and takes appropriate responsibility for his/her own assessment. Teachers, students and parents support each other in the on-going assessment process.

DIFFERENTIATION

Differentiation has been defined as ‘an approach to teaching that attempts to ensure that all students learn well, despite their many differences’ or as ‘the process by which differences between learners are accommodated so that all students in a group have the best possible chance of learning’.

Differentiation is guided by three characteristics:

- *Differentiation by readiness* where the teachers follow the main principles: concrete to abstract, simple to complex, slow to fast, structured to open-ended, dependent to independent.
- *Differentiation by interest* where teachers follow the main principles: develop efficient ways of sharing interest-based findings, create open invitations for student interest, keep an open eye and open mind for students with a serious passion and link interest-based exploration with key components of the curriculum. Our teachers use different strategies that support interest differentiation.
- *Differentiation by learning profile* principles remind us that some, but not all students share learning preferences - helping students to reflect on their own preferences, use both teacher structured and student-choice avenues to the learning-profile differentiation. The teachers are aware of learning style, intelligence, culture-influenced and gender based preference factors. Teachers use different strategies that support learning-profile differentiation.

Teachers also differentiate content and resources, process and products.

Four principles of good practice

The IB has identified four principles of good practice that promote equal access to the curriculum for all learners across the continuum, but that are particularly relevant to those with special needs. These principles are based on elements of good practice that are essential to the development of the whole person.

1. Affirming identity and building self-esteem

- promoting a class and school environment that welcomes and embraces the diversity of learners
- by valuing and using the diversity of cultural perspectives to enhance learning

- by liaising with parents to establish understanding of how best to collaborate to achieve shared goals

2. Valuing prior knowledge

New learning and understanding is constructed on previous experiences. If new information cannot be understood, it cannot be linked to prior knowledge and become part of deeper learning. Therefore, teachers should:

- explicitly activate learners' prior understanding
- use their knowledge of learners' prior understanding to differentiate tasks and activities
- record information in learning profiles that will support planning for future differentiation
- consider the time and the strategies necessary for activating and building up background knowledge when planning a unit of work or lesson.

3. Scaffolding

Scaffolding is a temporary strategy that enables learners to accomplish a task that would otherwise be impossible or much more difficult to accomplish. Scaffolding strategies are:

- the use of graphic organizers to develop a piece of written research
- visual aids
- demonstrations
- dramatization
- small, structured collaborative groups
- teacher language
- use of mother tongue or best language to develop ideas and initial plans
- using templates for particular tasks, with quite a large amount of detail where key terms and phrases are given in a graphic organizer.

4. Extending learning

As learners progress through the years, they are required to read and write increasingly sophisticated texts in the content areas of the curriculum. The academic language of such texts reflects:

- the complexity and abstraction of the concepts that learners are required to understand extended academic language
- the increasingly sophisticated grammatical constructions
- the use of assistive technology and software.

2) RECORDING

ASSESSMENT STRATEGIES

The teaching staff at Matija Gubec International School uses and develops a range of assessment strategies. Assessment strategies are selected in order to provide a range of approaches and therefore to provide a balanced view of the student. Teachers select from a number of assessment strategies, reflecting student's needs and skills:

Observation	Students are observed regularly with teachers noting the growth and progress of individuals, groups and the whole class.
Selected responses	Tests and quizzes. Selected responses allow the teacher to ask general or specific questions to get responses from students that will indicate understanding and, possibly, misunderstanding. This strategy is particularly useful during the course of a unit, in formative assessment. These assessments provide a snapshot of students' subject-specific knowledge.
Open-ended tasks	The tasks allow teachers to present students with a stimulus and ask them to communicate an original response that could take many forms, such as a presentation, an essay, a diagram or a solution to a problem.
Performance	Students apply what they have learned by completing authentic tasks that have more than one acceptable solution. Performance assessments can allow students to perform the learned skills and show their understanding in real-world contexts and may take the form of a composition, a research report, a presentation or a proposed solution. Such performances serve two functions: they build student understanding, and they make such understanding visible and available for assessment.
Process journals	Reflection is an essential element of effective learning. The use of process journals (required in some subject groups, such as the arts or design) can allow the teacher and student to communicate about the processes of learning, and can be used for meaningful and purposeful reflection.
Portfolio assessment	An ongoing, purposeful collection of selected student's work. Portfolios can be used by students and teachers to record their learning achievements and express their identity. Portfolios are useful ways to involve students in their own learning and the assessment of that learning.

ASSESSMENT TOOLS

We aim to give all students the opportunity to be successful and to be able to show what they know, can do and understand. In order to gather data about students' learning our teachers use a number of instruments/tool; quantitative and qualitative tools which refer to both written and oral tasks, group problem solving, performances and demonstrations, portfolios and observations. Samples of tools are: **rubrics, exemplars, checklists, anecdotal records, continuums and portfolios.**

Rubrics	An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and how to rate that work. Rubrics can be developed by students as well by teachers.
Exemplars	Samples of students' work that serve as concrete standards against which other samples are judged. Generally, there should be at least one example for each achievement level in an assessment rubric. These can then serve as benchmarks for the particular task.
Checklist	These are lists of information, attributes or elements that should be present in student's work. A mark scheme for an examination is a type of checklist. Checklists are useful when used formatively, as they could be applied by either the teacher or student.
Anecdotal records	Anecdotal records are brief written notes based on observation of students. These records need to be systematically compiled and organised.
Continuums	These are visual representations of developmental stages of learning. They show a progression of achievement or identify where a student is in a process.
Portfolios	Portfolios are a purposeful collection of a student's work that is designed to demonstrate successes, growth, higher-order thinking, creativity and reflection. Portfolios are a cumulative collection of student work that travel with the student from kindergarten through fourth grade. They are housed in the student's classroom and are accessible to the student and his or her family at any time during the school year. The portfolio is the property of the student and goes with the child upon leaving or graduation from the program.

