



ASSESSMENT POLICY

Arendal videregående skole considers effective assessments as one of the most important tools for improving student motivation and performance: we can make progress only if we know where we are going and how we get there from where we currently are.

In our view there are three main elements to effective assessment:

- **Shared Learning Goals:** A unified understanding of learning objectives among IB educators and students fosters clarity, collaborative engagement, and a collective pursuit of educational goals.
- **Diverse Assessment Methods and Feedback:** Effective IB assessment integrates diverse methods to authentically gauge understanding and provides tailored feedback, creating a personalized learning experience.
- **Balanced, Specific Feedback:** In IB assessment, striking a balance between motivation and constructive critique through specific feedback empowers students with a growth mindset and promotes continuous improvement.

Rights and Responsibilities

Students possess the right to undergo fair and unbiased assessment. It is their responsibility to approach all assessments with honesty and to the best of their abilities. Furthermore, students have the right to receive timely and constructive feedback on their assessments, and they bear the responsibility of seeking clarification on assessment expectations and criteria when necessary.

Regarding teacher rights and responsibilities, educators have the right to design assessments aligned with the curriculum and assessment objectives. Their responsibility lies in providing students with clear assessment criteria. Teachers also have the right to employ a variety of assessment methods to evaluate different skills and knowledge, with the responsibility of maintaining confidentiality and integrity throughout the assessment process.

The coordinator plays a crucial role in overseeing the implementation of assessment policies. They have the right to coordinate internal and external assessment processes and ensure alignment with IB guidelines. The coordinator is responsible for facilitating professional development for teachers on assessment practices.

Within the framework of IBO guidelines and school policy, the school has the right to follow IBO guidelines for assessment. It is the school's responsibility to communicate assessment policies to all stakeholders and to implement fair and transparent assessment practices. Additionally, the school has the right to appeal assessment decisions based on established procedures, and it is responsible for adhering to these procedures in practice.

In terms of appeals and grievance procedures, please see our Student and Parent/Guardian Complaint Procedures.

Concerning accommodations and special considerations, students with documented learning needs have the right to reasonable accommodations, and it is the school's responsibility to identify and implement appropriate accommodations.



Assessment practices

In the IB Diploma Programme, and as specified by the International Baccalaureate Organization assessment frameworks, there are two kinds of summative assessments: coursework completed during the 2-year programme and final, usually written and always obligatory exams in all subjects at the end of the programme. Some coursework is internally assessed by the student's teacher and externally moderated by IBO-accredited moderators; other coursework and all final exams are externally assessed by IBO-accredited examiners. The nature of summative assessments in the IBDP is such that if students are to perform well, it is necessary for teachers to give them many formative assessments along the way.

The students are assessed according to assessment criteria for each type of task, whether coursework or final exam, given in the subject curricula. Teachers design activities and assignments that are geared towards better understanding the assessment criteria, learning objectives and skills to be developed. Meaning that students should receive regular opportunities to engage with the assessment criteria long before they are formally assessed.

Compared with the national programmes, the goals of learning, and especially the syllabus – what would correspond to the competence objectives of the national curriculum – as well as the assessment criteria are well-specified in the centrally given IBO documents. There is, however, variation in this: in the languages and arts, it is in the nature of the subjects that more local specification is necessary and beneficial. In these subjects, teacher collaboration within the school and with other IBDP schools is central, and it is an important part of assessment practices also with respect to subjects where the syllabus and assessment criteria are well-specified in order to create a shared understanding among teachers.

Another difference between the IBDP and the national programmes is in the nature of the assessment tasks. There is a greater emphasis in the IBDP on students selecting themselves the topics for their assessment tasks. Furthermore, most of the tasks are longer and students go more in depth while working on them. Finally, the approach is more process oriented, with students producing topics, plans and several drafts of the tasks, being in continuous assessment dialogue with their teachers. All these aspects of IBDP assessment tasks come to the front in the Extended Essay – an academic style research-based essay that students complete with some connection to a subject.

A final difference between the IBDP and the national programme's is in the amount of summative assessment; this tends to be greater in IBDP subjects. As a result, there is a need to distribute the students' workload across the subjects over the 2-year programme. The school has developed a DP Calendar which is constituted of due dates for essential coursework. The calendar is agreed upon at the beginning of the school year, with teachers being in communication with one another to ensure that the sequence of deadlines is manageable for students. The DP calendar can be amended should it be needed and agreed upon by students and teachers.

