**IB Diploma Programme assessment policy**

**Gimnazija Kranj**

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Content

[Gimnazija Kranj mission statement 3](#_Toc65497086)

[Poslanstvo mednarodne mature na Gimnaziji Kranj 3](#_Toc65497087)

[IB Learner Profile 3](#_Toc65497088)

[The IB Diploma Programme 3](#_Toc65497089)

[The Purpose of this Document 4](#_Toc65497090)

[Philosophy and principles of the assessment practices 4](#_Toc65497091)

[Diploma Programme Assessment Practices and Requirements 5](#_Toc65497092)

[Philosophy and Principles of the Assessment Practice 5](#_Toc65497093)

[Assessment Practices at Gimnazija Kranj 6](#_Toc65497094)

[**Formative Assessment** 6](#_Toc65497095)

[**Summative assessment** 6](#_Toc65497096)

[Appendix 1: Interni pravilnik o preverjanju in ocenjevanju ter akademski poštenosti (academic integrity) na programu mednarodne mature (IBDP) (2021). 8](#_Toc65497097)

[Appendix 2: Assessment and Academic Integrity Policy at Gimnazija Kranj 11](#_Toc65497098)

**The value of knowledge is in sharing.**

**Znanje deliti, pomeni svet razsvetliti.**

# Gimnazija Kranj mission statement

The aim of the IB Diploma Programme at Gimnazija Kranj is to educate young people in academic excellence and open-mindedness. Gimnazija Kranj provides solid, well-rounded education and aims to form caring, ambitious and positive young people who share a global perspective and responsibility for the humanity and the planet Earth. As educators we help students to develop their potential and encourage them to entertain their ideals and find their way in life.

# Poslanstvo mednarodne mature na Gimnaziji Kranj

Cilja programa mednarodna matura na Gimnaziji Kranj sta akademska odličnost in odprtost. Mednarodna matura zagotavlja trdno, vsestransko in poglobljeno izobrazbo ter oblikuje skrbne, ambiciozne in pozitivno misleče mlade ljudi s svetovljanskim pogledom na svet, ki se zavedajo, da so odgovorni za sočloveka in planet, na katerem živijo. Učitelji pomagamo dijakom razviti njihov potencial in jih spodbujamo, da gojijo svoje ideale ter najdejo svojo pot v življenju.

# IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

IB learners strive to be **inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, reflective.**

# The IB Diploma Programme

The IB Diploma Programme (DP) was established in 1968 to provide an international education that would enable young people to better understand and manage the complexities of our world, and to provide them with the skills and attitudes to take action to improve it. Such an education was grounded in the more progressive educational thinking of the time but also in the belief that the world could be made better through an education that focused on concepts, ideas and issues that crossed disciplinary, cultural, national and geographical boundaries.

The IB Diploma Programme is a challenging two-year pre-university curriculum, primarily aimed at students aged 16 to 19. It leads to a qualification (the IB diploma) that is widely recognized by the world’s leading universities. The curriculum contains six subject groups together with the DP core: creativity, activity, service (CAS); the extended essay (EE); and theory of knowledge (TOK). 3 or 4 subjects are delivered at higher level and 3 or 2 subjects at standard level

Candidates studying for the diploma select six subjects from the subject groups. Normally three subjects are studied at higher level (courses representing 240 teaching hours), and the remaining three subjects are studied at standard level (courses representing 150 teaching hours). All three parts of the core—extended essay, theory of knowledge and creativity, activity, service—are compulsory and are central to the philosophy of the Diploma Programme.

* The extended essay has a prescribed limit of 4,000 words. It offers the opportunity to investigate a topic of individual interest, and acquaints students with the independent research and writing skills expected at university.
* The interdisciplinary theory of knowledge course is designed to provide coherence by exploring the nature of knowledge across disciplines, encouraging an appreciation of other perspectives.
* Participation in the CAS programme encourages candidates to be involved in artistic pursuits, sports, and community service work. The programme fosters students’ awareness and appreciation of life beyond the academic arena.

# The Purpose of this Document

The assessment policy is a document which describes the educational and pedagogical values of the school, its assessment philosophy and the strategies and practices used to implement it. It also determines the links to other policies and the responsibilities for its implementation and revision. The document should help teachers, students and parents to understand the assessment in year 1 (IB1) and year 2 (IB2) of IB Diploma Programme (IB DP) at Gimnazija Kranj.

