



Assessment Policy and Practices

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1. Introduction

1.a Guiding statements

Adria International School Mission

The mission of Adria International School is to offer high-quality education for the future, with the goal of nurturing internationally aware lifelong learners capable of contributing to a more sustainable and peaceful world.

Adria International School Vision

By creating a school culture that ensures excellence, we see Adria as a community which, owing to its international orientation and motivated and capable team, is ready to become an educational leader in the region, realizing thus the common goals for its students, their parents, as well as the local and wider global community it belongs to.

Adria International School Values

International orientation, Cooperation, Integrity, Respect and Assertiveness, Responsibility, Inclusivity

International Baccalaureate (IB) mission

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.

1.b Assessment Policy Purpose and Scope

This policy outlines a clear and consistent approach to assessment across all IB programmes (PYP, MYP, and DP) at Adria International School. It ensures that our assessment practices align with both the school's mission and the International Baccalaureate philosophy.

The purpose of this policy is to:

- Clarify how assessment supports student learning and progress
- Guide teachers in using assessment to plan effective, differentiated instruction
- Promote fair, transparent, and inclusive assessment practices
- Ensure that students receive timely and meaningful feedback to help them reflect and grow

- Foster a shared understanding of assessment among teachers, students, and parents
- Align school-based practices with IB programme standards and requirements

Assessment at Adria International School is used to support students in understanding their strengths and identifying areas for improvement. It plays a vital role in developing learners who are reflective, self-directed, and actively engaged in their education. This policy provides a foundation for designing assessments that are purposeful, varied, and responsive to the needs of all learners, while also ensuring that assessment data is used to enhance teaching and inform whole-school improvement.

1.c Policy review and approval process

Adria International School's Assessment Policy is a living document, regularly reviewed to ensure alignment with the IB standards, our school's mission, and the changing needs of our school community.

The policy undergoes a formal evaluation every two years. Feedback is gathered from the whole school community to assess effectiveness and relevance.

The policy may be revised outside the standard cycle if significant changes occur (e.g., new local legal regulations), the IB requirements or school strategic priorities are updated, or pedagogical research or assessment data highlights areas for improvement.

Proposed revisions are submitted to the Head of School and the school leadership for approval. Once ratified, the updated policy is shared with all stakeholders and published in the school's official documentation.

To ensure that the Assessment Policy is fully understood and embraced by the entire school community, it is regularly communicated through multiple channels. New staff members receive an introduction to the policy during their induction and orientation process, including guidance on their role as educators. Families and students are informed about the policy during enrollment and orientation sessions. The policy is accessible on the school website and learning management system (Toddle), providing ongoing reference for all stakeholders. Additionally, updates and key information about programs and policy revisions are shared via newsletters, parent-teacher meetings, and school assemblies to promote transparency and community engagement.

2. Assessment Philosophy

2.a Adria International School Assessment Philosophy

At Adria International School, assessment is a vital part of the learning and teaching process. It serves as an ongoing and meaningful form of communication between teachers, students, and families, with the shared goal of supporting student progress and improving instructional practices. Assessment enables all members of the learning community to understand where students are in their learning, where they need to go, and how best to support them in getting there.

We believe that assessment is an ongoing, developmental process that is responsive to students' needs and is guided by teachers' clear understanding of what students should know, understand, and be able to do at each stage of their learning. These expectations are informed by programme-specific learning outcomes, developmental continuums, and IB assessment criteria. Such tools are used not only to evaluate student achievement, but also diagnostically to inform teaching and provide support.

Assessment at Adria International School helps identify students' areas of strength as well as areas that require further development. Through a range of assessment strategies—including both formative and summative tasks—we aim to provide timely and constructive feedback that supports student learning, encourages reflection, and promotes learner agency. Ongoing feedback allows teachers to adjust instruction and offer further opportunities for students to demonstrate their understanding in diverse and authentic ways.

Our assessment practices are criterion-related, transparent, and inclusive. They are designed to support equitable access to learning and provide students with the information they need to take responsibility for their academic growth. At Adria International School, assessment fosters an environment where students are encouraged to develop the attributes of the IB learner profile and become self-directed, internationally minded learners prepared to succeed in a changing world.

2.b Assessment purposes

At Adria International School, assessment helps teachers understand how students are progressing, guides instructional decisions, and supports students in becoming reflective, responsible learners. Assessment is used to improve learning, measure achievement, and involve students actively in their learning journey.

There are three main purposes of assessment at AIS:

- *Assessment for learning* happens during the learning process. Teachers use it to gather information about students' understanding and adjust their teaching to support progress better. It also helps students understand their strengths and areas for improvement. This kind of assessment provides regular feedback and encourages students to set goals, reflect on their learning, and take action.
- *Assessment of learning* takes place at key points to evaluate what students have learned. It is used to determine how well students have achieved specific learning objectives. These

assessments are often summative and help teachers, students, and parents understand overall progress. In the MYP and DP, this includes criterion-related tasks that measure student performance against established standards.

- *Assessment as learning* focuses on the student's role in understanding and managing their learning. It encourages students to reflect, ask questions, and assess their work. Through this process, students develop important skills like self-awareness, responsibility, and critical thinking.

At Adria International School, we believe that assessment should be purposeful, fair, and inclusive. It should reflect the needs of all learners, support international-mindedness, and promote the development of the IB learner profile. Assessment is not just about measuring outcomes—it is a tool for growing confident, capable, and engaged learners.

2.c Assessment practices across IB continuum

At Adria International School, assessment practices are thoughtfully designed and consistently applied across the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP) to support effective teaching and meaningful learning. These practices reflect the core principles of the International Baccalaureate and uphold our commitment to fostering student growth and achievement.

Key assessment practices at Adria International School include:

- *Criterion-Referenced Assessment:* All assessments are based on clear, pre-established criteria aligned with IB standards, ensuring transparency, fairness, and consistency in evaluating student learning.
- *Balanced Formative and Summative Assessment:* Teachers employ ongoing formative assessments to monitor progress and provide timely feedback, complemented by summative assessments that evaluate achievement at significant points within each programme.
- *Diagnostic assessments at the beginning of the year:* At the beginning of each academic year, diagnostic assessment may be carried out to determine students' prior knowledge, especially in mixed-system cohorts, transfer students, and newly enrolled learners. Diagnostic assessments must be completed no later than **30 September** and do **not** result in a numerical grade. The purpose is feedback on prior knowledge and instructional planning, not summative evaluation.
- *Varied and Authentic Assessment Methods:* A diverse range of assessment strategies is utilized, including written work, oral presentations, projects, portfolios, exhibitions, and practical tasks, enabling students to demonstrate their understanding in real-world contexts.
- *Continuous Feedback and Reflection:* Students receive regular, constructive feedback that encourages self-assessment and reflection, promoting learner agency and supporting goal-setting.

