

ASSESSMENT POLICY

Harfa International School
Put Duilova 23, Split 21000
Republic of Croatia
OIB: 91171612240

Harfa International School Assessment Policy

Primary Years Programme (PYP) & Middle Years Programme (MYP)

Policy implementation: 2025

Last revised: August 2026

Next revision: August 2027

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IB Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

HIS Mission Statement

At Harfa International School, our mission is to deliver the highest quality educational experience supporting students to become global citizens and lifelong learners; at the same time, enabling them to recognize and embrace their own uniqueness and achieve their full potential. We do so by combining engaging teaching methods, passionate teachers who serve as mentors, a diverse environment, and always challenging the status quo.

HIS Vision

To be students' and parents' number one choice in education by demonstrating scientifically based transformative methods that are embraced and implemented worldwide.

Policy Purpose and Rationale

Harfa International School's Assessment Policy covers both the Primary Years Programme (PYP) and Middle Years Programme (MYP). It is grounded in IB publications, including *Making the PYP Happen: A Curriculum Framework for International Primary Education* (2018), *MYP: From Principles into Practice* (Updated August 2022), and other IB Programme standards.

This policy defines the purpose, principles, and practices of assessment at Harfa International School and demonstrates alignment with IB and national Croatian curriculum assessment guidelines.

Assessment is central to informing teaching and learning. It helps identify what students know, understand, and can do, guiding teachers to adjust instruction appropriately. Students are actively involved in the assessment process to foster self-regulation, motivation, and ownership of their learning journey. Parents are also informed and engaged to support their children effectively.

As stated in *Making the PYP Happen* (2018), "Continuous assessment provides insights into students' understanding, knowledge, skills and attitudes. It is also a means of exploring the learning styles and individual differences of the students in order to differentiate instruction."

IB Standards, Approaches and Practices

Harfa International School commits to the following IB standards and practices related to assessment:

Standard: Approaches to assessment (0404)

Learning, teaching, and assessment effectively inform and influence one another.

- **Approaches to assessment 1:** Students and teachers use feedback to improve learning, teaching and assessment (0404-01).
- **Approaches to assessment 2:** The school uses varied and fit-for-purpose assessment methods aligned with curriculum and learning objectives (0404-02).
- **Approaches to assessment 3:** Assessment is administered consistently, fairly, inclusively, and transparently (0404-03).
- **Approaches to assessment 4:** Students consolidate learning through varied assessments (0404-04).

Standard B1: Assessment Policy

- The school develops and implements an assessment policy consistent with IB expectations.

Standard C4: Assessment

- Assessment aligns with programme requirements and prescribed criteria.
- Assessment philosophy and procedures are communicated clearly.
- Systems for reporting and analyzing student progress are in place.
- All students demonstrate consolidation of learning through the MYP community or personal projects.

Standard B2: Resources and Support

- The school allocates time for collaborative teacher planning and reflection.

Standard C1: Collaborative Planning

- Teachers collaborate to design effective assessments and share understanding of standards.
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School Assessment Philosophy

Assessment at Harfa International School is an ongoing, integral part of the learning process. It is designed to provide timely and accurate information to teachers about student progress, knowledge acquisition, understanding, and skills development. This feedback allows teachers to adapt and improve their instructional strategies.

Students are engaged as active partners in assessment through co-constructing criteria, self-assessment, and reflection, which cultivates agency and responsibility for their learning. Assessment results serve as tools to support students, parents, and teachers in nurturing academic growth and achievement.

Types of Assessment

- **Pre-Assessment:** Conducted prior to a new unit to determine students' prior knowledge and inform teaching plans.
- **Formative Assessment:** Continuous assessments integrated into daily learning, used to monitor progress and guide instruction. Teachers provide timely, constructive feedback.
- **Summative Assessment:** Planned evaluations at the end of learning units or cycles that measure mastery of central ideas and subject content. Students are informed of success criteria in advance.
- **Self-Assessment:** Students regularly reflect on their own learning, strengths, and areas for growth, setting personal goals.
- **Peer-Assessment:** Students give constructive feedback to each other, promoting collaboration and critical thinking.

- **Differentiated Assessment:** Adjustments to assessment methods and criteria are made to accommodate individual learning needs.
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Form of Assessment

Formative Assessment Examples

- Workbooks and worksheets
- Journals
- Notebooks
- Quizzes
- Observations
- Anecdotal Records
- Summaries
- Presentations or interviews
- KWL Charts (Know, Want to know, Learned)
- Discussions and Debates
- Peer-Assessment
- Exit Cards
- Rubrics

- Design
- Performance-based assessment

Summative Assessment Examples

- Written compositions
- Oral presentations
- Digital projects
- Technical compositions
- Reports
- Projects

- Portfolios
- Performances
- Written comments

Teachers select and document assessment methods in unit plans, choosing those best suited for the learning objectives.

Reporting

Assessment data is recorded and reported using the Toddle platform and the Croatian national system, e-Dnevnik.