# Philosophy and principles of the assessment practices (IBO, 2019)

The assessment system at Gimnazija Kranj is focused on the national assessment system and the IB assessment system. In both systems assessment policies represent uniqueness in the assessment philosophy and principles. Gimnazija Kranj follows the IB directions in the IB Diploma Programme in the formal assessment and implements good practices from the national programme and forms new assessment practices to fully satisfy the need of the assessment according to the IB assessment system and principles. The informal assessment simulates the formal assessment with a variety of teaching and assessment practices which enable students to prepare for the formal assessment and to meet the purpose of the IB education.

The IB philosophy and principles that Gimnazija Kranj is respecting and following principles which are published in the *Diploma Programme assessment principles and practice*:

Assessment of the DP is high-stakes, criterion-related performance assessment. It is based on the following aims, which are elaborated in the remainder of this section.

1. DP assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
2. DP assessment must reflect the international-mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
3. DP assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
4. Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.
5. IB students at Gimnazija Kranj were introduced to the IB learner profile. Students are aware of the importance and opportunities that follow from identifying with the IB learner profile.
6. The desired personal characteristics of students, expressed in the IBO mission statement, fit very well with a constructivist theory of student learning, in which students actively engage in the learning process, take responsibility for their own learning, and enlarge their knowledge, understanding and skills through inquiry. Sympathy with cultural perspectives other than the students’ own is expected in the assessment requirements of a number of subjects. The more affective qualities of caring and compassion are more difficult to include in formal assessment, but nevertheless must be represented within the overall assessment system. This is largely achieved through the creativity, action, service (CAS) requirement, though there are a number of references to ethical working practices elsewhere in the assessment system.
7. DP students at Gimnazija Kranj enter for examinations in a language that is not their best. Nearly all such cases relate to English. Sentences should be short, with simple wording and sentence structure used wherever possible. However, subject-specific terminology should not be avoided. Additionally, tolerance must be shown towards errors in spelling and grammar when marking is carried out, except in language examinations. As long as the meaning and communication are clear, no penalty should be applied and full marks should be available.
8. Diploma Programme assessment does include a limited element of cooperative group work. In all the science courses, students participate in an interdisciplinary project, which by its nature requires group work. One of the assessment criteria applied to practical work in the sciences relates to how well a student engages in team work, and the interdisciplinary project is a suitable context in which teachers can assess this.

# Diploma Programme Assessment Practices and Requirements

The IB uses both external and internal assessment in the DP. External assessment (examinations) form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability. They include: essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions. Internal assessment (teacher assessment) is also used for most courses. This includes: oral work in languages, fieldwork in geography, laboratory work in the sciences, essays in humanistics, investigations in mathematics and artistic performances. The maximum possible diploma points total is 45 (six courses each earning seven points, plus three points for the core subjects TOK and EE). The minimum total of points to pass the diploma is 24.

**IB grading system**

The grading system is criterion-related (results are determined by performance against set standards, and not in relation to the performance of other students); validity, reliability and fairness are principles of the Diploma Programme’s assessment strategy. For each subject well-defined assessment criteria is published in subject guides and used to measure the student’s performance. The subjects are graded on the scale from 1 to 7 (1 being the lowest and 7 being the highest).

# Philosophy and Principles of the Assessment Practice (IBO, 2019)

Assessment in the IB DP at Gimnazija Kranj is based on the following principles:

* Assessment should provide students and teachers with feedback, based on which they can improve learning and teaching.
* Assessment should be integrated into all levels of the learning process.
* Assessment should support the curricular and philosophical goals of the programme, through the encouragement of good classroom practice and appropriate student learning.
* Assessment must reflect the international mindedness of the programme wherever possible, must avoid cultural bias, and must make appropriate allowance for students working in their second language.
* Assessment pays appropriate attention to the higher-order cognitive skills (synthesis, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).
* Assessment for each subject includes a suitable range of tasks and instruments/components that ensure all objectives for the subject are assessed.