- *Inclusive and Differentiated Assessment:* Assessment practices are adapted to accommodate diverse learning needs and styles, ensuring equitable opportunities for all students to demonstrate their learning.
- *Data-Informed Instruction:* Assessment results are systematically analyzed to inform instructional planning, identify areas for support, and guide curriculum adjustments.
- *Student Engagement in Assessment:* Students are active participants in their learning assessment through self-assessment, peer feedback, and reflective practices, fostering ownership and responsibility.
- *Transparent Communication:* Clear and ongoing communication regarding assessment outcomes is maintained with students, parents, and other stakeholders to support learning and growth.
- *Collaborative Standardization and Moderation:* Teachers regularly engage in collaborative moderation and standardization activities to ensure consistency, reliability, and fairness in assessment decisions across different classes, grade levels, and programmes. This includes reviewing samples of student work, calibrating judgments against IB criteria, and aligning internal assessments with external IB standards. These practices promote equity in grading and uphold the integrity of the school's assessment processes.

Through these practices, Adria International School ensures a coherent and comprehensive approach to assessment that supports the development of knowledgeable, reflective, and internationally minded learners across all IB programmes.

Recording and reporting systems are standardized across the continuum using Toddle as the central platform. Teachers record assessment evidence, feedback, and criterion levels to ensure that progress data is reliable, cumulative, and transferable between programmes.

2.d Equity in assessment and grading

Equity in grading means ensuring that every student's grade accurately and fairly represents their learning, regardless of personal circumstances, background, or learning needs. It's about fairness, not sameness — recognizing that students may need different supports or pathways to demonstrate what they know and can do.

Equity vs. Equality in Grading

Equality	Equity
Everyone is treated the same.	Everyone gets what they need to show their learning fairly.
Uses uniform grading rules and deadlines.	Adjusts grading to account for diverse contexts, learning needs, and access.
Assumes all students have identical opportunities.	Recognizes that systemic or individual factors (language, disability, trauma, access) can affect performance.

In IB programmes, equity in grading is embedded in:

- Criterion-related assessment: Students are measured against clearly defined descriptors, not against other students.
- Moderation and standardization: Ensures fairness across teachers and schools.
- Inclusive assessment access: Adjustments (access arrangements) are made so that disabilities or learning differences don't disadvantage students.

Adria International School is committed to equitable grading practices that ensure every student's achievement is assessed fairly and accurately. Equity in grading means that grades reflect what students know and can do, not their behaviour, background, or circumstances. Assessment decisions are based on evidence of learning measured against clear, criterion-related standards, rather than comparisons with peers. Teachers apply professional judgment to consider the most consistent level of performance, offer multiple opportunities for students to demonstrate understanding, and provide access arrangements where needed. In this way, grading supports fairness, inclusivity, and an authentic representation of each student's learning.

2.e Roles and responsibilities

Effective assessment at Adria International School relies on the shared commitment and collaboration of all members of the school community. The following outlines the key roles and responsibilities related to assessment practices:

Teachers

- Develop, implement, and evaluate assessments aligned with IB standards and school policies, ensuring that tasks are authentic, criterion-related, and promote conceptual understanding.
- Provide timely, clear, and constructive feedback that helps students understand their current level of achievement and the next steps for improvement.
- Use assessment data to inform teaching decisions, adjust instruction, and differentiate learning experiences to meet diverse student needs.
- Participate in collaborative moderation and standardization to ensure consistent interpretation of criteria and fairness in grading across classes and subject groups.
- Communicate assessment expectations and outcomes transparently with students and parents through rubrics, exemplars, conferences, and progress reports.
- Encourage and support students in developing self-assessment and reflection skills, guiding them to interpret feedback and set meaningful learning goals.

Students

- Engage actively in all assessment activities, including formative, summative, and self-assessment processes, by completing tasks honestly and with integrity, participating in feedback cycles, and showing genuine effort to demonstrate learning.
- Reflect on feedback from teachers and peers, using it to identify areas of strength and growth, set personal learning goals, and improve future performance.
- Demonstrate integrity and honesty in completing all assessment tasks, acknowledging sources appropriately, and avoiding plagiarism or collusion.
- Take responsibility for their learning progress by preparing adequately for assessments, meeting deadlines, and seeking support when needed.

Parents and Guardians

- Support students in their learning and assessment preparation at home by encouraging good study habits, time management, and responsible digital device use.
- Maintain open communication with teachers regarding assessment results and student progress, seeking clarification and collaboration when needed.
- Collaborate with the school to address any concerns related to assessment, learning needs, or academic integrity.

Program Coordinators and Leadership

- Oversee the development, implementation, and periodic review of the assessment policy to ensure it remains aligned with IB philosophy and current best practices.
- Facilitate professional development that builds teacher capacity in assessment design, feedback, and moderation.
- Monitor and evaluate assessment data to identify trends, support instructional improvement, and inform strategic planning.
- Coordinate moderation and standardization processes to maintain consistency and reliability across grade levels and subject areas.
- Ensure compliance with IB assessment regulations and school standards, providing oversight for integrity, fairness, and equity in grading.

Learning Support Staff

- Collaborate with teachers to ensure appropriate accommodations and modifications are provided during assessments in line with IB access and inclusion guidelines.

- Advise on inclusive assessment strategies that remove barriers to learning and allow all students to demonstrate understanding.
- Support students in accessing assessments equitably by developing their confidence, self-advocacy, and awareness of their learning profile.

3. Assessment in the EY and PYP

3.a Purpose of assessment in the EY and PYP

Assessment is integral to teaching and learning at Adria International School. It provides meaningful information to understand what students know, can do, and understand at different stages of their development. In the Early Years and Primary Years Programme, assessment is ongoing, authentic, varied, and developmentally appropriate.

Effective assessment allows all stakeholders to have a clear understanding of the reason for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. The entire school community is involved in evaluating the efficacy of the programme.

3.b Assessment practices, strategies, and tools in the Early Years

Students in the Early Years acquire key learning milestones that form the foundation for future success as lifelong learners. At Adria International School, we celebrate learning and achievement by focusing on each child's interests, strengths, and unique learning pathways. Assessment is used to recognize and share children's development and growth with parents or caregivers, and with the children themselves, encouraging reflection and ownership of learning even at an early age.

Assessment in the Early Years is cyclical, ongoing, and responsive, providing relevant and regular insights into each child's progress. Educators use a range of tools, including anecdotal records, photographs and videos, student work samples, and developmental checklists or rubrics, all tailored to individual learning needs and contexts.