In the International Baccalaureate Diploma Programme (IBDP), a comprehensive approach to recording and reporting student achievement is integral to the program's commitment to a holistic education. The IBDP employs a grade scale ranging from 1 to 7, with 7 representing the highest level of achievement. This scale is consistently applied to both summative and select formative assessments. Formative assessments, whether qualitative or quantitative, serve as tools to gauge students' progress against task-specific or general assessment criteria at specific points in time. Summative assessments, employing quantitative measures, indicate a student's mastery of a subject against task-specific assessment criteria.



All assessments, including some formative and all summative evaluations, are recorded and reported through the school's electronic learning platform, Itslearning. This ensures a secure and accessible repository of student performance data. Additionally, students receive grade report cards at the conclusion of each term through the electronic platform VISMA, providing a comprehensive overview of their academic achievements.

The assessment practices within the IBDP encompass various components, reflecting the program's commitment to a well-rounded education:

- **Assessment Criteria:** Each IBDP subject incorporates specific assessment criteria, evaluating students on aspects such as knowledge, critical thinking, communication skills, and the application of acquired knowledge.
- **Internal Assessments:** Subjects often include internal assessments, involving tasks or projects completed by students under the guidance of teachers, contributing significantly to the overall subject grade.
- **External Assessments:** Administered by the International Baccalaureate Organization (IBO), standardized external assessments, typically held at the program's conclusion, significantly contribute to the final subject grade.
- **Extended Essay:** A mandatory research project, the Extended Essay allows students to delve deeply into a topic of personal interest. Externally assessed, it contributes to the overall IB diploma score. Scored A-E. TOK and the EE are scored together for an additional 3 points.
- **Theory of Knowledge (TOK):** Encouraging critical thinking about knowledge, TOK assessments involve an exhibit that is internally assessed and an essay which is externally assessed. The subject is scored A-E.
- **Creativity, Activity, Service (CAS):** An integral part of the IBDP, CAS requires students to engage in extracurricular activities involving creativity, physical activity, and community service. CAS assessments often rely on reflections and project outcomes. CAS is reported as either *p* (*participated*) or *IV* (*ikke vurdering/not participated*) at the end of each term and the end of the two years.
- **Internal and External Moderation:** Internal moderation ensures consistency and fairness in grading practices among teachers within the same school. External moderation by the IBO ensures adherence to global standards, with samples of student work, particularly internal assessments, sent for review.
- **Report Cards and Transcripts:** Regularly provided to students and parents, report cards and transcripts communicate academic progress, grades, and feedback.
- **Parent-Teacher Conferences:** These conferences offer opportunities for in-depth discussions on student progress, strengths, areas for improvement, and strategies for support. Parent-teacher conferences are organized at the start of the second term of the first year of the programme. Students over the age of 18 have a right to personal privacy including their academic performance. Students over 18 who would like the school to communicate with their parent must sign a waiver granting permission to the school.

		<i>Theory of knowledge</i>				
		Excellent A	Good B	Satisfactory C	Mediocre D	Elementary E
<i>Extended essay</i>	Excellent A	3	3	2	2	1
	Good B	3	2	1	1	0
	Satisfactory C	2	1	1	0	0
	Mediocre D	2	1	0	0	0
	Elementary E	1	0	0	0	Diploma will not be awarded



Assessment policy and other school policies

Both the national programmes and the IB Diploma Programme require all students to be assessed against the same criterion-related assessment criteria. Consequently, while the short-term goals of learning and qualitative assessments take into account special educational needs and differing language backgrounds, the quantitative assessments are not individually adjusted. In the national curriculum, if a student qualifies for special education, it may be concluded that he or she does not attempt to achieve all the competence objectives in a subject, or attempts to achieve them only partly. This means that the student acknowledges that he or she cannot attain the highest grades in the subject. In the IBDP, such a conclusion is also possible, though we have not implemented the strategy of modified learning goals for any students in the programme at Arendal videregående skole. Another strategy for students who qualify for special education may be that the student be enrolled as a certificate student, attempting only some of the full six subjects of the IBDP. In dire circumstances, after a thorough evaluation of the student's needs and abilities, the student can be advised to register as a course candidate, and only take 5 DP subjects, and none of the core. However, additional tests from external organization may be necessary for the student to gain access to high education. The student will be responsible for registering and paying for such exams.