- Toddle is used for planning and collecting evidence such as photos, videos, and documents in student portfolios.
 - In PYP, Toddle is also used for assignment distribution. Those assignments are assessed in the classroom according to PYP criteria and achievement levels.
 - In MYP, Toddle is used for ongoing assignments distributed to students, and those assignments can both be assessed on the platform and in the classroom, according to MYP subject criteria and achievement levels.
 - E-Dnevnik serves as the official reporting platform where numerical grades and descriptive comments are logged and accessible to parents.
 - Formal school reports are issued annually at the end of the school year.
 - Teachers provide regular summative comments aligned with IB learning outcomes and Croatian National Curriculum standards.
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Assessment Criteria and Achievement Levels

Assessment criteria correspond to subject-specific learning objectives and legal Croatian national curriculum standards.

Recording and Reporting of Levels:

- For PYP, descriptive grades and final numeric grades are recorded in e-Dnevnik and communicated to students and parents.
- For MYP, all grades are recorded both in Toddle and e-Dnevnik and communicated to students and parents.
- This approach respects Croatian national requirements while maintaining IB assessment philosophy and transparency.

PYP Achievement Levels

Grading at the end of the year is numeric from **1 to 5** in accordance with the Croatian system and IB guidelines:

Descriptive Grade	Numeric Grade (E-Dnevnik)	Meaning
Highly Developed	5	Excellent Achievement (Odličan)
Very Developed	4	Very Good Achievement (Vrlo dobar)
Developed	3	Good Achievement (Dobar)
Somewhat Developed	2	Developing (Dovoljan)
Underdeveloped	1	Beginning (Nedovoljan)

MYP Achievement Levels

For each subject criteria, grading is numeric from **0 to 8** in accordance with the IB MYP guidelines.

Achievement Level	Level Descriptor
0	• The student does not reach a standard described by any of the descriptors below.
1–2	• Formulates a limited action plan or does not follow a plan to investigate a research question. • Collects and records limited or sometimes irrelevant information.
3–4	• Formulates and occasionally follows a partial action plan to investigate a research question. • Uses a method(s) to collect and record some relevant information.
5–6	• Formulates and mostly follows a sufficiently developed action plan to investigate to investigate a research question. • Uses methods to collect and record appropriate relevant information.
7–8	• Formulates and effectively follows a consistent action plan to investigate a research question. • Uses methods to collect and record appropriate and varied relevant information.

Summative achievement level **from 1 to 7** for each subject unit is calculated based on the number of criteria the unit covered altogether.

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

End of the year summative grading is numeric **from 1 to 7** according to IB MYP criteria achievement levels, and it is transferred into Croatian grading system from **1 to 5** automatically by given table.

1-7 Scale Grade	Croatian Grade	Grade Descriptor
7	5	Outstanding (Odličan)
6	5	Excellent (Odličan)
5	4	Very Good (Vrlo dobar)
4	3	Good (Dobar)
3	2	Satisfactory (Dovoljan)
2	1	Inadequate (Nedovoljan)
1	1	Insufficient (Nedovoljan)

Communication with Parents

- **E-Dnevnik:** Parents have real-time access to students' grades and progress.
- **Parent-Teacher Meetings:** Scheduled throughout the year to discuss student performance and development.
- **Cookies and Questions:** School Leadership hosts meetings with parents.

- **Individual Meetings:** Held as needed, initiated by either teachers or parents.
 - **Student Presentations and Projects:** Opportunities for students to showcase PYP or MYP exhibition projects to families or specific events.
 - **End-of-Year Academic Reports:** Comprehensive reports issued through e-Dnevnik.
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Rights and Responsibilities in Assessment

- **Teachers:** Design and administer assessments aligned with IB and Croatian standards; provide constructive feedback; participate in annual standardization meetings; communicate openly with parents and students.
 - **Students:** Engage actively in assessment processes including self- and peer-assessment; meet deadlines; use feedback to improve learning.
 - **Parents:** Support students' learning by reviewing progress and engaging with teachers during meetings and via e-Dnevnik.
 - **Leadership:** Oversees implementation and review of the policy; ensures assessment standardization and compliance; supports teacher collaboration and professional development.
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Standardization Practices

At the beginning of each school year, all teaching staff participate in a dedicated meeting focused on assessment standardization. During this meeting, assessment practices are reviewed and aligned with IB guidelines and Croatian curricular requirements to ensure consistency, fairness, and reliability of student evaluations across all subjects and grade levels.

Review Cycle

The Assessment Policy is reviewed every year or less if needed as part of the school's ongoing policy and curriculum evaluation cycle. A leadership team and a committee of teachers collaboratively analyze the effectiveness and implementation of the policy. Adjustments are made based on school needs, IB updates, and community feedback to maintain best assessment practices.

References

1. *Making the PYP Happen: A Curriculum Framework for International Primary Education*. Cardiff, Wales: International Baccalaureate Organization (UK), 2018.
2. *MYP: From Principles into Practice* (Updated August 2022). International Baccalaureate Organization (UK).
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5. Candidate school support material. International Baccalaureate Organization (UK), 2021.
6. Further guidance for developing MYP assessed curriculum. International Baccalaureate Organization (Switzerland), 2015.