

ASSESSMENT POLICY

LEON ŠTUKELJ INTERNATIONAL SCHOOL MARIBOR

Klinetova ulica 18, 2000 Maribor



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

MISSION STATEMENT

'We are a stepping stone to lifelong learning.'

Living in a rapidly evolving world and a complex society requires a unique set of skills. At Leon Štukelj International School Maribor, we believe that it is our responsibility to empower the students for the future.

Our mission is to provide inquiry-based education where the inquisitive minds of our students gain values, embrace diversity, cultivate the spirit of international-mindedness, and evolve into responsible global citizens. By creating a holistic and inclusive environment, fostering trust among the student-parent-teacher community, and cultivating skills and positive values we strive towards growth with integrity, transparency and a desire to contribute positively to our world.

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

Section	Page
Overview and Philosophy	4
Assessment and Inclusion	4
Purpose of Assessment	5
Characteristics of Effective Assessment	6
Assessment-Capable Learning Communities	7
Student Agency in Assessment	8
Assessment for, As and Of Learning	8
Planning, Monitoring and Evidence Collection	9
Inclusive Assessment and UDL Implementation	11
Assessment of Learners with Learning Support Requirements	12
Multilingual Learners and Language-Inclusive Assessment	14
Reasonable Adjustments	15
Recording and Documentation	16
Measurement and Judgement	17
Reporting	18
Parent Partnerships	20
Portfolio Assessment	21
PYP Assessment	22
PYP Exhibition	23
MYP Assessment	24
MYP Criteria and Achievement Levels	25
Internal Standardisation	26
Missing Work	27
Promotion and Progression	27
Adverse Circumstances	28
Appeals Process	29

Section	Page
Roles and Responsibilities	30
Confidentiality	31
Policy Review Procedures	32
References and Related Documents	33

OVERVIEW AND PHILOSOPHY

Assessment is an integral component of learning, teaching and curriculum design. At Leon Štukelj International School, assessment is viewed as an ongoing process of gathering, analysing, interpreting and acting upon evidence of learning in order to improve student outcomes and inform future teaching.

Assessment is not an isolated event. It is embedded within everyday learning experiences and supports the development of knowledge, conceptual understanding, skills, agency and the attributes of the IB Learner Profile.

We believe that effective assessment:

- supports the achievement and wellbeing of every learner;
- promotes student agency and learner ownership;
- values learner diversity and variability;
- provides meaningful opportunities for participation and success;
- informs teaching and curriculum planning;
- encourages reflection and continuous improvement;
- strengthens partnerships between students, teachers and families;
- contributes to fair opportunities for success.

Assessment is most effective when it is authentic, inclusive, transparent, purposeful and aligned with the values and philosophy of the International Baccalaureate.

ASSESSMENT AND INCLUSION

Assessment and inclusion are inseparable.

The school recognises that learners vary in their strengths, interests, cultural backgrounds, prior experiences, languages, identities and approaches to learning. These differences are viewed as assets that enrich the learning community rather than barriers to participation.

In alignment with the IB Access and Inclusion Policy and the school's Inclusion Policy, assessment is designed proactively to minimise barriers and maximise participation. Inclusive assessment begins during planning rather than after difficulties are identified.

The school adopts the principles of Universal Design for Learning (UDL) to ensure that assessment opportunities are accessible and meaningful for a wide range of learners.

Assessment practices therefore provide:

Multiple Means of Engagement

Students are offered different ways to connect with learning, demonstrate motivation and engage with assessment tasks.

Multiple Means of Representation

Information, instructions and assessment expectations are communicated using a variety of formats and supports.

Multiple Means of Action and Expression

Students are provided with opportunities to demonstrate understanding through diverse methods while maintaining consistent learning outcomes and academic expectations.

Where barriers remain, reasonable adjustments may be implemented to ensure accessible learning environments without compromising the integrity of programme standards or learning outcomes.

PURPOSE OF ASSESSMENT

The primary purpose of assessment is to improve learning.

Assessment enables the school community to understand:

- what students know;
- what students understand;
- what students can do;
- how students learn;
- what support students may require;
- how teaching and learning can be improved.

Assessment supports:

Students

Effective assessment enables students to:

- understand learning intentions and success criteria;
- participate actively in their learning;
- reflect on progress and achievement;
- identify strengths and areas for development;
- set meaningful learning goals;
- develop self-regulation and metacognitive skills;
- act upon feedback;
- demonstrate understanding through a variety of approaches;
- build confidence as independent learners.

Teachers

Effective assessment enables teachers to:

- monitor learner progress;
- identify next steps in learning;
- inform planning and differentiation;
- evaluate the impact of teaching practices;
- provide timely and constructive feedback;
- collaborate with colleagues to improve learning experiences;
- make evidence-informed decisions.

Families

Effective assessment enables families to:

- understand student progress and achievement;
- engage in meaningful conversations about learning;
- support learning at home;
- celebrate growth and achievement;
- contribute to goal-setting and student success.

The School

Effective assessment enables the school to:

- monitor programme effectiveness;
- evaluate curriculum implementation;
- identify resource and professional learning needs;
- ensure equitable outcomes for learners;
- promote continuous improvement across the school community.

