



OSNOVNA ŠOLA DANILE KUMAR
 DANILA KUMAR INTERNATIONAL SCHOOL
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ASSESSMENT POLICY

All members of the Danila Kumar International School community should exhibit the attributes of the Learner Profiles, which are linked with the Assessment policy: to inquire, research, communicate in an honest way and within socially established procedures.

MISSION STATEMENT

At Danila Kumar International School we are dedicated to fostering a multilingual and dynamic learning community through our esteemed International Baccalaureate programmes.

By centring on inquiry and student-driven approaches, we aim to nurture the individual potential of each learner, equipping them with the knowledge, skills, and attitudes necessary for success in a rapidly changing world.

Our commitment to academic excellence, social and emotional growth, as well as ethical conduct, prepares the learners to become principled, responsible and open-minded global citizens.

Emphasising well-being, respect, and inclusivity, we empower our students to engage meaningfully with local and global communities, driving forward a sustainable and peaceful future.

This document highlights the assessment philosophy and implementation in the school's Primary Years Programme (PYP) and Middle Years Programme (MYP).

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ESSENTIAL AGREEMENTS

The assessment in the PYP and MYP is holistic. It is an ongoing process of gathering, analysing, reflecting and acting on evidence of student learning to inform teaching. Teachers use various tasks, strategies and tools to give every student the possibility to develop to the best of their ability in their own way. Alongside subject teachers, students, peers, and other teachers, outside experts and the school community are also included in the assessment to help create a culture of continuous learning and intellectual growth. The portfolio is an essential part of the PYP and MYP assessment process.

ASSESSMENT PHILOSOPHY

Every student learns concepts through inquiry and exploration, builds their knowledge and skills through experiments, trial, and error; takes ownership of their learning and contributes to society through effective action. To fulfil these aims, and to build assessment capable learners, our school considers assessments as a continuous and an integral process of learning and teaching. At DKIS, we are committed to providing an inclusive and equitable learning environment for students with all language backgrounds.

PURPOSE OF ASSESSMENT

At Danila Kumar International School (DKIS) - we believe assessment is integral to all teaching and learning. It is central to the PYP and MYP goal of thoughtfully and effectively guiding students through the five essential elements of learning:

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

Both teachers and students should be actively engaged in assessing student progress as part of developing wider critical thinking and self-evaluation skills. A very important element of assessment is also peer evaluation and parent reflection.

Teachers should also be concerned with evaluating the effectiveness of the programme. The PYP and MYP describe the taught curriculum as the written curriculum in action. Using the written curriculum and collaborating with colleagues and students, the teacher and students generate questions that guide structured inquiry and instruction. Assessment focuses on the quality of student learning during the

inquiry and instruction process and the quality of the products.

Assessment is, therefore, integral to the taught curriculum. It is how we analyse student learning and the effectiveness of our teaching and acts as a foundation on which to base our future planning and practice.

The purpose of assessment is to inform learning and teaching. It involves the gathering and analysis of information about student learning to inform teaching practice. It identifies what students know, understand and can do at different stages in the learning process.

Effective assessment that achieves this purpose provides valuable information to understand what constitutes learning and how to support it and is meaningful to all members of the learning community.

RIGHTS AND RESPONSIBILITIES

Student rights:

- be actively engaged in assessment
- share their learning and understanding with others (collaboration)
- demonstrate a range of knowledge, conceptual understanding and skills
- demonstrate learner profile attributes
- exercise their agency to share their learning in the format of their choice
- share their learning with the wider community.
- know and understand in advance the criteria for producing a quality product or performance
- participate in reflection, self-and peer-assessment
- act on constructive feedback and feedforward
- base their learning on real-life experiences that can lead to further inquiries
- express different points of view and interpretations
- help them to reflect on their progress, set goals for their learning and engage them in making decisions about what they need to do to achieve these goals
- highlight their strengths and demonstrate mastery and expertise
- be informed about their assessment and what could have been done to get a higher achievement level

Student responsibilities:

- be on time for class and fully prepared with all the appropriate materials for classwork and assessment activities
- respect others' right to learn and to collaborate constructively with peers
- submit any required work—homework, class work, assignments, and projects, etc.—on time and with due diligence
- adhere to the Academic Integrity Policy

- present work neatly and appropriately
- share assessment practices with parents
- track their progress in the MYP Student Agenda (Assessment tracking sheet)
- inquire about their grade in a respectful way

Teacher rights:

- Gain access to appropriate resources and materials to facilitate effective assessment practices.
- Receive training and professional development to stay updated on assessment methodologies and IB guidelines.
- Participate in collaborative decision-making processes related to assessment practices within the school.
- Have their professional expertise acknowledged and respected in the assessment process.
- Be involved in the appeals process in case there are disputes or concerns about assessment decisions.

Teacher responsibilities:

- exercise professional judgment when assessing and grading students.
- use different assessment tools and strategies to monitor, document and measure learning to inform learning and teaching
- offer timely, specific and well-considered feedback and feedforward to better support learning
- plan in response to student and teacher inquiries
- give agency to the students in assessment tasks.
- develop criteria for producing a quality product or performance
- provide students with task specific clarification of relevant assessment criteria
- gather evidence from which sound conclusions can be drawn
- provide evidence that can be effectively reported and understood by the whole school community
- collaboratively review and reflect on student performance and progress
- take into account a variety of learning styles, multiple intelligences and abilities including different cultural contexts
- provide adequate time for students to complete any given assessment task
- provide adequate access to any materials necessary for the successful completion of any assessment task
- reflect on their practice
- standardize their assessment practices to ensure reliability
- adjust their teaching based on data
- Assess all work appropriately and return it to the students in a reasonable time
- Justify the grade to the student and provide feedforward

Programme coordinator rights:

- contribute to the development and revision of the assessment policy for the IB program within the school.