ASSESSMENT TASKS

Teachers schedule the assessment task in the e-Classbook calendar two-three weeks before the submission date/test date. Tasks will be specific to MYP objectives, although various categories of task exist that are broadly represented by the following list:

- compositions - musical, physical, artistic
- creation of solutions or products in response to problems
- essays
- examinations
- questionnaires
- investigations
- research
- performances
- presentations - verbal (oral or written), graphic (through various media)

Assessment task must be authentic whenever possible – summative, specific, criterion-related, varied, using a range of measurement tools and having real-world applications.

The assessment tasks developed for each unit should address at least one MYP subject-group objective. Assessment tasks should take into account the requirements of students with special educational needs (SEN) and students who are learning in a language other than their mother tongue. Where students will not be able to meet MYP objectives, tasks can be differentiated or modified as appropriate, but parents and students need to be informed.

Every assessment task must be accompanied by detailed achievement level descriptors for every assessment criterion to assist the students in understanding how to achieve excellence. Task-specific clarifications can be useful in bringing a level of specificity to the assessment criteria. When developing task-specific clarifications, teachers will need to clarify the expectations of any given task with direct reference to the published assessment criteria.

MYP ASSESSMENT CRITERIA

The MYP identifies a set of objectives for each subject group which are described in terms of what students should know, understand and be able to do. Each objective is aligned with its corresponding assessment criterion. Assessment is criterion-related, based on four equally weighted assessment criteria - all MYP subject groups have four assessment criteria.

Each criterion has nine possible **levels of achievement** (0–8), divided into four **bands** that generally represent limited (1–2); adequate (3–4); substantial (5–6); and excellent (7–8) performance. Each band has its own unique **descriptor**, which teachers use to make “best-fit” judgments about students’ progress and achievement. The descriptors concentrate on positive achievement, although difficulty to achieve may be included in the description for the lower

levels. The skills required to achieve in each criterion become, developmentally appropriately, more demanding in each year of the MYP programme. The teachers develop **task-specific rubrics** that gives very specific information on the expected outcomes at each level of achievement. Sometimes all the criteria in the subject are applied to a particular assessment task or project, but more often, only one or two criteria apply.

According to the prescribed IB MYP requirements **all strands of all four assessment criteria are addressed at least twice** in each year of the MYP and students are assessed both summatively as well as formatively in each year of the programme.

Value of zero in MYP criteria:

- If a student has not submitted their work for assessment in due time without an acceptable excuse, or has submitted work that does not reach a standard described by any of the descriptors, then the student work achieves level of achievement 0 for the particular criterion being assessed.
- If the student work achieves level of achievement 0, it is noted in the e-Classbook; the student has a chance to improve the work within two weeks. For the final level of achievements all the levels throughout the school year are taken into consideration.

MYP assessment criteria are applied for each subject group for each year of the programme (MYP0, MYP1, MYP2 and MYP3) according to the following table:

THE MYP ASSESSMENT CRITERIA ACROSS SUBJECT GROUPS				
Subject groups	Criterion A (max. 8)	Criterion B (max. 8)	Criterion C (max. 8)	Criterion D (max. 8)
Language and literature	Analysing	Organising	Producing text	Using language
Language acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Arts	Knowing and understanding	Developing skills	Thinking creatively	Responding
Physical and health education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Design	Inquiring and analysing	Developing ideas	Creating the solution	Evaluating
Interdisciplinary project	Disciplinary grounding	Synthesizing	Communicating	Reflecting
Community project	Investigating	Planning	Taking action	Reflecting

SUBMISSION OF STUDENT WORK

All summative assessment are to be notified as a 'task' on the eClassbook calendar. If a student is absent on the day work is due, they must submit the assessment item the following school day to the teacher.

In-class task

If a student is absent from school on the day an assessment task is to be completed in, teachers organize a time to catch-up on the missed task.

Scheduling for missed assessment tasks

When scheduling a time to complete a missed task, the teacher will take into account a student's circumstances (e.g. recovery from a sickness) during their preparation time. In some cases an alternative task may be given. Each case will be reviewed individually before a decision is made.

Extensions

A student may be approved for an extension prior to the due date if they have a valid reason. If approved, a new date will be set for submission. Students with special educational needs will be given an extensions to complete the work on time.

MYP Subject Group Objectives

The objectives of any MYP subject state the specific targets that are set for learning in that subject. They define what the student will be able to accomplish as a result of studying the subject. **Teachers use the Year 1 or 3 objectives appropriate to students' year in the programme. Seventh grade teachers (Year 2-MYP2) use the Year 3 objectives consistently. Fifth-grade teachers (Year 0-MYP0) use the Year 1 rubric consistently.**

Language and Literature

At the end of year 1 student should be able to:

A: Analysing

- i. identify and comment upon significant aspects of texts
- ii. identify and comment upon the creator's choices
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. identify similarities and differences in features within and between texts.

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

- i. produce texts that demonstrate thought and imagination while exploring new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

At the end of year 3 student should be able to:

A: Analysing

- i. identify and explain the content, context, language, structure, technique and style of text(s) and the relationship among text
- ii. identify and explain the effects of the creator's choices on an audience
- iii. justify opinions and ideas, using examples, explanations and terminology
- iv. interpret similarities and differences in features within and between genres and texts.

B: Organizing

- i. employ organizational structures that serve the context and intention
- ii. organize opinions and ideas in a coherent and logical manner
- iii. use referencing and formatting tools to create a presentation style suitable to the context and intention.

