



ADRIATIC
COLLEGE

Assessment Policy

Private International School
Montenegro, Budva

adriaticcollege.com





ASSESSMENT POLICY

This document describes the foundations, principles, and practices of the School's policy related to the assessment of student achievements.

The document includes the following sections and aspects:

The "Values and Purpose" section describes

- the School's mission, values and aims, and this Policy's vision, within their context

The "Concepts and Terms" section describes

- the relationship between aims, objectives, and assessment;
- accepted terminology;
- classifications of assessment;
- features of good assessment practice.

The "Practice and Procedures" section describes

- the assessment procedures applied at the School (at different levels and in different programs);
- the rights and responsibilities of members of the school community regarding assessment, and what is expected of them;
- what is expected from the School and the support measures in the field of assessment.

The "Development and References" section describes

- the process of developing and updating the Policy, its dissemination, monitoring of compliance and effectiveness;
- references to regulatory documents;
- connections with other school policies.

The "Appendices" section describes

- examples of grade-task completion correspondence tables;
- a summary of the components of the final assessment (internal and external) in the Diploma Programme;
- the calendar of internal deadlines in the Diploma Programme.

SECTION: VALUES AND PURPOSE

The mission and values of *Adriatic College* are aligned with the Mission and Values of the International Baccalaureate (IB).

The mission of the School is to create a comfortable and respectful learning environment that fosters the development of caring, responsible, and critical-thinking individuals with a global outlook, who recognize the importance of ongoing personal growth and lifelong learning.

The School's values are:

- Independent thinking and intellectual honesty
- Aspiration and skills to learn
- Openness to diverse perspectives and cultures
- Freedom of thought, of expressing one's views and identity; respect for the individual
- Safe environment, care for others and mutual support
- Health and well-being

The School regards the development of the qualities outlined in the IB Learner Profile as the main goal of school education.

IB Learner profile attribute	Description
Inquirer	We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
Knowledgeable	We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
Thinker	We use critical and creative thinking skills to analyze and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
Reflective	We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.
Open-minded	We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
Communicator	We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
Principled	We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
Caring	We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
Risk-taker	We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
Balanced	We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Thus, the assessment process at the School is ultimately aimed at evaluating these qualities, either directly or indirectly, explicitly or implicitly, with or without the use of grades.

SECTION: CONCEPTS AND TERMS

Assessment is the process of forming a judgment about the extent to which a student has achieved a particular goal or standard, which can be carried out in different ways.

Assessment must be closely and logically aligned with the stated aims and objectives of the learning process, since aims and objectives represent the intended learning outcomes, while the degree of their achievement (i.e., the actual learning outcomes) should be measured at the end of the process through relevant assessment.

The aims and objectives towards which the learning process is directed are determined by the respective system. For example, in the case of the IB Diploma Programme, the aims and objectives are set out in the corresponding guides and instructions.

<In general, aims are hierarchical and may be formulated either as broader statements or, conversely, as more specific ones, which determines their measurability. For instance, the attributes of the IB Learner Profile can be viewed as higher-order, more general aims, whereas subject aims are more specific and measurable through assessment.>

An **assessment strategy/technique** is a method, a defined sequence of actions aimed at carrying out assessment and obtaining assessment data.

An **assessment tool** is a means that helps to conduct assessment and collect assessment data (for example, a rubric, a checklist, or assessment cards).

The development and use of a variety of assessment strategies and tools support and enrich the learning process.

There are different **classifications of assessment**, and in a comprehensive learning process, all **types of assessment** are usually applied.

Classification basis	Assessment type
Timing and purpose of assessment	Summative assessment/ final assessment Formative assessment (including diagnostic assessment)
Assessor	Expert assessment (for example, teacher, examiner) Peer assessment Self-assessment
Number of individuals assessed	Individual or group
Assessor (external or internal to the organization/School)	External or internal
Object of assessment	For example: knowledge, skills, attitude
Presence or absence of specified assessment aspects	Criterion-referenced and non-criterion-referenced (holistic)
Form of expressing the judgment	Quantitative or qualitative; Graded (using methods that record assessment results in short form and scales — e.g., numbers, percentages) or non-graded (e.g., comments, checklists)

To achieve the aims and objectives formulated for the learning process, clear intermediate stages must be defined, at which intermediate assessment can be carried out to obtain feedback and use this feedback to improve the process of reaching the final goals. On this basis, a distinction is made between summative and formative assessment. Formative assessment should play an important role in the learning process.

