Rudjer Boskovic School Assessment Policy

Policy review: August 2025

Middle Years and Diploma Programme

School Mission Statement

Rudjer Boskovic School inspires learners to become honourable, principled, knowledgeable, and caring individuals, capable and willing to make considerable contributions to their local and worldwide communities.

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Philosophy and purpose

At Rudjer Boskovic School we aim to create a learning environment that is rich in different forms of assessment throughout all of the IB Programmes, since it is integral part of student learning. We believe that each assessment task supports students during the learning process and improves development of their independence, sense of responsibility, knowledge, and skills. Our assessment practices are internal, led by teachers and focused on the process of learning. We think of assessment as a helpful tool in development of students as lifelong learners.

This document has been created following the 0301-05 standard (*The school implements, communicates and regularly reviews an assessment policy or policies to help create a culture of continuous learning and growth*), as published in Program Standards and Practices (2020) for the Middle Years Program and Diploma Programme. It outlines assessment practices at Rudjer Boskovic School and makes them available to the school community. It should be read in conjunction with other relevant documents: Admission policy, Inclusion policy and Language Policy.

The purpose of this document is to:
- Describe the assessment philosophy in Rudjer Boskovic School;
- Describe types of assessment used in Rudjer Boskovic School;
- Explain the use of assessment criteria;
- Give details on reporting and recording students' achievements;
- Explain feedback and grading practices;
- Explain rules and procedures regarding assessment;
- Explain roles and responsibilities for implementing, evaluating, and reviewing the assessment policy.
- Explain links between the assessment policy and other school policies;

International Baccalaureate and national curriculum requirements

Our assessment practices are aligned with the International Baccalaureate International Baccalaureate requirements as published in Program Standards and Practices (2018).

Category: Learning (04); standard: approaches to assessment (0404); practices:
- **Approaches to assessment 1:** *Students and teachers use feedback to improve learning, teaching and assessment. (0404-01)*
- **Approaches to assessment 2:** *The school uses assessment methods that are varied and fit-for-purpose for the curriculum and stated learning outcomes and objectives. (0404-02)*

- **Approaches to assessment 3:** *The school administrates assessment consistently, fairly, inclusively and transparently. (0404-03)*
- **Approaches to assessment 4:** *Students take opportunities to consolidate their learning through assessment. (0404-04)*

This document also adheres to Law on the Fundamentals of the Education System of Serbia (LFES: 2017). Law includes but is not limited to:

- *Grading serves as the assessment of the outcomes and standards of achievement.*
  Monitoring the development, progress, and achievement of students during the school year is conducted through formative and summative assessment. Grading is public and grades must immediately be explained to the student (Article 72).

Finally, this document follows Serbian Bylaw on Assessment in Secondary Schools which includes but is not limited to:

- *Grading is an ongoing pedagogical activity through which students develop an active approach to learning, which promotes motivation, development of studying habits and competence for objective self-evaluation and evaluation of other students' achievements while developing a system of values (article 2);*
- *Students get graded per subject and for conduct. Grades can be descriptive and numeric (Article 3);*
- *Numeric grades are: excellent (5), very good (4), good (3), satisfactory (2), unsatisfactory (1) (Article 4.);*
- *Final grade can be calculated if students are graded at least three times per term, except when the public safety of students and teachers is in question and grading cannot be conducted (Article 17);*
- *The final grade is numeric and is based on every grade during the school year with the attention paid to data collected by teachers on students' progress, development and engagement (Article 17).*

TYPES OF ASSESSMENT

Assessment of student learning is based on the objectives and assessment criteria specific to each subject. During the assessment process teachers apply IB grade descriptors from Subject guides in order to align assessment tasks and assessment criteria. Students are encouraged to apply them while working/learning or evaluating work of their own or that of others. Feedback, which is a part of the assessment process, should be provided to students within a week after conducting assessment.

Formative assessment

Formative assessment informs teachers and students about the students' progress and their current level of learning. The aim of using formative assessment is to help students determine the next steps in learning by providing detailed feedback on students' strengths and weaknesses. The formative assessment process enables the necessary adjustment of teaching strategies as well as learning methods while they are still happening. Formative assessments are not calculated into the final grade.