IB students at Gimnazija Kranj are introduced to the IB learner profile. Students are aware of the importance and opportunities that follow from identifying with the IB learner profile.

The desired personal characteristics of the students, expressed in the IBO mission statement, fit very well with a constructivist theory of student learning, in which students actively engage in the learning process, take responsibility for their own learning, and broaden their knowledge, understanding and skills through inquiry. Sympathy with cultural perspectives other than the students’ own is expected in the assessment requirements of several subjects. The more affective qualities of caring and compassion are more difficult to include in formal assessment, but nevertheless must be represented within the overall assessment system. This is largely achieved through the creativity, activity, service (CAS) requirement, though there are several references to ethical working practices elsewhere in the assessment system.

Assessment does include a limited element of cooperative group work. In all the science courses, students participate in an interdisciplinary project, which by its nature requires group work. One of the assessment criteria applied to practical work in the sciences relates to how well a student engages in teamwork, and the interdisciplinary project is a suitable context in which teachers can assess this.

# Assessment Practices at Gimnazija Kranj

Assessment is performed at two levels: formative and summative assessment. Formative assessment is aimed at providing students and teacher with the feedback needed to improve the learning and teaching practices. Summative assessment provides students with numerical grades reflecting their level of knowledge and prepares them for the final examination by resembling the conditions and criteria at the IB Diploma exams.

## **Formative Assessment**

Formative assessment is mainly implemented through personal communication between students and teachers, discussions, quizzes, pre-tests, monitored peer- and self-assessment and assignment of drafts and homework. Formative assessment can yield a numerical or descriptive feedback but is not rated with a regular grade. In March, the students in IB2 write a mock exam with the aim to prepare them for the real exam by simulating the exact conditions and procedures as at the IB Diploma exam. The mock exams are graded with an informative numerical grade only.

## **Summative assessment**

Summative assessment is criterion-based, meaning that the students’ knowledge is assessed against clear and well-defined criteria which are introduced to students by subject teachers early in the programme. This enables teachers to grade a student’s knowledge in an absolute manner and not relative to the knowledge of other students. Summative assessment is planned in advanced. The test schedules for the whole school year are prepared by the subject teachers at the beginning of the school year and are available to students on the school’s IB webpage1. If possible, tests are scheduled at the end of a teaching/learning unit and are graded in accordance with IB criteria. Students’ work is graded on a 1-to-5 scale, which is also valid in the national high school programme. Grade 1 is a failing grade. In addition, the achievement is also expressed in percentage and the corresponding 1-to-7 IB grade can be obtained by applying the relevant IB grade boundaries. The assessment is recorded in an online gradebook called eAsistent, which schools in Slovenia use. The teachers are advised to keep personal copies of all grades. By allowing students to retake tests or to attend subject exams at the end of the year, they can achieve grades which reflect an accurate level of their knowledge.

**Slovene national grading system**

Gimnazija Kranj assessment is based on two assessment criteria models. One following the IB assessment criteria with the IB grade boundaries and the other following the national assessment criteria following the national school principle and practices defined in Pravilnik o ocenjevanju znanja v srednjih šolah (Ur. L. RS, 60/2010), Šolska pravila ocenjevanja na Gimnaziji Kranj (2016) in Interni pravilnik o preverjanju in ocenjevanju ter akademski poštenosti (academic honesty) na programu mednarodne mature (IBDP) (2016). Grades are on scale from 1 to 5 (1 being the lowest and 5 the highest):

|  |  |
| --- | --- |
| 85% - 100% | 5 |
| 70% - 84% | 4 |
| 60% - 69% | 3 |
| 45% - 59% | 2 |
| 0 – 44% | 1 |

The prevailing assessment practice follows the IB assessment guidelines and grade system. In special circumstances, when the national Slovenian grade system is applied the assessment practice follows the national assessment guidelines. This is the case when final grade reports are issued for the purpose of scholarships and when the academic success from students is brought to the attention of parents. Another circumstance occurs when teachers want to examine the knowledge of students in a particular area with psychometric testing.

**Examination session and the award of the Diploma**

The school’s main examination session is the May examination session. Retakes are possible in both the November and May examination sessions.

Mock examination is conducted two months prior to the May examination session in order to prepare students for the May examination session.

