



Assessment Policy- IB Rudbecksgymnasiet

Philosophy and Principles

Assessment is a fundamental part of teaching and students' learning.

- Teachers should continuously reflect on—and develop their understanding of—the importance of assessment for students' intellectual development.
- Students should continuously reflect on—and develop their understanding of—the importance of assessment for their intellectual development.
- Assessment practice ensures that education is inclusive and that the diverse learning needs of all pupils are met. This supports inclusive education as a matter of human rights and social justice.
- Assessment policy and implementation is facilitated by a culture of collaboration within both the IB teaching team and the whole school community.

Formative assessment:

Assessment for learning should be conducted in a variety of ways, written as well as oral, with the objective of making students aware of their progress and focus on areas of development.

- Formative assessment is used by teachers to understand the strengths and areas of improvement for individual students in order to help teachers plan teaching to meet the needs of all students.
- Formative assessment is used by students to assess their own performance and learning strategies in order to develop an awareness of the learning process and where their strengths and areas of development lie. Teachers and students should have a clear understanding of the International Baccalaureate assessment criteria.

Summative assessment:

Assessment **of** learning as a basis for monitoring student progress.

- Summative assessment is based on old exam questions and other similarly valid material, using appropriate IB assessment criteria.
- Summative assessment is carried out at the end of DP1 and at two to three intervals in the form of e.g. 'current-situation grades' and predicted grades for the purpose of university applications.

Implementation

It is the teachers' responsibility to ensure that students are aware of the relevant assessment criteria and understand the importance of being able to assess their own performance with reference to these criteria. Teachers should provide feedback, related to assessment criteria, within reasonable time.

Communicating assessment criteria

- Teachers have a responsibility to ensure all students understand the assessment criteria against which their performance is assessed. In response to student feedback, care needs to be taken in this context. Assessment criteria should be introduced with sensitivity and integrated with student learning in a way that will maximize the development of student understanding of subject-specific requirements.
- Students should have access to course curricula and should be guided in how to use them.
- Specific assessment criteria may be explicitly connected with a particular task.
- Assessment criteria should be used in explaining teacher assessment in meetings with students and parents.
- First draft feedback: teachers explain feedback to pupils and help students develop strategies for further learning.
- Appropriate documents (such as sample work from the IB website) are used in the context of student self-assessment, in the context of students' development of learning objectives.

Formative Assessment Opportunities

Students are continuously assessed (formatively) through a combination of e.g.:

- Assessment of written work.
- Observation of student performance in class.
- Tests.
- Quizzes.
- Self-assessment.
- Peer assessment.
- Observation of student performance in group work.
- Assessment of homework tasks.

- Throughout the course all teachers provide opportunities for students to assess their own work and develop strategies for further learning. For example, through modelling and evaluating sample work.
- Time is allocated for revision before the finals, during which teachers guide students' evaluation of their work and help them in developing strategies for study.

Summative Assessment Opportunities

Summative assessment is made at appropriate points, using e.g.:

- End-of-unit tests (based on appropriate materials, such as old exams or appropriate questions, using IB assessment criteria).
- Written work.
- Internal assessments/investigations.
- Mock exams in IB2.

Feedback to students

Teachers should provide direct and timely communication with pupils on all aspects of their progress against IB learning outcomes and criteria.

Form of feedback:

- Individual tutorials with students.
- Using the digital learning platform (ManageBac).
- Interactively via digital devices (all students are provided with laptops or iPads).
- Self-assessment and peer assessment are also planned into learning (peer assessment is often done using IT).

Feedback content (Pre DP year):

- In response to feedback from students, teachers introduce Pre DP students to the IB assessment criteria. Where possible, these may be used as the basis of providing formative assessment feedback to students, to help them develop an understanding of IB expectations.
- Opportunities for summative assessment are planned into each subject on the Pre DP year to enable students to understand expectations and assess their progress against assessment criteria. At least three summative assessments are provided within each subject, the first no

later than the end of October of the first term. These are used as a basis for identifying students who have difficulties managing their studies.

- Feedback from regular formative assessment is provided to students. At least three opportunities for formal feedback from formative assessment are provided in each subject. However, formative assessment is an ongoing process in all teaching and learning and is integrated into all teaching.
- A mini extended essay is undertaken by all students in the Pre DP year to introduce them to the expectations of the IB extended essay. Using the IB extended essay assessment criteria, formative feedback is provided to students to enable them to identify strengths and weaknesses in researching, planning, and writing an extended essay.