- receive appropriate training and professional development on IB assessment principles and practices.
- access relevant information, resources, and updates from the IB organization regarding assessment policies and guidelines.
- advocate for teachers in matters related to assessment practices and ensure that teachers are adequately supported.

Programme coordinator responsibilities:

- organize professional development opportunities for teachers to enhance their understanding and implementation of IB assessment practices
- monitor the implementation of assessment practices, providing feedback, and conducting regular evaluations to ensure compliance with the assessment policy
- communicate with teachers, students, and parents about the assessment policy, ensuring transparency and understanding of assessment expectations
- address issues or concerns related to assessment practices and working towards their resolution
- collaborate with IB officials during program evaluations related to assessment practices
- oversee the collection and analysis of assessment data to inform instructional decisions and improvements to the assessment policy

Parent rights:

- see evidence of student learning and development
- understand the learning goals
- develop an understanding of the student's progress
- extend understanding and development of skills when they support learning
- provide opportunities to support and celebrate student learning.

Parent responsibilities:

- offer constructive and positive support as their children complete their schoolwork
- not compromising the authenticity of the child's work
- providing their child with a quiet space at home and adequate time to complete their schoolwork
- actively participate in all school-wide events like reporting, Portfolio Night, Parent-Teacher meetings, etc., and to support and celebrate the student's learning

Administration responsibilities:

- use assessment as a tool to evaluate the depth of their curriculum and the effectiveness of their teaching
- make decisions about targeting resources
- support professional developmental needs

COMMON CHARACTERISTICS AND PRINCIPLES OF ASSESSMENT IN THE PYP PROGRAMME AND THE MYP PROGRAMME

MAIN CHARACTERISTICS

- Authentic: making connections to the real world to promote student engagement.
- Clear and specific: includes learning goals, success criteria and the process students use to learn.
- Varied: uses a broader range of tools and strategies.
- Developmental: focuses on an individual student's progress rather than their performance concerning others.
- Collaborative: engages both teachers and students in the assessment development and evaluation process.
- Interactive: Assessment encompasses ongoing and iterative dialogues about learning.
- Feedback to feedforward: provides feedback on current learning to inform what is needed to support future learning and raises students' motivation.

How are the members of the learning community involved in assessment?

In an assessment-capable learning community, everyone clearly understands the reasons for assessment, what is being assessed, the criteria for success, and the methods by which the assessment is made. In so doing, the entire school community is involved in the inquiry regarding the efficacy of the programme implementation. This could have a powerful effect on the development of knowledge, conceptual understandings and skills.

- everyone is aware of and understands why and what to assess
- everyone is aware of and understands what constitutes quality
- there is a shared understanding of how to assess and what data is being collected, analysed and reported.
- there is a shared language for talking about assessment
- the assessment process is collaborative and inclusive of all members.

What is the teacher's involvement in assessment?

An assessment-capable teacher is supported through professional development and shared assessment culture. Teachers support students to become assessment capable in the following ways:

- use data and evidence to inform planning and teaching strategies
- understand the purpose of assessment and select appropriate tools and strategies
- collaborate to design and moderate assessments, analyse results and plan next steps

- give effective feedback and communicate learning progress
- share evidence and data with students and the learning community
- reflect on evidence and data to improve own practice
- plan multiple opportunities for success
- support student reflection through modelling.

What is the students' involvement in assessment?

When students have agency, they take the initiative of their learning and develop their ability to be effective with and within assessments. Teachers provide them with a range of experiences to reflect on their learning and feedback on making improvements. Students are involved in their assessments in multiple ways, such as:

- co-designing with the teacher their learning goals, success criteria and assessment tasks
- self-assessing and discussing their progress towards achieving learning goals
- electing evidence that demonstrates learning goals
- developing the metacognitive skills to reflect on their learning and to plan the next steps
- drawing on feedback/feedforward and multiple strategies to adjust their learning and identify where and when to make improvements
- reflecting on their development of the IB Learner Profile Attributes.

MAIN PRINCIPLES

- It should be student-centered
- Procedures should be understood by teachers, students and parents
- It should take into account the backgrounds, needs and prior experience of students
- Various assessment strategies, activities and tools should be used in the teaching/learning process to support all student needs (differentiation)
- Procedures for summarising and interpreting students results and learning processes should provide an accurate and informative analysis of student work
- Assessment must support the student's development as a whole.

TYPES OF ASSESSMENT

Assessment for learning is:

- student-centred,
- forward-thinking and
- involves the entire learning community.

A collaborative effort that starts with assessing prior knowledge to determine what students already know and what they can do with further guidance.

Using pre-assessment data, teachers design opportunities for students to test and revise their models and support them in making connections between their previous and current perceptions.

Assessment produces evidence of student learning. It provides insights into students' understanding, knowledge, skills and dispositions. Assessment means teachers can personalise learning for students to self-adjust based on emerging data and feedback from teachers and peers.

Assessment as learning promotes learning by helping students to take responsibility while developing enthusiasm and motivation for their learning. By encouraging students to design, manage, and measure their own learning actively, they develop the skills to use assessments to self-assess, reflect on, and make adjustments in future learning.