Although specific tools and methods may vary, the process follows a continuous assessment cycle that allows educators to adjust teaching and learning to better meet children's needs:

1. Instruct – Facilitate play-based, inquiry-driven learning experiences.
2. Observe – Watch children in a variety of learning contexts to notice interests, behaviours, and emerging skills.
3. Document and Reflect – Record observations during or immediately after activities through notes, photos, or digital tools.
4. Analyze and Evaluate – Interpret evidence in relation to IB PYP learning outcomes, developmental continua, and school curriculum standards, identifying patterns, strengths, and next steps.
5. Summarize, Plan, and Communicate – Use insights to plan future learning experiences and communicate each child's progress with families.
6. Instruct Again – Apply what has been learned to refine instruction, continuing the cycle of growth.

This cyclical process ensures that assessment informs curriculum planning and supports a developmentally appropriate, inquiry-based learning environment.

We use a blend of formative and summative assessments to capture a holistic picture of each child's learning journey:

- Formative Assessment (Ongoing): The daily cycle of observation, documentation, and reflection used to guide teaching and respond to children's immediate learning needs.
- Summative Assessment (Periodic): A summary of a child's progress at a specific point in time—such as through a portfolio review, student-led conference, or report—based on evidence collected through ongoing formative assessment.

Together, these approaches provide a comprehensive view of each child's development and ensure that assessment in the Early Years remains authentic, purposeful, and centered on the child.

3.c Assessment practices, strategies, and tools in the PYP

In the PYP, assessment is ongoing and takes various forms to support learning. Teachers use a variety of assessment tools and strategies to collect a range of data on student progress. Assessment strategies include observations, performance assessments, process-focused assessments, open-ended tasks, and selected responses. A variety of tools, such as rubrics, checklists, anecdotal records, continuums, and exemplars, are used to support these strategies.

Teachers ensure that assessment:

- Reflects real-world learning and is relevant and engaging for students
- Aligns with the PYP learning outcomes, transdisciplinary themes, and subject-specific objectives
- Encourages student reflection and goal-setting
- Is inclusive and accommodates different learning styles and needs.

Teachers plan collaboratively to ensure assessment practices are consistent and aligned across year levels, and they engage in regular reflection, moderation, and standardization.

Assessment in PYP has four dimensions: monitoring, documenting, measuring, and reporting on learning. Each dimension aims to provide evidence to inform the learning and teaching; however, each has its function. The PYP emphasizes monitoring and documenting learning as these dimensions are crucial in providing meaningful feedback to students.

3.d Reporting and communicating assessments

Assessment information is shared regularly with students and families to provide a clear and comprehensive picture of individual progress and development. Teachers provide timely, specific, and constructive feedback that guides student learning, supports reflection, and celebrates achievements.

Reporting describes the progress and achievement of students' learning, identifies areas for growth, and contributes to the overall effectiveness of the teaching and learning program. Reporting on learning involves students, parents, and teachers as active partners. It is comprehensive, honest, fair, and credible, using clear and accessible language.

At Adria International School, reporting is carried out through multiple formal and informal channels, ensuring ongoing and transparent communication:

- **Written Reports** – Issued bi-annually through Toddle and e-Dnevnik, the school's official reporting platforms. The report highlights the extent to which the essential elements of the PYP curriculum have been demonstrated and represents the summative record of a student's progress. Each report includes written comments on the student's development of IB Learner Profile attributes, Approaches to Learning skills, and overall performance.
- **Parent–Teacher–Student Conferences** – Conducted once per term to discuss progress, achievement, and next steps in learning. Parents are also encouraged to request individual meetings with teachers as needed during scheduled consultation hours.
- **Student-Led Conferences** – Held after the completion of all units of inquiry as a celebration of learning. Students take responsibility for sharing their growth, presenting selected work samples, and explaining their learning journey using their portfolios.
- **Informal Teacher Communication** – Ongoing communication between teachers and parents occurs throughout the school year via Toddle messages, email, or brief in-person conversations. This communication may include updates on progress, reminders about learning goals, celebrations of success, or discussions about support strategies. Informal feedback allows families to remain consistently informed and involved in their child's learning, not only at formal reporting points.
- **Toddle Portfolios and Feedback Posts** – Toddle's digital portfolios serve as a living record of each student's learning journey. Teachers regularly post evidence of learning, including photos, reflections, videos, and assessment comments linked to PYP learning outcomes. Parents can view and respond to these posts, allowing real-time dialogue and reflection. Toddle's message system also facilitates ongoing assessment feedback, enabling teachers and parents to exchange insights that guide student growth between formal reporting periods.

Assessment reporting in the PYP supports our commitment to transparent, meaningful, and continuous communication with all members of the learning community, reinforcing the shared responsibility for student progress and well-being.

3.e The PYP Exhibition

The PYP Exhibition (PYPX) is the culminating learning experience of the Primary Years Programme and a central component of the school's assessment practices. It is conducted in the final year of the PYP (Grade 5) and serves as a summative assessment of students' understanding, skills, and attitudes developed throughout their PYP journey.

The Exhibition is an extended, student-led, and collaborative inquiry in which students explore authentic, real-world issues or problems that hold personal significance. Through this process, they investigate concepts, apply transdisciplinary skills, and demonstrate the attributes of the IB Learner Profile and Approaches to Learning. Students synthesize and showcase their learning through a presentation to the school community, families, and peers, often leading to meaningful action beyond the classroom.

The PYP Exhibition provides teachers with a comprehensive view of student learning across all essential elements of the programme—knowledge, concepts, skills, attitudes, and action—and forms a major component of the overall evaluation for the final year of the PYP. Assessment during the Exhibition process includes ongoing formative feedback and a final summative evaluation based on established rubrics and reflection criteria.

Successful completion of the Exhibition demonstrates that students have met the learning outcomes of the PYP and are ready to transition into the Middle Years Programme (MYP).

3.f Ministry of Education and IB compliance requirements

Adria International School is legally required to follow the assessment and reporting requirements prescribed by the Croatian Ministry of Education.

The Croatian educational system prescribes single-subject teaching and learning. The grading system is applied from the first grade (second term), through a numerical scale (1-5). Grades are used to assess students' performance as well as to summarise the educational achievements of students at the end of the academic year.

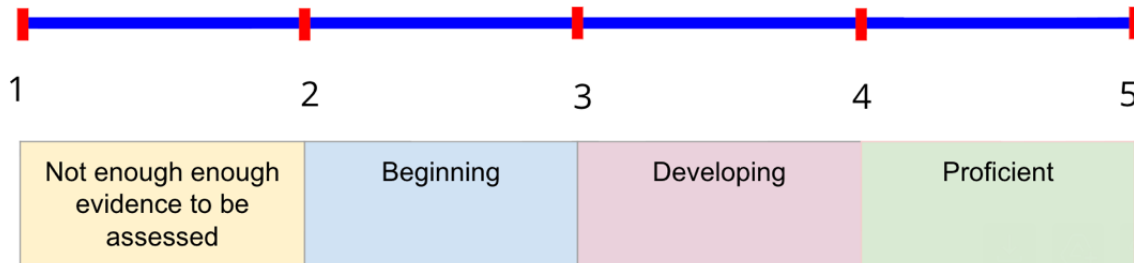
In line with the *Pravilnik o načinima, postupcima i elementima vrednovanja u osnovnoj i srednjoj školi* (NN 112/10, 82/19, 43/20, 100/21), each teacher is required to:

- introduce students to assessment criteria, learning outcomes, methods, and frequency of assessment at the beginning of the school year;
- adjust assessment for students with learning difficulties in accordance with recommendations of professional staff;
- announce and justify earned grades publicly in class;
- record grades in the official gradebook within **two weeks** of the assessment;
- store graded student work at school until **31 August** of the academic year;
- allow parents the right to review written work and grades during scheduled consultations;
- avoid scheduling parent meetings in the **last two weeks** of the school year.