At the beginning of their Diploma Programme students receive a schedule with deadlines over two years.

According to the IB language policy the IB Diploma Programme is delivered in two languages English and Slovene. The essential terminology has to be presented and understood in Slovene as well.

**Recording and reporting**

In order to assure the authenticity of submitted works of students, students have to hand in first or second drafts of their assignment. The teachers supervise, record and report about the student progress. Students are familiar with the IB Academic Honesty policy and are advised to be systematic and consistent when recording the bibliography and references.

For the purpose of the monitoring of students’ progress the following strategies are at place:

1. **eAsistent:** an integrated information system for assessment, reporting and planning
2. **Certificates in two languages (Slovene and English):**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | **Middle of January** | **First week of March** | **End of June** | **Middle of July** | **First week of September** |
| **Year 3** | Grade reportObvestilo o uspehu |  | Final grade reportLetno spričevalo |  |  |
| Predicetd grade reportObvestilo o napovedanih ocenah |
| **Year 4** | Grade reportObvestilo o uspehu | Mock examination reportObvestilo o poskusni maturi | Final grade reportLetno spričevalo | Obvestilo o uspehu pri mednarodni maturiIB Diploma grade reports | Award of the IB Diploma |

**Parents’ and student’s meetings**

Parents’ meetings are organized three times a year. For each meeting a theme in relation to the IBDP is chosen. Regular school office hours for parents are orginazed once a month. First parent meeting is organized for IBDP candidates and their parents at the end of Year 2 before the enrolment in the IB Diploma Programme in Year 3 and Year 4. At this meeting students and parents sign Assessment and Academic Honesty Policy at Gimnazija Kranj (Interni pravilnik o preverjanju in ocenjevanju ter akademski poštenosti na programu mednarodna matura na Gimnaziji Kranj) for the following two years.

**Students’ meeting and the role of a class teacher**

Every class has a class teacher (razrednik) who’s role is to support students in their academic and personal development. The class teacher manages the eAsistent assessment, planning and reporting with the IBDP coordinator. The class teachers organizes regular weekly meetings with students (class hours, razredna ura). Class hours are scheduled every Wednesday after the lessons. During the class hours meetings with the IBDP coordinator, school counsellor and external visitors are organized.

**Academic Integrity**

Doing homework is an important activity which supports students to be independent and responsible. Students have to follow the IB assessment principles and guidelines in Academic Integrity. Supervision of homework that serves as an activity and assignment for assessment components in internal or external assessment is essential and is at the attention of teachers. Teachers understand their role as supervisors. Students have to hand in first and second drafts prior to the final draft being submitted. By following this procedure malpractice and plagiarism can be avoided.

**Retake and enquiry upon results**

Students have several meetings regarding the retake and enquiry upon results in Year 4. A document Retake and Enquiry Upon Results for students was written for this purpose.

**Studying in Slovenia and abroad**

* Students and parents have two meetings with the IBDP coordinator to be informed about the studying possibilities in Slovenia and abroad.
* The school counsellor has additional meetings with students to deliver information about the Slovene university programmes.
* Gimnazija Kranj organizes meetings and workshops with representatives from Slovene and foreign universities.
* Once a year students attend a workshop organized by the Public Institution for scholarship of Republic of Slovenia (Javni zavod za štipendiranje Republike Slovenije) at Gimnazija Kranj in order to obtain information about scholarship programmes for studying in Slovenia and abroad.
* Students have personal statement workshops to improve their writing skills organized by the IB Diploma Programme coordinator.

# Appendix 1: Interni pravilnik o preverjanju in ocenjevanju ter akademski poštenosti (academic integrity) na programu mednarodne mature (IBDP) (2021).

1. **člen (zakonska podlaga)**

Pravilnik je izdelan kot sestavni del Šolskih pravil Gimnazije Kranj in usmeritev International Baccalaureate Organization (IBO).

1. **člen (vsebina)**

S tem pravilnikom se ureja način preverjanja in ocenjevanja znanja ter napredovanja iz 3. v 4. letnik programa mednarodne mature na Gimnaziji Kranj, preračunavanje v slovensko lestvico ocen od 1 do 5 in vrednotenje učnega uspeha v 3. in 4. letniku ter na maturi za nagrajevanje.