Assessment of learning is an integral part of learning. At appropriate points of the inquiry, it allows students to gauge their acquisition of knowledge and develop conceptual understandings and skills during the inquiry.

	Assessment FOR learning	Assessment OF learning	Assessment AS learning
Purpose	Also known as formative assessment. Its goal is to inform teaching and promote learning.	Also known as a summative assessment. Its goal is to certify and report on learning progress.	As part of the formative process, its goal is to support students in becoming self-regulated lifelong learners.
Timing	It is conducted throughout the learning process. Thus, it is iterative and interactive.	It is typically conducted at the end of a unit, year level, developmental stage, or programme.	It is conducted throughout the learning process. Thus, it is iterative and interactive.
Features	Student involvement Quantitative and qualitative data Written and oral artefacts Observations and feedback/feedforward Questionnaires Teacher/student dialogues/conferences	Limited student involvement Quantitative data Tests, exams, standardised tests Indication of skills and knowledge acquisition or mastery Based on teacher judgment	Students are active agents in their own learning by developing and using metacognitive strategies to: <ul style="list-style-type: none"> • plan learning goals • monitor goals • reflect in order to modify learning and to adjust learning.

	Context-based Informal Indication of process Indication of knowledge/skill application	Norm- or criteria-referenced	
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HOW WE DISCOVER WHAT THE STUDENTS HAVE LEARNT AND KNOW

ASSESSING

At DKIS, teachers use a range of assessments that provide evidence to inform learning and teaching to demonstrate student achievements.

Continuous, ongoing assessment: provides insight into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the children's learning styles and individual differences to differentiate instruction. Feedback from assessment allows for the improvement of the overall programme.

The stages of continuous, ongoing assessment:

Pre-assessment: occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative assessment: provides information that is used in order to plan the next stage in learning. It is interwoven with learning and helps teachers and students find out what they already know and can do. Formative assessment and teaching are directly linked and function purposefully together.

Formative assessment aims to promote learning by giving regular and frequent feedback throughout the learning process. This helps learners improve their knowledge and understanding, foster self-motivation and enthusiasm for learning, engage in thoughtful reflection, develop the capacity for self-assessment, and recognize the criteria for success. There is evidence that the increased use of formative assessment particularly helps students who are low achievers to make significant improvements in their understanding.

Summative assessment: aims to give teachers and students a clear insight into students' understanding. Summative assessment is the culmination of the teaching and learning process and gives the students opportunities to demonstrate what has been learnt.

It can assess several elements simultaneously: it informs and leads to improvement in student learning and the teaching process; it measures understanding

PYP: of the central idea, lines of inquiry, concepts and questions, and prompts students towards action;

MYP: statement of inquiry, key and related concepts, global context, questions (factual, conceptual, debatable), and action.

Approaches to Learning Assessment (ATL): Five categories of interrelated skills and associated sub-skills support students of all ages to become self-regulated learners. Through various strategies, teachers collaboratively plan for implicit and explicit opportunities to develop ATL skills both inside and outside the programme of inquiry. Student reflections and teacher observations are documented. These records will show the development and demonstration of the targeted ATL skills, over time, for both spontaneous and planned learning engagements.

IB Learner Profile Attributes: The IB learner profile attributes are transparent in the classrooms and evident in the general language of the school, class agreements, playground guidelines, collaborative planning arrangements, and the afternoon programme. Teachers might use formal and informal observations to give feedback to students. Students give and receive feedback on their learning using the language of the learner profile attributes. The attributes are flexibly explored, developed and revisited through units of inquiry and subject-specific investigations. (They are also shared and celebrated in reports.) The students reflect on their development at the end of the first term on targeted or selected profile aspects. This reflection will vary according to age group and language capabilities.

Assessment in the classroom includes:

- using representative samples of student work or performance to provide information about student learning
- collecting evidence of students' understanding and thinking
- language acquisition placement assessment
- documenting learning processes of groups and individuals
- engaging students in reflecting on their learning
- students assessing work produced by themselves and by others
- developing clear rubrics
- identifying exemplary student work
- keeping records of students' work

Assessment of students with learning support requirements

Individual learning support plans and inclusive assessment arrangements are designed for students with learning support requirements as stated in the school Inclusion Policy, which also applies to EAL students.

Access and inclusion arrangements

We apply the appropriate adjustments recommended by external certified centers that the learners are referred to. Learners are entitled to get their required extra time, reader, writer, modified paper and/or enlarged font as required according to their need. The procedure of

identifying and documenting students' needs is an extensive and lengthy process, and any arrangements are made in strict compliance with the IB Access and Inclusion Policy requirements.

KG & PYP

In the event of a student lagging in development, teachers may provide students with extra worksheets and more individual support at school. For students of concern, the school counsellor will be brought in to assess the situation further and afterwards individual meetings with parents will be arranged to discuss how best to move forward.

Access and Inclusion Arrangements Diagnostic tests are conducted twice a year to assess students' academic progress. Depending on the results, objectives are set for the coming academic year. In addition, the results are used to pinpoint students who lack the basic skills, in order to provide them with individual plans, as well as extra attention and support. If no progress is noticed, the school counselling department will be notified to provide a more informed perspective, and some students may be referred to a specialized centre to provide a detailed external report with recommendation on how best to support the student and provide an appropriate action plan to help the student.