CHARACTERISTICS OF EFFECTIVE ASSESSMENT

Assessment at Leon Štukelj International School is:

Authentic

Learning is connected to meaningful contexts and real-world applications.

Inclusive

Assessment is designed to remove barriers and provide equitable opportunities for participation and success.

Transparent

Learning goals, success criteria and assessment expectations are clearly communicated.

Developmental

Assessment recognises progress over time and supports continuous growth.

Varied

A range of assessment approaches, strategies and tools are used to capture different forms of learning.

Collaborative

Students, teachers and families contribute to the assessment process.

Responsive

Assessment information informs future teaching, learning and support.

Reflective

Assessment encourages thoughtful reflection and informed action.

Student-Centred

Students are active participants and partners in assessment rather than passive recipients of judgements.

ASSESSMENT-CAPABLE LEARNING COMMUNITIES

A successful learning community is one in which assessment literacy is shared by all members.

In an assessment-capable community:

- assessment purposes are clearly understood;
- learning goals and success criteria are transparent;
- evidence of learning is used constructively;
- feedback informs future action;
- reflection is valued;
- student voice is respected;
- learner agency is actively promoted.

Assessment is a collaborative process involving students, teachers, school leaders, support staff and families.

STUDENT AGENCY IN ASSESSMENT

Student agency is fundamental to assessment.

Students are empowered to:

- help shape learning goals;
- contribute to success criteria;
- select evidence of learning;
- engage in self-assessment;
- participate in peer assessment;
- reflect on progress;
- identify next learning steps;
- advocate for their learning needs.

Through reflection and feedback, students develop the confidence, responsibility and metacognitive awareness required to become lifelong learners.

ASSESSMENT FOR, AS AND OF LEARNING

Assessment FOR Learning

Assessment for learning is formative and continuous.

It provides information that teachers and students use to improve learning during the learning process.

Examples include:

- observations;
- conferences;
- questioning;
- learning journals;
- reflections;
- peer feedback;
- draft submissions;
- formative tasks.

Assessment AS Learning

Assessment as learning positions students as active participants in the assessment process.

Students develop self-regulation by:

- setting goals;
- monitoring progress;
- evaluating learning strategies;
- reflecting on outcomes;
- planning future actions.

Assessment OF Learning

Assessment of learning provides evidence of achievement at a particular point in time.

It is used to:

- determine levels of achievement;
- report progress;
- evaluate programme outcomes;
- inform transitions and progression decisions.

Examples include:

- summative investigations;
- projects;
- performances;
- presentations;
- examinations;
- portfolio exhibitions;
- criterion-based assessments.

PLANNING, MONITORING AND EVIDENCE COLLECTION

Assessment planning is an essential component of curriculum design and learning. At Leon Štukelj International School, assessment is intentionally planned to support learning, guide teaching and provide meaningful opportunities for all students to demonstrate growth and achievement.

Assessment is embedded throughout the learning process rather than occurring solely at the end of a unit of study. Teachers collect evidence continuously to understand students' progress, identify strengths, determine next steps and respond to emerging learning needs.

Planning for assessment is guided by the following principles:

- assessment aligns with learning goals and success criteria;
- assessment supports conceptual understanding as well as knowledge and skills development;
- assessment opportunities are authentic and meaningful;
- assessment reflects learner variability and promotes accessibility;

- assessment provides multiple opportunities for students to demonstrate learning;
- assessment includes opportunities for reflection, feedback and self-regulation;
- assessment informs future planning and differentiation.

Monitoring Learning

Monitoring learning is an ongoing process through which teachers and students gather evidence of progress throughout a learning journey.

Teachers monitor learning through:

- classroom observations;
- student-teacher conferences;
- questioning and discussion;
- formative assessment tasks;
- reflections and learning journals;
- peer and self-assessment;
- performance-based assessments;
- portfolios and process journals;
- collaborative inquiry experiences.

Monitoring allows teachers to identify misconceptions, recognise achievements and adjust instruction in response to individual and collective learning needs.

Students are also active participants in monitoring their own learning. They are encouraged to reflect regularly on their progress, evaluate the effectiveness of learning strategies and identify areas for further development. This process strengthens learner agency and supports the development of metacognitive skills.

Collecting Evidence of Learning

Evidence of learning may be gathered through a variety of methods and formats, including:

- written responses;
- oral presentations;
- performances;
- investigations and inquiries;
- discussions and interviews;
- creative products;
- visual representations;
- digital artefacts;
- collaborative projects;
- practical demonstrations.

The school recognises that students demonstrate learning in different ways. Evidence collection therefore reflects a broad and balanced approach that values multiple forms of expression and achievement.

Professional judgement is used alongside assessment evidence to develop a comprehensive understanding of each student's learning and progress over time.

INCLUSIVE ASSESSMENT AND UDL IMPLEMENTATION

At Leon Štukelj International School, inclusive assessment is a fundamental characteristic of effective teaching and learning.