	Summative assessment	Formative assessment
Purpose	Measuring and stating what a student has learned by a certain point in time.	Providing feedback and supporting the learning process (including for diagnostic purposes before beginning new material).
Relation to final assessment (semester, year)	Contributes to the final assessment; the final assessment itself may also be considered summative.	Does not contribute to the final assessment.
Timing of assessment	At the end of a reporting period (end of a stage, topic, block of several topics; quarter, semester, year).	Regularly, in the course of learning (including before learning new material to diagnose understanding and plan accordingly).
Formats, methods and tools	Various	Various (however, if grades are used, they should not affect the final assessment).
Recording and reporting	Results are documented and included in reports.	Depends on the situation

Assessment criteria are distinct aspects against which assessment is carried out (as opposed to holistic assessment). These aspects may be formulated more specifically or more generally in different systems of criterion-referenced assessment. In any case, they correspond to particular stated objectives of the learning process.

Criterion-referenced assessment therefore helps to focus on achieving the set objectives; it is more transparent and informative (it is clear which specific aspect has been assessed); and it is more fair (different objectives are assessed separately, without influencing one another or being averaged into a single overall grade).

In criterion-referenced assessment, the following terms are used:

- **Descriptor** – a statement or description of what lies behind a grade, what is expected as the outcome of the work, and what must be demonstrated for the work to be assessed accordingly.
- **Level of achievement**
- **Criterion aspect**

High-quality assessment should be:

- Valid/relevant (corresponding to the objective whose degree of achievement is being measured)
- Age-appropriate (adapted to a particular age, just as the corresponding objectives must also be age-adapted)
- Reliable/standardized (anyone conducting the assessment should arrive at the same conclusions)
- Transparent (all participants should have relevant and up-to-date information about the assessment in advance)
- Feasible (appropriate in terms of sufficient time, resources, etc.)
- Inclusive (taking into account special educational needs, including language support) *(see also the Inclusion Policy and the Language Policy)*
- Based on the principles of academic honesty and fairness *(see also the Academic Integrity Policy)*
- Clearly and accurately formulated

SECTION: PRACTICE AND PROCEDURES

Types of assessment

In the course of the teaching and learning process, all types of assessment listed in the “Concepts and Definitions” section of this Policy should be applied, namely: summative and formative (including diagnostic); expert, peer, and self-assessment; individual and group; external and internal; assessment of knowledge, skills, and attitudes; non-criterion-referenced and criterion-referenced; quantitative and qualitative; graded and non-graded.

Formative and Summative Assessment

In the teaching and learning process, alongside grades that record a student’s level after completing part of a topic, a whole topic, or several topics and that contribute to the final grade for a quarter, semester, or year (summative assessment), formative assessment is also used. Its function is to inform the student, the parents, and the teacher about the current progress in mastering the material. Formative assessment does not contribute to the calculation of the final grade and does not affect it.

Thus, the functions of assessment are distinguished: the summative function (to record the level in the form of a grade) and the formative, informative, supportive, and guiding function (to inform about the level, to orient, to provide feedback).

The information carried by formative assessment should be used by both the teacher and the student to adjust the teaching and learning process and to guide it.

Formative assessment may be graded (in this case a grade is given, but with zero weight so that it does not affect the calculation of the final quarter or yearly grade) or non-graded (in this case, no grade is given and other approaches and tools are used, such as brief or extended comments).

Formative assessment may be recorded in the electronic register (in the form of grades with zero weight or short comments) or not recorded (comments and notes on students’ work, oral feedback, etc.).

Formative assessment should be aligned with the planned summative assessment and prepare the student for it. Summative assessment may be applied to different types of work (final test, quiz, homework, classwork) and may be conducted in different formats (test, essay, case analysis, report, experiment, participation in classwork, creative task, etc.). Formative assessment can also be applied to different types of work (quiz, homework, classwork).

As a rule, the study of a unit (a block or topic) should include summative assessment of the degree to which this unit has been mastered (summative assessment at the end of the given topic/block).

Final assessment (semester, yearly, exam) may also be considered a form of summative assessment, since it records the student’s level of knowledge and skills by the end of a reporting period.

Specifics of the practice in different educational tracks and programmes

International track, IB Diploma programme:

A specific type of assessment in the Diploma Programme is represented by the components of the final **internal** and **external assessment**.

Any assessment conducted within a unit must correspond to the prescribed aims and objectives of the programme and be linked to the prescribed external and internal assessment components of the Diploma Programme.