MYP

Students with learning challenges are reported by teachers to the school counsellor for observation, monitoring and support. If further intervention is needed, the student may be referred to a specialized center to provide a detailed external report with recommendation on how best to support the student.

Use of assessment data

The school counsellor gathers the data twice a year based on the homeroom teachers' reports at the end of each term. After the first term, the data enables the implementation of additional help to students in need and creating individualized plans in collaboration with the counsellors, subject-specific teachers and parents.

Students who require support are invited to extra lessons and extra helps, and parents are informed about their progress regularly through emails, individual interviews, and student-led conferences.

The assessment component can itself be subdivided into closely related areas:

- Planning/ Monitoring – how to plan and check the progress of learning through a variety of assessment strategies
- Documenting/ Recording – how we collect and evidence learning and performance of understanding
- Measuring – aims to capture and analyse what a student has learned at a particular point in

- time (in the first term, at the end of the school year)
- Reporting – how we pass on the information

PLANNING/ MONITORING ASSESSMENT

The DKIS uses various assessment strategies during the PYP and MYP programme to gather information about students' learning. Teachers ensure that they assess their students' performances fairly, fully and appropriately by selecting and using various assessment tools. In addition, all our teachers keep assessment records for individual students.

Strategies	Tools
Observation	Anecdotal records, checklists, rubrics, continuum
Selected responses	Continuums, checklists, exemplars
Performance assessment	Rubrics, checklists, anecdotal records, benchmarks/exemplars
Open-ended tasks	Rubrics, exemplars, anecdotal notes, continuums
Process focused assessment	Rubrics, anecdotal records, checklists, continuum
Portfolio	Rubrics, checklists, exemplars, anecdotal records
Process journals	Rubrics, checklists, exemplars, anecdotal records

These assessment strategies and others can all be used to develop suitable and appropriate performances of understanding.

Various categories of tasks that are broadly represented:

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

Who performs assessment
Teacher
Student (self-assessment)
Parents
Peers

External (Ministry, IB)
Audience beyond the classroom (other classes, community)
Experts from public institutions

DOCUMENTING/RECORDING

The assessment strategies described earlier may be used to devise and develop assessment tasks. The following tools can be used to collect evidence of student achievement in each unit. In addition, they can be used to document learning.

Anecdotal records	<p>Anecdotal records are brief written notes based on observations of students. Records on the whole class, smaller groups, or individual students can help the teacher identify areas of understanding or misunderstanding.</p> <p>Teachers can use anecdotal records for reflection on student learning and formative assessment. In addition, they will be invaluable in planning the next phases of learning.</p>
Continuums/ Points/ Percentages	<p>Continuums provide visual representations of developmental stages of learning and can be very useful for teachers and students when applied to skills development. They show achievement progression and can identify where a student has reached in relation to that learning process.</p>
Exemplars	<p>Samples of students' work can serve as concrete standards against which other samples are judged.</p>
Checklists	<p>These are lists of attributes or elements that should be present in particular response to a task.</p> <p>Checklists are useful when used formatively, as they could be applied by either the teacher or student.</p>
Descriptors/ Criteria/ Levels	<p>Descriptors/ criteria/ levels and goal setting with students engage them in instruction and learning by creating clear expectations. In order to be successful, students need to understand and know their learning goals and the criteria for reaching them.</p>
Rubrics	<p>An established set of criteria for rating students in all areas. The descriptors tell the assessor what characteristics or signs to look for in students' work and then how to rate that work on a predetermined scale.</p>
Portfolio	<p>An ongoing, purposeful collection is composed of selected student work designed to demonstrate growth, creativity, and reflection.</p>
Process journal	<p>Allows students to detail their work and to reflect on the impact of these</p>

	during arts and design.
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MEASURING

Measurement tools can be used to provide further data to support a whole picture of student achievement and progress in learning.

We consider that measurement is sustainable and reasonable in terms of time and resources, both for the students and the teachers (e.g., grading, response time, and methods).

REPORTING

Reporting on assessment at DKIS is an inclusive process involving the students, teachers and parents and takes a variety of forms. It includes communicating what students know, understand and can do well, and also how they develop their personal and social skills. Reporting involves parents, students and teachers as partners and is fair, transparent, comprehensive and understandable to all parties.

REPORTING TO STUDENTS, PARENTS, AND TEACHERS OCCURS THROUGH:

REPORTING FORMAT

a) Conferences

Student-teacher conferences:

Students and teachers have regular informal conferences designed to give feedback to students to enhance their reflection on their schoolwork and scaffold their further development.

Individual parent-teacher conferences:

Parents can meet with teachers at monthly parent-teacher conferences, held once a month from 4:00 – 5:30 p.m. and weekly conference hours (in the morning) according to a timetable provided in September of that academic year. In addition, parents are welcome to make special arrangements with teachers to meet at other times. Correspondence via e-mail about arranging extra or needed parent-teacher conferences via e-mail is also an option.

General Meetings

Two general meetings are planned for each school year. Parents get general information about the programmes, curriculum, objectives, expectations, assessment, and achievements from their child's homeroom teacher, administration, and or counsellors.

Portfolio Student-led conferences

Student-led Conferences are formal reporting sessions with parents, led by the students themselves. The teacher's role is to guide and prepare the students for this important role. The emphasis is on the discussion between a child and their parent.

The focus of the Student-led Conference is on students' progress – academic and social. Student-led Conferences are designed to give students ownership of their own assessment of their learning to become more actively involved and committed. In addition, these conferences make students accountable for their learning and encourage student/parent communication.