In alignment with the school's Inclusion Policy and the IB Access and Inclusion Policy, assessment is designed proactively to ensure that all learners can meaningfully participate in learning and demonstrate achievement. Inclusive assessment is not viewed as a separate practice but as an integral component of curriculum planning, teaching and assessment design.

The school recognises that learner variability is a normal and expected aspect of every classroom. Students differ in their interests, strengths, experiences, cultural backgrounds, languages, identities and approaches to learning. Assessment practices therefore seek to remove unnecessary barriers while maintaining high expectations for all learners.

Universal Design for Learning

Assessment design is informed by Universal Design for Learning (UDL) principles.

Teachers plan assessment experiences that provide:

Multiple Means of Engagement

Students are offered different opportunities to connect with learning, sustain motivation and demonstrate personal relevance.

Examples may include:

- choice within assessment tasks;
- authentic real-world contexts;
- collaborative and independent learning opportunities;
- varied pathways for inquiry and investigation.

Multiple Means of Representation

Assessment information is communicated through a variety of accessible formats so that all students can understand expectations and demonstrate their learning effectively.

Examples may include:

- written and visual instructions;
- graphic organisers;
- demonstrations and modelling;
- multimedia resources;

- scaffolded success criteria.

Multiple Means of Action and Expression

Students are provided with opportunities to demonstrate understanding using different methods while maintaining consistent learning outcomes.

Examples may include:

- oral presentations;
- written responses;
- visual products;
- digital media;
- performances;
- practical demonstrations;
- collaborative tasks.

Equity and Access

Inclusive assessment promotes equitable access rather than identical experiences.

Teachers design assessment experiences that:

- value diverse perspectives and identities;
- recognise individual strengths;
- support different learning pathways;
- minimise unnecessary barriers;
- maintain appropriate levels of challenge;
- promote student agency and wellbeing.

Assessment practices are regularly reviewed to ensure they remain accessible, equitable and aligned with current IB expectations regarding access and inclusion.

ASSESSMENT OF LEARNERS WITH LEARNING SUPPORT REQUIREMENTS

Leon Štukelj International School is committed to ensuring that students with learning support requirements have meaningful opportunities to participate in learning and assessment. Assessment practices are guided by the school's Inclusion Policy, relevant educational documentation and the IB Access and Inclusion Policy.

The purpose of inclusive assessment is to remove or reduce barriers that may prevent students from demonstrating their knowledge, understanding and skills. Inclusive assessment practices do not provide an advantage; rather, they ensure that students can participate fairly and demonstrate achievement in ways that accurately reflect their learning.

Assessment is designed proactively, recognising that learner variability is a natural aspect of every classroom. Through the application of Universal Design for Learning (UDL), teachers seek to create

accessible assessment experiences from the outset, reducing the need for individual accommodations wherever possible.

Identification and Planning

Assessment planning for students with learning support requirements is informed by:

- classroom observations;
- assessment evidence;
- student voice;
- family input;
- professional recommendations;
- individual learning support plans, where appropriate.

Teachers collaborate with wellbeing staff, learning support professionals, programme coordinators, families and students to identify effective strategies that support participation and achievement. This collaborative approach ensures that support measures are responsive, appropriate and regularly reviewed.

The school adopts a strengths-based approach to assessment. Students are viewed through the lens of their capabilities, interests and potential rather than their challenges. Assessment practices seek to identify and build upon strengths while addressing barriers to learning and participation.

Reasonable Adjustments

The implementation of reasonable adjustments is outlined in the dedicated section of this policy. Adjustments are designed to support meaningful participation while maintaining the integrity of learning outcomes, assessment criteria and programme expectations.

Student Participation

Students are encouraged to play an active role in decisions relating to their learning and assessment arrangements. Whenever appropriate, students are supported in:

- understanding their individual learning profile;
- identifying effective learning and assessment strategies;
- advocating for their needs;
- reflecting on successful approaches to learning;
- contributing to support planning and review processes.

Developing learner ownership enables students to become increasingly confident, self-aware and independent in managing their learning. Active involvement in assessment processes supports wellbeing, self-efficacy and long-term success.

The school recognises that meaningful inclusion is achieved through a shared commitment to supporting every learner's growth, participation and achievement. By working collaboratively,

students, families and educators create learning environments in which all students can thrive academically, socially and emotionally.

MULTILINGUAL LEARNERS AND LANGUAGE-INCLUSIVE ASSESSMENT

Leon Štukelj International School values multilingualism as a significant educational, cultural and cognitive asset.

Students bring diverse linguistic backgrounds, experiences and identities that enrich the learning community. The school recognises that language development and content learning are interconnected and that language should not become an unnecessary barrier to demonstrating understanding.

Assessment practices therefore seek to provide equitable opportunities for multilingual learners to demonstrate their knowledge, understanding and skills while continuing to develop proficiency in the language of instruction.

Principles of Language-Inclusive Assessment

Language-inclusive assessment:

- values students' home and family languages;
- affirms linguistic and cultural identity;
- distinguishes between language proficiency and conceptual understanding where appropriate;
- provides appropriate scaffolding during learning and assessment;
- promotes barrier-free participation to curriculum expectations;
- recognises language development as an ongoing process.