1. **člen**

Dolžnosti dijaka na programu mednarodna matura na Gimnaziji Kranj:

* dijak redno hodi k pouku in spoštuje hišni red Gimnazija Kranj
* dijak obvešča starše ali skrbnike o svojem učnem uspehu, prisotnosti pri pouku, roditeljskih sestankih, govorilnih urah in izroča obvestila, ki so jim namenjena
1. **člen (vrste ocenjevanja)**

Dijaku program mednarodne mature omogoča različne oblike preverjanja in ocenjevanja znanja pri pouku in na izpitih. Program mednarodne mature na Gimnaziji Kranj ima tri vrste ocenjevanja: ocenjevanje za maturo (notranje in zunanje ocenjevanje - internal in external assessment) ter šolsko ocenjevanje. Učitelj ocenjuje dijakove ustne odgovore, kontrolne naloge, lahko pa tudi projektna dela, vaje, eseje, seminarske naloge, praktične izdelke, nastope in domače naloge. Ocenjevanja so napovedana.

1. **člen (lestvica)**

Pri šolskem ocenjevanju se učitelj poslužuje treh kriterijev:

* Pravilnik o ocenjevanju znanja v srednjih šolah
* Kriterij Gimnazije Kranj
* IB kriterij

**Kriterij Gimnazije Kranj:**

Meje za ocene pri šolskem ocenjevanju:

0 – 44%: nezadostno (1)

45% - 59%: zadostno (2)

60% - 69%: dobro (3)

70% - 84%: prav dobro (4)

85% - 100%: odlično (5)

IB ocene so na lestvici od 1 do 7, pri čemer je 7 najvišja ocene. Kriteriji se določajo vsako leto in so zapisani v predmetnih poročilih (subject reports, grade boundaries).

Končna ocean pri predmetu je povprečna ocean vseh ocen.

1. **člen**

Dijak na programu mednarodne mature na Gimnaziji Kranj lahko napreduje v višji letnik, če opravi naslednje obveznosti:

* pri vseh predmetih opravi vse obveznosti, ki jih določi učitelj
* pri vseh predmetih mora imeti ob koncu šolskega leta pozitivno oceno
* oddan osnutek za razširjeni esej (First draft of the Extended Essay – 2000 words
* opraviti obveznosti za TOK, CAS in G4
* dijak mednarodne mature redno hodi k pouku in spoštuje hišni red Gimnazije Kranj.
1. **člen**

O napredovanju dijaka v višji letnik ob koncu šolskega leta odloča učiteljski zbor programa mednarodne mature. Šola in dijak o svojem delu sproti obveščata starše.

1. **člen**

Dijak, ki je ob koncu šolskega leta negativno ocenjen, lahko opravlja popravni izpit skladno s Pravilnikom o ocenjevanju znanja v srednjih šolah. Dijaku, ki ob koncu šolskega leta ni zadovoljen z oceno, se omogoči izboljševanje ocen v dogovoru z učiteljem.

1. **člen**

Dijak, ki ne opravi predpisanih obveznosti in ne napreduje v višji letnik, ponavlja 3. letnik na nacionalnem programu (gimnazijski program). Dijak lahko ponavlja 3. letnik na programu mednarodne mature le, če sam plača šolnino.

1. **člen**

Če dijak iz opravičljivih razlogov ni opravil vseh obveznosti, mu ravnatelj dovoli napredovanje v višji letnik in skupaj z učitelji določi roke za opravljanje obveznosti 3. letnika.

1. **člen**

Po vseh opravljenih obveznostih ob koncu 3. letnika dijak prejme letno spričevalo 3. letnika.

1. **člen**

Dijak, ki opravi vse obveznosti predpisane s strani IBO (International Baccalaureate Organization), je ob koncu 4. letnika nagrajen z IB diplomo (opravljeno maturo). Ocene pridobljene na maturi veljajo tudi za 4. letnik. Dijaku mednarodne mature ob zaključenem šolanju podelimo obvestilo o uspehu pri mednarodne maturi in letno spričevalo za 4. letnik.