Other benefits are that students learn to evaluate their own progress and build critical thinking skills, self-confidence and self-esteem. Parents become active participants in their child's learning and skills and have an opportunity to help their child set positive goals. Students are trained to become confident participants. However, our aim is for a building of skill development beginning and moving through the year levels. Parents will be supported and guided with checklists and suggested questions to get the most information possible from their child.

Essential Agreements about Portfolio Assessment

- A portfolio is a form of assessment that students collate together with their teachers.
- It is not just a collection of student work but a selection - the student must be involved in choosing and justifying the pieces to be included.
- It provides samples of the student's work which show growth over time. By reflecting on their own learning (self-assessment, reflections, assessment tools, teacher comments), students begin to identify the strengths and weaknesses in their knowledge. These weaknesses then become improvement goals.
- The criteria for selecting and assessing the portfolio contents must be clear to the teacher and the students when they start the process.
- ePortfolio (Seesaw; only in PYP)

b) E-letters – projected grades (MYP)

Parents are additionally informed about their child's predicted grades in written form in March, April and May, usually on the 15th of that month.

c) Report cards

Written reports – report cards

Students from grades 1 – 8 get reports at the end of each term (twice a year, end of January and end of June). However, kindergarten students get report cards only at the end of the school year.

Students get final report cards if they have been enrolled at Danila Kumar for at least 5 months in the school year. If students, PYP 1 – PYP 5, show the required level in all five essential elements of the programme, they may get report cards even if they have been enrolled for at least 3 months without

interruption in the school year. MYP students have to be enrolled for at least 5 months without interruption in order to get the final report card.

Grades 1 to 8 students can be absent for up to 5 days for non-medical reasons.

A minimum of 75 % attendance, in general, is required for all courses. Exceptions are students with a special status (sports or cultural) and kindergarten students.

Written reports are a summative record for students, parents, and the school itself of a student's progress. Reports clearly indicate areas of strength, areas that need improving, and areas where students are involved in providing input (through self-assessment). These are helpful aids to a student's development.

ASSESSMENT – THE PYP SPECIFIC

Monitoring and assessment of the PYP Exhibition:

Inquiry process, group work, organisation, presentation and the action component are the main components of the PYP exhibition process that are monitored and assessed by mentors, teachers, peers, parents and a broader audience. In addition, checklists, rubrics, graphic organisers (PMI), journals, and anecdotal notes are used to assess the whole process and the final products and or performance.

PYP promotion to the next academic year

Generally, students in the first and second grades in the PYP are automatically advanced to the next academic year. If, however, they have a great deficiency in their knowledge or skills and could therefore have major difficulties in the next academic year, the administration, teachers, and parents agree whether or not the student can be advanced.

Students of grades 3, 4 and 5 can repeat the class based on a written explanation from the homeroom teacher and teacher subject specialists without the parents' consent. If a student is an EAL beginner and is in the school for the first year, they are promoted to the next grade level even though they do not reach the objectives of the grade.

When minimal objectives at main core subjects are not reached, even though the programme and strategies are adapted and adjusted to the student's needs, individual special lessons and extra help are organised, a student repeats the grade.

PYP Report Card

Primary Years Programme students are not given grades as such. Still, they are assessed holistically, determining their level of reaching the programme's objectives below, at, or above the required level. In addition, anecdotal notes – comments - give more detailed information about students' work and achievements during the school year.

Assessment in the MYP is based on the IBO's own guide 'From Principles into Practice' *and* 'Subject guides'. Our specific implementations are described below.

MYP-related assessment principles

Assessment in the MYP is an integral part of learning, involving students in self-assessment and providing feedback on the thinking strategies and processes as well as the outcome.

Assessment in the MYP aims to:

- support and encourage student learning by providing feedback on the learning process
- inform, enhance and improve the teaching process
- provide an opportunity for students to exhibit transfer of skills across disciplines, such as in the Service as Action/Community project and interdisciplinary unit assessments
- promote positive student attitudes towards learning
- promote a deep understanding of subject content by supporting students in their inquiries set in real-world contexts
- promote the development of critical- and creative-thinking skills
- reflect the international mindedness of the programme by allowing assessments to be set in a variety of cultural and linguistic contexts
- support the holistic nature of the programme by including in its model principles that take account of the development of the whole student.

The MYP requires teachers to organize continuous assessments, over the course of the program, according to specified criteria that correspond to the objectives of each subject group.

Students are assessed against the subject-specific criteria prescribed by the IBO and defined in the subject guides throughout the school year. The students are trained to understand the criteria right from the beginning of MYP 1. The criteria are posted on the wall of their classrooms and a part of every assessment.

Teachers are responsible for structuring varied and valid assessment tasks that allow students to demonstrate achievement according to the required objectives within each subject group. These include open-ended problem-solving activities and investigations, organized debates, tests and examinations, hands-on experimentation, analysis and reflection.

Regular internal assessment and reporting play a major role in the students' and parents' understanding of the objectives and criteria, in the students' preparation for the final assessment, and more generally in their development according to the principles of the programme.

Students should:

- have a clear idea of the knowledge and or skills being assessed. As well as the criteria against

which they are being assessed.

- be aware of the weighting of each assessment in the overall assessment scheme.
- receive clear and timely feedback regarding their assessment outcome.
- be given prior warning of any assessment for which preparation is necessary and be clear about the assessment date.