Assessment Practices for Multilingual Learners

Teachers use a range of strategies to support multilingual learners during assessment, including:

- clear and accessible language;
- visual supports and exemplars;
- vocabulary scaffolding;
- multimodal resources;
- opportunities for discussion and collaborative meaning-making;
- modelling and guided practice;
- differentiated assessment pathways where appropriate.

Whenever possible, assessment tasks are designed to allow students to demonstrate understanding through multiple modes of communication rather than relying exclusively on written language. This approach reflects both UDL principles and the school's commitment to inclusion.

Language Development and Achievement

The school recognises that multilingual learners may be developing academic language while simultaneously acquiring new conceptual understandings. Assessment evidence is therefore considered holistically and within an appropriate developmental context.

Teachers collaborate with language specialists, support staff and families to ensure that assessment practices remain fair, responsive and aligned with students' developing language profiles.

By valuing linguistic diversity and promoting equitable access, the school fosters an inclusive environment in which multilingual learners can participate confidently, demonstrate achievement and develop as internationally minded members of the learning community.

REASONABLE ADJUSTMENTS

In accordance with the school's Inclusion Policy and the IB Access and Inclusion Policy, reasonable adjustments may be implemented when barriers exist that could prevent a student from demonstrating their learning effectively.

Reasonable adjustments are measures that reduce or remove barriers to participation while maintaining the integrity, rigour and intended learning outcomes of the assessment. Adjustments are designed to provide equitable access rather than an advantage.

The need for reasonable adjustments is determined through collaboration between students, families, teachers, programme coordinators, wellbeing staff and, where appropriate, external specialists. Decisions are informed by evidence of need, educational recommendations and the student's individual learning profile.

Guiding Principles

Reasonable adjustments:

- promote equitable participation and access;
- preserve assessment validity and reliability;
- support learner wellbeing and confidence;
- reflect individual strengths and needs;
- are reviewed regularly for effectiveness;
- are implemented consistently across learning environments where appropriate.

Examples of Reasonable Adjustments

Depending on individual circumstances, adjustments may include:

- additional time;
- rest breaks;
- alternative methods of response;
- assistive technology;

- enlarged print or modified presentation formats;
- preferential seating or adjusted environmental conditions;
- visual supports and organisational tools;
- access to a reader, scribe or other approved support where appropriate;
- language scaffolding for multilingual learners when aligned with programme guidelines.

The school recognises that effective inclusive practice begins with accessible assessment design. Reasonable adjustments are therefore viewed as one component of a broader commitment to Universal Design for Learning and equitable access for all students.

RECORDING AND DOCUMENTATION

Recording and documentation provide evidence of student learning, growth and achievement over time. They support reflection, communication and informed decision-making throughout the learning process.

Documentation captures both the learning process and the outcomes of learning. It enables teachers, students and families to understand progress, celebrate achievement and identify next steps.

Purposes of Recording and Documentation

The school records and documents learning in order to:

- monitor student progress;
- inform future planning and instruction;
- support feedback and reflection;
- identify strengths and areas for development;
- communicate achievement with students and families;
- ensure continuity of learning;
- provide evidence for reporting and programme evaluation.

Documentation Methods

Teachers use a range of documentation methods, including:

Observations and Anecdotal Records

Brief records of observations provide evidence of student development, participation, conceptual understanding and skill acquisition. These records inform planning and contribute to a comprehensive understanding of student learning.

Checklists and Learning Continuums

Checklists and developmental continuums support the monitoring of knowledge, skills and conceptual understanding over time. They assist teachers and students in identifying progress and future learning goals.

Rubrics and Success Criteria

Clear criteria support transparency, consistency and student understanding of quality learning. Rubrics enable students to reflect on achievement and identify areas for growth.

Student Reflections

Student reflections provide valuable insight into thinking, learning strategies, goal-setting and personal growth. Reflection is an essential component of student involvement and assessment-capable learning.

Portfolios

Portfolios contain purposeful selections of student work that demonstrate learning, achievement, reflection and development over time. Portfolios are developed collaboratively by students and teachers and form an important part of the assessment process.

Data Privacy and Confidentiality

Assessment records and documentation are maintained securely and accessed only by authorised personnel. Confidential information is managed in accordance with school procedures and applicable legal and ethical requirements.

MEASUREMENT AND JUDGEMENT

Measurement and professional judgement are complementary components of effective assessment.

Measurement provides evidence of achievement at specific points in time, while professional judgement allows educators to interpret that evidence within a broader understanding of student learning and progress.

The school recognises that learning is complex and cannot be represented fully by a single score, grade or assessment task. Judgements are therefore based on multiple sources of evidence collected over time.

Principles of Assessment Judgement

Decisions about student achievement are:

- evidence-based;
- aligned with programme expectations;
- fair and transparent;
- informed by professional expertise;

- based on multiple opportunities to demonstrate learning;
- reflective of demonstrated achievement rather than behaviour or effort alone.

Measuring Learning

Measurement may include:

- criterion-related assessment;
- performance tasks;
- investigations and inquiries;
- projects and exhibitions;
- portfolios;
- presentations and performances;
- written assessments and examinations.