Teachers are encouraged to use the variety of assessment tools in order to promote the development of higher order skills and the learner profile attributes. The personal qualities that IBO programmes strive to develop, expressed in the IBO mission statement, align well with a constructivist theory of student learning, in which students actively engage in the learning process, take responsibility for their own learning, and expand their knowledge, understanding and skills through inquiry. We recommend multiple formative assessment forms to teachers that can be used as class assignments or as homework, for example: debates, class discussions, posters, presentations, comparative analysis, project-based work, peer/self-assessment, group work, quizzes etc. Teachers are encouraged to give timely, sensitive and meaningful feedback on students' work, as it is the strongest means of the development of students' learning.

For this type of assessment, teachers may use an assessment strategy which is not necessarily based on the IB criteria (such as national grades, points or written comments).

Summative assessment

The goal of a summative assessment is to evaluate the student learning which informs teachers, students and parents of the students' final grade. Both programmes assess student work at the end of a school year (end-of-year tests in June). Programme specific aspects of summative assessments are described below.

State exams

At Rudjer Boskovic School, we encourage families from Serbia to fulfill the requirements of the national curriculum and obtain the Serbian school certificates at the end of the 9th grade (MYP 3, Primary School Certificate) and at the end of the year 12 (Secondary School Certificate). The educational goals are harmonized throughout the entire school curriculum, and the results do not affect the assessment of students in the MYP.

Starting with the school year 2023/2024, high school seniors will be assessed on a standardized test (general final exam) administered on the national level, consisting of three subtests: Mathematics, Serbian language and literature and an additional subject of the student's

choice. This exam is a part of an enrolment procedure for national universities and is a necessary part of acquiring a national secondary school certificate.

IB MYP CHARACTERISTICS

Summative assessments

Summative assessment usually occurs at the end of the teaching and learning progress (usually at the end of each unit). The summative assessment tasks are designed so that students can demonstrate their knowledge and understanding in authentic contexts and apply those in new and flexible ways. In general, the goal of the summative assessment is to evaluate student learning at the end of a unit by comparing it against subject specific criteria.

At Rudjer Boskovic School we a use wide range of summative assessment tools, including but not limited to: reading comprehension, listening/video comprehension, writing (essay, brochure/leaflet, email, blog, article, story, poem), presentations (oral/written/posters), projects (individual/pair/group), speeches, debates, discussions, tests.

Retake practices

Our school established the following retake practices.

MYPT – MYP3: Students typically receive test results within a week. They will have the opportunity to do a retake within a month. Teachers will schedule the new date of the retake tests on ManageBac calendar. If the student misses the retake test, no additional retake tests will be scheduled nor offered. Students who were absent when the first test was done will do the assessment when the retake is scheduled. The MYP coordinator will determine the date and place of the retake assessment and assign the invigilator. Retake results will be included when deciding about the final grade based on the best-fit approach.

MYP4 – MYP5: If a student misses a summative assessment or wants to retake it, at the end of each month, they can make up for one summative assessment. They can not make up for the summative assessment submitted online. At the end of each semester, students can retake one summative assessment for each subject. Criteria and assessments will be decided by the subject teachers. Retake results will be included when deciding about the final grade based on the best-fit approach.

Subject-specific Criteria

Summative assessment tasks can be assessed against one or more assessment criteria. For each subject, the teacher decides which criteria out of the four available ones will be used to assess the

students, depending on the nature of the assignment. The grade is then determined according to the assessment Rubric (task specific clarifications) whose strands describe which level of achievement in a scale from 0 to 8 the teacher can award. For summative assessment tasks, the teacher awards levels of achievement from 0 to 8, and the grades on a scale from 1 to 7 are given at the end of each term (i.e. from 1 to 5 as a national equivalent, in summative assessments or at the end of each term).

The **assessment rubric** is created by the teacher for the assessment purpose and therefore it contains the specific descriptors of the applied criteria, based on the guidelines from the subject guide.