Assessment according to the subject group assessment criteria

The MYP teachers use modified subject-specific assessment criteria for years 1-3. They are the basis for designing task-specific rubrics - task specific clarifications when a criteria-based assessment of the students' performance occurs.

MYP assessment criteria across subject groups

SUBJECT GROUPS	Criterion A (max. 8)	Criterion B (max. 8)	Criterion C (max. 8)	Criterion D (max. 8)
Language and Literature	Analysing	Organising	Producing text	Using language
Language Acquisition	Listening	Reading	Speaking	Writing
Individuals and societies	Knowing and understanding	Investigating	Communicating	Thinking critically
Sciences	Knowing and understanding	Inquiring and designing	Processing and evaluating	Reflecting on the impacts of science
Mathematics	Knowing and understanding	Investigating patterns	Communicating	Applying mathematics in real-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
Interdisciplinary unit	Evaluating	Synthesizing	Reflecting	/
*MYP projects	Investigating	Planning	Taking action	Reflecting

**MYP 1 and 2 students are involved in Service as Action (short-term and long-term commitments), MYP 3 students are participating in the Community Project and Service as Action (short-term commitments).*

Frequency of subject criteria assessment

Subject	Number of assessments per year
Mathematics	ALL STRANDS OF THE ASSESSMENT CRITERIA WILL BE MET AT LEAST TWICE IN EACH SCHOOL YEAR.
Language and Literature (English)	
Language Acquisition (EAL, German, French, Spanish, Slovenian)	
Sciences (Chemistry, Biology, Physics)	
Individuals and Society (Humanities, Geography, History)	
Design	
Arts (Visual art, Theatre)	
PHE	

Achievement levels

In all IB subject areas, an 8-point scale is used to judge the level of a student's achievement on a particular task in light of the specific criteria for that subject area. The scale is separated into four bands. Generally, they are as follows:

7-8	The student's work is successful at the highest levels of challenge.
5-6	The student shows solid understanding.
3-4	The student shows adequate or satisfactory understanding.
1-2	The student shows a limited or partial understanding.
0	The student doesn't reach a standard described by any of the descriptors.
NA	Not assessed in this timeframe.

Each band has its own unique descriptor. Teachers use the descriptors to make "best-fit" judgments about students' progress and achievement. The "best-fit" approach reflects the criterion-related philosophy of MYP assessment which does not require students to meet every strand of a criterion in order to be awarded a specific achievement level or progress to the next level. MYP assessment relies on teachers' professional judgment to develop and apply shared understandings of "what good looks like"; mainly through the process of standardization. (Source: Further Guidance for Developing MYP Assessed Curriculum)

* Level 3 is considered a passing grade.

* Level 0 is available for work not described by the band descriptor for levels 1 and 2, and as a temporary grade.

Determining a final grade

Grading starts in the Middle Years and follows the grading system based on the IBO 1 to 7 scale.

GRADE	GRADE BOUNDARIES	DESCRIPTOR
7 EXCELLENT	28-32	Produces high-quality, frequently innovative work. Communicates comprehensive, nuanced understanding of concepts and contexts. Consistently demonstrates sophisticated critical and creative thinking. Frequently transfers knowledge and skills with independence and expertise in a variety of complex classroom and real-world situations.
6 VERY GOOD	24-27	Produces high-quality, occasionally innovative work. Communicates extensive understanding of concepts and contexts. Demonstrates critical and creative thinking, frequently with sophistication. Uses knowledge and skills in familiar and unfamiliar classroom and real-world situations, often with independence.
5 GOOD	19-23	Produces generally high-quality work. Communicates secure understanding of concepts and contexts. Demonstrates critical and creative thinking, sometimes with sophistication. Uses knowledge and skills in familiar classroom and real-world situations and, with support, some unfamiliar real-world situations.
4 SATISFACTORY	15-18	Produces good-quality work. Communicates basic understanding of most concepts and contexts with few misunderstandings and minor gaps. Often demonstrates basic critical and creative thinking. Uses knowledge and skills with some flexibility in familiar classroom situations, but requires support in unfamiliar situations.
3 MARGINAL	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 POOR	6-9	Produces work of limited quality. Expresses misunderstandings or significant gaps in understanding for many concepts and contexts. Infrequently demonstrates critical or creative thinking. Generally inflexible in the use of knowledge and skills, infrequently applying knowledge and skills.
1 VERY POOR	1-5	Produces work of very limited quality. Conveys many significant misunderstandings or lacks understanding of most concepts and contexts. Very rarely demonstrates critical or creative thinking. Very inflexible, rarely using knowledge or skills.

** Grade boundaries for IDU: 1-3=1; 4-6=2; 7-10=3; 11-13=4; 14-17=5; 18-20= 6; 21-24=7*

Each criterion's final assessment level is awarded holistically, not by averaging the summative performance levels. To determine the final achievement level in each of the criteria for each student, whether at the end of a marking period or the end of a year, teachers must gather sufficient evidence from a range of assessment tasks to enable them to make a professional and informed judgment. The MYP approach to assessment recognises the importance of assessing the products and the process of learning. Therefore, formative assessment results may be considered when summative tasks are missing for whatever reason as they provide evidence of student learning. Also, formative assessment results inform the teachers when using the "best-fit" approach (deciding if the achievement level is 3 or 4; 5 or 6 etc.).

The judgment about the final achievement level in each criterion reflects the teacher's professional opinion on each criterion's achievement level at the end of the marking period or school year.