C: Producing text

- i. produce texts that demonstrate thought, imagination and sensitivity while exploring and considering new perspectives and ideas arising from personal engagement with the creative process
- ii. make stylistic choices in terms of linguistic, literary and visual devices, demonstrating awareness of impact on an audience
- iii. select relevant details and examples to support ideas.

D: Using language

- i. use appropriate and varied vocabulary, sentence structures and forms of expression
- ii. write and speak in an appropriate register and style
- iii. use correct grammar, syntax and punctuation
- iv. spell (alphabetic languages), write (character languages) and pronounce with accuracy
- v. use appropriate non-verbal communication techniques

Language Acquisition

A: Listening

Comprehending spoken language presented in multimodal text encompasses aspects of listening and viewing. The process involves the student in interpreting and constructing meaning from spoken and multimodal text to understand how images and other spatial aspects presented with oral text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is viewed, and to be aware of opinions, attitudes and cultural references presented in the visual text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, or gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit spoken information in multimodal texts)
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text.

B: Reading

Comprehending written language presented with multimodal text encompasses aspects of reading and viewing. It involves the student in constructing meaning and interpreting written, spatial and visual aspects of texts to understand how images presented with written text interplay to convey ideas, values and attitudes. Engaging with text requires the student to think creatively and critically about what is read and viewed, and to be aware of opinions, attitudes and cultural references presented in the written text. The student might, for example, reflect on feelings and actions, imagine himself or herself in another's situation, gain new perspectives and develop empathy, based on what he or she has understood in the text.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- demonstrate understanding of explicit and implicit written information in multimodal texts
- demonstrate understanding of conventions
- demonstrate understanding of relationships between the various components of the multimodal text.

C: Speaking

In the language acquisition classroom, students will have opportunities to develop their communication skills by interacting on a range of topics of personal, local and global interest and significance, with the support of spoken, written and visual texts in the target language (multimodal texts). When speaking in the target language, students apply their understanding of linguistic and literary concepts to develop a variety of structures, strategies and techniques with increasing skill and effectiveness. This is the use of the language system, including their use of grammar, pronunciation and vocabulary.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** spoken language to communicate and interact with others
- **demonstrate** accuracy and fluency in speaking
- **communicate** clearly and effectively.

D: Writing

This objective relates to the correct and appropriate use of the written target language. It involves recognizing and using language suitable to the audience and purpose, for example, the language used at home, the language of the classroom, formal and informal exchanges, and social and academic language. When writing in the target language, students apply their understanding of language, form, mode, medium and literary concepts to express ideas, values and opinions in creative and meaningful ways. They develop a variety of structures using strategies (spelling, grammar, plot, character, punctuation, voice, format, audience) and techniques with increasing skill and effectiveness.

In order to reach the aims of language acquisition, as appropriate to the proficiency level, students should be able to:

- **use** written language to communicate with others?
- **demonstrate** accurate use of language conventions
- **organize** information in writing
- **communicate** information with a sense of audience and purpose.

Phase-specific language acquisition objectives:

Language acquisition objectives for emergent, capable and proficient levels

	Emergent Phase 1–2	Capable Phase 3–4	Proficient Phase 5–6
	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:	In order to reach the aims of language acquisition, students should be able to:
Objective A: Listening			
i.	identify explicit and implicit information (facts, opinions, messages supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective B: Reading			
i.	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of simple and some complex authentic texts	identify explicit and implicit information (facts, opinions, messages, supporting details) in a wide variety of complex authentic texts
ii.	analyse conventions in a wide variety of simple authentic texts.	analyse conventions in a wide variety of simple and some complex authentic texts	analyse conventions in a wide variety of complex authentic texts
iii.	analyse connections in a wide variety of simple authentic texts	analyse connections in a wide variety of simple and some complex authentic texts	analyse connections in a wide variety of complex authentic texts
Objective C: Speaking			
	Phase 1–2	Phase 3–4	Phase 5–6
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner	use clear pronunciation and intonation in a comprehensible manner
iv.	communicate almost all the required information clearly and effectively	communicate all the required information clearly and effectively	communicate all the required information clearly and effectively
Objective D: Writing			
i.	use a wide range of vocabulary	use a wide range of vocabulary	use a wide range of vocabulary
ii.	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately	use a wide range of grammatical structures generally accurately
iii.	organize information effectively and coherently in an appropriate format using a wide range of simple cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of simple and complex cohesive devices	organize information effectively and coherently in an appropriate format using a wide range of complex cohesive devices
iv.	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context	communicate all the required information with a clear sense of audience and purpose to suit the context

Individuals and Societies

At the end of year 1 student should be able to:

A: Knowing and understanding

- i. use vocabulary in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, using descriptions, explanations and examples

B: Investigating

- i. explain the choice of a research question
- ii. follow an action plan to explore a research question
- iii. collect and record relevant information consistent with the research question
- iv. reflect on the process and results of the investigation.

C: Communicating

- i. communicate information and ideas with clarity
- ii. organize information and ideas effectively for the task
- iii. list sources of information in a way that follows the task instructions

D: Thinking critically

- i. identify the main points of ideas, events, visual representation or arguments
- ii. use information to justify an opinion
- iii. identify and analyse a range of sources/data in terms of origin and purpose
- iv. identify different views and their implications

At the end of year 3 student should be able to:

A: Knowing and understanding

- i. use a range of terminology in context
- ii. demonstrate knowledge and understanding of subject-specific content and concepts, through descriptions, explanations and examples

B: Investigating

- i. formulate/choose a clear and focused research question, explaining its relevance
- ii. formulate and follow an action plan to investigate a research question
- iii. use methods to collect and record relevant information
- iv. evaluate the process and results of the investigation, with guidance

C: Communicating

- i. communicate information and ideas in a way that is appropriate for the audience and purpose
- ii. structure information and ideas according to the task instructions
- iii. create a reference list and cite sources of information

D: Thinking critically

- i. analyse concepts, issues, models, visual representation and/or theories
- ii. summarize information to make valid, well-supported arguments
- iii. analyse a range of sources/data in terms of origin and purpose, recognizing value and limitations
- iv. recognize different perspectives and explain their implications.

