



Prva  
riječka  
hrvatska  
gimnazija

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# ASSESSMENT POLICY



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## 1. Mission statement

The goal of the IB School is to educate young people to be prepared for further education, the work environment, and a meaningful life in society. This goal, rooted in the IB learner profile, can only be achieved through the dedicated work of all stakeholders. At PRHG, we express our collective desire to nurture our students' academic excellence and success as a personal goal in school, future career, and lifelong learning. Through learning, we inspire our students to make a difference, take an active part in the community, and strive to change their surroundings. Our students notice and understand cultural diversity, inquire and consider different ideas, collaborate, and reflect continuously.

Assessment is an integral part of this mission because it guides both teaching and learning, providing clear evidence of student growth and areas for improvement. At PRHG, assessment is not limited to measuring achievement; it is a tool for supporting the development of critical thinking, creativity, and responsibility. By setting transparent expectations and offering constructive feedback, we help students build confidence in their abilities and take ownership of their learning process.

Assessment practices at our school are criterion-related, fair, and aligned with the IB philosophy. They encourage students to demonstrate knowledge and skills in multiple ways, ensuring that all learners are given the opportunity to succeed. Through a balance of formative and summative assessments, students are able to monitor their progress, reflect on their performance, and set meaningful goals for the future. Assessment at PRHG serves to connect classroom learning with the broader aims of education: preparing students to adapt to new challenges, to engage with global issues, and to act with integrity in their personal, academic, and professional lives.

## 2. Introduction and purpose

The Assessment policy of Prva riječka hrvatska gimnazija (PRHG) sets out the principles and practices that guide assessment in the International Baccalaureate Diploma Programme (IB DP). Its purpose is to ensure that assessment is fair, transparent, and supportive of student learning while reflecting the standards and philosophy of the IB. The policy provides a framework for how assessment is designed, implemented, and communicated, with the aim of fostering academic integrity, encouraging reflection, and preparing students for success in higher education and beyond.

## 3. Scope

This policy applies to all students, teachers, and staff involved in the IB Diploma Programme at PRHG. It governs both formative and summative assessments, including internal and external IB assessments, mock examinations, and school-based tasks. The policy outlines responsibilities for teachers in setting and marking assessments, for students in approaching assessments with honesty and responsibility, and for the school in providing consistent



procedures that align with IB requirements. It also applies to parents and guardians, who are expected to support students in meeting the standards of academic integrity and assessment deadlines.

## 4. Assessment philosophy

The main objective of assessment at Prva riječka hrvatska gimnazija (PRHG) is to provide students with feedback on their learning, in order to allow students to learn and improve further. Teachers are expected to use assessment results to inform their planning of further learning experiences. Frequent, regular, continuous assessment is integral to all teaching and learning.

We believe assessment should:

- be designed to support, encourage and improve student learning
- be varied – using a variety of tools and strategies, both formal and informal
- be done formatively as well as summatively
- be differentiated to account for the diverse backgrounds of students
- be criteria-related using published, agreed on, learning objectives mandated by the IB
- provide opportunities for students to demonstrate understanding and broad interpretation of concepts learned
- be transparent to all stakeholders – with clear criteria for success
- allow for student choice – putting the student at the centre
- drive instruction, guide learning and inform curriculum planning
- lead to reflection about learning
- provide opportunities to give timely feedback on the learning process
- involve teachers, students, peers and parents

## 5. Assessment practices

To ensure a comprehensive understanding of student progress, PRHG applies a combination of formative and summative assessment practices that support learning throughout the academic year.

### Formative assessment

Formative assessment aims to measure the outcomes of students' activities, performance and achievements. A variety of formative assessments can be used in order to scaffold student development of content knowledge and skills. It allows teachers to target teaching and make adjustments as necessary. Formative assessment is collaborative and may include a range of tools and strategies which may be used by the teacher, the student and/or peers (for example written or oral assessments, done in small groups or individually). It includes a range of tasks such as:



- quizzes
- written assignments
- examinations
- oral presentations and discussions
- group work
- practical and laboratory work
- shorter written exercises/tasks ...

## Summative assessment

Summative assessment mainly measures student achievement according to specific criteria which students know beforehand. It is organized in a way to help students and teachers measure their performance and prepare for the formal IBDP examinations. In grading teachers are measuring the current working level of the student.

The majority of the final assessments are done externally and sent to an external examiner towards the end of the course in May. Some of the final assessments are done internally which requires teachers to assess student work according to IB established standards. The teacher scores are then confirmed or moderated by an external moderator. An IB Assessment calendar is created with the collaboration of teachers and the DP Coordinator to assist students in order to provide a manageable workload throughout their time in the DP. Mock exams are a great opportunity for students to experience how the final exams work. Teachers apply grade descriptors following their subject guides to assess internal and external materials in order to produce Predicted grades for Final exam assessments.