Teachers use a balanced range of assessment evidence to determine achievement levels and learning progress.

Professional Judgement

Professional judgement involves analysing patterns of evidence rather than relying solely on averages or isolated performances. Teachers consider:

- consistency of achievement;
- progression over time;
- quality of demonstrated understanding;
- application of skills and concepts;
- learning context and available evidence.

Collaborative moderation and standardisation practices support consistency and shared expectations across programmes and subject areas.

Measurement and judgement are ultimately used not only to determine achievement but also to support future learning and student growth.

REPORTING

Reporting is the process of communicating student learning, development and achievement to students, families and the wider learning community.

Reporting reflects the school's commitment to transparency, partnership and continuous improvement. It provides meaningful information about what students know, understand and can do, while also recognising their personal growth, wellbeing and development as learners.

Reporting is:

- accurate and evidence-based;

- clear and accessible;
- timely and constructive;
- respectful and strengths-based;
- aligned with programme expectations;
- focused on supporting future learning.

Purposes of Reporting

Reporting aims to:

- communicate progress and achievement;
- celebrate growth and success;
- identify future learning goals;
- strengthen learner voice and choice;
- support collaboration between home and school;
- provide information for educational decision-making.

Reporting Methods

Assessment information may be communicated through:

Student-Teacher Conferences

Regular conversations between students and teachers provide opportunities for feedback, reflection, goal-setting and discussion of progress.

Parent-Teacher Conferences

Parent-teacher conferences provide opportunities to discuss individual student development, achievement, wellbeing and future learning goals. Partnerships are strengthened through open and constructive dialogue.

Student-Led Conferences

Student-led conferences encourage learners to take ownership of their progress by presenting evidence of learning, reflecting on growth and identifying future goals. These conferences strengthen learner ownership and metacognitive awareness.

Written Reports

Written reports provide a summary of learning and achievement. Reports communicate academic progress, learner development, assessment outcomes and next steps for learning.

Ongoing Communication

Teachers maintain ongoing communication with students and families through conversations, digital platforms, emails and other appropriate communication channels.

Student Voice in Reporting

Students are active participants in reporting processes. Opportunities for self-assessment, reflection and goal-setting ensure that reporting promotes ownership of learning and supports the development of independent, reflective learners.

PARENT PARTNERSHIPS

Leon Štukelj International School recognises parents and caregivers as essential partners in student learning and wellbeing.

Strong partnerships between home and school contribute positively to academic achievement, personal development and student engagement. The school therefore promotes regular, respectful and collaborative communication regarding learning and assessment.

Parents are encouraged to participate actively in the assessment process by engaging in conversations about learning, supporting goal-setting and celebrating progress and achievement.

The School Commits To:

- providing clear information about assessment practices and expectations;
- communicating student progress regularly;
- creating opportunities for meaningful dialogue;
- responding to concerns in a timely and respectful manner;
- supporting families in understanding IB philosophy and assessment practices;
- fostering inclusive and culturally responsive partnerships.

Parents and Caregivers Are Encouraged To:

- engage in discussions about their child's learning;
- attend conferences and reporting events;
- support learning goals at home;
- communicate relevant information that may affect learning or wellbeing;
- collaborate with teachers and support staff when additional support is required;
- celebrate effort, growth and achievement.

Shared Responsibility

Effective assessment relies on a shared commitment between students, families and educators. Through collaborative partnerships, the school seeks to create a supportive learning environment in which every student is empowered to thrive academically, socially and emotionally.

PORTFOLIO ASSESSMENT

Portfolio assessment is an essential component of learning, reflection and assessment at Leon Štukelj International School. Portfolios provide a purposeful and evolving record of student growth, achievement, reflection and learning over time. They promote student agency by enabling learners to take an active role in documenting, analysing and celebrating their own progress.

A portfolio is not simply a collection of completed work. It is a curated selection of learning evidence that demonstrates the development of knowledge, conceptual understanding, skills, Approaches to Learning (ATL) skills and the attributes of the IB Learner Profile.

Purposes of Portfolio Assessment

Portfolio assessment enables students to:

- reflect on their learning journey;
- identify strengths and areas for development;
- demonstrate growth over time;
- celebrate achievements and accomplishments;
- develop ownership of learning;
- engage in goal-setting and self-assessment;
- share learning with teachers, families and peers.

Portfolio assessment enables teachers to:

- monitor student progress longitudinally;
- gather evidence from multiple contexts;
- support reflective practice;
- inform reporting and future planning.

Essential Agreements for Portfolios

Portfolios at Leon Štukelj International School:

- are developed collaboratively by students and teachers;
- contain evidence selected for a clear purpose;
- include student reflection and self-assessment;
- demonstrate growth, achievement and learning over time;
- represent a range of learning experiences and assessment opportunities;
- include evidence from both formative and summative assessment processes.

Students are encouraged to select pieces that showcase achievement, challenge, improvement, creativity and personal growth. Reflection accompanies portfolio entries to promote deeper understanding of learning and future goal-setting.