If applicable to the programme, in the first term of Grade 1 teachers monitor student progress but do not assign numerical grades. Students receive feedback and developmental support to prepare them for graded evaluation in the second term.

Scale	Grade description
4.50 - 5.00	Excellent (Izvrstan)
3.50 - 4.49	Very good (vrlo dobar)
2.50 - 3.49	Good (Dobar)
2.00 - 2.49	Sufficient (Dovoljan)
1.00 - 1.99	Insufficient (Nedovoljan)

In practice, the grading is based on the rubrics used for the formative and summative assessments and translated to the Croatian grading system and not the other way around.



Mid-term and end-of-year reports provide a holistic picture of student learning, focusing on strengths and next steps. Each report addresses academic progress against curriculum expectations and evidence of learning, as well as behavioural and social-emotional development (e.g., engagement, collaboration, self-management, and wellbeing). Narrative feedback and rubric indicators describe what the student knows, understands, and can do, and outline targeted goals for continued growth. In alignment with the Croatian education system, students also receive—at the completion of the school year—a formal certificate with final subject grades, issued on the basis of assessment evidence recorded in e-Dnevnik throughout the year.

4. Assessment in the MYP

4.a Purpose of assessment in the MYP

Assessment in the MYP at Adria International School supports student learning and growth by providing meaningful, criterion-based feedback. It helps students understand their progress, guides teaching, and encourages self-reflection and goal-setting.

The purpose of assessment is to:

- Support and motivate students by giving clear feedback aligned with MYP objectives and criteria.
- Inform and improve teaching to meet students' individual needs.
- Allow students to demonstrate knowledge, skills, and understanding in authentic, real-world contexts.
- Promote positive attitudes toward learning and develop international-mindedness.
- Reflect the holistic development of students, including academic and personal growth.

Assessment in the MYP is criterion-related rather than norm-referenced. It measures student achievement against known, published criteria rather than comparing students to one another. Teachers use their professional judgment, guided by these criteria, to make holistic decisions about achievement levels.

The MYP assessment model supports the IB's broader aims by:

- Providing feedback on both the process and product of learning.
- Supporting the development of Approaches to Learning (ATL) skills.
- Encouraging students to apply their learning across interdisciplinary contexts.
- Promoting reflection, responsibility, and self-directed improvement.

4.b Assessment practices, strategies, and tools in the MYP

Assessment in the MYP is an integral part of the teaching and learning process. It is both formative and summative, providing ongoing feedback to support student growth and a comprehensive evaluation of achievement.

- **Formative assessment** occurs throughout units and helps guide instruction by identifying student needs, providing feedback, and informing future teaching.
- **Summative assessment** takes place at the end of units and evaluates student performance using the MYP subject-group criteria.

Teachers use a “best-fit” approach, making professional judgments based on patterns of achievement and consistency rather than averaging scores. Regular standardization and moderation sessions are conducted to ensure fairness and alignment with MYP standards.

A variety of assessment strategies are used to address diverse learning styles and allow multiple ways to demonstrate understanding, including:

- **Observations** of student performance and participation.
- **Performance tasks** that apply knowledge in authentic contexts.
- **Process-focused assessments** tracking development over time.
- **Open-ended tasks** encouraging critical and creative thinking.
- **Selected-response tasks** (e.g., quizzes or tests) to assess factual knowledge.

Teachers employ multiple tools to support effective and transparent evaluation:

- **Rubrics** – Criterion-based rubrics aligned with MYP objectives.
- **Checklists** – To monitor completion of skills and learning targets.
- **Anecdotal Records** – Narrative notes documenting student progress.
- **Exemplars** – Samples illustrating different levels of achievement.
- **Continuums** – Visual representations of skill development.
- **Portfolios** – Collections of work showing growth, reflection, and progress.

This process emphasizes authentic performance of understanding—students apply knowledge and skills to new contexts, demonstrating inquiry, reasoning, and creativity.

4.c Standardization and Moderation

To ensure fairness and consistency in assessment, teachers participate in regular standardization and moderation processes across the MYP.

These processes are collaborative and take place at several points during the year:

- **Pre-assessment standardization:** Teachers review and discuss task-specific clarification notes and exemplars before assessments are given to ensure shared understanding of the criteria and expectations.
- **Post-assessment moderation:** Teachers collaboratively review samples of student work at various achievement levels, compare against the IB descriptors, and agree on the most appropriate achievement levels using the best-fit approach.

Moderation outcomes are documented and stored in the school's digital archive, and adjustments are made where discrepancies occur. The MYP Coordinator oversees these processes to maintain reliability and IB alignment.

4.d Recording of Assessment and Data

All assessment data is recorded digitally in Toddle, the school's official learning management and reporting platform.

Teachers record criterion A–D achievement levels for each summative assessment and mark each task with the corresponding IB objectives and ATL skills.

Data is used to:

- Track student progress across subjects and years.
- Identify trends and support interventions.
- Inform reporting and school-wide analysis of learning.

The MYP Coordinator reviews assessment records each term to ensure completeness, accuracy, and consistency.

In accordance with Croatian educational regulations, all assessed student work from the current academic year (written tasks, projects, tests, and other summative evidence) is archived and stored at school until **31 August** of the same academic year. Parents have the right to inspect student work through scheduled consultations.

4.e MYP Subject-Group Assessment Criteria

Each MYP subject group uses mandatory assessment criteria (A–D), which describe the essential objectives for student learning and form the basis for both formative and summative assessment. These criteria are published in IB subject-group guides and are consistent across MYP year levels, with increasing sophistication and challenge as students progress.

Subject Group	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analysing	Organizing	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-world contexts
Arts	Investigating	Developing	Creating/Performing	Evaluating
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
Community Project	Investigating	Planning	Taking action	Reflecting
Personal Project	Planning	Applying skills	Reflecting	—
Interdisciplinary	Evaluating	Synthesizing	Reflecting	—

Each criterion is divided into achievement level descriptors (0–8) that describe performance in qualitative terms. All criteria are equally weighted. Teachers assess each criterion at least twice per year, ensuring students receive consistent feedback across all learning areas.