In the Diploma Programme, the final internal and external assessment components are assessed using the following instruments: **assessment criteria**, **markbands**, and **mark schemes**.

The internal and external components of final assessment in each subject determine the subject grade awarded in the diploma.

External assessment components (examinations and some other assignments) are marked by external examiners; internal assessment components are marked by teachers and moderated by external examiners.

Assignments for internal assessment, as well as some assignments for external assessment, require the production of draft versions (only one draft is allowed). These drafts are then commented on by the teacher (in accordance with the Academic Integrity Policy; [see also the Academic Integrity Policy](#)), and on this basis the student writes the final version of the work.

The School has established an Internal Deadlines Calendar for such assignments.

Students are required to meet the stated deadlines ([see also the Academic Integrity Policy](#)).

Assignments for internal assessment, as well as some assignments for external assessment, are submitted through the IBIS system in accordance with IB regulations.

External assessment components (examination papers) are organized and conducted in accordance with IB regulations and procedures ([see also the Academic Integrity Policy](#)).

The examination schedule is made available in advance.

When organizing examinations, inclusion issues must be taken into account in accordance with IB regulations and procedures ([see also the Inclusion Policy](#)).

Students must be informed of the requirements that must be met in order to obtain the diploma ([see also the Admissions Policy](#)).

Criterion-referenced and non-criterion-referenced assessment

Assessment criteria in different systems may be formulated more broadly (thus combining several learning objectives) or more narrowly (corresponding to more specific objectives).

Assessment criteria may be prescribed (for example, the criteria for final assessment tasks in the Diploma Programme; or criteria to be used by all teachers in the School in accordance with the School's Assessment Policy) or developed independently by a teacher for particular intermediate objectives.

The assessment criteria prescribed for general school practice of ongoing assessment are **Performance** and **Attitude to work**.

Assessment criterion	What is assessed	Comments on using the criteria
Performance	Measurable outcomes of the work — completeness, quality, correctness, accuracy, as well as demonstrated disciplinary knowledge and skills.	When assessing a specific piece of work, grade-to-percentage conversion tables or other descriptors should be used. If the work is not submitted, in most cases it cannot be assessed according to the "Performance" criterion. Instead, it may be assessed according to the "Attitude" criterion.
Attitude	Approach to work — meeting deadlines, organization of written work, effort, consistency, perseverance, initiative, independence, engagement, level of participation, contribution to group/team work, collaboration, etc.	Nota Bene! If this criterion is used, it should be applied thoughtfully, as it assesses aspects that are hard to measure. If this criterion is used, either appropriate descriptors/rubrics must be developed, or clear explanations must be provided of how the assessment will be carried out. In all cases, students should know in advance how this criterion will be assessed. An "all-or-nothing" approach should not be used (e.g., "showed initiative / did not show initiative"); instead, a clear rating scale should be developed. This criterion should be used to help students develop skills and appropriate attitudes (e.g., meeting deadlines, working collaboratively, etc.).

Thus, when necessary, a separate assessment criterion “Attitude to Work” may be applied. This criterion evaluates such aspects as meeting deadlines, student self-organization, effort, persistence, consistency, initiative, independence, and teamwork.

If a teacher considers it important to assess or acknowledge these aspects of diligence, they may do so by applying the Attitude to Work criterion. It is important to distinguish these aspects from the assessment of the content/quality of the work. For example, if an assignment has not been submitted, its content/quality cannot be given a low grade (since the work is not available for review and no judgment of its content can be made). However, the ability to meet deadlines can be assessed.

Specifics of the practice in different educational tracks and programmes

International track, IB Diploma programme:

In the case of the IB Diploma Programme, some final internal and external assessment tasks are evaluated using prescribed assessment criteria.

Graded and Non-graded Assessment

The defining characteristics of graded assessment are the use of:

- some form of brief notation of assessment information (a numerical grade, a symbol, a letter grade);
- a ranking scale.

When numerical grades are used, the scale may vary depending on the requirements of the programmes.

Specifics of the practice in different educational tracks and programmes

National track, the integrated programme:

In Grade 1, assessment is non-graded (comments and other tools are used).

In Grades 2–9, the Montenegrin five-point grading system is applied, where “2” is considered a low but passing result, and “1” a failing result.

International track (Including the Diploma programme):

In Grade 1, assessment is non-graded.

In other primary school Grades, assessment is also non-graded, with the exception of subjects added to the IPC programme.