Sciences

At the end of year 1 student should be able to:

A: Knowing and understanding

- i. outline scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar situations and suggest solutions to problems set in unfamiliar situations
- iii. interpret information to make scientifically supported judgments

B: Inquiring and designing

- i. outline an appropriate problem or research question to be tested by a scientific investigation
- ii. outline a testable prediction using scientific reasoning
- iii. outline how to manipulate the variables, and outline how data will be collected
- iv. design scientific investigations

C: Processing and evaluating

- i. present collected and transformed data
- ii. interpret data and outline results using scientific reasoning
- iii. discuss the validity of a prediction based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method

D: Reflecting on the impact of science

- i. summarize the ways in which science is applied and used to address a specific problem or issue
- ii. describe and summarize the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used

At the end of year 3 student should be able to:

A: Knowing and understanding

- i. describe scientific knowledge
- ii. apply scientific knowledge and understanding to solve problems set in familiar and unfamiliar situations
- iii. analyse information to make scientifically supported judgments

B: Inquiring and designing

- i. describe a problem or question to be tested by a scientific investigation
- ii. outline a testable hypothesis and explain it using scientific reasoning
- iii. describe how to manipulate the variables, and describe how data will be collected
- iv. design scientific investigations

C: Processing and evaluating

- i. present collected and transformed data
- ii. interpret data and describe results using scientific reasoning
- iii. discuss the validity of a hypothesis based on the outcome of the scientific investigation
- iv. discuss the validity of the method
- v. describe improvements or extensions to the method

D: Reflecting on the impact of science

- i. describe the ways in which science is applied and used to address a specific problem or issue
- ii. discuss and analyse the various implications of using science and its application in solving a specific problem or issue
- iii. apply scientific language effectively
- iv. document the work of others and sources of information used

Mathematics

At the end of year 1 student should be able to:

A: Knowing and understanding

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

B: Investigating patterns

- i. apply mathematical problem-solving techniques to recognize patterns
- ii. describe patterns as relationships or general rules consistent with correct findings
- iii. verify whether the pattern works for other examples

C: Communicating

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written statements
- ii. use appropriate forms of mathematical representation to present information
- iii. communicate coherent mathematical lines of reasoning
- iv. organize information using a logical structure

D: Applying mathematics in real-life contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. describe whether a solution makes sense in the context of the authentic real-life situation

At the end of year 3 student should be able to:

A: Knowing and understanding

- i. select appropriate mathematics when solving problems in both familiar and unfamiliar situations
- ii. apply the selected mathematics successfully when solving problems
- iii. solve problems correctly in a variety of contexts

B: Investigating patterns

- i. select and apply mathematical problem-solving techniques to discover complex patterns
- ii. describe patterns as relationships and/or general rules consistent with findings
- iii. verify and justify relationships and/or general rules

C: Communicating

- i. use appropriate mathematical language (notation, symbols and terminology) in both oral and written explanations
- ii. use appropriate forms of mathematical representation to present information
- iii. move between different forms of mathematical representation
- iv. communicate complete and coherent mathematical lines of reasoning
- v. organize information using a logical structure

D: Applying mathematics in real-life contexts

- i. identify relevant elements of authentic real-life situations
- ii. select appropriate mathematical strategies when solving authentic real-life situations
- iii. apply the selected mathematical strategies successfully to reach a solution
- iv. explain the degree of accuracy of a solution
- v. explain whether a solution makes sense in the context of the authentic real-life situation

Arts

At the end of year 1 student should be able to:

A: Knowing and understanding

- i. demonstrate awareness of the art form studied, including the use of appropriate language
- ii. demonstrate awareness of the relationship between the art form and its context
- iii. demonstrate awareness of the links between the knowledge acquired and artwork created

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

- i. identify an artistic intention
- ii. identify alternatives and perspectives
- iii. demonstrate the exploration of ideas

D: Responding

- i. identify connections between art forms, art and context, or art and prior learning
- ii. recognize that the world contains inspiration or influence for art
- iii. evaluate certain elements or principles of artwork

At the end of year 3 student should be able to:

A: Knowing and understanding

- i. demonstrate knowledge of the art form studied, including concepts, processes, and the use of appropriate language
- ii. demonstrate knowledge of the role of the art form in original or displaced contexts
- iii. use acquired knowledge to inform their artwork

B: Developing skills

- i. demonstrate the acquisition and development of the skills and techniques of the art form studied
- ii. demonstrate the application of skills and techniques to create, perform and/or present art

C: Thinking creatively

- i. outline a clear and feasible artistic intention
- ii. outline alternatives, perspectives, and imaginative solutions
- iii. demonstrate the exploration of ideas through the developmental process to a point of realization

D: Responding

- i. outline connections and transfer learning to new settings
- ii. create an artistic response inspired by the world around them
- iii. evaluate the artwork of self and others.