Feedback content (IB1):

- Opportunities for summative assessment are planned into each subject on the IB 1 year to enable students to understand expectations and assess their progress against IB assessment criteria.
- Feedback from regular formative assessment is provided to students: formative assessment in an ongoing process in all teaching and learning and is integrated into all teaching.

Feedback content (IB2):

- In response to requests from students, teachers give feedback to final year students (in January at the latest) on the students' performance, giving an assessment of their grade based on current performance, which is used as a basis for formative discussion of strategies for the student to use in improving their grade.
- Teachers should provide assessment information for students for the purposes of university applications when required, at the following times:
 - In **October**: predicted grades are sent to the relevant application body but should not be shared with students.
 - In **January**: formative predicted grades, based on appropriate IB grade descriptors, are sent to the relevant application body when required. These may be shared and discussed with pupils
 - In **March** (after the mock exams). These predicted grades are based on assessment using IB exam papers from previous years. These are shared with students and are used as the basis for planning revision strategies.

The predicted grades should be based on current performance but should be based on an 'aspirational but achievable' assessment of the students' likely performance.

When predicted grades are required for applications to UK universities, they should be based on

UCAS guidelines for setting predicted grades:

<https://www.ucas.com/advisers/managing-applications/predicted-grades-what-you-need-know>.

Feedback to parents

Teachers are responsible for ensuring that parents receive appropriate feedback on students' performance (at the age of 18, feedback to parents can only be given with the explicit permission of students).

These may be done through:

- Evaluations with parents twice a year.
- All assessment data on ManageBac is available to parents (until the students reach the age of 18, after which, in accordance with Swedish law, access to such information is at the discretion of students).
- In circumstances in which student performance is of concern, meetings are arranged which include the student, parents (when appropriate), mentors, student care team (which includes counsellors, special needs teachers, careers advisor, and the school nurse), and the principal.
- Academic notices are issued (when there is cause for concern about academic performance).

Inclusive Access Arrangements

To ensure that candidates are able to demonstrate their level of attainment more fairly, the following inclusive access arrangements are implemented. These are not intended to compensate for lack of ability.

- Individual needs of students are taken into account in planning and implementing assessment policy.
- When necessary, pupils are advised about their rights for special access arrangements for the final exams, and internal assessment work (where applicable), and appropriate arrangements are organised with the IB. This is the responsibility of the IB coordinator.

Summative Assessment

Work is graded against IB assessment criteria. The assessment criteria and the process of grading in relation to them is shared with students to enable students to develop their own ability to assess their own work and forge an understanding of their strengths and weaknesses. It is essential that all students have a good understanding of the assessment criteria used in assessing course work and the final examinations.

- Within each subject there should be a systematic implementation of summative assessment. For example, end-of-unit tests.
- At the end of year one students should be issued with a ‘current-situation grade’ based on appropriate summative assessment (such as end-of-unit tests, assessed written work, old exam papers).

An assessment record for every student is maintained on Managebac.

Internal Assessment

An overview of internal assessment for all students is maintained on a calendar.^[1] There should be no more than two separate internal assessments in any one week.

Review

The assessment policy should be amended as required through a continuous cycle of reflection and evaluation of the implementation of the assessment policy, including the assessment arrangements that ensure learning diversity and inclusion in the IB programme.

The assessment policy should always ensure that it continues to promote best practice, so that it accurately reflects IB assessment guidelines.

Links to Language Policy

Teachers are all aware that language is central to all learning, and that students’ capacity to develop their own knowledge and skills and develop strategies for self-assessment depend on adequate language skills.

Students that require language support are provided appropriate support by structured special needs provision.

Teacher collaboration

Teachers moderate each other’s assessment to ensure assessment criteria are applied uniformly. Procedures should be in place to collaborate with subject teachers in other IB schools in moderating assessment when appropriate.

In IB1 teachers will collaborate in assessing students’ writing skills, analytical skills, and subject-specific knowledge and understanding. This is used to inform ongoing planning and decision making.

Meeting time is put aside (once a term) for the purpose of collaborative planning and assessment.

Communicating the policy

The assessment policy should be made available to all stakeholders (students, teaching staff, administrative staff, school leadership, students’ parents). The assessment policy should be publicly available on the school website and the learning platform.

General principles of the assessment policy should be explained to parents in parent information meetings.