Portfolio assessment forms an important part of student-led conferences and reporting processes across both the PYP and MYP.

PYP ASSESSMENT

Assessment in the Primary Years Programme (PYP) reflects the philosophy and pedagogical principles of the International Baccalaureate. It supports inquiry-based learning and promotes the development of knowledgeable, reflective and self-directed learners.

The purpose of assessment in the PYP is to understand and support student learning while fostering agency, curiosity, conceptual understanding and meaningful action. Assessment is integrated into the learning process and informs both teaching and learning.

Assessment in the PYP

Assessment in the PYP:

- is ongoing and integrated into daily learning;
- supports inquiry and conceptual understanding;
- values student voice, choice and ownership;
- promotes reflection and self-regulation;
- recognises individual progress and growth;
- provides meaningful feedback to students and families.

Teachers gather evidence of learning through a variety of assessment approaches, including:

- observations;
- student reflections;
- conferences;
- performance tasks;
- open-ended investigations;
- learning engagements;
- portfolios;
- peer and self-assessment;
- authentic demonstrations of learning.

Assessment of Learning in the PYP

PYP assessment focuses on students' development of:

- knowledge;
- conceptual understanding;
- Approaches to Learning (ATL) skills;
- learner agency;

- action;
- the attributes of the IB Learner Profile.

Assessment evidence is gathered from multiple learning experiences and interpreted holistically to provide a comprehensive picture of student development. The school recognises that learning may be demonstrated in many different ways and values multiple forms of expression and achievement.

Progression in the PYP

Decisions regarding student progression are based on a comprehensive understanding of student learning, development and wellbeing.

When concerns arise regarding a student's readiness for progression, a collaborative process involving teachers, school leadership, wellbeing staff and families is followed. Decisions are made in the best interests of the student and are informed by a broad range of evidence.

PYP EXHIBITION

The PYP Exhibition is the culminating learning experience of the Primary Years Programme. It provides students with an opportunity to demonstrate the knowledge, conceptual understandings, skills and attributes developed throughout their PYP journey.

The Exhibition reflects the fundamental principles of the PYP by promoting inquiry, agency, collaboration, reflection and responsible action. Students investigate issues or opportunities that are significant to them and their communities while applying learning in authentic and meaningful contexts.

Assessment of the Exhibition

Assessment of the Exhibition is ongoing and developmental. It values both the learning process and the final presentation.

Teachers, mentors, peers, families and community members may contribute feedback throughout the process. Assessment evidence is gathered through:

- conferences and observations;
- inquiry documentation;
- process journals;
- reflections;
- research records;
- presentations;
- performance tasks;
- peer and self-assessment;
- final products and exhibitions.

Areas Assessed During the Exhibition

Assessment may include evidence of:

- inquiry and research skills;

- conceptual understanding;
- collaboration and teamwork;
- communication skills;
- self-management skills;
- critical and creative thinking;
- action and impact;
- reflection and learner agency.

The Exhibition celebrates student growth, independence and the successful application of learning in authentic contexts. It serves as a significant milestone in students' transition from the PYP to the MYP.

MYP ASSESSMENT

Assessment in the Middle Years Programme (MYP) is criterion-related and is designed to support student learning and achievement through meaningful and authentic learning experiences.

The purpose of MYP assessment is to support learning, promote understanding and provide students with opportunities to demonstrate achievement against clearly defined objectives. Assessment is integrated into teaching and learning and reflects the holistic philosophy of the programme.

Principles of MYP Assessment

MYP assessment:

- promotes learning through meaningful feedback;
- supports the development of subject-specific knowledge and skills;
- encourages critical and creative thinking;
- values transfer of learning across disciplines;
- supports international-mindedness and intercultural understanding;
- recognises student growth and achievement over time;
- promotes reflection and learner agency.

Students are informed of:

- learning goals;
- assessment criteria;
- success criteria;
- assessment timelines;
- feedback processes;
- opportunities for reflection and improvement.

Teachers design varied assessment opportunities that allow students to demonstrate achievement in authentic and meaningful ways. These may include:

- investigations;
- projects;
- performances;
- debates;
- exhibitions;
- practical tasks;
- presentations;
- written assessments;
- interdisciplinary learning experiences.

Assessment practices support the development of independent, reflective and self-regulated learners capable of applying learning in unfamiliar and real-world contexts.

MYP CRITERIA AND ACHIEVEMENT LEVELS

The MYP uses a criterion-related assessment model. Students are assessed against subject-specific criteria established by the International Baccalaureate rather than against the performance of other learners.

Criterion-related assessment:

- promotes fairness and transparency;
- focuses on clearly defined learning objectives;
- supports meaningful feedback;
- enables students to understand expectations and monitor progress;
- encourages continuous improvement and reflection.

Achievement Levels and Professional Judgement

For each assessment criterion, students are awarded achievement levels based on the International Baccalaureate's criterion descriptors.

Teachers use a best-fit approach when determining achievement levels. Judgements are based on multiple sources of evidence collected over time and informed by criterion descriptors, professional expertise and collaborative moderation processes.

Achievement levels are not derived through simple averaging but reflect the student's most accurate and consistent level of demonstrated achievement.