The Reports at the end of the first term (usually issued by February 1ˢᵗ) and at the end of a school year (usually issued by July 1ˢᵗ) show grades on the scale from 1 to 7. The grade for each criterion is determined considering the student's results during the term, or the year, in summative assessments. Each criterion must be assessed at least twice a year, unless unprecedented circumstances occur (illness, pandemic, natural disaster etc.). If a criterion is not assessed during the first term, it is the teacher's and coordinator's responsibility to schedule necessary retakes in the first four weeks of the second term. To determine the level of achievement for a criterion assessed more than once, teachers use the "best fit approach" method. In each subject of the MYP Students' work in each MYP subject is assessed using 4 criteria shown in following Table.

Subject group	A	B	C	D
Arts	Investigating	Developing	Creating/Performing	Evaluating
Design	Inquiring and analyzing	Developing ideas	Creating the solution	Evaluating
Individuals and Societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Language Acquisition	Listening	Reading	Speaking	Writing
Language and Literature	Analyzing	Organizing	Producing text	Using language
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-life contexts
Physical and Health Education	Knowing and understanding	Planning for performance	Applying and performing	Reflecting and improving performance
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
MYP Projects (only for MYP	Planning	Applying skills	Reflecting	

These criteria, grade descriptors and grade boundaries are stated and published by IBO.

Final grades

Grade	Boundary guidelines	Grade descriptor[1]	National grade equivalent
1	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.	1

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[1] MYP: From principles into practice

2	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.	1
3	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.	2
4	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.	3
5	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.	4
6	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.	5
7	28 - 32	Produces **high-quality, frequently innovative** work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently	5

		transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.	

Project development

Students submit a variety of projects during each school year of the Middle Years Programe. Teachers are moderators of these projects and their responsibility is to guide their development. It is therefore important to point out the rules about the development:

- The teacher sends the project for review to the subject group leader, coordinator, principals and psychologists, at least one week before assigning it to students.
- Upon approval, the teacher uploads it on the ManageBac platform with clear and detailed instructions.
- The teacher explains project specifications to the class.
- The teacher makes resources for learning and research available.
- The teacher gives the students task specific clarifications, i.e. a rubric.
- The teacher encourages the development of project during class.
- The teacher sets deadlines for the project. They also include submission of one draft. These submissions can be done in class or through ManageBac.
- The teacher is obliged to give written feedback to the student after draft and at the end of the project (through ManageBac or GoSchool). Students are obliged to submit their drafts in due time scheduled by a subject teacher, otherwise they will not receive feedback.

Deadlines

Students are obliged to respect the deadlines given to them by their teachers for completing assignments. If a student is late with the assignment, one MYP achievement level on the scale from 0 to 8 is deducted for each day of delay. If the student does not submit the assignment within three days, they receive an achievement level 0, i.e. national grade 1, on the fourth day. Information about this will be included in the Report at the end of the first and second term.

Personal project

This is the first externally evaluated component by the IBO. Students begin their personal projects in the second term of MYP 4 and complete it in the first term of MYP 5. An important

aspect of this project is keeping a Process journal, which helps students explore their learning needs and review the work process. Supervisors are assigned to students to oversee their work on the project. The ManageBac platform is used for documenting the process of developing the Personal Project. If the students do not meet the deadlines provided by the school, they will not qualify for this assessment.

Deadlines:

Tasks	Timeframe							
	April	May	June	July	Aug.	Sept.	Oct.	Nov.
Launching	1st week							
Coordination meeting	1st week							
Supervisors' meeting	1st week							
First meeting with the supervisor	2nd week							
Digital design teacher – group consultation/workshop		1st week						
Coordination meeting		1st week						
Supervisors' meeting		2nd week						
Planning (A) deadline		End of 2nd week						
Planning (A) feedback		End of 4 week						
ATL coordinator workshop			2nd week					
ATL coordinator individual meetings			3rd week					
Coordination meeting			3rd week					
Supervisors' meeting			4th week					
Applying skills (B) deadline			End of 4th week					
Applying skills (B) feedback				1st week				
Independent work				Whole month	Whole month			

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Task						Week	Week	
Coordination meeting						2nd week		
Supervisors' meeting						2nd week		
Second meeting with the supervisor						3rd week		
Final product						End of 4th week		
Coordination meeting							1st week	
Supervisors' meeting							2nd week	
Reflecting (C) deadline							End of 2nd week	
Reflecting (C) and whole report feedback							4th week	
Third meeting with the supervisor and final oral feedback							4th week	
Preparing for the exhibition								Whole month
Coordination meeting								1st week
Supervisors' meeting								2nd week
Exhibition								3rd week