In middle school Grades, a nine-point grading system is used.

In the Diploma Programme, a seven-point grading system is used.

In the case of graded assessment and the **Performance** criterion, the tables that match grades with the degree of task/work completion should be used (see Appendix 1).

These tables are to be used by teachers as a general reference in order to make assessment more consistent.

Types of works and weights

The same types of works are used across the School. Works are assigned a weight.

For most types of works, the teacher may determine the weight depending on the complexity and volume of the work, as well as the purpose of the assessment (summative — recording the level, or formative — informing/supporting/orienting the student).

Weight refers to the degree of contribution/influence of the grade on the final grade (calculated as a weighted average).

Weights	Comments on the weights use
0	A grade with a weight of zero does not affect the final grade; it is not included in the calculation of the final grade. A grade with a weight of zero is used to inform the student about their performance and serves as a form of formative assessment and feedback.

10	Weights may vary depending on the level of difficulty, scope, and significance of the task.
25	Grades with weights from 10 to 100 are included in the calculation of the final grade.
50	Grades with weights from 10 to 100 record and reflect the student's level of knowledge at a certain point in time (summative assessment).
75	
100	A weight of 100 is used only for the final assessment of the reporting period, an exam, or a mock exam. A weight of 75 is used for an end-of-unit test. In some cases, it may also be applied to other types of work (depending on their scale and role).

Types of work – differ depending on when the task is assigned, where it is completed, whether preparation is required, and what its objectives are.

Unit – topic, block, or module; the year course is divided into units (topics, blocks, modules); students' knowledge and skills are usually assessed by the end of the unit through an end-of-unit test.

Type of work	Description	Possible weights, %	Assessment criteria that can be used	Amount per semester
End-of-term test Exam Mock exam	- conducted at the end of the reporting period (semester, quarter, or year); - covers several or many topics/units; - requires extensive review and preparation; - administered under exam conditions.	100	-Performance	Once per a reporting period (quarter, semester or year) Not compulsory – depends on the programme and approach
End-of-unit test	- administered at the end of the topic/unit; - covers the entire unit/topic; - assesses students' level of mastery at the end of the unit; - may take different formats (a written test is most common; a report; a creative piece, etc.); - requires a full-unit review and preparation at home.	75	-Performance (usually) -Attitude (can be used in some cases depending on the format of the work) -Both	By the end of each unit; depends on the number of units
Mid-unit test	- given in the course of a topic/unit; - covers a specific aspect or part of the topic/unit; - checks students' knowledge of a particular aspect or part of the topic/unit and serves as an intermediate assessment; - may take different formats; - conducted in class; - requires preparation at home.	50 25 10 0	-Performance (usually) -Attitude -Both	At the teacher's discretion. However, avoid assigning grades too frequently.
Classwork	- given within a topic/unit; - completed in class; - does not require prior preparation at home, or preparation in class immediately before the task (if needed) is sufficient; - may take different formats; - may extend over more than one lesson.	75 50 25 10 0	-Performance -Attitude -Both	At the teacher's discretion. However, avoid assigning grades too frequently.
Homework	- given within a topic/unit; - completed at home; - may take different formats.	75 50 25 10 0	-Performance -Attitude -Both	At the teacher's discretion. However, avoid assigning grades too frequently.

When registering a work in the electronic register, the teacher selects its type, the assessment criterion, and the weight (for works where different weights may be chosen). In a separate field, the teacher also provides the title of the work and an explanation of its type/format (test, essay, report, quiz dictation, composition, creative work, data collection, etc.).

Specifics of the practice in different educational tracks and programmes

International track (Including the Diploma programme):

A special type of work is the mock exam. Mock exams are held in June of the first year of the programme and closer to the end of the second year. They cover the topics studied by the time of the exam and are conducted in the examination format.

Final Grades

The calculation of the final grade (for a semester or a year) is based on the available summative grades for the given reporting period.

The automatic calculation of the final grade (by the electronic register) is carried out as a weighted average, meaning that the weight of the grades depends on the importance and complexity of the works.

Specifics of the practice in different educational tracks and programmes

National track, the integrated programme:

When determining the final grade based on the automatically calculated weighted average, mathematical rounding to whole numbers is applied. Thus, in borderline cases (1.5; 2.5; 3.5; 4.5), rounding is done in favor of the student, to 2, 3, 4, and 5 respectively.