Achievement levels are determined using the best-fit approach, based on a range of evidence collected over time, and are combined to generate a final subject grade (1–7).

Descriptors and rubrics for each subject criterion are available to students and parents through Toddle and classroom displays to ensure transparency and consistency of assessment expectations.

4.f MYP General Grade Descriptors

The MYP uses a 1–7 scale to report student achievement in each subject group. Grades are determined by applying the best-fit approach to the four subject-group criteria (A–D) and then converting the total criterion score to a final grade using IB grade boundaries.

The following general grade descriptors, published by the International Baccalaureate, provide a qualitative summary of student performance across all subjects. They describe the overall characteristics of work at each grade level, guiding teachers, students, and parents in understanding what achievement on the 1–7 scale represents.

Grade	Descriptor (General Level)
7	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 across a variety of complex contexts.
6	Produces high-quality, occasionally innovative work . Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in both familiar and unfamiliar contexts, often with independence.
5	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 and, with some support, unfamiliar contexts.
4	Produces good-quality work . Communicates understanding of most concepts and contexts with few misunderstandings and minor gaps. Often shows basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar contexts, but needs support in unfamiliar ones.
3	Produces work of an acceptable quality . Communicates basic understanding of many concepts and contexts, with occasional misunderstandings or gaps. Begins to show some critical and creative thinking. Often inflexible in use of knowledge and skills, requiring support even in familiar situations.
2	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.

1	Produces work of very limited quality . Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.
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These descriptors are presented as a reference based on IB guidelines and sample descriptors. As Adria International School moves toward authorization, teachers will align internal assessment practices fully with the official IB general grade descriptors. By integrating these general grade descriptors, we aim to foster clarity and consistency in grading conversations and expectations, while preparing our school community for IB-aligned practices.

4.g Reporting and communicating assessments

Reporting is an essential part of the MYP assessment process, ensuring that students, parents, and teachers have a shared understanding of progress and achievement. Reports are clear, honest, and criterion-related, describing what students know, understand, and can do.

At Adria International School, reporting occurs through Toddle, the school’s official learning management system and reporting platform. Toddle serves as a comprehensive system for recording assessment data, tracking progress, providing feedback, and maintaining portfolios.

Formal reports are issued twice per year and include:

- Achievement levels (1–8) for each subject criterion.
- An overall subject grade derived from the four criteria.
- Teacher comments highlighting strengths, progress, and next steps.
- Reflections on Approaches to Learning (ATL) skills and Learner Profile attributes.

Toddle also allows continuous communication of assessment feedback through portfolio posts and messages. Teachers upload evidence of learning, reflections, photos, and videos linked to MYP criteria and objectives. Parents and students can view this evidence in real time, enabling dialogue and reflection between home and school.

To complement written reporting, the school organizes conferences that strengthen home–school partnership and student agency:

- **Parent–Teacher Conferences:** Focus on academic progress and strategies for improvement.
- **Student-Led Conferences:** Students take ownership by presenting portfolio evidence and reflecting on their learning journey.

These conferences foster student agency and ensure that all stakeholders are actively involved in the learning process. Together, these tools help ensure that students are active participants in their learning and that families are well-informed and involved in the process.

All MYP assessment data is securely stored in Toddle and backed up in accordance with school data protection policies.

Each semester, the MYP Coordinator and subject teachers review cumulative data to verify that reported grades accurately reflect the most consistent levels of achievement across all criteria. This ensures the integrity of internal reporting and alignment with IB MYP standards for fairness and reliability.

4.h MYP 5 Assessments

In MYP Year 5, assessment consolidates learning and prepares students for the Diploma Programme (DP). All subject groups assess students using the MYP Year 5 assessment criteria, as detailed in official IB subject-group guides. Each criterion is assessed at least twice during the academic year through authentic and differentiated tasks.

Teachers use criterion-related assessment to determine achievement levels using the *best-fit approach*. Final grades (1–7) are derived by converting criterion totals according to IB grade boundaries.

Teachers engage in internal standardization to maintain reliability and consistency across subjects and year levels.

A key component of MYP 5 assessment is the Personal Project, where students demonstrate independence, research, and reflection. It is internally assessed using IB criteria and externally moderated by the IB. Successful completion is required for the MYP Certificate and for progression to the DP.

Through a structured and supportive assessment framework, MYP 5 at Adria International School ensures that students are well-prepared for the academic demands and inquiry-based nature of future learning programmes.

The Personal Project is internally assessed using the official IB criteria and undergoes internal standardization to ensure reliability and fairness. Personal Project coordinator and supervisors meet to review a representative sample of projects at various achievement levels. Using the IB criterion descriptors and official exemplars, they calibrate their judgments through discussion and consensus. Records of moderation outcomes and any adjustments are maintained by the MYP Coordinator. This process mirrors the school's standardization approach used across all MYP subject assessments.

4.i Academic promotion and retention in the MYP

At Adria International School, assessment in the MYP serves not only to guide learning and provide meaningful feedback but also to determine student readiness to progress to the next academic year. Clear criteria are established to ensure that promotion reflects genuine achievement of learning objectives across the MYP framework.

To be promoted to the next academic year, MYP students must:

- Achieve a **minimum grade of 3 out of 7** in each of the eight subject groups.

- Attain a **cumulative total of at least 24 out of 56** across all subjects.
- Complete **at least one interdisciplinary unit** per year.
- Meet the **Service as Action** requirements as outlined in the MYP programme expectations.

If students do not meet these requirements, the following interventions and consequences apply:

Academic Performance	Consequence
Grade below 3/7 in 1 subject	Assessment retake in July. If unsuccessful, the student must complete a summer course in the subject.
Grade below 3/7 in 2–3 subjects	Summer course in July and make-up exams in August. If the student fails after two attempts, they will be required to repeat the academic year.
Grade below 3/7 in more than 3 subjects	Summer course and August make-up exams. If the student fails after one attempt, they will repeat the year.

Progression from MYP5 to the Diploma Programme requires successful completion of all required MYP5 subjects and the Personal Project. Students who do not submit the Personal Project cannot be promoted to DP, in alignment with IB requirements and Croatian educational regulations.

These practices are intended to support students in reaching their potential while maintaining high academic standards and fairness. Support measures, including targeted feedback and academic interventions, are offered throughout the year to help students meet the expectations.

4.j Ministry of Education and IB compliance requirements

Adria International School complies fully with the assessment and reporting requirements mandated by the Croatian Ministry of Education while maintaining alignment with IB MYP standards and practices.

The Croatian educational system requires single-subject teaching and learning, with a numerical grading scale from 1 to 5. These grades summarize students' academic achievements and are reported at mid-term and at the end of the academic year.