1. **člen**

Lestvica za preračunavanje v slovensko lestvico ocen od 1 do 5 in za preračunavanje točk na maturi in opredelitve:

|  |
| --- |
| PRETVORBA OCEN IZ MEDNARODNE MATURE V SLOVENSKO SPLOŠNO MATURO |
| IB OCENA  | PRETVORJENA OCENA  | MATERNI JEZIK (HL)  | OSTALI PREDMETI (HL)  |
| 7 | 5 | +3 | +3 |
| 6 | 5 | +2 | +3 |
| 5 | 4 | +2 | +2 |
| 4 | 3 | +1 | +1 |
| 3 | 2 |  | +1 |
| 2 | 2 |  | +1 |
| 1 | 1 |  |  |

Dijak mora obvezno na višji ravni vzeti slovenščino. Dijaku se v slovensko maturo obvezno pretvorijo slovenščina, matematika in angleščina ter še dva predmeta po izbiri. En predmet se ne upošteva, saj je na slovenski maturi le 5 predmetov. Med petimi predmeti morajo trije biti na višji ravni. Dijaku ni treba na višji ravni vzeti matematike ali angleščine. Poleg slovenščine, ki je obvezno na višji ravni, se dijaku z dodatnimi točkami štejeta še dva predmeta na višji ravni, katera dva predmeta, je odvisno od tega, kaj dijak potrebuje za vpis na slovensko ali tujo univerzo. Če dijak vzame slovenščino, angleščino in matematiko na višji ravni, se mu štejejo kot obvezni predmeti za slovensko maturo in se prištejejo točke (največ + 3) ne glede na to, katere druge predmete ima na višji ravni. Zlati maturant je dijak lahko le v primeru, če doseže najmanj 40 točk na mednarodni maturi. Pretvorba v slovensko maturo ne šteje. Če dijak ni opravil mature, je pretvorba brezpredmetna. Uspeh na maturi je edini relevanten za vpis na univerze.

1. **Člen**

Merila za nagrajevanje za učni uspeh dijakov mednarodne mature za 3. letnik in 4. letnik so povsem enaka kot za gimnazijski program v skladu s Pravilnikom o nagradah Gimnazije Kranj. Merila za nagrajevanje uspeha na maturi se prilagodijo programu mednarodne mature:

* Mala plaketa: za odličen uspeh s povprečjem 5,0 po preračunu v slovensko lestvico za vseh 6 maturitetnih predmetov
* Priznanje za odličen uspeh po preračunu v slovensko maturitetno lestvico (30 do 34 točk) za vseh 6 maturitetnih predmetov.
* Mala plaketa: za 40 do 44 doseženih točk pri mednarodni maturi
* Velika plakata: za vse dosežene točke pri mednarodni maturi (45 točk)
1. **člen**

Kaj je akademska poštenost (academic integrity)?

* vsi dijakovi izdelki (eseji, eksperimenti, raziskovane naloge, ustni izpiti …) so njegovo avtorsko delo
* posebej pozorni morajo dijaki biti pri navajanju virov, citiranju in parafraziranju
* prepisovanje brez navajanja vira (avtorja) in citiranja je nedopustno
* izdajanje drugega avtorskega dela za lastno avtorsko delo je nedopustno
* prepisovanje pri izpitih je nedopustno
* pomoč drugemu dijaku pri ustvarjanju avtorskega dela je nedopustna
1. **člen**

Akademska poštenost, ki jo urejata Diploma Programme Academic Integrity (2019) and Zakon o avtorskih in sorodnih pravicah (UR. L. RS, 21/1995) je nujen pogoj za uspešno delo na programu mednarodne mature. Vsak dijakov izdelek mora biti njegovo avtorsko delo. Posledica nespoštovanja akademske poštenosti je, da se dijaku ne podeli IB diplome. V primeru akademske nepoštenosti učitelj opozori dijaka, naj nalogo popravi skladno s predpisi IBO in Gimnazije Kranj, v nasprotnem primeru se dijaka izpiše iz programa mednarodna matura. Postopek:

Prva kršitev: opomin: razgovor med dijakom, učiteljem, razrednikom in koordinatorjem mednarodne mature. Razrednik obvesti starše

Druga kršitev: izključitev iz programa mednarodna matura: razgovor med dijakom, starši, učiteljem, razrednikom, koordinatorjem mednarodne mature in ravnateljem)

Dijake s pravili akademske poštenosti seznani ob vpisu na program mednarodne mature in na delavnicah skozi celotno trajanje šolanja. Koordinator mednarodne mature, knjižičarka in učitelji dijake seznanjajo s pomembnostjo akademske poštenosti.