Firstly, teachers analyse the achievement levels of students over the course of the marking period or year, which represents their summative performance for that period. They pay particular attention to patterns in the data (such as an increasing level of performance), consistency and mitigating circumstances.

Secondly, to arrive at the criterion levels total for each student, teachers use the official MYP 1-7 scale for grade boundaries and add together the student's final achievement levels in all criteria of the subject group.

Missing work

If a student is absent, it is expected that the student takes responsibility to find out from teachers or a classmate what learning was missed and how to make up for any missed assignments.

In cases where students have not submitted work, or heavily weighted assessments like projects, papers or exams, teachers can give students extra time in order to complete the tasks.

Until the work is submitted, the teacher uses a 0 as a temporary grade. If a student submits the work within established time boundaries for the grading period, that assignment is assessed according to its academic merits without penalties.

Reasonable adjustments

Students with Special Educational Needs (SEN) and English as an Additional Language Learners (EAL) may require reasonable assessment adjustments. A reasonable adjustment is an action taken to remove or decrease a disadvantage faced by students with learning support requirements. A reasonable adjustment could be unique to a specific student and may include changes in the presentation of the test, method of response, extended time to complete the task, and other. Reasonable adjustments may involve changes to specific aspects of the assessment; however, the criteria and overall learning outcomes remain the

same. (More information in the Inclusion Policy)

Standardisation of assessment

Standardization is the practice of comparing each student's performance to a set of objectives based on specified criteria and strands. Teachers at DKIS communicate their expectations and understanding of shared criteria and standards (task-specific clarification) with one another to make their decisions about student learning more consistent. Teachers can use standardization to improve the consistency and reliability of the assessment data they collect so that it can be utilized to guide and improve teaching practices and improve student learning. Standardization ensures that teachers are held accountable for assessing students' work accurately and consistently.

INTERNAL STANDARDISATION

Where more than one teacher is teaching the same subject group, the process of internal standardisation must take place before final achievement levels are awarded. All subject group teachers comply with essential agreements. At DKIS, internal standardisation happens in subject groups accordingly: Language and Literature, Language Acquisition, Individuals and Societies, Sciences, Arts, Physical and Health Education. However, considering that our MYP department consists of a small staff number and, therefore, the teachers are familiar with each other's work, the internal standardisation is aimed to be present in all the subjects taught.

All MYP teachers must build a shared understanding of MYP criteria. Within the subject groups, they need to identify similarities and differences in their understanding of the statements (descriptors) and use students work to promote discussion, thus coming to a common understanding of the criteria and achievement levels and how they are applied. Teachers will internally standardize a minimum of three assessments per year, within each subject area. A minimum of three student High/Medium/Low samples must be standardized per course, each year. Taking into consideration the type of assessment, criteria, grade level and unit of inquiry. Teachers give feedback based on subject-specific criteria and personalised comments on students' performance to enhance their level in the upcoming assessment. Each criterion is assessed against the maximum level of 8 and the overall grade for each subject is awarded against a level of 7. The teacher uses the "Best fit Approach" to finalise the level and grade of assessment.

EXTERNAL STANDARDISATION

Our teachers perform assessment standardisation also with MYP teachers from other IB schools to ensure a fair process. Teachers of the same subject and the same or subsequent year level exchange a minimum of three student High/Medium/Low samples together with the instructions and criteria. The same process is applied as for internal teacher to teacher standardisation.

Our teachers also perform assessment standardisation of assessed examples shared by the IB (uploaded on MyIB platform – teacher support materials) once a year.

Promotion to next academic year

Students in the MYP are advanced to the next academic year if their final grades in all subjects are equal or higher than 3 (marginal). However, if their final grades are lower than 3, in 1 or 2 subjects, and if the student has a great deficiency in their knowledge or skills, which could lead to major difficulties in the next academic year, the administration and teachers agree on whether or not the student can be advanced. The same procedure will take place if a student is enrolled for less than 5 months.

Parents and guardians of MYP 3 students are advised to contact various schools offering high school education for their specific entrance requirements. For example, MYP students who wish to enrol at Gimnazija Bežigrad in Ljubljana to MYP 4 must achieve at least a final grade **4 in all subjects** taught in MYP 3 according to their school's admission policy.

Completion of MYP 3 and Supplementary Assessment

A student is considered to have successfully completed MYP 3 and elementary education if they achieve a final grade of 3 (marginal) or higher in all subjects.

Students who have completed nine years of primary education but have not achieved the minimum standard in one or more subjects have fulfilled their compulsory education obligation but have not successfully completed primary education.

Such students may be offered a supplementary assessment opportunity no later than the end of August. Following the supplementary assessment, the final grade will be determined in accordance with this policy. Students who do not achieve the minimum standard after the supplementary assessment will have their educational status determined in accordance with Slovenian legislation and school regulations.

Adverse circumstances

In case of adverse circumstances, that is, the circumstances beyond the control of the candidate, that might be detrimental to their assessment performance (e.g. exceptionally difficult family circumstances, bereavement, or events that may threaten the health or safety of the candidate), special consideration is given to the case. The student **might** be invited to go through the assessment process to improve their grade by the end of the school year (end of August). This is an option only if the student shows a positive attitude towards learning and does not have to undergo another assessment process in more than three subjects.

Appeal Process

If a student and/or their parent/s/guardian/s disagree with the final level of achievement after receiving the report card, they have 3 days to write a formal letter of complaint to the head of the International

School. If the formal letter of complaint is received on time, the head of the department will appoint a panel consisting of 3 teachers; the teacher who gave the original grade is not allowed on the panel.