International track (Including the Diploma programme):

The arithmetic mean of marks may only be used as a general guideline for determining the final mark. In disputable or borderline cases (1.5; 2.5; 3.5; 4.5; 5.5; 6.5), the teacher makes the final decision on the final grade, relying on all assessment data from the reporting period, including their quality and dynamics (which works have been completed or not, whether there is progress, etc.) and on their professional judgment.

Predicted grades

Predicted grades are usually requested from students (through the school) by universities, since the admission process is lengthy and begins before the release of exam results and the diploma.

Predicted grades are determined by teachers using all available assessment data: semester results, mock exam results, and performance on the components of DP internal and external assessment up to a certain period.

To be able to award a final grade (for a semester or a year) to a student, the teacher must carry out at least a minimum number of assessment activities (the minimum is two significant works with a higher weight; only works with a smaller weight or works assessed solely against the "Attitude to work" criterion cannot be sufficient for awarding a final grade; one single work is also not sufficient).

The maximum number of works (of different types) is not limited; however, it is important that awarding a substantive grade is based on the results of a specific assignment (whether completed all at once or in stages), and not as a way to mark diligence.

Missed works and retakes

If a work has not been completed/submitted for a valid reason, the matter of when and how it will be completed is decided through communication between the student and the teacher, with the involvement of the administration (if necessary) and parents (if necessary).

Without completing essential work, certification for a term or year cannot be carried out — students and parents must be informed of this in advance — or a grade may be given under the "Attitude to work" criterion.

If the required final assignments are not completed, this may hinder the student's academic progress and their ability to meet the requirements necessary for successful continuation of the programme ([see also the Admission Policy](#)).

Certain works may be retaken — those considered final, control, or major assessment works with a higher weight — if they were performed unsatisfactorily or very weakly.

Organisational matters of retaking (timing, methods, and task variants) are decided through communication between the teacher and the student, taking into account current circumstances.

The grade for the retaken work is recorded in the electronic register alongside the original grade (a parallel column is created in the register).

Quality of assessment

The teacher must make every effort to ensure that assessment meets all the quality characteristics listed in the *Concepts and Definitions* section, namely: validity/relevancy, age-appropriateness, reliability, transparency, feasibility, inclusiveness, compliance with the principles of academic integrity, clarity, and accuracy of wording.

Validity/relevancy

To assess the achievement of planned learning outcomes (aims and objectives), assignments and procedures used must be relevant and aligned with the stated aims and objectives.

The objectives set for the teaching and learning process are usually formulated using specific verbs. Therefore, the same verbs are expected to appear in the wording of assessment assignments. It is important that both teachers and students understand the meaning of these verbs in the same way. Efforts must be made to ensure that students correctly understand the meaning of the words used in the formulations of objectives and assessment assignments.

Transparency

Before starting an assignment/work, students must have a clear understanding of the requirements for achieving a particular grade. This can be achieved through oral comments or written explanations clarifying the assessment conditions before the assignment begins.

The maximum period for teachers to check works is one week. This period may be extended with administrative approval in the case of special or complicating circumstances.

Teachers are required to provide feedback on assessment results in any format.

The results of the assessment must be recorded in the electronic register (where applicable; grades, short comments, symbols) and communicated to the student.

In the electronic register, the following must be recorded systematically, promptly, and consistently:

- Attendance data
- Assessment (graded or non-graded – e.g., in the form of comments)
- Lesson topics
- Homework (no later than a specified time on the same day)

Academic integrity

Assignments for any type of assessment must take into account the principles of academic integrity and be designed accordingly. If a student violates the principles of academic integrity while completing an assignment, the work cannot be accepted and no grade can be awarded (**see also the Academic Integrity Policy**).

Specifics of the practice in different educational tracks and programmes
International track (Including the Diploma programme): Student progress reports are provided to parents/guardians regularly, at the end of each semester. The report must include information (data and comments) on the objectives set and what was planned for the given reporting period; the student's achievements in terms of knowledge, development of disciplinary and general academic skills; involvement in extracurricular initiatives; attendance and diligence; as well as recommendations. The coordinator is responsible for collecting the data and sending it to parents/guardians. Individual meetings with parents may be organized as an additional opportunity to provide information regarding assessment.