1. **člen (veljavnost)**

Ta pravilnik začne veljati po obravnavi na pedagoški konferenci.

 Ravnatelj

 mag. Aljoša Brlogar

|  |
| --- |
| S svojim podpisom potrjujem, da sem seznanjen s pogoji preverjanja in ocenjevanja na programu mednarodne mature na Gimnaziji Kranj. Kranj, 23. junij 2021 |
| Ime in priimek dijaka: | Podpis dijaka: | Podpis starša:  |
|  |  |  |

# Appendix 2: Assessment and Academic Integrity Policy at Gimnazija Kranj

**Article 1**

These policy is formed as part of school rules of Gimnazija and regulations of the International Baccalaureate Organization (IBO)

**Article 2**

These policy regulates the ways and methods of the IB students' knowledge conditions for the students' progression from year 3 to year 4 of the IBDP at Gimnazija Kranj, conversation from IB grade scale (from 1 to 7) into the slovenian grade scale from (from 1 to 5) and the evaluation of the students' academic achievement in year 3, year 4 and at the examination for the reward purposes.

**Article 3**

The duties of the IB students at Gimnazija Kranj

* attend classes regularly and on time and abides the school rules
* inform parents/guardians of their academic achievements, class attendance, parent meetings and of any notifications addressed to them regularly and on time

**Article 4**

Students’ performance is measured against different defined levels of achievements (assessment criteria) during the lessons and the examination session. IB Diploma Programme at Gimnazija Kranj offers students three possibilities to acquire knowledge: internal assessment, external assessment and school assessment. Teachers assess students’ tests, oral examinations, essays, project work, practical work, group work, presentations, homework … Every assessment component is foretold.

**Article 4**

At the school assessment students’ performance can be measured according to three criteria systems:

* Pravilnik o ocenjevanju znanja v srednjih šolah
* IB assessment criteria
* Gimnazija Kranj assessment criteria

**The IB assessment criteria:**

For each subject well-defined assessment criteria is published in subject guides and used to measure the student’s performance. The subjects are graded on the scale from 1 to 7 (1 being the lowest and 7 being the highest).

**Gimnazija Kranj assessment criteria:**

0 – 44%: fail (1)

45% - 59%: pass (2)

60% - 69%: good (3)

70% - 84%: very good (4)

85% - 100%: excellent (5)

The final grade in a subject is the calculated as the average of all grades.

**Article 5**

Conditions for IB students to progress from year 3 to year 4:

* the student meets all subject requirements defined by the teacher
* the final grade in every subject needs to be positive
* students has to hand in the First draft of the Extended Essay – 2000 words
* the students has to meet all the TOK, CAS and G4 requirements

**Article 6**

At the end of the school year the whole IB teaching assembly is authorized to evaluate academic achievements of students and decides whether an IB student meets all the necessary requirements to progress from year 3 to year 4. Mutual exchange about the students’ academic progress between the school, students and parents is assured with regular meetings and reporting.

**Article 7**

A student with an unsatisfactory final grade in a subject at the end of the academic year can retake a subject according to Pravilnik o ocenjevanju znanja v srednjih šolah. A student can improve a grade in every subject in agreement with the teacher.

**Article 8**

The student who fails to meet the requirements to progress from year 3 to year 4. The student can re-enrol in the year 3 of the national programme (program gimnazija) or attend the IB year 3 again. In this case the Ib student covers the IB tuition fees.

**Article 9**

If the reasons for a student’s inability to meet the requirements are justifiable, the head of school may permit the student to progress from IB year 3 to IB year 4 and together with the teachers sets the deadlines by which the student has to meet the requirements from IB year 3.

**Article 10**

In order for a student to receive the grade report for year 3 (letno spričevalo za 3. letnik), a student has to meet all the requirements.