Croatian grade	Grade description
5	Excellent (Izvrstan)
4	Very good (vrlo dobar)
3	Good (Dobar)
2	Sufficient (Dovoljan)
1	Insufficient (Nedovoljan)

To ensure consistency between IB MYP achievement levels and Croatian grades, the following equivalencies are applied:

IB grade	Description	Croatian grade
7	Produces high-quality, frequently innovative work	5
6	Produces high-quality, occasionally innovative work	5
5	Produces generally high-quality work	4
4	Produces generally good quality work	3
3	Produces work of acceptable quality	2
2	Produces work of limited quality	1
1	Produces work of very limited quality	1

In line with the *Pravilnik o načinima, postupcima i elementima vrednovanja u osnovnoj i srednjoj školi* (NN 112/10, 82/19, 43/20, 100/21), each teacher is required to:

- introduce students to assessment criteria, learning outcomes, methods, and frequency of assessment at the beginning of the school year;
- adjust assessment for students with learning difficulties in accordance with recommendations of professional staff;
- announce and justify earned grades publicly in class;
- record grades in the official gradebook within **two weeks** of the assessment;
- store graded student work at school until **31 August** of the academic year;
- allow parents the right to review written work and grades during scheduled consultations;
- avoid scheduling parent meetings in the **last two weeks** of the school year.

In addition, the Ministry requires:

- All written summative assessments are to be planned and announced at least two weeks in advance.
- A maximum of one written assessment per day and no more than four written assessments per week.

- Oral summative assessments may be conducted at any time but are limited to one per day on days with a written assessment.
- Formative assessments do not require advance notice and are not graded.

Our MYP assessment practices integrate these regulations while adhering to IB principles of inclusivity, fairness, and a focus on promoting deep learning and student growth.

4.k IB MYP Certificate Requirements

The IB Middle Years Programme (MYP) Certificate represents the highest standard of achievement in the MYP and is awarded by the International Baccalaureate (IB) to students who have successfully completed the final stage of the programme (MYP Year 5) and met all assessment and service requirements.

At Adria International School, the MYP assessment framework and internal reporting processes fully reflect IB expectations. While the school is in the final stages of the authorization process, it already implements assessment practices that align with the IB MYP certificate requirements, ensuring full readiness for official participation in IB-validated eAssessment upon authorization.

IB MYP Course Results

Students who complete MYP Year 5 are eligible to receive IB MYP Course Results, which report their achievements in the programme. These include:

- The successful completion of the Personal Project.
- Fulfilment of the school's expectations for Service as Action.
- Official documentation of achievement levels and grades that have been externally validated through MYP eAssessment (once authorized).

MYP Course Results provide a record of academic achievement for students who meet assessment standards but may not complete all components required for the full MYP Certificate.

IB MYP Certificate

The IB MYP Certificate is the highest recognition of student achievement within the programme. To obtain the certificate, candidates must:

- Participate in at least MYP Year 5 (with two years of participation recommended).
- Achieve IB-validated grades of 3 or higher in:
 - Five on-screen examinations, one from each of four required subject groups, plus one interdisciplinary assessment.
 - One ePortfolio from a course of study in Language Acquisition.
 - One ePortfolio from a course in Arts, Design, or Physical and Health Education.
 - The Personal Project.
- Meet the school's expectations for Service as Action.

- Achieve a minimum total of 28 points across the seven components (maximum possible: 49 points).

These assessments are externally marked or moderated by IB examiners, ensuring fairness, consistency, and international comparability.

IB MYP Bilingual Certificate

Students may also qualify for the IB MYP Bilingual Certificate if they achieve an IB-validated grade of 3 or higher in:

- Two Language and Literature courses,
or
- One Language and Literature course and another course (in any subject group other than Language Acquisition, or in the Interdisciplinary assessment, or the Personal Project) in a different response language.

The Bilingual Certificate recognizes achievement in more than one language of academic instruction, reflecting the international and intercultural values of the IB.

Until the school receives official authorization to register students for IB eAssessment, internal assessments and certificates are issued in full alignment with these IB requirements.

Adria International School ensures that:

- All MYP subject assessments use the official IB criteria (A–D) and best-fit approach.
- Students complete the Personal Project and Service as Action as mandatory graduation requirements.
- Achievement levels (1–8) are determined through moderated, criterion-related assessment, leading to final subject grades (1–7).
- All reporting and documentation align with the expectations for IB MYP Course Results and Certificate eligibility.

The school will apply for MYP eAssessment registration for Year 5 students in the first examination session following IB authorization.

5. Assessment in the DP

5.a Purpose of assessment in the DP

Assessment in the Diploma Programme is designed to support teaching and learning, monitor student progress, and ensure that students demonstrate a deep understanding of knowledge and skills across the curriculum. It is criterion-related rather than norm-referenced, ensuring that each student's performance is measured against clearly defined levels of achievement, reflecting what they know and can do. Assessment practices are intended to develop critical thinking, intercultural understanding, and academic honesty, and are aligned with the attributes of the IB learner profile.

Both formative and summative assessments are integral to the teaching and learning process in the DP. Formative assessments guide day-to-day instruction and provide students with timely, specific feedback to support growth. Summative assessments evaluate students' achievement at the end of a learning period and form the basis for school reports, predicted grades, and final IB assessment submissions.

5.b Assessment practices, strategies, and tools in the DP

Assessment in the DP includes a balance of internal and external components:

- Internal assessments (IAs) are completed under teacher supervision and are graded internally according to IB criteria, then externally moderated by the IB to ensure standardization across schools.
- External assessments include formal examinations administered in May of the second DP year and marked by IB examiners.
- DP Core Components (Theory of Knowledge, Extended Essay, and CAS) are assessed according to IB guidelines and contribute to the award of the Diploma.
- Teachers use a range of assessment tools—such as rubrics, checklists, oral presentations, research tasks, and practice exams—to assess and document student learning.
- Teachers apply IB-provided subject-specific assessment criteria to guide judgment and ensure consistency and transparency.

Each subject is assessed on a 1–7 scale, using established IB grade descriptors. These descriptors have been mapped against the Croatian national grading system for equivalency as follows:

IB grade	Description	Croatian grade
7	Produces high-quality, frequently innovative work	5
6	Produces high-quality, occasionally innovative work	5
5	Produces generally high-quality work	4
4	Produces generally good quality work	3
3	Produces work of acceptable quality	2
2	Produces work of limited quality	1
1	Produces work of very limited quality	1

5.c Standardization and Moderation

To ensure internal assessments (IAs) and other components are evaluated consistently and fairly:

- Teachers use **IB-published markschemes and exemplars** to guide internal grading.
- **Internal moderation meetings** occur at least twice per year to review samples of student work across subjects, verify application of assessment criteria, and align judgments.
- **DP Coordinator** oversees moderation documentation, ensuring each subject maintains records of sample moderation discussions, results, and any re-mark adjustments.