Summative assessment in each subject is carried out multiple times during each semester, at the end of each semester and the end of school year.

At PRHG, summative assessment is conducted through periodic evaluations and comprehensive end-of-year examinations (mock exams). These final examinations are scheduled toward the close of the academic year to ensure that the majority of the curriculum has been covered, while still allowing sufficient time for meaningful feedback to be provided to students.

Depending on the school year calendar, mock exams for the final year of the DP can be organized from mid-February to early April. These are designed as mock final graduation exams, using past IB examination papers or papers of comparable format and rigor, and are administered in the full duration of the original IB exams so as to simulate authentic examination conditions. The purpose of these mock exams is twofold: to familiarize students with the structure, timing, and expectations of official IB assessments, and to provide them with a realistic measure of their readiness for the final session.

Feedback from these mock examinations is detailed and constructive, enabling students to identify strengths and address areas requiring improvement in the weeks prior to the official IB examinations. Teachers also use the results to inform predicted grades, ensuring that these are based on reliable and standardized evidence of achievement. Teachers in courses from Group 2 will organize oral mock exams for IB DP 2 in January. It will be great opportunity to prepare students for final oral exams.



An Extended Essay Day (EE day) is organized for IB DP 1 students in June, during the last week of class when they present the first phase of their research. Prior to that the students will attend workshops during designated time slots which are dedicated to working on certain aspects of the Extended Essay, such as learning about research skills, how to use correct citations, and exploring previous EEs. During DP1 students decide on their specific topic of the EE and meet individually with their chosen mentors. If they need to use laboratories or some other research materials in the school, the students should let their EE coordinator and mentor know in advance in order for access to be provided. All of these preparations lay out the groundwork for student to write their drafts of the EE during the summer break.

## 6. Reports

Grades obtained during the year according to subject assessment components and during the periodical and end-of-year exams are recorded on a digital platform the school uses to record students results in a timely manner. Students and their parents or legal guardians have permanent access to all recorded grades and notes through the digital platform.

In an effort to inform students and parents about the progress that students are making towards meeting IB standards, IB grades (1-7) are reported in each subject area as part of quarterly, semester and yearly class council meetings. Semester grades and yearly grades are the teacher's estimate of how well each student has mastered the essentials of the subject.

At the end of each school year, students receive an official grade certificate (svjedodžba) in Croatian, with grades recorded according to the national grading scale (1–5), along with an accompanying grade transcript in English showing the corresponding IB grades. Following the completion of the DP2 year and the publication of IB examination results, PRHG issues a Statement of IB Examination Results (Obavijest o dobivenim rezultatima IB mature) in both English and Croatian. This document serves as official confirmation of their IB results and may be used for university admission purposes prior to the arrival of the official IB Diploma or Certificate, which is sent by post.

PRHG's reporting mechanisms include grades (disseminated via the e-Dnevnik), parent-teacher conferences and reports. The school provides subject report cards for students at the end of the school year, both in English and Croatian.

Every teacher has an allocated time for parent and/or student consultations on a weekly basis to discuss the student's progress.

Trilateral talks are parent-teacher-student conferences that are organized once every semester, except for the last one in DP2. These events provide an opportunity for parents and students to meet with every teacher individually and discuss the student's progress as well as address any issues and concerns in an open and transparent manner.

Predicted grades are evidence-based estimates of expected final performance and are determined in accordance with IB guidelines. They are based on the student's demonstrated achievement across a range of formative and summative assessments, class participation, and internal assessment components. In the final year of the Diploma Programme (DP2), predicted grades are issued twice. The first prediction takes place in October, when teachers



determine grades for their respective subjects based on cumulative evidence of learning. Following this process, PRHG issues a Preliminary Graduation Statement for each student, which may be used for university admission purposes. The second prediction occurs in March, when teachers review the most recent evidence of performance and submit final predicted grades for each subject as required by the IB. These grades are entered directly into the IB Information System (IBIS) and used for official IB assessment and moderation procedures.

## 7. Grading

PRHG applies the IB grading scale ranging from 7 (highest) to 1 (lowest). In the Diploma Programme, grades 7 to 3 constitute passing grades at the Higher Level (HL), while grades 7 to 2 are considered passing at the Standard Level (SL). The Theory of Knowledge (TOK) and the Extended Essay (EE) are assessed on a letter scale from A (highest) to E (lowest), where grades A to D represent a pass and E indicates failure.

For national reporting purposes, PRHG also uses the Croatian grading scale, which ranges from 5 (excellent) to 1 (fail). This scale applies when official end-of-year certificates (svjedodžbe) are issued through the national electronic grading platform (e-Dnevnik). Grade conversion between the IB and national scales is carried out automatically in accordance with established equivalence guidelines.

