

IB Assessment Policy - Trondheim Katedralskole

The school's assessment policy complies with the rules and regulations set by the national educational authorities in Norway.¹ The assessment of IB Diploma Programme students is adapted to comply with IB standards and practices.

The county administration system for monitoring students' rights to an individual assessment was last revised in March 2014.

According to the National Assessment Regulations, four basic principles govern the assessment work which aims to promote learning. Students' learning outcome can be enhanced if they:

- Understand what they are learning and what is expected of them
- Receive feedback informing them about the quality of their work or performance
- Receive advice on how they can improve
- Are involved in their own learning environments, including assessing their own work and development

Assessment principles and practices

Assessment in the IB Diploma programme is criterion-based. The assessment shall be based on the objectives and assessment criteria specific to each subject. Students are to be assessed using both formative and summative assessment.

It is the responsibility of the subject teachers to post period plans/work plans in all subjects on ItsLearning (the school's LMS). These must inform the pupils about which topics and objectives they will be working on during the period in question, with reference to relevant teaching material. Homework expectations and submission deadlines for assignments should be included.

Subject guides and grade descriptors will be made available for students on ItsLearning. The students will be informed about different assessment situations and the relevant characteristics of goal attainment (assessment criteria). This may either be included in the period plans or made available on ItsLearning in connection with the assessment situations.

¹ The Directorate of Education lays down national assessment regulations that apply to all schools, and school owners in the counties (the governing body and education authority) to ensure that all schools comply with the regulations in force.

Formative assessment (assessment for learning)

Formative assessment can be given without grades or in combination with grades. Examples of assessment situations with grades are:

- Written tests/mock exams/submitted papers
- Oral presentations/oral tests
- Group work and projects
- Practical work in a laboratory or workshop
- Written assignments/lab reports

Feedback to the student in the day-to-day teaching, in writing or verbally, individually or in groups, will help him/her to develop and improve subject competence.

Formative assessment shall also function as the basis for adapted teaching.

The subject teacher must provide students with the opportunity to assess their own work and own competence and development in the subject (self-assessment). Students must be given the opportunity to assess their own goal attainment in their learning in relation to criteria with which they are familiar. The self-assessment must also include reflections on development in the subject.

The teachers shall provide constructive feedback on drafts for IA work and also drafts for the externally assessed written assignments in languages, the TOK Essay and the Extended Essay, within the parameters set in the IB subject guides.

Summative assessment (assessment of learning) during the course of study

Summative assessment during the course of study evaluates the competence level of the student, typically at the conclusion of a subject topic or unit and at the end of a semester or school year. The assessment shall be based on the subject-specific criteria for each subject and subject component. Grades will be reported on ItsLearning and shall reflect the student's level according to the grade descriptors,² using the IB grade scale from 1 (lowest) to 7 (highest).

Grades reflecting students' attained level of performance in each of their six IB DP subjects will be formally reported two times each year (mid-year and end-of-year). These grades will be published via *SkoleArena* and also reported to students and parents³ in the *Internal School Report* issued to each student. Notification of availability of grades will be given on the school's website.

All students at Trondheim Katedralskole will be given mid-year and end of year/overall grades in *Orderliness* and *Conduct* according to the rules and regulations set by the national educational authorities in Norway.⁴ There are three levels for these grades: *Good*, *Fair* or *Poor*. The grades will be reported along with the subject grades on *SkoleArena*.

² Grade descriptors for use from September 2014/January 2015

³ Parents of students under 18 years of age only, in accordance with the regulations

⁴ Education Act, Regulations, paragraph 3-5,6,19

Final examinations and components

The school shall ensure that the final IB Examinations and oral exams are conducted according to the rules set by the IB for the DP final examinations⁵ and oral exams.⁶ The school will also apply these rules to mock exams.

Coursework components submitted for external assessment and internally assessed coursework must be supervised by a subject teacher throughout the process. Transparency is ensured by the student presenting drafts and discussing work in progress with their supervisor, in accordance with the deadlines set for the drafts and final submissions.

Coursework submitted for Internal Assessment (final version) shall be assessed and marked by the subject teacher according to the assessment criteria for the subject component. Where more than one teacher is involved, the teachers shall collaborate to ensure consistency in their marking.

Responsibilities

The internal major deadlines schedule for assessment components is presented to students and parents at the beginning of the two-year course. The schedule is available on ItsLearning throughout the two years of the IB DP and must be complied with by both students and teachers. This will reduce stress on students and allow teachers time to assess and prepare the work for the final submission to the IB, including authentication of the work as the student's own work (refer to the IB Academic Honesty Policy for Trondheim Katedralskole).

It is the responsibility of the student to attend classes and work on schoolwork/homework on a regular basis and otherwise comply with the terms and conditions set by the school to ensure that the subject teacher has sufficient grounds for assessment. The following may lead to the teacher not having grounds for assessment

- Failing to comply with internal deadlines for Internal Assessments and teacher supervised external assessments
- An extended number of absences from classes
- Absence from tests and/or mock examinations
- Academic misconduct (refer to the IB Academic Honesty Policy for Trondheim Katedralskole)

The student must be notified without undue delay⁷ if a situation with insufficient grounds for assessment arises in a subject. The ultimate consequence may be that the student is not allowed to sit for the final examinations in the subject. Notification of not having grounds for assessment will be reported to students and parents⁸ via ItsLearning and automatically stored in the student's folder.

⁵ The conduct of IB Diploma programme examinations

⁶ Handbook of procedures, A8.9

⁷ Education Act, Regulations, paragraph 3-7

⁸ Parents of students under 18 years of age only, in accordance with the regulations

The IB coordinator and the school leadership team are responsible for the implementation of the Assessment Policy. This includes professional training of teachers according to IB requirements.

The school will review the IB Assessment Policy prior to the start of the school year or at any point in time should new issues arise that need to be incorporated into the policy.

References and resources:

Grade descriptors for use from September 2014/January 2015 (IBO)

Guidelines for developing a school assessment policy in the Diploma Programme (IBO, 2010)

Handbook of procedures (IBO, 2016)

IB Academic Honesty Policy – Trondheim Katedralskole

Subject guides, IB online curriculum centre (OCC)

The conduct of IB Diploma Programme examinations (IBO, 2016)

The Education Act, Regulations (<https://lovdata.no/dokument/SF/forskrift/2006-06-23-724>)

Revised: May 2016