Internal standardization also applies to all DP Internal Assessments (IAs) and the Extended Essay (EE). Subject teachers and supervisors participate in calibration sessions using IB exemplars and markschemes to align interpretation of the assessment criteria. The DP Coordinator oversees these sessions and retains moderation records, ensuring that assessment judgments are consistent across teachers and aligned with IB expectations. This process supports the reliability of predicted grades and strengthens the validity of marks submitted to the IB.

All moderated samples and feedback are archived digitally for reference during IB verification or future training.

5.d Recording of Assessment Data

All DP assessment data—including formative records, IA marks, and mock exam results—is maintained through Toddle and official IBIS uploads.

Teachers update cumulative assessment data regularly and submit predicted grades to the DP Coordinator according to the school's internal deadlines.

Data is collaboratively analyzed within specific departments and across grade levels to monitor progress, identify students at risk, and support instructional planning.

In accordance with Croatian educational regulations, all assessed student work from the current academic year (written tasks, projects, tests, and other summative evidence) is archived and stored at school until **31 August** of the same academic year. Parents have the right to inspect student work through scheduled consultations.

5.e Reporting and communicating assessments

Student progress is communicated to parents and guardians regularly throughout the academic year through written semester reports, parent–teacher conferences, and learning management systems (Toddle). Reports include both formative comments and summative achievement levels. In DP2, reports also contain predicted grades, which are informed by student performance over time and are used by the IB in the awarding process and by universities during admissions.

Assessment records are stored securely, with student performance data used to guide teaching, provide feedback, and support students in achieving their potential. All assessment data is handled following the laws and school data protection practices.

Students also receive regular feedback on the development of ATL skills and learner profile attributes. Teachers meet regularly to standardize and moderate grading, ensuring equitable and consistent assessment across subjects and cohorts.

All assessment records are securely stored and regularly reviewed by the DP Coordinator for consistency and accuracy before grades are finalized or reported to the IB.

The school maintains a digital archive of predicted grades, internal assessment marks, and moderation records, ensuring full traceability and compliance with IB data management standards.

5.f Final examinations, predicted grades, and reporting to the IBO

Final DP grades are determined by a combination of internal assessments (IA), externally marked examinations, and the core requirements (EE, TOK, CAS). Final examinations take place in May of the second DP year, following IB regulations and timetables. Exam scripts are externally marked by trained IB examiners.

- Predicted grades are submitted to the IB via the IBIS platform following IB deadlines (typically April for May session schools). These grades reflect the teacher's professional judgment of the most likely grade a student will achieve, based on holistic evidence of performance over time.
- Internal assessment marks and samples are also submitted to the IB via IBIS. A selection of IAs is uploaded for moderation to ensure global consistency and fairness in assessment.
- The Extended Essay and Theory of Knowledge assessments are also submitted electronically via IBIS. CAS is monitored and validated at the school level.

The school adheres to the IB's academic integrity policy and supports students in understanding ethical behavior in assessments, including proper citation and avoiding plagiarism or collusion. Cases of academic misconduct are handled according to IB guidelines and school policies procedures.

In circumstances where a student's performance may be adversely affected by events beyond their control (e.g., illness, family crisis), the school will initiate procedures in line with the IB Adverse Circumstances Policy, submitting requests and supporting documentation to the IB for appropriate accommodations.

Final results are released by the IB in July and include subject grades, the award of the Diploma (if criteria are met), and component scores (EE, TOK, CAS). These are shared with students, families, and relevant universities with student consent.

All assessment procedures are overseen by the DP Coordinator, who ensures compliance with IB deadlines, regulations, and quality standards.

In the Republic of Croatia, IB final examinations are officially recognized as equivalent to the State Matura (državna matura). According to decisions of the Ministry of Science and Education (MZO), successful completion of the IB Diploma is recognized as a passed State Matura in the mandatory subjects—Croatian language, a foreign language, and Mathematics—at the A level, regardless of whether the student sat HL or SL in the IB Programme. Other IB subjects are recognized as equivalent elective subjects within the Croatian national admissions system. The IB Diploma is nostrified by the Ministry upon completion.

5.g Ministry of Education and IB compliance requirements

In line with the *Pravilnik o načinima, postupcima i elementima vrednovanja u osnovnoj i srednjoj školi* (NN 112/10, 82/19, 43/20, 100/21), each teacher is required to:

- introduce students to assessment criteria, learning outcomes, methods, and frequency of assessment at the beginning of the school year;
- adjust assessment for students with learning difficulties in accordance with recommendations of professional staff;
- announce and justify earned grades publicly in class;
- record grades in the official gradebook within **two weeks** of the assessment;
- store graded student work at school until **31 August** of the academic year;
- allow parents the right to review written work and grades during scheduled consultations;
- avoid scheduling parent meetings in the **last two weeks** of the school year.

6. Links to related school policies

This Assessment Policy is closely aligned with the following key school-wide policies, ensuring a coherent and consistent approach to teaching, learning, and student support across the Primary Years Programme (PYP), Middle Years Programme (MYP), and Diploma Programme (DP):

- **Language Policy**
Establishes the school's commitment to multilingualism, language development, and equitable access to the curriculum. It informs assessment design by promoting language-appropriate tasks and considering the language profiles of all learners.
- **Inclusion Policy**
Ensures that all students are supported in accessing the curriculum and assessments through differentiated instruction, access arrangements, and inclusive practices. It provides the framework for fair and flexible assessment for students with diverse learning needs.
- **Admissions Policy**
Guides the enrolment process across all programmes. It outlines how prior assessment data and academic records are used to support placement, transition, and appropriate learning pathways for all students.
- **Academic Integrity Policy**
Defines expectations for ethical academic behavior and outlines procedures for managing incidents of misconduct. This policy underpins all assessment practices and ensures that students understand and uphold the principles of integrity, responsibility, and authenticity in their work.

Together, these policies reflect the school's educational philosophy and commitment to IB values. They are reviewed regularly to maintain alignment with IB expectations and national requirements and to support the evolving needs of our learning community.

7. References

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Adria International School. *Statute of Adria International Secondary School*. Adopted in August 2024.

Appendix A: Glossary of Terms

The following glossary provides definitions of key terms used throughout this *Assessment Policy and Practices* document. It is intended to ensure clarity and a shared understanding of terminology among teachers, students, parents, and administrators. Unless otherwise indicated, terms reflect definitions and usage consistent with International Baccalaureate (IB) publications and practices.