Physical and Health Education

At the end of year 1 student should be able to:

A: Knowing and understanding

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. identify physical and health education knowledge to describe issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology to communicate understanding

B: Planning for performance

- i. identify goals to enhance performance
- ii. construct and outline a plan for improving physical activity and health

C: Applying and performing

- i. recall and apply a range of skills and techniques
- ii. recall and apply a range of strategies and movement concepts
- iii. recall and apply information to perform effectively

D: Reflecting and improving performance

- i. identify and demonstrate strategies to enhance interpersonal skills
- ii. describe the effectiveness of a plan based on the outcome
- iii. describe and summarize performance

At the end of year 3 student should be able to:

A: Knowing and understanding

- i. outline physical and health education-related factual, procedural and conceptual knowledge
- ii. apply physical and health education knowledge to explain issues and solve problems set in familiar and unfamiliar situations
- iii. apply physical and health terminology effectively to communicate understanding.

B: Planning for performance

- i. outline goals to enhance performance
- ii. design and explain a plan for improving physical performance and health

C: Applying and performing

- i. demonstrate and apply a range of skills and techniques
- ii. demonstrate and apply a range of strategies and movement concepts
- iii. outline and apply information to perform effectively

D: Reflecting and improving performance

- i. describe and demonstrate strategies to enhance interpersonal skills
- ii. explain the effectiveness of a plan based on the outcome
- iii. explain and evaluate performance

Design

At the end of year 1 student should be able to:

A: Inquiring and analysing

- i. explain and justify the need for a solution to a problem
- ii. state and prioritize the main points of research needed to develop a solution to the problem
- iii. describe the main features of an existing product that inspires a solution to the problem
- iv. present the main findings of relevant research

B: Developing ideas

- i. develop a list of success criteria for the solution
- ii. present feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design
- iv. create a planning drawing/diagram which outlines the main details for making the chosen solution

C: Creating the solution

- i. outline a plan, which considers the use of resources and time, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. list the changes made to the chosen design and plan when making the solution

D: Evaluating

- i. outline simple, relevant testing methods, which generate data, to measure the success of the solution
- ii. outline the success of the solution against the design specification
- iii. outline how the solution could be improved
- iv. outline the impact of the solution on the client/target audience

At the end of year 3 student should be able to:

A: Inquiring and analysing

- i. explain and justify the need for a solution to a problem
- ii. construct a research plan, which states and prioritizes the primary and secondary research needed to develop a solution to the problem
- iii. analyse a group of similar products that inspire a solution to the problem
- iv. develop a design brief, which presents the analysis of relevant research

B: Developing ideas

- i. develop a design specification which outlines the success criteria for the design of a solution based on the data collected
- ii. present a range of feasible design ideas, which can be correctly interpreted by others
- iii. present the chosen design and outline the reasons for its selection
- iv. develop accurate planning drawings/diagrams and outline requirements for the creation of the chosen solution

C: Creating the solution

- i. construct a logical plan, which outlines the efficient use of time and resources, sufficient for peers to be able to follow to create the solution
- ii. demonstrate excellent technical skills when making the solution
- iii. follow the plan to create the solution, which functions as intended
- iv. explain changes made to the chosen design and the plan when making the solution

D: Evaluating

- i. describe detailed and relevant testing methods, which generate accurate data, to measure the success of the solution
- ii. explain the success of the solution against the design specification
- iii. describe how the solution could be improved
- iv. describe the impact of the solution on the client/target audience

ASSESSING INTERDISCIPLINARY UNITS

In the MYP interdisciplinary learning is defined as the process by which students come to understand knowledge and ways of thinking from two or more disciplines or subject groups to create a new integrated understanding and to encourage broader perspectives on complex issues and deeper levels of analysis and synthesis. Students at MG International School, in each year of the programme, are engaged in at least one collaboratively planned interdisciplinary unit in order to integrate knowledge and skills from two or more subject groups in an interdisciplinary manner.

Guidelines for interdisciplinary assessment of student learning:

1. **Assessment is carefully planned:** In planning a course or unit of work teachers develop an assessment strategy that is an integral part of teaching and learning.
2. **Assessment is formative and summative:** In addition to the unit's summative assessment, teachers assess skills and understanding before and throughout the unit.
3. **Assessment is aligned with MYP interdisciplinary aims and objectives:** In planning and conducting their units, teachers use the interdisciplinary MYP aims, objectives and achievement level descriptors for each criteria as guideposts.
4. **Assessment is based on evidence of student work:** In the MYP, assessment builds on close analysis of student work. Teachers select relevant pieces of student work for assessment and are able to point out accomplishments or misunderstandings in student products or performances.
5. **Assessment offers informative feedback:** Viewed as an opportunity to support further learning, assessment does not seek to expose students in their mistakes but rather to help students recognize, and have evidence of, both their accomplishments and their misconceptions. Effective feedback always includes the development of strategies to improve performance.

Student achievement in interdisciplinary learning is assessed and internally standardised by all the teachers involved in the interdisciplinary units according to the criteria published in the *Fostering interdisciplinary teaching and learning in the MYP*.

Interdisciplinary Project Objectives

At the end of year 1 student should be able to:

A: Disciplinary grounding

- i. demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge

B: Synthesizing

- i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding

C: Communicating

- i. use appropriate strategies to communicate interdisciplinary understanding effectively
- ii. list sources

D: Reflecting

- i. evaluate strengths and limitations of the interdisciplinary learning process
- ii. describe the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations

At the end of year 3 student should be able to:

A: Disciplinary grounding

- i. demonstrate relevant disciplinary factual, conceptual and/or procedural knowledge

B: Synthesizing

- i. synthesize disciplinary knowledge to demonstrate interdisciplinary understanding

C: Communicating

- i. use appropriate strategies to communicate interdisciplinary understanding effectively
- ii. document sources

D: Reflecting

- i. reflect on themselves as disciplinary and interdisciplinary learners
- ii. explain the benefits and limitations of disciplinary and interdisciplinary knowledge in specific situations

COMMUNITY PROJECT

The *Community Project* is an independent project required for all MYP3 students in schools in which the MYP finishes with year 3 of the programme. The Community Project is student-centred and age-appropriate, and it enables students to engage in practical explorations through a cycle of inquiry, action and reflection. The Community Project focuses on community and service, encouraging students to explore their right and responsibility to implement service as action in the community.