IB DP CHARACTERISTICS

Summative tests are given periodically. Ideally, they should be given once a month. In addition, students have the end-of-term tests twice in a school year. Grade 11 students (the first year of the Diploma Programme) have end-of-year tests at the end of the first term (January) and at the end of the second term (June). The end-of-term test results are used as the basis for predicted grades for the purposes of the application to universities, in combination with test results, homework and other coursework data obtained during the school year.

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

Retake practices

Students typically receive the results of their assessments within a two-week period. At the conclusion of each term (December / June), each subject teacher establishes a single retake deadline. Students are permitted to retake a maximum of one summative task per subject, either a task they have missed during the term or another summative task. In cases where both options are applicable, priority shall be given to the retake of the missed summative task.

Submission of written assignments

Students are obliged to respect the deadlines given to them by their teachers for completing written assignments (IA, EE drafts, TOK essays…). If a student is late with the assignment, **they lose their right to receive a teacher's feedback.** The information about the delay will be shared with the parents. Repeated delays are shared on the Report at the end of the first and second term.

Written assignments are submitted exclusively via ManageBac platform (scheduled task, deadline and similar). Sending written assignments to teachers over email, communications apps or social media is not allowed.

Final grades

Rudjer Boskovic School uses general grade descriptors as defined by the IBO. More detailed subject grade descriptors are provided by the teachers. Students' achievement is graded numerically from 1 to 7.

Grade	Descriptor
7	The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly

	effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.
6	The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyze, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.
5	The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, and awareness of audience and evidence of intercultural understanding.
4	The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking. Research, investigation and technical skills are evident, but not thoroughly developed. Analysis is generally valid, but more descriptive than

		evaluative. The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to structure logically responses with adequate coherence and use of appropriate terminology. Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.
	3	The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems. Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.
	2	The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.
	1	The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.

RULES AND PROCEDURES

Use of the devices during assessments

Students are obliged to dispose of all technology (phones, tablets, smart watches, etc.) that may lead to academic misconduct, which gives the candidate an unfair advantage or which affects the results of another candidate. If the teacher finds a device of this type in the student's possession during assessment, they are obliged to report it to the coordinator, the principal and the school psychologist. In such a situation, the test is taken away from the student, and they receive the lowest grade (achievement level 0 or grade 1). If these behaviours tend to reoccur, the student will be penalized further by the decision of the school administration. To help enforce these rules, an additional school staff member can be assigned to supervise the assessment.

Photographing assessments

The dissemination of school's assessment tasks is subject to the initiation of educational and disciplinary procedure against the student. This is a serious violation of the student's obligations, as defined by the Law on the Fundamentals of the Education System. If this happens, the student will be penalized by the decision of the school administration.

Students are prohibited from taking photographs of formative and summative tests. Parents/legal guardians may receive a copy of students' tests only upon written request. Due to the test design, parents can get a copy of the student's test only when all students of a certain group / class / grade have done it. Upon receiving the request from a parent, teachers may create a digital (photo, scan) copy of the test and are obliged to inform the parent of their responsibility towards the school's intellectual property.

Assessments during online classes

Assessments can be held during online classes, according to the decision of the school administration and subject teachers. Teachers are obliged to remind students of the school's Policy of Academic Honesty and to avoid academic misconducts. If misconduct is noticed, the student will be penalized according to the decision of the subject teacher and the school administration.

Plagiarism

Whithin the ManageBac platform, which is used for lesson planning, assessment, vertical and horizontal curriculum planning, reporting and analytics, the school uses TurnItIn, which checks the percentage of plagiarism in submitted papers. If Artificial Intelligence websites are used for text generation, the student is expected to properly cite and reference them as any other internet resources. If not done so, these parts will be treated as plagiarism. Teachers have the responsibility to filter the received TurnItIn report, excluding: quotes, bibliographies, formulas, names and similar content. If, after filtering the report, the paper still raises a suspicion that it

violated the rules of academic honesty, the teacher reports the misconduct to the coordinator, the school principal and the school psychologist. Students and parents are informed of the final TurnItIn report. When the percentage of plagiarism is higher than 85% the students is automatically graded with MYP 0 (national grade 1). When this percentage is lower, teacher will reject the plagiarized part and assess the authentic parts.