**Article 11**

In order for a student to obtain the IB diploma, a student has to meet all the requirements defined by the IBO (International Baccalaureate Organization). IB diploma grades are converted into the Slovenian grade scale from 1 to 5. Students get a grade report for year 4 and a grade report for the IB Diploma Programme at the end of their education at Gimnazija Kranj.

**Article 13**

|  |
| --- |
| CONVERSION FROM THE IB GRADE SCALE TO SLOVENIAN GRADE SCALE |
| IB GRADE  | SLOVENIAN OCENA  | MOTHER TONGUE (HL) Additional points | Other subject (HL) Additional points |
| 7 | 5 | +3 | +3 |
| 6 | 5 | +2 | +3 |
| 5 | 4 | +2 | +2 |
| 4 | 3 | +1 | +1 |
| 3 | 2 |  | +1 |
| 2 | 2 |  | +1 |
| 1 | 1 |  |  |

The maximum points at Slovenian matura (national examinations) is 34. Slovenian grades are on scale from 1 to 5 (1 being the lowest and 5 the highest). IB grades are converted according to the Slovenian grade scale in order to enable the IB student to be enrolled in the Slovenian universities.

**Article 14**

Honourable award regulations at Gimnazija Kranj are the same for the national and IB students according to Pravilnik o nagrajevanju Gimnazije Kranj . The honourable award criteria for IB students:

* Small Award (Mala plaketa): for excellent academic achievement with the average grade 5.0 for all six diploma subjects
* Award for excellent academic achievement for 30 to 34 points on the Slovenian national examination grading scale (matura)
* Small Award for excellent academic achievement for 40 to 45 points on the IB diploma grading scale
* Great Award for exceptional academic achievement for all 45 points on the IB diploma grading scale

**Article 15**

The IB General Regulations: Diploma Programme defines malpractice as behaviour that results in, or may result in, the candidate or any other candidate gaining an unfair advantage in one or more assessment components.examples of malpractice:

* Plagiarism - the representation of the ideas or workof another person as your own.
* Collusion - supporting malpractice by another candidate, as in allowing your work to be copied or submitted for assessment by another candidate.
* Duplication of work - the presentation of the same work for different assessment components and/or IB diploma requirements.
* Misconduct during an examination, including the possession of unauthorized material.
* Disclosing information to another candidate, or receiving information from another candidate, about the content of an examination paper within 24 hours after the examination.

**Article 16**

Academic integrity defined in Academic Integrity (2019) and in Zakon o avtorskih in sorodnih pravicah (UR. L. RS, 21/1995) is essential for successful academic endeavour. Students are responsible for ensuring that all of the work you submit is authentic and that any sources used are appropriately acknowledged. Should the student fail to meet the rules and regulations of academic honesty, the student could be expelled from the IB Diploma Programme according to the two step procedure:

**First offence:** reminder: a formal conversation with the student, teacher, class teacher and the IBDP coordinator

**Second offence:** dismissal from the IB Diploma Programme: a formal conversation with the student, parents, teacher, class teacher, the IBDP coordinator and head of school

**Article 17**

This policy takes effect after the proceedings at the IB teaching assembly meeting.

 Head of school

 mag. Aljoša Brlogar

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| With this written consent I declare, that I am familiar with the assessment regulations on the IB diploma programme at Gimnazija Kranj. Kranj, 23 June 2021 |
| Student’s name | Signature of the student: | Signature of the parent/guardian |
|  |  |  |

**Roles and responsibilities for implementing, evaluating and reviewing the assessment policy and for training new teachers**

|  |  |
| --- | --- |
| Role | responsibility |
| Head of school | Pedagogical leadershipManagement Forms school policiesInternal and external public relationsCalls meetings |
| Diploma Programme coordinator | Pedagogical leadershipSupports cooperation with the IBForms school policiesDialogue with studentsDialogue with teachersDialogue with parents Calls meetings |
| Class teacher | Supports and informs studentsPedagogical leadershipDialogue with parentsDialogue with teachers |
| Teachers | Teaching and learningCollaborative teachingForm school policies |
| School counsellor  | Advisor Supports teachersSupports studentsSupports parents |
| Librarian | Supports teachersSupports studentsOrdering resources |
| Students | LearningSharing and shaping school’s philosophy and principles  |
| Parents | Participating in decision making |

References:

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