The community project may be completed individually or collaboratively in groups of no more than three students.

Assessment for the MYP community project is criterion-related, based on four equally weighted assessment criteria. MYP community projects must address all strands of all four assessment criteria. The community projects are assessed and internally standardized by the supervisors in the school according to the criteria published in the *MYP Projects Guide*:

Criterion A	Investigating	Maximum 8
Criterion B	Planning	Maximum 8
Criterion C	Taking action	Maximum 8
Criterion D	Reflecting	Maximum 8

Community Project Showcase

Matija Gubec International School organises the *Community Project Showcase* where MYP3 students present their community projects to inform the public about their chosen service as action. The presentation at the end of the community project is an oral presentation delivered to an audience. This may be an audience of teachers, peers, family and friends, or the larger community.

- For an individual student presentation the time allocated is 6–10 minutes. For a group presentation the time allocated is 10–14 minutes.
- Students choosing to complete the project in groups will present the project as a group, but each group member should have the opportunity to speak during the course of the presentation.
- The format of the presentation should be structured following the MYP community project objectives. Students should plan, draft, rehearse and prepare materials necessary for the presentation, and it is good practice for the supervisors to review one rehearsal presentation per student or group.

Community Project Objectives

The objectives of the community project state the specific targets that are set for learning. They define what students should be able to accomplish as a result of completing the community project.

A: Investigating

Students should be able to:

- i. define a goal to address a need within a community, based on personal interests
- ii. identify prior learning and subject-specific knowledge relevant to the project
- iii. demonstrate research skills.

B: Planning

Students should be able to:

- i. develop a proposal for action to serve the need in the community
- ii. plan and record the development process of the project
- iii. demonstrate self-management skills.

C: Taking action

Students should be able to:

- i. demonstrate service as action as a result of the project
- ii. demonstrate thinking skills
- iii. demonstrate communication and social skills.

D: Reflecting

Students should be able to:

- i. evaluate the quality of the service as action against the proposal
- ii. reflect on how completing the project has extended their knowledge and understanding of service learning
- iii. reflect on their development of ATL skills.

FINAL ASSESSMENT

The final grade in every subject is the result of the obtained formative and summative assessment throughout the year in all assessment components. It is not a simple mathematical average of the grades recorded in the class book, but the result of student work over the year and achieved learning outcomes and expected level of competence: knowledge, skills and understanding. Students are not compared against each other but the grades are based on their progress through the year. The final grade should be announced and explained in the classroom.

At the end of the school year the teacher makes a final judgement of how well the student has achieved in each criterion using the 1-8 scale. To arrive at a criterion levels total for each student, teachers add together the student's final levels of achievement in all criteria of the subject group. To determine final grades in each year of the MYP, criterion levels are converted into a final subject grade based on a 1-7 scale (where 1 is the lowest and 7 is the highest) using the MYP grade boundary guidelines table issued by IB. The MYP grade boundaries are the same for every MYP subject:

MYP general grade descriptors:

GRADE	BOUNDARY GUIDELINES	DESCRIPTOR
GRADE 1 Very poor	1 – 5	Produces work of very limited quality . Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
GRADE 2 Poor	6 – 9	Produces work of limited quality . Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.

GRADE 3 Mediocre	10 – 14	Produces work of an acceptable quality . Communicates basic understanding of many concepts and contexts, with occasionally significant misunderstandings or gaps. Begins to demonstrate some basic critical and creative thinking. Is often inflexible in the use of knowledge and skills, requiring support even in familiar classroom situations.
GRADE 4 Satisfactory	15 – 18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
GRADE 5 Good	19 – 23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
GRADE 6 Very good	24 – 27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
GRADE 7 Excellent	28 – 32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.

Appeal process for final level of achievement

If the MYP student and/or their parent/s disagree with the final level of achievement, they have two days after the end of teaching year to write a formal letter to the Teachers' Council to request for special exam. If the formal request is received on time, the Teachers' Council will appoint a panel consisting of 3 teachers. The exam that includes all assessment criteria is to be held within two days of the submission of the request. The decision of the panel is final.

Promotion to next academic year

To be promoted to the next academic year, the MYP students must not have achieved below grade '3' in any of the subject. If a student has achieved '1' or '2' in one or two subjects, they need to attend the extended classes to improve their final achievements. If they don't manage to do so, a possibility is given to take the makeup exams from these subject(s). The exams are

held at the end of August. If a student has achieved a failing grade (1 or 2) from three or more subjects, or has failed to pass the makeup exam, they will not be promoted to the next academic year and therefore, they will have to repeat the same academic year the following school year.

The grades from 1- 7 are also converted into grades from 1-5 according to the Croatian grading system. The final grades are reported in writing in students' report cards at the end of the school year.

IB GRADE	EQUIVALENT ON 1-5 SCALE IN CROATIAN GRADING SYSTEM
very poor (1)	nedovoljan (1)
poor (2)	nedovoljan (1)
mediocre (3)	dovoljan (2)
satisfactory (4)	dobar (3)
good (5)	vrlo dobar (4)
very good (6)	odličan (5)
excellent (7)	odličan (5)

3) REPORTING

REPORTING STUDENT ACHIEVEMENT

The school communicates student achievement in each subject group to parents constantly throughout the school year:

- **e-Classbook**

E-Classbook is digitally kept records of students' achievements against all MYP assessment criteria in all subjects along with formative assessment results, teachers' comments about their progress and development of ATL skills throughout the year. Parents and students have a direct access to the e-Classbook using their own login details provided to them upon enrolment. MYP final grades are determined at the end of the school year using the MYP grade boundaries.

