



# Assessment Policy

## 2023 - 2024 Academic Year

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### **Philosophy and Purpose of Assessment**

Split International School firmly believes that each student has the capability to develop, grow, and flourish. Our school's philosophy and approach towards assessment is designed to facilitate this, and support our students in their educational journeys. At SIS, assessment:

- Encourages students to give their best effort
- Supports students in their educational journey
- Provides timely, specific feedback and guidance for students
- Involves different methods of assessment, including authentic assessment
- Accounts for diverse learning backgrounds of students and learning needs
- Informs the instruction of teachers both inside and outside the classroom
- Addresses rigorous content and educational standards
- Emphasizes approaches to learning, collaboration, and presentation skills
- Allows for reflection, growth, and repetition to reinforce learning

### **Types of Assessment**

Each type of assessment outlined below helps teachers inform their instruction, as well as students and families.

#### **Diagnostic Assessment**

Diagnostic assessment serves to inform students, teachers, and families on the current level of a student in a particular area. These assessments can be used to inform student placement, track student growth, and help determine additional support or resources that students need.

#### **Formative Assessment**

Formative assessments are designed to provide feedback to students, families, and teachers during the learning process. These may take the form of regular homework assignments, short presentations, quizzes, informal projects or other activities that occur regularly and immediately allow students to gauge and improve their performance.

#### **Summative Assessment**

Summative assessments serve to provide a measure of student accomplishment, and may take the form of a formal examination, large student report, project, or presentation. They capture student

## **Individual vs. Group Assessment**

Assessment may be carried out individually, or as part of a group project or activity. During instances of group assessment, students may be assessed not only on the quality of their completed work, but also on their collaborative approach and teamwork as part of the process. Group assessments may be undertaken to help students develop their group work and teamwork skills.

## **Diagnostic Assessment and Individualized Education**

The Split International School is fully committed to providing an individualized educational experience for each of our students. Our team believes that each student can succeed, and as educators our role is to meet our students where they are and help them reach their potential.

Our teachers work with students in each subject area, under the guidance of our US-trained and certified individualized education plan coordinator, ensuring that each student, regardless of their educational background and level at enrollment, is fully established for success. This differentiated learning process involves collaborative work and support from families. Students will be given the standardized screeners and pre-assessments by the teachers in order to gauge the academic and language levels of each student. This will guide the planning for differentiation and determine the level of accommodations needed by the students. Students who are learning English as a second language or a student that is determined would benefit from specific accommodations to their learning, are able to receive extended time on assessments, shortened or scaffolded assignments, preferential seating closer to the teacher, and voice to text or use of the google translate. Families and teachers are encouraged to conference in order to determine these accommodations.

## Elementary School (1st - 4th Grade) Assessment

In our elementary school grades, teachers work collaboratively with their colleagues, their students, and parents to help students develop academically, socially, and as individuals. Assessment may take a number of forms in the elementary years, with an emphasis on first monitoring student learning. As teachers monitor, they reflect and conference with students during the workshop and inquiry time on a daily basis. This allows teachers to support and facilitate deeper connections in the inquiry, and give feedback immediately to students as they monitor their learning. Students are engaged in documenting their thinking with authentic narrative writing, reading responses, learning logs and tracking data in science experiences. Each of these items of work are part of the formative activities that support their understanding and broadening of the unit concepts.

Students also document their learning in a portfolio that is a collection of artifacts of their learning that is decided collaboratively by the student and teacher at the end of each year. Students lead a conference with their family members to share their learning in the portfolio at the end of the year.

Figure AS03

Assessment to inform learning and teaching



Primary Years Program: Teaching and Learning (IBO, 2019)

Diagnostic assessments are performed regularly to track student learning against mathematics and literacy benchmarks. Students receive individualized mid-year grade reports, with detailed comments, designed to help students and families understand their performance, areas of strength, and areas for improvement.

Regarding end of year grades, our elementary school follows the Croatian national framework grading scale, which is on a 1 - 5 scale, with 5 being the highest grade and 1 being the lower grade. The table below describes the grading scale with grade descriptors in Croatian (nationally determined) and English (descriptive).

<b>Grade</b>	<b>Croatian Descriptor</b>	<b>English Descriptor</b>
5	Odlican	Working Beyond, Achieved
4	Vrlo Dobar	Mostly Achieved
3	Dobar	Consolidating, Reaching
2	Dovoljan	Working Towards
1	Nedovoljan	Emerging

## Middle School / Early High School (5th - 10th Grade) Assessment

In middle school and early high school, each student has 8 subject areas, each of which is assigned an independent grade according to our grading scale of 1 to 7 at the mid-semester and end of year points. On this scale, 7 is the highest grade and 1 is the lowest grade. The assignment of these grades is based on grading criteria and rubrics, and depends on both formative and summative assessments throughout the course. Each subject has its own set of 4 criteria suitable to the particular content of that subject. Summative assessments test a number of these Criteria, which are graded on a scale of 0-8. Conversion between Criteria Scores (0-8) and Overall Score (1-7) is given by the table below.