The panel will review the assessment process in full. Based on their findings, they will decide whether the final level of achievement was justified or if the student will be offered the opportunity to repeat the assessment process. If the latter is decided upon, the parents will be informed within 8 days of the panel's decision. The decision of the panel is final.

Report cards

Students bring report cards home at the end of each term (twice a year, end of January and end of June); parents have to sign an acknowledgement note upon receiving the reports brought back to school by their child(ren).

A Middle Years Programme Report consists of comments describing the student's progress and approaches to learning skills at each of the subjects during that term.

The first term report consists of a report on the student's attendance, lateness, the feedback on Approaches to Learning (ATL) skills for each subject and comments from the teachers and the projected grades.

The final report includes a report on the student's attendance, lateness, awards, extracurricular activities and involvement in service as action. Furthermore, it includes assessment criteria and a final grade for each of the subjects, interdisciplinary unit and MYP projects together with comments from the teachers as well as feedback of Approaches to Learning (ATL) skills. Their portfolio is also assessed.

*ATL skills are commented with the following descriptors: **BE** (below expectations), **ME** (Meeting Expectations), **EE** (Exceeding Expectations). Each grade has an expected ATL skills level: MYP 1 (NOVICE), MYP 2 (LEARNER), MYP 3 (PRACTITIONER).

MYP Portfolio

Goal setting

For each subject, students decide, in September, on one goal that they would like to concentrate on during the school year (e.g. English-spelling, Mathematics-multiplication tables, History-research more sources, developing organisational skills or confidence). To make sure that the goals are achievable and specific, they are asked to write how they will meet them. In January and in April, students review their goals and reflect upon if they were successful. They then decide if they should keep the same goals or make new ones. These goals are included in their portfolio and are shared with the parents on Portfolio Day - part of the Portfolio assessment.

Types of portfolios

Subject portfolio

A folder is kept in the classroom in which students keep their work pieces. This portfolio shows the progress in a subject over the course of one year or consecutive years. All subject folders are shared with parents in January for the first Student-led Conference.

MYP portfolio

The MYP portfolio is a collection of student work, put together in May and used for the student-led conference with parents. The portfolio is organised by subjects and consists of their selected works with some guidance from subject teachers. It also contains the students' personal goals for the school year, self-evaluation of work, peer assessment of the portfolio and reflection on the elements of the programme (IB learner profile, ATL skills implementation and personal development, involvement in Service as Action) as well as certificates and reports of the students' other achievements (Reading Badge, Service as Action (short-term and long-term commitments)/Community Project Certificates, Special Awards).

At the end of each school year, students reflect on their work and select three pieces of their work along with other awards and certificates, leaving them in portfolios to accumulate during their school years. Pieces of work they are particularly proud of remain in the portfolio year after year.

Service as Action

Service as Action is an integral part of the MYP and life at DKIS. At DKIS, we are concerned with the **holistic development of students**. We are ardent about the **development of character and personality**. During their time in the MYP, students discover their place and role in communities, from their immediate family and school environment to the world at large. Throughout the MYP, students are encouraged to make connections between the things they learn at school and in their surroundings and think about what they can give the community and the benefits the community can bring to them. The next step is to take action and to become more involved in gaining awareness of the community.

ALIGNMENT WITH OTHER DKIS POLICIES

As assessment is a constantly evolving practice, our teachers and administrators regularly collaborate to review and update our assessment policy. During the review cycle, the school ensures that all policies work in tandem and that the updates, if needed, are implemented immediately. Furthermore, our policies are tailored to the needs of our school community.

Alignment with our Admission Policy → Upon admission, parents are required to submit documentation regarding their child's needs, and fill out their language profile, enabling the application of necessary adjustments to the assessment. For more details, refer to the Admission Policy.

Alignment with our Language Policy → The flexible nature of our assessment policy allows students to communicate their knowledge even when their language skills hinder their understanding of a certain topic. For more details, refer to the Language Policy.

Alignment with our Academic Integrity Policy → Assessment is closely connected to this policy as it requires the students to adhere to the rules of Academic Integrity in order to successfully complete assessments. For more details, refer to the Academic Integrity Policy.

Alignment with our Inclusion Policy → All students, regardless of their learner status are assessed against the MYP criteria. Assessment allows for self-reflection and peer review, which supports all learners in gaining independence and becoming advocates for their own learning. However, for students with special educational needs, accommodations and modifications are adhered to when assessing their learning along with the modified task clarifications, adjustment to time span, and use of scaffolding materials. For more details, refer to the Inclusion Policy.

Policy Review Process: The Assessment Policy will be reviewed regularly by the DKIS community. In addition, the implementation of the Assessment Policy in all classrooms will be reviewed by the Programme Coordinators as part of the teacher observation process and individual meetings with teachers.

This Admission Policy was last reviewed by staff, parents and student representatives on 15 January 2025.

Based on the following documents: IB PYP guide "From Principles into Practice" and the IB MYP guide "From Principles into Practice.", "Programme Standards and Practices", "Assessment Principles and Practices—Quality Assessments in a Digital Age", "Further guidance for developing MYP assessed curriculum", "Interdisciplinary teaching and learning in the MYP", "Community project guide", "Learning diversity in the International Baccalaureate programmes: Special educational needs within the International Baccalaureate programmes", MYP Subject Guides.