In addition to records of students' achievements, the e-Classbook contains the logbook, overview of work, timetable, list of summative assessment tasks with completion deadlines (assessment tasks calendar), attendance data, list of teachers, information on scheduled school events (field trips, actions, performances, competitions etc.), learning-outside-the-classroom calendar, health care program, Class Teachers' Council meeting minutes and parents meeting minutes.

- **Parents Meetings**

Four parents meetings are planned for each school year. Parents get general information about the MYP programme, curriculum, objectives, expectations, assessment and achievements of students from the homeroom teachers and programme coordinator.

- **Parent-Teacher Conferences**

Teachers communicate assessment data to parents openly and transparently, possibly supported by examples of each student's work. Parents can meet with the subject teachers once a week at a specific weekly conference hour according to the *Parents' Hours list* that is posted on the School web-site. Parents are welcome to make special arrangements with teachers to meet at other times. Correspondence via e-mail is also an option.

- **Subject Reports and Report Cards**

Subject Reports are handed out at the end of first and second term (end of year). *Subject Reports* handed out at the end of first term contain a cumulative "best-fit" judgment about the student's achievements in all MYP subjects and interdisciplinary learning with respect to each assessment criterion (criterion level totals).

Subject Reports handed out at the end of second term (end of year) contain a cumulative “best-fit” judgment about the student’s achievements in all MYP subjects, interdisciplinary learning and community projects (MYP3) with respect to each assessment criterion (criterion level totals). They also contain the final grades for all MYP subjects.

At the end of year, in addition to the Subject Reports, *Final Report* cards are handed out, both in English and Croatian. Report card in English (*IB Final Report*) includes a 1-7 grade for each subject, interdisciplinary learning and community project (MYP3), overall grade, list of extracurricular activities, record of absences and teacher’s comment on overall student’s achievement.

- **Portfolio Student-Led Conferences**

Student-Led Conferences are formal reporting sessions with parents, led by the students themselves. The emphasis is on the discussion between a student and his/her parent. The focus of the Student-Led Conference is on students’ progress – academic and social. Student Led-Conferences are designed to give students ownership of their own assessment of their learning, so they can become more actively involved and committed. These conferences make students accountable for their learning and encourage student/parent communication. Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become an active participant in their child’s learning and skills, and have an opportunity to help their child set positive goals. Students are trained to become confident participants.

Reporting interdisciplinary assessment

Student achievement in interdisciplinary learning is assessed and internally standardised by all the teachers involved in the interdisciplinary units according to the criteria published in the *Fostering interdisciplinary teaching and learning in the MYP*. Matija Gubec International School reports student achievement in interdisciplinary learning to students and parents as part of the school’s regular reporting process:

- within the e-Classbook section that contains achievement levels for all four criteria in all formally developed interdisciplinary units along with teacher’s explanation on judgement against each criterion (MYP final grade is determined at the end of the school year using the MYP grade boundaries)
- within the Subject Report that contains a cumulative “best-fit” judgment about the student achievement in interdisciplinary learning against each criterion (criterion level total and MYP final grade).

MYP final grade is also placed on the *IB Final Report* card but is not included in the GPA calculation (Grade Point Average).

Reporting community project assessment (only in MYP3)

The community projects are assessed and internally standardized by the supervisors in the school according to the criteria published in the *MYP Projects Guide*. Matija Gubec International School reports student achievement in community project to students and parents as part of the school's regular reporting process:

- within the e-Classbook section that contains achievement levels for all four criteria along with teacher's explanation on judgement against each criterion (MYP final grade is determined using the MYP grade boundaries)
- within the Subject Report that contains achievement levels for each criterion and MYP final grade.

MYP final grade is also placed on the *IB Final Report* card and included in the GPA calculation (Grade Point Average).

APPROACHES TO LEARNING

Development of Approaches to Learning (ATL) of a student is an inseparable part of the educational process. ATL skills empower students to succeed in meeting the challenging objectives of MYP subject groups and prepare them for further success. ATL skills are informed by, and support the development of, the attributes of the IB Learner Profile. Over time, students should develop understandings of how they learn best and how they can evaluate the effectiveness of their learning.

Matija Gubec International School developed MYP ATL Scope and Sequence to create clarity and transparency about the school's expectations and practices related to the progression of the Approaches to Learning skills from grade 5 to 8 (MYP year 0 to 3). It is organized around the five ATL skill categories and their clusters:

ATL skill categories	MYP ATL skill clusters
Communication	<ul style="list-style-type: none">• Communication
Social	<ul style="list-style-type: none">• Collaboration
Self-management	<ul style="list-style-type: none">• Organisation• Affective• Reflection
Research	<ul style="list-style-type: none">• Information literacy• Media literacy
Thinking	<ul style="list-style-type: none">• Critical thinking• Creative thinking• Transfer

Over the course of the four years of the MYP programme at Matija Gubec International School we work with the students to help them develop these skills. In order to facilitate this and help parents understand where students should be in their skill development, we have identified the expectations for a grade level for each of the ten skills cluster.