However, a student's work may raise suspicion of plagiarism even without concerning TurnitIn report:

- Student's work is considerably of higher quality than work produced earlier in the year
- Language used in the work is more advanced than language used in classes, in textbook or used by the student.

If a teacher has any reason to suspect that a student's work is not their own, they have a right to call the student to support their work in a meeting with the teacher. If a student is able to support their work, a grade will be awarded. If not, they get awarded a 0 and are directed to do a retake.

ROLES AND RESPONSIBILITIES

Teachers' Roles and Responsibilities

Every teacher at Rudjer Boskovic School is encouraged to collaborate within appropriate subject group and is in charge of:

- design and assessment of students' work;
- ensuring internal standardization of assessment;
- comparing common assessment data in order to align assessment criteria;
- ensuring that assessments are integral part to the learning process;
- showing an awareness of the diversity of the learning styles of the class by using a variety of teaching and assessment strategies;
- assessing formatively with feedback, prior to summative assessment;
- helping students to understand what is required of them to fulfil the criteria for a particular piece of assessed work;
- clarifying to the students how the criteria apply to the task;
- analysing assessment data to identify individual student performance and needs;
- using ManageBac and GoSchool to give written feedback on students' work;
- gathering information from a variety of perspectives, using a range of tasks according to the needs of the subject, age group and the nature of the knowledge, skills and understanding being assessed;
- focusing on the assessment of students' learning outcomes instead of just teaching content;

- creating opportunities for students to assess their own work and to assessand be assessed by their peers;
- working with the Psychologist/School counsellor in order to design assessments of students with specific learning needs;
- ensuring that all strands of all four assessment criteria are addressed at least twice in each year of the MYP;
- promoting positive student attitudes towards learning

Students' Roles and Responsibilities

- Attending classes and making meaningful contributions.
- Seeking clarification if unsure of the requirements.
- Completing each assessment task to the best of their ability.
- Ensuring that all work is handed in time.
- Demonstrating, through the effort and achievement, that they have met all requirements of the subject.
- Adhering to the Rudjer Boskovic School Policies.

Program Coordinator Responsibilities

- Observes and encourages peer-to-peer observations that cultivate a culture of dialogue and reflection;
- Coordinates meetings for teachers to plan and reflect;
- Analyses whole school data trends and plan professional development time to match achievement goals;
- Supports teachers in the use of multiple assessment strategies;
- Keeps records of academic misconducts.

Subject Group Leaders Responsibilities

- Organizes subject group meetings;
- Organizes and leads the assessment standardization;
- Organizes and leads harmonization of contents within a subject group;
- Provides meeting minutes reports once a month in DP and twice a month in MYP.

STANDARDIZATION

To ensure the consistency of grading, standardization is implemented to help build a shared understanding of the assessment criteria. It is the role of the subject group leader to oversee the

standardization process. Standardization should be completed once per school term, in each year of the MYP/DP before final grades are determined for a minimum of one criterion in the first and second terms. Teachers meet in subject groups to discuss, moderate and ensure that marking standards follow the rubric-based criteria of the assessment system.

REPORTING AND RECORDING OF STUDENTS LEARNING

At Rudjer Boskovic School, we use wide range of methods and tools for both formal and informal communication with students, parents and teachers with the aim of recording and reporting.

These include:

- **Observation** - teachers gather information about students' progress during every unit.

- **ManageBac** - the online platform that enables teachers, students and parents to have access to unit planners, assessment description and schedule, achievement and teachers' feedback as well as different resources, to upload their homework, essays and various projects. The school uses ManageBac to generate Mid-year and End-of-year reports, which are also easily accessible by students and parents.

- **Progress reports** – IB subject specific criteria are used to measure the progress. Progress reports include comments on behaviour, effort, and academic progress.

- **Assessment Rubrics** - are used to assess summative tasks and are published on ManageBac.