<b>Overall Score</b>	<b>1 Criteria Score</b>	<b>2 Criteria Score</b>	<b>3 Criteria Score</b>	<b>4 Criteria Score</b>
7	7-8	14-16	21-24	28-32
6	6-7	12-14	18-21	24-27
5	5-6	9-12	15-18	19-23
4	4-5	7-9	12-15	15-18
3	3-4	5-7	9-12	10-14
2	1-2	3-5	4-9	6-9
1	0-1	0-3	0-4	0-5

Each criteria is evaluated at least twice a year, but evaluations of a particular criteria may occur more frequently. These criteria assessments should include a variety of different assessment types, including examinations, projects, essays, and presentations.

There is a fixed conversion chart for this scale between international 1-7 Grades and 1-5 Croatian Grades used by other schools in Croatia and approved by the Croatian Ministry of Science and Education. We have also included guidance for how these grades would be converted to/interpreted by the US A-F grading system for our school, as well as a verbal descriptor for each level of achievement.

<b>1-7 Scale Grade</b>	<b>Croatian Grade</b>	<b>US Grade</b>	<b>Grade Descriptor</b>
7	5	A+/A	Excellent (Odlican)
6	5	A/A-	Very Good (Odlican)
5	4	B+/B	Good (Vrlo Dobar)
4	3	B-/C+	Satisfactory (Dobar)
3	2	C/C-	Mediocre (Dovoljan)
2	1	D	Poor (Nedovoljan)
1	1	F	Very Poor (Nedovoljan)

Student assessments, both formative and summative, have associated grades posted in our Google classroom for parents and students to be able to track student growth and progress in real time throughout each unit. Missed or late assignments are automatically highlighted in this system such that students and parents can ensure that they are keeping pace with both classwork and homework. Each unit has a summative assessment, which may consist of a single or multiple parts depending on the subject area, unit content, and criteria being tested. The combination of the summative assessment criteria grades, as well as student performance on formative assessments and teacher input, are used to assign an end of unit grade on the 1-7 grading scale. These end of unit grades are posted on the Google classroom, as well as recorded into eDnevnik (an electronic logbook provided by the Croatian Ministry of Education). Both Google Classroom and eDnevnik are accessible to students and parents.

In the Croatian system, final grades are recorded in the official national grade registry (eMatice) for each student at the end of each school year. These final grades that will be recorded are recorded in the Croatian registry on the 1-5 grading scale. Mid-semester grades such as these are not nationally registered in the Croatian system, but the unit grades are entered into eDnevnik and serve as evidence of the grades assigned in eMatice.

For academic transcripts sent to US schools and other countries where grades are typically recorded on a semesterly basis, these grades will be included as the “Semester 1” grade on their academic transcript in addition to the full year grade.

## Diploma Programme (11th - 12th Grade) Assessment

During their final two years of high school, each student has 6 subject areas, each of which are assigned an independent grade according to the IB grading scale of 1 to 7. On this scale, 7 is the highest grade and 1 is the lowest grade.

There is a fixed conversion chart for this scale between IB Grades and Croatian Grades used by other IB schools in Croatia and approved by the Croatian Ministry of Science and Education. We have also included guidance for how these grades would be converted to/interpreted by the US A-F grading system for our school, as well as a verbal descriptor for each level of achievement.

IB Grade	Croatian Grade	US Grade	Grade Descriptor
7	5	A+/A	Excellent (Odlican)
6	5	A/A-	Very Good (Odlican)
5	4	B+/B	Good (Vrlo Dobar)
4	3	B-/C+	Satisfactory (Dobar)
3	2	C/C-	Mediocre (Dovoljan)
2	1	D	Poor (Nedovoljan)
1	1	F	Very Poor (Nedovoljan)

In the Croatian system, final grades are recorded in the official national grade registry for each student at the end of each school year. These final grades that will be recorded are recorded in the Croatian registry on the 1-5 grading scale. Mid-semester grades such as these are not nationally registered in the Croatian system.

For academic transcripts sent to US schools and other countries where grades are typically recorded on a semesterly basis, these grades will be included as the "Semester 1" grade on their academic transcript.

## Additional IB DP Program Requirements

In addition to these courses, students registered for the IB DP complete an Extended Essay, Internal Assessments (IAs) in each subject area, participation in the Group 4 Project, as well as CAS requirements.

Internal Assessments (IAs) are completed in each class according to the guidance of the particular subject area, and graded according to the IB Rubrics. Grades for internal assessments are included in the course grade, as well as the final IB grades that determine eligibility to receive the IB Diploma.

There is no strict hour requirement for the CAS program, rather the suitability of projects and activities used to meet the CAS requirements are determined in collaboration with the school's CAS Coordinator.