This approach promotes fairness, transparency and a valid representation of learning.

INTERNAL STANDARDISATION

Internal standardisation is an essential process that promotes consistency, reliability and fairness in assessment practices across the school.

Through collaborative professional dialogue, teachers develop shared understandings of assessment criteria, achievement standards and expectations for learning. This ensures that assessment judgements are aligned, equitable and reflective of IB requirements.

Purposes of Internal Standardisation

Internal standardisation aims to:

- strengthen assessment literacy;
- promote consistency in teacher judgement;
- improve reliability of assessment decisions;
- support professional collaboration;
- enhance student learning outcomes;
- ensure alignment with programme standards and practices.

Standardisation Practices

Teachers engage in standardisation through:

- collaborative planning;
- moderation of student work;
- review of assessment tasks and criteria;
- professional dialogue regarding evidence of learning;
- examination of exemplars and benchmark tasks;
- reflection on assessment outcomes and practice.

Within the MYP, subject group teachers work collaboratively to build and maintain a shared understanding of subject-specific criteria and achievement level descriptors. Through discussion and moderation of student work, teachers develop common expectations regarding quality and achievement.

Professional Learning and Continuous Improvement

Internal standardisation is viewed as an ongoing component of professional learning. It supports reflective practice, strengthens assessment capability and contributes to the development of a coherent school-wide assessment culture.

Regular standardisation sessions are incorporated into collaborative planning processes to ensure that assessment practices remain valid, reliable, inclusive and aligned with current IB expectations.

MISSING WORK

Timely completion and submission of assessment tasks are important aspects of learning, responsibility and self-management. Students are encouraged to develop organisational skills, meet agreed deadlines and communicate proactively when difficulties arise.

The school also recognises that circumstances may occasionally affect a student's ability to complete assessment tasks. Assessment practices therefore balance accountability with compassion, flexibility and support.

Student Responsibilities

Students are expected to:

- attend classes regularly;
- engage actively in learning experiences;
- complete and submit assessment tasks by agreed deadlines;
- communicate with teachers when challenges arise;
- take responsibility for making up missed learning and assessment opportunities.

Support for Incomplete or Missing Work

When assessment evidence is missing, teachers will seek opportunities to gather sufficient evidence of learning through:

- discussions with the student;
- alternative assessment opportunities;
- additional learning support;
- completion plans and agreed deadlines;
- teacher-student conferences.

Assessment decisions are based on available evidence of learning. Where insufficient evidence exists to make a valid judgement, teachers will work collaboratively with students and families to determine appropriate next steps.

The emphasis is on promoting learning and ensuring students have opportunities to demonstrate achievement while maintaining academic integrity and programme expectations.

PROMOTION AND PROGRESSION

Progression decisions are based on a holistic understanding of student development, achievement, wellbeing and readiness for future learning. Academic achievement is considered alongside social-emotional development, learner agency, engagement and individual circumstances.

Principles of Progression

Progression decisions:

- prioritise the best interests of the student;
- are informed by multiple sources of evidence;
- consider academic, social and emotional development;
- involve collaboration between teachers, school leaders, families and students where appropriate;
- support long-term learner success and wellbeing.

PYP Progression

The school recognises that students develop at different rates and through different pathways. Progression within the PYP is therefore considered within a developmental framework that values growth and continuous learning.

Where concerns arise regarding a student's readiness for progression, individual circumstances are carefully reviewed and appropriate support strategies are considered in collaboration with families and relevant support staff.

MYP Progression

Within the MYP, progression decisions are informed by achievement across subject groups, demonstrated engagement with learning and readiness for future coursework. Students are expected to meet programme expectations and demonstrate sufficient evidence of learning to support progression.

Where concerns regarding progression exist, intervention and support measures are implemented whenever possible before decisions are made.

ADVERSE CIRCUMSTANCES

The school acknowledges that circumstances beyond a student's control may significantly affect learning, wellbeing or assessment performance.

Adverse circumstances may include, but are not limited to:

- serious illness or injury;
- bereavement;
- significant family circumstances;
- mental health challenges;
- emergencies affecting safety or wellbeing;
- other exceptional situations beyond the student's control.

Consideration of Adverse Circumstances

When adverse circumstances occur, the school seeks to ensure that assessment decisions remain fair, compassionate and educationally appropriate.

Appropriate responses may include:

- adjusted timelines;

- alternative assessment arrangements;
- temporary reasonable adjustments;
- additional wellbeing support;
- modified assessment schedules;
- opportunities to demonstrate learning through alternative means.

Decisions are made on an individual basis and are informed by available evidence, professional judgement and consultation with students, families, programme coordinators and wellbeing staff.

The school's primary objective is to ensure that adverse circumstances do not create unfair barriers to demonstrating learning and achievement.

APPEALS PROCESS

Leon Štukelj International School is committed to maintaining assessment processes that are transparent, fair and consistent.

Students and parents have the right to seek clarification regarding assessment decisions and to raise concerns where they believe assessment procedures have not been applied appropriately.