Below are grade conversion tables for both elective and core subjects for the IB vs. the national grading system.

| IB scale | ELECTIVE<br>SUBJECTS   | Equivalent to<br>national grading | ELECTIVE<br>SUBJECTS | Equivalent to<br>national grading |
|----------|------------------------|-----------------------------------|----------------------|-----------------------------------|
| Grades   | HL                     | HL Scale 1 – 5                    | SL                   | SL Scale 1 - 5                    |
| 7        | Excellent              | 5 (excellent)                     | Excellent            | 5 (excellent)                     |
| 6        | Very good              |                                   | Very good            |                                   |
| 5        | Good                   | 4 (very good)                     | Good                 | 4 (very good)                     |
| 4        | Satisfactory           | 3 (good)                          | Satisfactory         | 3 (good)                          |
| 3        | Weak<br>(passing)      | 2 (sufficient)                    | Weak                 | 2 (sufficient)                    |
| 2        | Poor (failure)         | 1 (insufficient/fail)             | Poor (passing)       | 2 (sufficient)                    |
| 1        | Very poor<br>(failure) | 1 (insufficient/fail)             | Very poor (failure)  | 1 (insufficient/fail)             |

| CORE SUBJECTS | Equivalent to national grading |
|---------------|--------------------------------|
| TOK/EE        | Scale 1 - 5                    |
| Excellent     | 5 (excellent)                  |
| Above average | 4 (very good)                  |
| Average       | 3 (good)                       |
| Below average | 2 (sufficient)                 |
| Fail          | 1 (insufficient/fail)          |



Following is the final academic achievement grade conversion table for the IB vs. the national grading system.

| IB DP Total number of points | Equivalent to national grade point average |
|------------------------------|--|
| 34 and above                 | 5 (excellent)                              |
| 28 – 33                      | 4 (very good)                              |
| 24 – 27                      | 3 (satisfactory)                           |
| 23                           | 2 (sufficient)                             |
| 22 and below                 | 1 (insufficient/fail)                      |

The final result of candidates awarded with the Diploma is based on the total IB Diploma points score: the subject grades, the confirmation of the completion of all CAS requirements and points awarded for the combination of TOK and EE (TOK/EE points matrix). IBDP final marks converted to state DM marks are shown in the below table.

| IB DP standard level | National /State DM | IB DP high level |
|----------------------|--------------------|------------------|
| A level              |                    |                  |
| 7                    | 5                  | 7                |
| 6                    |                    | 6                |
| 5                    | 4                  | 5                |
|                      |                    | 4                |
| 4                    | 3                  | 3                |
| 3                    |                    |                  |
| 2                    | 2                  | 2                |

This enables students to be equally competent in applying national universities.

The final result of candidates awarded with the Diploma is based on the total IB Diploma points score: the subject grades, the confirmation of the completion of all CAS requirements and points awarded for the combination of TOK and EE (TOK/EE points matrix).

Only students who regularly followed the IB Diploma programme and have fulfilled all requirements of the programme will be registered for and can take the IB graduation exams.

PRHG is designated as May Examination session school. IB DP students are not required to take the state graduation exam (Državna matura – DM). All students enrolled in IB DP must take IB DP Final Exams.

If a student is not awarded the IB Diploma, they have the opportunity to retake one or more subjects in which they have obtained a failing grade during a November retake session, but also subjects in which they want to improve their grades. It is in the school's discretion to decide if a November retake session will be organized based on the



number of requests for retaking exams (20% or more of graduating students). During the November retake session students can register in only those subjects they have previously taken in the May session providing the subject is available in the November session. Croatian A is not available in the November session.

The expenses of the retake exams shall be covered by the students and their parents as follows:

- exam fee only, if the students chooses to carry over their IA,
- exam fee and academic support fee, if a student decides to rewrite their IA or is retaking the Extended Essay, as both require the use of additional school capacity and mentorship time.

If a student is not satisfied with the awarded grade, they can submit an EUR – Enquiry upon results to the IB through the IB Coordinator. This way the student's externally assessed subject components will be remarked by a senior examiner. The result of the EUR can be that a grade can be improved, confirmed or lowered. IB fees are applicable to this service.

## 8. References

- Guideline for developing a school assessment policy in the Diploma Programme (IBO, 2010)
- Teaching and learning informed by assessment in the Diploma Programme (IBO, 2021)
- Programme standards and practices (IBO, 2014, 2020)
- DP: From principles into practice (IBO, 2015)
- Handbook of procedure DP (IBO, 2016)
- General regulations: Diploma Programme (IBO, 2014)
- Guide to programme evaluation guide and self-study questionnaire: Diploma Programme (IBO, 2023)
- Grade descriptors (IBO, for use from September 2014/January 2015)
- Approaches to teaching and learning in the Diploma Programme (IBO, 2015)
- The responsibilities of IB World Schools in ensuring the integrity of IB assessment (IBO, 2017)

## 9. Revision

This document was last revised on June 25, 2025