- **Academic Integrity** – The ethical principle that ensures all work submitted is authentic, properly cited, and produced honestly. It reflects respect for intellectual property and responsibility for one’s own learning.
- **Access Arrangements** – Reasonable adjustments made to enable students with learning support needs or disabilities to access assessments equitably, without changing the learning outcomes being assessed.
- **Achievement Levels (1–8)** – Numerical indicators used in the MYP to assess student performance against specific subject criteria (A–D). Each level corresponds to a qualitative descriptor of achievement.
- **Approaches to Learning (ATL)** – A set of transferable skills that support learning across all IB programmes, including communication, social, self-management, research, and thinking skills.
- **Assessment** – The ongoing process of gathering, analyzing, and interpreting evidence of student learning to inform teaching, support progress, and evaluate achievement.
- **Assessment as Learning** – A process where students take active responsibility for monitoring their progress, reflecting on feedback, and setting learning goals.
- **Assessment for Learning (Formative Assessment)** – Assessment conducted during the learning process to provide feedback that helps teachers adjust instruction and supports students in improving their performance.
- **Assessment of Learning (Summative Assessment)** – Assessment conducted at the end of a learning phase to evaluate student achievement against established criteria.
- **Best-Fit Approach** – An IB assessment method where teachers use professional judgment to determine which achievement level descriptor most accurately describes a student’s overall performance, rather than averaging scores.
- **Bilingual Certificate (MYP)** – An additional IB recognition awarded to students who achieve grade 3 or higher in two Language and Literature courses or in one Language and Literature course and another subject assessed in a different language.

- **Criterion-Related Assessment** – Assessment based on predefined criteria that describe levels of achievement. Students are evaluated against the criteria, not compared to one another.
- **Criteria (A–D)** – Subject-specific objectives in the MYP used to assess different dimensions of learning. Each criterion is scored on a scale of 0–8.
- **Differentiation** – The process of modifying teaching and assessment methods to accommodate diverse learning needs, readiness levels, and interests of students.
- **Equity in Assessment** – Ensuring that every student’s grade fairly represents their learning by accounting for diverse needs and contexts. It prioritizes fairness over uniformity.
- **Formative Assessment** – Ongoing assessment used to inform teaching and learning during instruction. It supports student progress and provides feedback for improvement.
- **Holistic Assessment** – An evaluative approach that considers a student’s overall performance, patterns of achievement, and growth rather than focusing solely on individual tasks.
- **Inquiry-Based Learning** – A pedagogical approach in IB programmes that encourages students to explore concepts, ask questions, and construct understanding through investigation.
- **Internal Assessment (IA)** – Tasks designed and marked by teachers, later moderated by the IB (in DP and MYP), to ensure global consistency in grading standards.
- **Learner Profile** – A set of ten attributes (Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-minded, Caring, Risk-takers, Balanced, Reflective) representing the IB’s vision of an internationally minded learner.
- **Moderation** – A collaborative process in which teachers review and compare assessment samples to ensure consistency, fairness, and alignment with IB standards.
- **MYP Certificate** – An official IB qualification awarded to students who successfully complete MYP Year 5, including all assessment components, the Personal Project, and Service as Action.
- **Personal Project** – An independent research-based project completed in MYP Year 5, representing a student’s ability to apply learning, research, and reflection skills. It is internally assessed and externally moderated by the IB.
- **Portfolio** – A curated collection of student work demonstrating progress, reflection, and achievement over time. Used in PYP, MYP, and DP for both formative and summative assessment.

- **Rubric** – A scoring tool outlining specific criteria and descriptors for various levels of achievement, ensuring transparency and consistency in grading.
- **Service as Action (MYP)** – A component of the MYP that emphasizes community involvement and reflective action, encouraging students to apply learning to real-world contexts.
- **Standardization** – A process by which teachers collaboratively align their interpretations of criteria and achievement levels to ensure fairness and consistency in assessment judgments.
- **Summative Assessment** – An evaluation of learning conducted at the end of a unit, term, or course to determine achievement against specified criteria or standards.
- **Toddle** – The school’s official learning management and reporting platform, used to record assessments, provide feedback, communicate with families, and maintain digital portfolios.
- **Transdisciplinary Learning (PYP)** – Learning that integrates knowledge and skills across multiple subject areas through conceptual inquiry, connecting classroom learning to the real world.
- **eAssessment (MYP)** – An external IB-validated assessment model involving on-screen examinations and ePortfolios. It is used to determine official MYP course results and certificate eligibility (implemented post-authorization).

Appendix B: MYP General Grade Descriptors

The MYP uses a 1–7 grading scale to describe student achievement across all subject groups. The table below outlines the general characteristics of performance at each level, as defined by the International Baccalaureate.

Grade	Descriptor
7	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 across a variety of complex contexts.
6	Produces high-quality, occasionally innovative work. Communicates an extensive understanding of concepts and contexts. Demonstrates critical and creative thinking frequently with sophistication. Uses knowledge and skills in both familiar and unfamiliar contexts, often with independence.
5	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 and, with some support, unfamiliar contexts.
4	Produces good-quality work. Communicates understanding of most concepts and contexts with few misunderstandings and minor gaps. Often shows basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar contexts, but needs support in unfamiliar ones.
3	Produces work of an acceptable quality. Communicates basic understanding of many concepts and contexts, with occasional misunderstandings or gaps. Begins to show some critical and creative thinking. Often inflexible in use of knowledge and skills, requiring support even in familiar situations.
2	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.
1	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and skills. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

Appendix D: Grade Equivalency Table (IB and Croatian National Scale)

In the Republic of Croatia, the results of the International Baccalaureate Diploma Programme (IB DP) are officially recognized as equivalent to the results of the State Matura (državna matura). The Ministry of Science and Education converts IB DP subject grades, core component grades, and the overall IB Diploma outcome into the Croatian national grading scale (1–5), in accordance with national regulations.

1. Conversion of IB Subject Grades (HL and SL) to Croatian Grades

IB Grade	Croatian Grade
7	5 (odličan)
6	5 (odličan)
5	4 (vrlo dobar)
4	3 (dobar)
3	2 (dovoljan)
2	2 (SL) / 1 (HL)
1	1 (nedovoljan)

2. Conversion of TOK and EE Grades

TOK / EE Grade	Croatian Grade
A	5 (odličan)
B	4 (vrlo dobar)
C	3 (dobar)
D	2 (dovoljan)
E	1 (nedovoljan)

3. Recognition of the IB Diploma as State Matura

- The completed IB Diploma is recognized as equivalent to a passed State Matura examination.
- Successful IB Diploma candidates are considered to have passed the compulsory Matura subjects (Croatian, English/Foreign Language, Mathematics) at the A level, regardless of

whether the subject was taken at Higher Level (HL) or Standard Level (SL) in the IB Programme.

- Other IB subjects are recognized as equivalent elective subjects for admission procedures at Croatian universities and higher education institutions.
- Official nostrification and grade conversion are carried out by the Ministry of Science and Education.

4. Documentation

The school issues annual and semester grade reports, while the official IB Diploma and transcript are issued by the International Baccalaureate Organization. For all university admissions and national equivalency procedures, students submit their IB Diploma documents to the designated Ministry office or university admissions portal following national guidelines.