The chart below outlines the Approaches to Learning skill categories and clusters for the IB Middle Years Programme along with our expectations for a grade level for each of the ten skills cluster and the *Skills Hierarchy Descriptors*:

APPROACHES TO LEARNING SKILLS					
ATL Skill Category	MYP ATL Skill Cluster	OVERALL EXPECTATIONS FOR GRADE LEVEL			
		Grade 5 (MYP0)	Grade 6 (MYP1)	Grade 7 (MYP2)	Grade 8 (MYP3)
Communication	I. Communication	Novice	Learner	Practitioner	Practitioner
Social	II. Collaboration	Novice	Learner	Practitioner	Expert
Self-management	III. Organisation skills	Novice	Learner	Practitioner	Expert
	IV. Affective skills	Novice	Novice	Learner	Learner
	V. Reflection skills	Novice	Novice	Learner	Learner
Research	VI. Information literacy skills	Novice	Learner	Practitioner	Practitioner
	VII. Media literacy skills	Novice	Novice	Learner	Learner
Thinking	VIII. Critical thinking skills	Novice	Novice	Learner	Learner
	IX. Creative thinking skills	Novice	Learner	Learner	Practitioner
	X. Transfer skills	Novice	Novice	Learner	Learner

Skills Hierarchy Descriptors

Novice <i>Watch</i>	Learner <i>Copy</i>	Practitioner <i>Do</i>	Expert <i>Teach/Share</i>
<p>The student begins to understand and observes others performing the task and using the skill.</p> <p>The student knows what the use of the skill looks like when others are using it.</p> <p>The student asks questions to clarify procedure about the performance of the skill.</p>	<p>The student can copy someone else using the skill.</p> <p>The student follows a step by step approach when using the skill and seeks clarification for correctness of performance.</p>	<p>The student can demonstrate the skill when asked.</p> <p>The student develops flexibility of the skill use in different contexts.</p>	<p>The student performs the skill and shows others how to use the skill.</p> <p>The student can perform the skill without thinking through the process first.</p>
<p>The student needs high levels of scaffolding from the teacher (explanations, training, structural support).</p>	<p>The student uses the skill with a medium level of scaffolding (correcting poor performance, answering questions).</p>	<p>The student uses the skill with minimal scaffolding (setting directions, goals, assessable outcomes).</p> <p>The student uses the skill confidently and effectively, with teacher support where needed.</p>	<p>The student uses the skill without scaffolding.</p> <p>The student is capable of teaching other students how to use the skill.</p>
<p>The student makes a lot of mistakes when trying to use the skill.</p>	<p>The student makes mistakes but is getting better at identifying and correcting his/her own mistakes with guidance.</p>	<p>The student quickly corrects mistakes with some guidance.</p>	<p>The student performs the skill at a high level.</p> <p>The student independently and automatically corrects any mistakes.</p>
NA	<p>The student can use the skill only with familiar content and context (situations practised before).</p>	<p>The student uses the skill in a different content or in different context.</p>	<p>The student uses the skill with unfamiliar content in unfamiliar contexts without any help.</p>

The process of developing Approaches to Learning is monitored continuously throughout the school year. The formative assessment of Approaches to Learning for an academic term is based on the ongoing monitoring over the entire period.

Making an ATL judgement

Each unit a teacher will include an ATL skill (or a few) to teach. The summative assessment of a task includes the use of that ATL skill by the student. In the e-Classbook teachers provide their professional opinion on whether students meet the expectation for each ATL included in the units taught. There are four descriptive grades of ATL skills:

Score	Descriptor
EE	Exceeding Expectations
ME	Meeting Expectations
AE	Approaching Expectations
BE	Below Expectations

For example, a MYP3 student who is working at a Practitioner Level for Communication skills will receive a descriptive grade Meeting Expectations.

MYP STUDENT PORTFOLIOS

During the school year, all MYP students **are required** to put together a portfolio to demonstrate their learning to others. Students' portfolios include their most successful pieces with according task reflection sheets.

Essential Agreements about Portfolio Assessment:

- A portfolio is a form of assessment that students collate together with their teachers.
- It is not just a collection of student work, but a selection - the student must be involved in choosing and justifying the pieces to be included.
- It provides samples of the student's work which show growth over time. By reflecting on their own learning (ATL reflections, IB Learner Profile self-assessment, teacher comments) students begin to identify the strengths and weaknesses in their knowledge. These weaknesses then become improvement goals.

COMMUNICATION OF THE ASSESSMENT POLICY

The Assessment Policy is available on the School's websites and shared with parents and students at the beginning of each school year.

REVIEW OF THE ASSESSMENT POLICY

The Assessment Policy will be reviewed and updated bi-annually. The development of our assessment policy has been and continues to be a collaborative process involving all the teachers and the programme coordinator. The *Programme standards and practices*, *Subject Guides* as well as the guide *MYP: From principles into practice* were taken into account in developing the policy.

- Written, December 2013
- Reviewed and Updated, June - August 2017
- Last Reviewed and Updated, September 2018
- Updated, September 2020

References

- 1/ **MYP: From principles into practice**. Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 2/ **Programme standards and practices**. Cardiff: International Baccalaureate Organisation, 2014 (updated 2016)
- 3/ **Further guidance for developing MYP assessed curriculum**. Geneva: International Baccalaureate Organization, 2015
- 4/ **Fostering interdisciplinary teaching and learning in the MYP**. Cardiff: International Baccalaureate Organization, 2014 (updated 2017)
- 5/ **Projects Guide**. Cardiff: International Baccalaureate Organization, 2014 (updated 2018)
- 6/ **Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes**. Cardiff: International Baccalaureate Organization, 2010

7/ **Language and Literature Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)

8/ **Language Acquisition Guide.** Cardiff: International Baccalaureate Organization, 2020

9/ **Individuals and Societies Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)

10/ **Sciences Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)

11/ **Mathematics Guide.** Cardiff: International Baccalaureate Organization, 2020

12/ **Arts Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)

13/ **Physical and Health Education Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2018)

14/ **Design Guide.** Cardiff: International Baccalaureate Organization, 2014 (updated 2017)