- Students and parents and informed through the **GoSchool** platform (online school software) on grades and work during the school year. Summative and formative assessments are both included. At the end of each term, narrative reports are sent to parents including the information about students' progress, summative assessment, homework, absences, and compliance with the school internal calendar.

- Students' records of learning (tests, homework and other materials) are kept by the teachers during the school year. Students' grades, together with mid and end of term reports, are stored in the online GoSchool platform and can be reached at any time.

- **Informal communication** – is the daily communication between teachers and students and teachers and parents. In order to communicate more efficiently or address individual issues, we use emails, instant messaging applications and face-to-face consultations.

- **Formal parent-teacher meetings** - held two to four times a year. Parents/legal guardians have the responsibility of attending these meetings and discuss topics

related to school life. Homeroom teachers, accompanied by Program coordinator and/or Head of School, are responsible for organizing these meetings and propose the agenda.

- **Class meetings** – held with students once a week by homeroom teachers. Current issues, ATL skills, service activities and other topics are to be discussed.
- **Exhibitions** – organized in the school in order to show what the students have made or learned. Traditional exhibitions are "Humanity in action" and "Rudjer fest".
- **School Register** - Rudjer Boskovic School has a register for each grade, according to the Serbian national educational laws and procedures. Both formative and summative assessment grades are recorded in the register by the teachers.
- If a student fails to comply with the programme requirements, parents are invited to the meetings in order to work collaboratively and provide help (more information can be found in the Inclusion Policy).

End-of-Year reporting in the Middle Years Programme

Subject teachers are strongly advised to carefully report on the student progress (Field checker usage is encouraged). The end-of-year report consists of progress charts and comments for every student in every subject. These reports are issued to families by July 1st.

The **best-fit approach** is used when deciding on the end-of-year achievement levels. This process takes into account achievement levels on all summative assessments that a student has done during the school year. Generally, every criterion is assessed twice a year[2]. There are some additional considerations to this rule:

- When a criterion is assessed through a test and a student misses it, they receive a N/A.
- When a criterion is assessed through an essay or report and a student misses it, they receive a 0.
- Students who were absent when the test was done, do it on the scheduled retake. If, by the end of the school year, a student has missed all of the opportunities to do the test, they receive a 0 for the missed assessment and a final achievement-level is based on a best-fit approach.

The end-of-year comment consists of:

- Syllabus covered during the school year
- Personalized comment on the student responsibility towards school, learning, deadlines and the community, as well as potential breaches of academic honesty policy[3].

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[2] With the exception of students who started the programme later in the school year
[3] Some ideas for creation of an individualized and detailed comment are in the Appendix.

- Personalized comment on developed ATL skills and IB learner profile attributes demonstrated during the school year.

Language acquisition teachers assess and check the language-learning phase students are in.

Homeroom teachers write personalized comments about students' behaviour, their work, potential challenges, attendance, successes, etc.[3] over the course of the school year.

Personal project supervisors assess students' progress and give individualized comments on a student effort and work done so far.

Service as Action Coordinator assesses students' progress.

For every interdisciplinary unit, only one teacher (representative of the interdisciplinary team) assesses student achievement.

End-of-Year reporting in the Diploma Programme

Subject teachers give end-of-year grades, assess students' effort and write personalized comments. The end-of-year comment consists of:

- Syllabus covered during the school year
- Personalized comment on the student responsibilities towards school, learning, deadlines and the community, as well as potential breaches of academic honesty policy[3].
- Personalized comment on developed ATL skills and IB learner profile attributes demonstrated during the school year.

Homeroom teachers write personalized comments about students' behaviour, their work, potential challenges, attendance, successes, etc.[3] over the course of the school year.

Extended essay supervisors assess students' progress and give personalized comments on the student effort and work done so far.

Creativity Activity and Service coordinator assesses students' progress.

TRANSITION

Transition to the next school year

In the MYP, only students who achieve a maximum of two grades bellow the grade 4 are allowed to transition to the next MYP year. In the DP, students who, at the end of the first Diploma Program year, have achieved less than 24 points, get the opportunity to retake a maximum of two summative tasks in the August of the same school year. If their total of points is still below 24, they lose their right to continue their education in the Diploma Program in our school.