Expectations, responsibilities, and rights regarding assessment

Teachers are expected to:	Familiarize themselves with the current Assessment Policy; Align and adjust their practice in accordance with this document; Create relevant and varied assignments, and use diverse strategies and assessment tools aimed at achieving the prescribed aims and objectives, and at developing the required knowledge, skills, and attitudes (see also the Academic Integrity Policy); Communicate and explain assessment requirements to members of the school community (in particular, assessment criteria in the DP, where relevant; see also the Academic Integrity Policy and the Language Policy); Plan and ensure alignment between final (“external” and “internal”) DP assessments, final assessments for a completed unit, and formative assessment (in the case of the DP); Reflect on the quality and effectiveness of assessment practices; Take into account inclusion and differentiation in assessment (see also the Inclusion Policy); Participate in assessment standardization when required; Record assessment data in accordance with the school’s system; Prepare assessment reports for parents in accordance with the school’s system; Participate in DP examination sessions or other examinations as invigilators or examiners when required, following the official procedures; Contribute to the collaborative process of developing and revising the School’s Assessment Policy, as well as to monitoring and evaluating its implementation; Take part in collaborative planning and reflection meetings and in professional development related to assessment; Contribute to the development and revision of the internal deadlines calendar; plan schedules for assignment completion; require draft submissions before the final version is submitted (see also the Academic Integrity Policy); Make every effort to check students’ draft and final works for plagiarism and the inappropriate use of AI (including the use of plagiarism detection tools), and to identify any other forms of academic dishonesty in assessment at any stage of the program (see also the Academic Integrity Policy).
Students are expected to:	Familiarize themselves with the current Assessment Policy; Seek clarification regarding assessment requirements when necessary (see also the Academic Integrity Policy); Submit required assignments on time and meet the deadlines set in the internal calendar (see also the Admissions Policy); Follow the principles of academic integrity in all assessments and across all programs; Comply with the rules and procedures of examinations (national or DP) (see also the Academic Integrity Policy).
Parents/guardians are expected to:	Familiarize themselves with the current Assessment Policy; Familiarize themselves with the internal deadlines calendar and the list of required components of external and internal assessment (for the DP).

What is expected of the School, and what measures are taken to implement the Assessment Policy

The School (administration, coordinator) is expected to:

- ensure that all members of the school community can access and read the School’s Assessment Policy;
- translate the Policy into the languages of instruction used at the school ([see also the Language Policy](#));
- ensure that members of the school community understand the content of the Assessment Policy;
- ensure that teachers receive appropriate training and professional development;
- ensure that students receive appropriate support, including students with special educational needs ([see also the Inclusion Policy](#));
- allocate resources (of different types), for example by recommending services for teachers to check works for plagiarism ([see also the Academic Integrity Policy](#));
- ensure that all assignments affecting the final grade in the IB programme are checked for plagiarism ([see also the Academic Integrity Policy](#));
- monitor the implementation of the Policy and evaluate its effectiveness;
- periodically revise the Policy;

- issue all necessary documentation related to assessment that may be required by students when applying to universities or other educational institutions.

SECTION: DEVELOPMENT AND REFERENCES

The process of developing, revising/editing, disseminating, implementing, and evaluating the Policy

Principles and approaches used in the process of developing and revising school policies:

- The Policy is an authentic document reflecting the vision of the School (**see also the Academic Integrity Policy**);
- The Policy is created in accordance with IB requirements and guiding documents;
- The Policy is the result of collaborative work among school staff; its creation and updating involve open discussion with respectful consideration of all viewpoints;
- The Policy is created and revised using a variety of strategies, including in-person meetings and online tools;
- Programme coordinators / the academic coordinator are responsible for collecting information and suggestions for creating/revising the Policy and for preparing the final version of the document;

The Policy is disseminated through the communication channels used in the school community, as well as through discussions with staff, students, and parents in various formats.

Implementation of the Policy is monitored through the collection and analysis of data (e.g., survey results regarding assessment, data from the electronic register, exam results and moderation of works, teacher practices, planning forms, course descriptions — **see also the Academic Integrity Policy**), and its effectiveness is evaluated.

Revisions/edits of the Policy are based on the evaluation of its effectiveness, as well as updates in IB documentation.