Principles

The appeals process:

- promotes fairness and transparency;
- respects all members of the learning community;
- follows established procedures;
- seeks resolution through constructive dialogue;
- protects the integrity of assessment practices.

Informal Resolution

In most cases, concerns should first be addressed through discussion with the classroom or subject teacher. Many concerns can be resolved through clarification of assessment evidence, criteria or reporting decisions.

Formal Appeal

If concerns remain unresolved, a formal appeal may be submitted to the Head of the International Department within the timeframe established by school procedures.

The review process may include:

- examination of assessment evidence;
- review of assessment criteria and procedures;
- consultation with relevant teachers and programme coordinators;
- consideration of whether established assessment practices were followed appropriately.

The purpose of the appeal process is to evaluate the fairness and consistency of assessment procedures rather than to negotiate grades or achievement levels.

Decisions reached through the formal review process are communicated in writing and recorded according to school procedures.

ROLES AND RESPONSIBILITIES

Assessment is a shared responsibility that involves all members of the learning community.

School Leadership

School leaders are responsible for:

- ensuring implementation of the Assessment Policy;
- promoting assessment practices aligned with IB philosophy;
- supporting professional learning related to assessment;
- allocating resources to support effective assessment practices;
- monitoring policy implementation and effectiveness.

Programme Coordinators

Programme coordinators are responsible for:

- supporting the development of assessment literacy;
- promoting consistency across programmes;
- facilitating moderation and standardisation practices;
- ensuring alignment with IB requirements and expectation
- supporting policy implementation and review.

Teachers

Teachers are responsible for:

- designing meaningful and inclusive assessment opportunities;
- implementing Universal Design for Learning principles;
- monitoring and documenting student learning;
- providing timely and constructive feedback;
- using assessment evidence to inform planning;
- promoting student reflection and agency;
- communicating effectively with students and families

Students

Students are responsible for:

- engaging actively in learning and assessment;

- reflecting on progress and achievement;
- setting personal learning goals;
- acting on feedback;
- demonstrating academic integrity;
- communicating learning needs and concerns appropriately;
- contributing to assessment discussions and decision-making where appropriate.

Parents and Caregivers

Parents and caregivers are responsible for:

- supporting learning and wellbeing at home;
- engaging in assessment-related communication;
- participating in conferences and reporting opportunities;
- sharing relevant information that may affect learning;
- collaborating with teachers and support staff to promote student success.

Wellbeing and Learning Support Staff

Wellbeing and learning support staff are responsible for:

- supporting inclusive assessment practices;
- advising on reasonable adjustments and accessibility;
- contributing to support planning and monitoring;
- collaborating with teachers, students and families;
- promoting student wellbeing and equitable participation.

CONFIDENTIALITY

The school is committed to maintaining confidentiality, privacy and professional integrity in all matters relating to assessment.

Assessment information is collected, stored and communicated in ways that respect the dignity, wellbeing and privacy of students and families.

Confidential Assessment Information

Confidential information may include:

- assessment records;
- reporting documentation;
- learning support information;
- wellbeing records;

- reasonable adjustment plans;
- professional reports and recommendations.

Such information is accessible only to authorised staff who require access in order to support student learning, wellbeing and programme implementation.

Ethical Responsibilities

All members of staff are expected to:

- maintain professional confidentiality;
- handle student information responsibly;
- comply with school policies and applicable legal requirements;
- share information only when educationally necessary and appropriately authorised.

Confidential information must not be discussed in public settings or shared with individuals who do not have a legitimate educational need to know.

POLICY REVIEW PROCEDURES

The Assessment Policy is considered a living document that evolves in response to programme development, educational research, community feedback and changes in IB requirements.

The school is committed to regular review and continuous improvement of assessment practices to ensure alignment with its mission, values and commitment to inclusive education.

Policy Review Process

The policy will be reviewed:

- every two years;
- following significant updates to IB guidance or programme documentation;
- when changes in legislation or educational requirements occur;
- when school evaluation processes identify the need for revision.

Participants in the Review Process

The review process may involve:

- school leadership;
- programme coordinators;
- teachers;
- wellbeing and learning support staff;
- students;
- parents and caregivers;
- other members of the wider learning community where appropriate.

Evaluation Criteria

Policy review will consider:

- alignment with IB Programme Standards and Practices;
- effectiveness of assessment practices;
- inclusion and accessibility;
- student voice and agency;
- consistency across programmes;
- feedback from members of the learning community;
- current educational research and best practice.

REFERENCES AND RELATED DOCUMENTS

This policy should be read in conjunction with:

- Leon Štukelj International School Inclusion Policy (2026);
- Leon Štukelj International School Language Policy;
- Leon Štukelj International School Academic Integrity Policy;
- Leon Štukelj International School Admissions Policy;
- IB Programme Standards and Practices;
- IB Access and Inclusion Policy (2022);
- PYP: Principles into Practice;
- MYP: Principles into Practice.

Policy Administration

Policy approved: July 2026.

Next review: June 2028.

Responsible persons:

- Head of International Department;
- PYP Coordinator;
- MYP Coordinator;
- School Leadership Team;
- All Teaching Staff.