Transition to another school or program

Our school has support structures in place when a student is transitioning to another school or to a university. Applications usually consists out of generated reports, grade transcripts, motivational letters and letters of recommendation. When a family needs school services in terms of application process, it is necessary that they give a two weeks-notice before the application deadlines. Program coordinators keep regular correspondence with the family and coordinate the requests made by the family in terms of transition. This usually means making adaptations to the school calendar if needed (for example, writing end-of-year reports sooner than usually), preparing grade transcripts and providing support to subject teachers with recommendation letters.

Transition from MYP to DP

DP coordinator cooperates with the MYP coordinator, families and homeroom teachers when it comes to transition from MYP to DP. Requirements for enrollment in the Diploma Program are communicated with the families and MYP5 students. In order to transition from MYP to DP in our school, students' should have regular attendance, show attention in class, good behavior and respect their deadlines. Students Personal Project grade, awarded by the IB should be at least 4, and their Mathematics grade at least 4. Student's overall achievement average should be MYP 5,5.

Transition to university

University councilor keeps regular correspondence with the family and coordinates the requests made by the family in terms of transition. This usually means making adaptations to the school calendar if needed (for example, writing end-of-year reports sooner than usually), preparing predicted grade transcripts and providing support to subject teachers with recommendation letters. Additionally, university councilor informs, gives advice and supports the family in the application process. They provide information about the desired universities, their requirements and deadlines.

LINK TO POLICIES

Language policy

Since most of Rudjer Boskovic students are learning in their second language, all teachers are aware that students should not be penalized if they encounter language difficulties, especially in the early stages of the Programme. As all IB teachers are language teachers, language difficulties should be treated as the opportunity for subject teachers to help students develop in this sense.

Academic honesty policy

Students' work has to be authentic and created solely for the specific assessment purposes. The school pays annual subscription to **Turnitin** that is incorporated in the ManageBac platform, so every piece of uploaded work is checked for plagiarism. The students are encouraged to produce their best, original work. More information in the Academic Honesty Policy.

Inclusive education policy

Students who receive additional support in order to overcome the difficulties arising from their specific educational needs and achieve the planned outcomes are assessed in the same way as all the other students, using the same criteria.

Where usual assessment conditions would put students with specific educational needs at a disadvantage and prevent them from demonstrating the level of competence in the areas being assessed, certain adjustments may be proposed for evaluation (A list of accommodations can be found in the IB document Access and inclusion policy, 2021).

The special measures taken in the assessment should only be put in place to help students in the sense that they allow them to demonstrate their level of ability, but they should not put these students at an advantage over others. The grade assigned to a student in any subject should not be a misleading description of the student's level of achievement. Conditions can be modified and temporary outcomes recorded in reports.

POLICY REVIEW PROCESS

Rudjer Boskovic School's Language, Assessment, Academic Honesty and Special Educational Needs Policies are reviewed once per a school year, to implement the changes and the developments of the Program. The programme Coordinators, in cooperation with a school psychologist, selection of teachers and the Heads of the Primary School and High School form the Policy Review Committee who will:

- Review current IB standards and practices as well as policy guidelines;
- Review the current policy to assess alignment with IB standards, practices and guidelines;
- Revise the current policy as needed;
- Share revised policy with all faculty;
- Review questions/comments/suggestions from faculty;
- Prepare the final policy draft;
- Submit the final policy draft to management for approval;
- Share the approved policy with faculty, students, parents and greater school community.

Policy Review Procedures and Dates

Policy adopted: February, 2018.

First revision: June 2019.

Second revision: November 2021.

Third revision: June 2022.

Fourth revision: June 2023.

Fifth revision: September 2023.

Sixt revision: October 2024.

REFERENCES

International Baccalaureate Organization (2020). Program standards and practices.

International Baccalaureate Organization (2017). Grade descriptors.

International Baccalaureate Organization (2021). Access and inclusion policy.