The documents used

This Policy was developed in accordance with the following documents:

- Standard and practices (2020)
- IB Learner profile.
- IB Mission statement
- Diploma programme: from principles into practice. IBO. Published April, 2015
- Approaches to teaching and learning in the Diploma programme. IBO. Published January, 2015. Updated May, 2019.
- EE website
- Teaching and learning informed by assessment in the Diploma programme. IBO. Published June, 2021.
- Assessment principles and practices—Quality assessments in a digital age. IBO. Published July, 2019. Updated May, 2025
- Guidelines for developing a school assessment policy in the Diploma Programme (2010)
- The conduct of IB Diploma Programme examinations (updated annually)
- Diploma Programme Assessment procedures (updated annually)
- Opšti zakon o obrazovanju I vaspitanju (Crna Gora)

This Policy was developed in alignment with other school policies:

- Language Policy
- Admissions Policy
- Academic Integrity Policy
- Inclusion Policy
- Homework Policy

Date of policy creation: July 2020

Date of last revision: August 2025

Appendix 1

Grade-to-percentage conversion tables

(for grade-based assessment when applying the “Performance” criterion)

Nota Bene!

These tables should be used by teachers as a rough/general guideline to make assessment more consistent.

National programme, Grades 2-9:

Grade	Performance level	Descriptor (in terms of approximate percentage of work completed)
5	odličan/ excellent	90 % of work or more done
4	vrlo dobar/ very good	70 % of work or more done
3	dobar/ good	50 % of work or more done
2	dovoljan/ satisfactory	30 % of work or more done
1	nedovoljan/ unsatisfactory	Less than 30% of work done

Diploma programme, one of the options (the strictest):

Grade	Descriptor (in terms of approximate percentage of work completed)
7	95% of work or more done
6	85% of work or more done
5	70 % of work or more done
4	50 % of work or more done
3	30 % of work or more done
2	15 % of work or more done
1	Less than 15% of work done

The approximate percentage of task completion is a reference indicator for assigning a grade. The table provides one example of such a scale.

The approximate percentage of task completion may be adjusted depending on the subject. For different subjects/courses and tasks, teachers may collaboratively and consistently develop their own scale of correspondence between grades and the approximate percentage of completion. Teachers may also use the correspondence scales provided in the Subject reports.

The Pearson Edexcel’s programme:

Grade	Grade (letter system, formerly used)	Descriptor (in terms of approximate percentage of work completed)
9	A*	99-100% of work or more done
8		95% of work or more done
7		85% of work or more done
6	B	75% of work or more done
5		60% of work or more done
4 – standard pass		45% of work or more done
3	D	35% of work or more done
2		25% of work or more done
1		Less than 25% of work done

Appendix 2

Summary of the DP assessment components:

	Subject and level	Internal assessment	External assessment
Group 1	Language A Literature SL	Individual oral 30% (extracts from two works studied; exploring a global issue of choice)	P1 (literary analysis of a text) 35% P2 (comparative essay based on two works studied in the course) 35%
	Language A Literature HL	Individual oral 20% (extracts from two works studied; exploring a global issue of choice)	P1 (literary analysis of two texts) 35% P2 (comparative essay based on two works studied in the course) 25% HL essay – on one work studied, 1200-1500 words (Draft, Final) 20%
Group 2	Ab initio Language B	Individual oral 25% (based on a visual stimulus)	P1 (writing) 25% P2 (listening, reading) 50%
	SL Language B	Individual oral 25% (based on a visual stimulus)	P1 (writing) 25% P2 (listening, reading) 50%
	HL Language B	Individual oral 25% (based on an extract from a literary work studied in class)	P1 (writing) 25% P2 (listening, reading) 50%
Group 3	Economics SL	Portfolio (3 commentaries, max 800 words each, based on published extracts/articles from the news media; microeconomics macroeconomics, the global economy) 30%	P1 (extended response) 30% P2 (data based) 40%
	Economics HL	Portfolio (3 commentaries, max 800 words each, based on published extracts/articles from the news media; microeconomics macroeconomics, the global economy) 20%	P1 (extended response) 20% P2 (data based) 30% P3 (two questions; a policy paper) 30%
	Psychology SL	<u>Old guide:</u> Experimental study 25% <u>New guide:</u> Research proposal to investigate a population of interest 30%	<u>Old guide:</u> P1 (short answers, essay) 50% P2 (one question on option) 25% <u>New guide:</u> P1 (short answers, extended response) 35% P2 (questions on class practicals, evaluation of an unseen research) 35%
	Psychology HL	<u>Old guide:</u> Experimental study 20% <u>New guide:</u> Research proposal to investigate a population of interest 20%	<u>Old guide:</u> P1 (short answers, essay) 40% P2 (question on 2 options) 20% P3 (short answers on approaches to research) 20% <u>New guide:</u> P1 (short answers, extended response) 25% P2 (questions on class practicals, evaluation of an unseen research) 25% P3 (4 source-based questions) 30%
	Digital society SL	Inquiry project (30h) 30% 1500 words, 10' recorded presentation, list of references	P1 (2 out of 4 structured questions) 40% P2 (4 questions on sources) 30%
	Digital society HL	Inquiry project (30h) 20% 1500 words, 10' recorded presentation, list of references	P1 (3 out of 3 structured questions; 1 out of 2 ERQ) 35% P2 (4 questions on sources) 20%