Assessment Deadlines

The main school has a calendar of internal deadlines that differ from those of the IB. The IB Coordinator produces a calendar (called the DP Calendar) for the whole 2-year Diploma programme period in cooperation with the subject teachers and to some degree the students. The DP Calendar includes deadlines for all assessed work such as: mock examinations, EE deadlines, internal and external assessments, and CAS requirements.

Coursework

Students must submit their work on-time according to the DP calendar. This is an essential aspect of giving formative feedback to the students, as well as ensuring academic integrity. Students must submit their work on-time to receive teacher feedback. Teachers are not required to give feedback on rough drafts for coursework that is past the deadline. However, students are still required to hand-in a rough draft to a teacher before they may hand-in a final draft. There must be some development or change between the rough draft and the final. This is to ensure that the student is using the stages of coursework development to learn, and to ensure academic integrity. Failure to meet a deadline will result in a warning letter. Consistent failure to turn-in work before deadlines could result in IV (not assessed) for their term grade in relevant subject/s.

Each subject in the Diploma Programme has at least two experienced subject teachers. Subject teachers collaborate to ensure there is consistent evaluation of student work according to assessment criteria created by the IB.

Mock Exams

Mock exams use past IBDP exam papers to standardize the formative assessment. This is to ensure that students gain experience and understanding of the summative assessments. Mock exams are prepared to reflect real exams in content and form. Mock exams in year 1 are modified according to the content covered in the subject. The Mock exams in year 2 should be unmodified in order to give realistic expectations of the demands of the final exams. Mock exams will be marked against rubrics and marking boundaries when available. Students are allowed access to marking schemes after the mock exam to better understand the assessment and to learn how to develop study and preparation strategies.



Extended Essay (Detail)

In the spring term of year 1, students have two Extended Essay research and writing sessions. The first session is in May and the second session is the week before school ends for the summer. Each session will be 2-3 days. During this time, students are excused from regular lessons in order to conduct research, meet with their supervisor and produce a rough draft of their Extended Essay. The supervisor will be a subject teacher from the DP. The rough draft is the only time the supervisor will be able to comment on the Extended Essay as a whole. In the fall of year 2, students will hand-in their final draft and will arrange for a Viva Voce, which is a final discussion with their supervisor. Since the Extended Essay is externally assessed by the IB, supervisors are discouraged from sharing predicted grades with students.

Final Examinations

General

- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- Students must turn off and deliver electronic devices with internet connection (smart phones, smart watches, computers, ipads, blue tooth headphones, etc.) to the exam invigilator before the examination time begins. Ideally, the student should not bring these to the exam room but should instead leave them in a secure location. Students will not have access to these devices until the entirety of the exam time has passed.
- No form for refreshment, except water, may be taken into the examination room. Students may take to their desk/table only the following items:
 - General stationary (for example, pens, pencils, coloured pencils, an eraser and ruler). Pencil cases must be transparent.
 - Other materials specified by the IB, for example an electronic calculator.
- There will be a seating plan for all exams, different from exam to exam.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination invigilator must be obeyed. The examination invigilator has the right to expel from the room any student whose behavior is interfering with the proper conduct of the examination.

Late arrival

- No additional time will be allowed for students arriving late for the examination.

Temporary absence

- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Misconduct

- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to fulfil this regulation may constitute a breach in academic integrity, resulting in no grade being awarded for the examination.
- If a student finds that he or she has accidentally taken unauthorized material into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.



End of the examination

- No examination material, examination papers, answer papers or rough working, may be taken out of the examination room.
- When students are finished with their exam, they have two options.
 - They may sit in the exam room quietly for the remaining exam time.
 - May relocate to a holding room, monitored by a staff member for the remaining exam time. Students will not have access to their phones, computers, smart watches or other devices until the exam has finished.
- Students must leave the examination room in a quiet and orderly manner.

Assessment policy revision

This policy is the responsibility of the Head of School. It is prepared in cooperation with the leadership team, including the IBDP Coordinator, and acknowledged by all teachers.

The policy applies to all assessments conducted at Arendal videregående skole. It is available on the school's electronic learning platform for staff, students and parents. The policy will be revised on a yearly basis.