Official Gazette of RS (2021) Law on the Fundamentals of the Education System of Serbia

Official Gazette of RS (2020) Bylaw on Assessment in Secondary Schools

APPENDIX[4]

Subject teacher comment

Opening:

1. During this school year we covered the following content …

2. This school year was dedicated to …

3. We spent this school year covering …

4. We went through the following content during this school year …

5. During this school year we studied these topics …

Class engagement:

1. Engaged and active

2. Always paying attention

3. Sometimes active but should engage more

4. Asks appropriate questions

5. Somewhat passive

6. Usually passive

7. Not really engaged in class

8. Usually not paying attention, doing something else

9. Disruptive

Responsibility

1. Respecting deadlines

2. Always doing homework

3. Not missing a single task

4. Rarely did homework

5. Was late several times

6. Avoided tasks

7. Missed most of the deadlines

8. Didn't do most of the homework

9. Rarely respected deadlines

10. Didn't do any homework

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[4] Subject teachers are advised to use these prompts only as a way of developing an individualized comments on a student work, which means always identifying a student in question by name.

Knowledge and understanding:

1. Understands well
2. Can apply knowledge
3. Able to discuss
4. Able to evaluate
5. Able to give suggestions
6. Good with reproduction, needs help with application
7. Has some trouble understanding
8. Had difficulties in ....

Use of language:

1. Shows proficiency
2. Made excellent progress
3. Relies on help but making progress
4. Not practicing enough
5. Needed help most of the time

Academic honesty:

1. Respects academic honesty guidelines
2. Always uploads original work
3. Always gives credit and name sources
4. Had a couple of academic honesty challenges
5. Often doesn't cite sources
6. Uploaded work which is not their own

7. Plagiarized (how many times, what)

Social and communication:

1. Cooperates with the teacher
2. Cooperates with the rest of the class
3. Excellent in group work
4. Easily takes on responsibilities in group
5. Prefers to work alone
6. Had difficulties in communication with others
7. More successful on their own than in group
8. Presents content clearly
9. Writes clearly
10. Able to express themselves clearly
11. Has some trouble expressing themselves

Conclusion

1. Should keep up the good work
2. Needs to pay attention to ...
3. Needs work in ....
4. Made excellent progress
5. Would love to see them continue in this manner
6. Would appreciate if he/he worked on ...

Homeroom teacher comments

Introduction: During the school year, (student)

1. Showed great progress in learning and skills development
2. Showed perseverance and hard will
3. Showed cooperation and communication skills
4. Developed as an IB learner in these aspects:

5. Kept grades high and showed model behavior
6. Had some challenges with discipline
7. Started with some difficulties but achieved good results
8. This was a challenging term for...
9. Was very successful
10. Achieved his/her academic goals

Attendance

1. Had almost perfect attendance
2. Missed less than __% of classes
3. Missed ___% of classes
4. Missed more than ___% of classes
5. Missed most of the classes
6. Was rarely present in class
7. Attended ___% of classes online

Responsibility and class engagement

1. Engaged and active
2. Always paying attention
3. Somewhat passive
4. Usually passive
5. Not really engaged in class
6. Disruptive
7. Respecting deadlines
8. Didn't miss a single task
9. Avoided tasks
10. Missed most of the deadlines
11. Didn't do most of the homework
12. Didn't respond to…
13. Missed a chance for …

Use of language:

1. Shows proficiency
2. Made excellent progress
3. Relied on help but making progress
4. Didn't practice enough
5. Needed help most of the time

Academic honesty:

1. Respects academic honesty guidelines
2. Had a couple of academic honesty challenges
3. Uploaded work which is not their own
4. Plagiarized (how many times, what)

Social and communication:

1. Cooperates with the teachers
2. Showed that they can be trusted
3. Cooperates with the rest of the class
4. Showed initiative when…
5. Prefers to spend time alone
6. Had difficulties in communication with others
7. More successful on their own than in group

Extracurricular

1. Shows initiative in …
2. Spends time on…
3. Shows interest in …
4. Achieved success in …
5. Was motivated to
6. Helped with …
7. Made contribution to …
8. Was an asset to …
9. Developed …
10. Initiated …
11. Achieved …
12. Won …
13. Made … (something)
14. Acted, played, sang, wrote ….

Conclusion

1. Should keep up the good work
2. Needs to pay attention to ...
3. Needs work in ….
4. Made excellent progress
5. Would love to see them continue in this manner
6. Would appreciate if they worked on …
7. I recommend practicing …
8. Would love to see improvement in …