All candidates must participate in and pass the Group 4 Project through active engagement with their peers.

The Extended Essay (EE) is a student-driven research project undertaken under the guidance of a faculty mentor. The school's EE Coordinator ensures that students are equipped to complete the EE successfully. More details about the EE can be found in the EE Handbook.

Diploma points are awarded for TOK and EE according to the following matrix:

<b>TOK / EE</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
<b>A</b>	3	3	2	2	Fail
<b>B</b>	3	2	2	1	Fail
<b>C</b>	2	2	1	0	Fail
<b>D</b>	2	1	0	0	Fail
<b>E</b>	Fail	Fail	Fail	Fail	Fail



## Conversion of IB DP Grades to Croatian National Exam (Drzavna Matura)

At the end of the 2-year IB DP, students set a series of international examinations (one for each subject they have taken). These examinations are externally graded, and make up the bulk of their final course grades, in combination with the scores from their Internal Assessments.

The Croatian government recognizes IB Examinations in lieu of the Croatian National Graduation Exam (Drzavna Matura) using the following conversion scale for HL and SL scores.

IB SL Scores	Croatian National Exam Drzavna Matura A	IB HL Scores
7	5	7
6		6
5	4	5
		4
4	3	3
3		
2	2	2

The following verbal description of the IB scores has been taken directly from the assessment policy of MIOC in Zagreb, the oldest authorized IB DP school in Croatia to ensure consistency:

- IB HL 6 and 7 - 7 receives the middle of the upper half of grade 5 points at the state graduation exam while 6 receives the middle of the lower half of grade 5 points.
- IB HL 5 - receives the middle of the upper half of grade 4 points at the state graduation exam
- IB HL 4 - receives the middle of the lower half of grade 4 points at the state graduation exam
- IB HL 3 - receives the middle of points of grade 3 at the state graduation exam
- IB HL 2 - receives the middle of points of grade 2 at the state graduation exam **only if the IB Diploma is awarded**
- IB SL 7 - receives the middle of points of grade 5 at the state graduation exam
- IB SL 6 - receives the lower half of grade 5 points at the state graduation exam

IB Examinations take place in May of their final year (12th grade) and results are available in July. If a student does not earn their IB Diploma during their initial May examination session, students may retake the IB examinations during the November session. Please note that the Croatian A examination is not offered during the November session.

## Award of the IB Diploma

In order to receive the IB Diploma, all students must complete all of the examinations in their courses, as well as pass the core program requirements including the Extended Essay, CAS requirement, and Group 4 Project.

- The maximum total number of points available to earn towards the IB Diploma is 45 points, 7 from each of the 6 subject areas, and 3 from the EE/TOK core subjects.
- Candidates must earn at least 24 points in total.
- Candidates must earn at least 12 points across their 3 HL subjects.
- Candidates must earn 9 points across their 3 SL subjects.
- If a candidate receives a 1 in a subject, no diploma will be awarded.
- If a candidate receives 3 or more subject grades of 2, no diploma will be awarded.
- If a candidate receives 4 or more subject grades of 3 or below, no diploma will be awarded.
- If a candidate receives an “N” grade, no diploma will be awarded.
- If a candidate receives a grade of “E” in either EE or TOK, no diploma will be awarded.
- Candidates must pass their CAS requirement in order to earn their diploma.

More details regarding the awarding of the IB Diploma can be found in the IBO-issued document, Assessment Principles and Practices.

## Bilingual Diplomas

At SIS, a candidate may apply to receive a “bilingual diploma certificate” if they complete two languages from Group 1 and receive a grade of 3 or higher in both subjects.

This may take the form of completion of the Language A subjects in both English and Croatian, or may involve an independent mother tongue literature A study in addition to Language A in English.

## Policy Distribution, Review, and Revision

At the Split International School, all of our policies are designed to serve the needs of our students and community, while assuring that our program is in alignment with national and international standards. As a living document, this policy is regularly updated to ensure that it continues to meet the evolving needs of our students and community.

Our school's Educational Committee reviews and suggests updates to this policy on a yearly basis, which are reviewed and approved by the principals and school board for implementation. Students, families, teachers, staff, and other members of our community are encouraged to make suggestions and give feedback regarding this policy via our semesterly community survey forms, or directly in writing (via email) to our Educational Committee via the school office email address.

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## References

1. Programme Standards and Practices (IBO, 2014)
2. DP: From Principles to Practice (IBO, 2015)
3. Assessment Principles and Practices (IBO, 2018)
4. IB DP Assessment Policy (MIOC - Zagreb)  
<https://www.mioc.hr/wp/wp-content/uploads/2020/02/Assessment-Policy-2019.pdf>
5. IB DP Assessment Policy (MIOC/TREMA - Split) [https://trema.hr/?page\\_id=5455](https://trema.hr/?page_id=5455)
6. IB PYP/MYP Assessment Policies (Matija Gubec - Zagreb)  
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