			P3 (on a pre-release statement, HL extension) 25%
Group 4	Chemistry SL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Chemistry HL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Biology SL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Biology HL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Physics SL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Physics HL	Scientific investigation (Draft, Final) 20% Collaborative sciences project	P1 (multiple choice and data-based questions) 36% P2 (short answers, extended response) 44%
	Computer science SL	<u>Solution</u> for a specified client to a specified problem or an unanswered question (30%) Include a <u>product</u> (software – application, database, simulation, connecting a web page to a database, etc.) + <u>supporting documentation</u> (max 2000 words; format is strict; includes a video) Collaborative sciences project	P1 (short answers, structured questions) 45% P2 (on option chosen) 25%
	Computer science HL	Solution (20%) Collaborative sciences project	P1 (short answers, structured questions) 40% P2 (on option chosen) 20% P3 (based on a case study) 20%
Group 5	Math SL	Math exploration (Draft, Final) 20%	P1 (short answers, extended response) 40% P2 (short answers, extended response) 40%
	Math HL	Math exploration (Draft, Final) 20%	P1 (short answers, extended response) 30% P2 (short answers, extended response) 30% P3 (extended response problem solving) 20%
Group 6	Visual art SL	<u>Old guide:</u> Exhibition 40% (400 words rationale, 4-7 artworks and texts about them) <u>New guide:</u> 5 resolved artworks (coherent body of artworks) + rationale 700 words 40%	<u>Old guide:</u> Comparative study 20% Process portfolio 40% (9-18 screens that evidence various activities) <u>New guide:</u> - Art-making inquiries portfolio (15 screens, 3000 words, list of sources) 40% - Connections study – b/w the chosen own resolved artwork and at least 2 artworks by different artists (10 screens, 2500 words, list of sources) 20%
	Visual art	<u>Old guide:</u>	<u>Old guide:</u>

	HL	Exhibition 40% (700 words rationale, 8-11 artworks and texts about them) <u>New guide:</u> 5 resolved artworks selected out of at least 8 works (coherent body of artworks) + rationale 700 words and 5 artwork texts 300 words 40%	Comparative study 20% Process portfolio 40% (13-25 screens that evidence various activities) <u>New guide:</u> • Art-making inquiries portfolio (15 screens, 3000 words, list of sources) 30% • Artist project (12 screens, 2500 words, list of sources, one video) 30%
Core	TOK	TOK exhibition 33% (the end of Year 1)	TOK essay (Draft, Final) 67%
	CAS	Portfolio (evidence, reflection), including project documentation	
	Extended essay		Draft, Final +reflection sessions (documented using a specific form - RPPF)

Appendix 3
DP Internal deadlines calendar

	Year 1									Summer hol.
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
LA Lit Rus										
LA Lit Serb										
LA Lit Hung										
LB Eng										
LB Span										
LB Germ										
Psy			Res.prop (Draft)	Res.prop (Final)						
Econ					Comm.1				Comm.2	
DigS										
ESS										
Bio									Sci.inv (Draft)	
Phys								Sci.inv (Draft)		
Chem									Sci.inv (Draft)	
Comp sci										
Math SL										
Math HL										
VisArt				Art.pro (Draft)					Art.pro (Final)	
VisArt (Prev.)										
TOK								Exh. (Draft comm.)	Exh. (Final)	
EE							RS I		RS II	
CAS	FI I								FI II	
									CSP	

IO – Individual oral

Exh. – Exhibition

RS – Reflection session

Pro – Project

Portf. – Portfolio

Res.prop – Research proposal

Comm. – Economics commentaries (1,2,3)

Inq.pro – Inquiry project

Sci.inv – Scientific investigation

Doc. – Documentation (for the solution)

Expl. – Math exploration

AMI Portf. - Art-making inquiry portfolio

Res.AW – resolved artworks

Art.pro – Artistic project

Comp.St – Comparative study

FI. – CAS Formal interview (1,2,3)

CSP – collaborative sciences project

[illegible]



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