

Haganässkolan, IB Diploma Programme, Assessment Policy

Clarification of Terms:

Aggregation: the process of combining components to generate an overall result.¹

Compensation model: a model based on criterion-related principles in which aggregation is used allowing for the possibility to offset poor performance in one component with high performance in another.²

Correlation coefficient: a statistical measure which determines the consistency of the relationship between the teacher's marks and the examiner's marks. A correlation coefficient (cc) of zero indicates no relationship at all. CC of 1 indicates perfect consistency in the relationship. CC of -1 indicates consistently opposing views.³

Formative assessment: Evaluation that drives the process of teaching and learning and involves the teacher sharing detailed feedback to the student to help the student improve. The evaluation is also used by the teacher herself as she adjusts teaching and learning experiences tailored to the needs of her students. Formative assessment continually happens as teachers collect various kinds of data through observation, discussion, quizzes, tests, presentations, projects, peer assessment, etc.

Grades a numeric or alphabetical ranking that indicates a determination of the value *on the quality of the student's work*. In the IB, this is based on a defined standard set by assessment criteria and/or grade descriptors. On a specific task, grades may be arrived at when one receives a specific amount of marks on the task indicates which is compared against grade boundaries. Then an equivalent of a particular grade between 1-7 or A-E can be determined on one task. Course grades are also between 1-7 and are reflected descriptively by text in the IB published **grade descriptors**.

Homework: Homework is a term we use to describe assignments students must complete *outside of the classroom/outside of class time*. Teachers design and decide what is most important for students to either study, revise, review, finish, read, write or record for each subject *outside of class time*. The nature of the task is to be decided by the teacher and if the teacher has asked the students to complete such a task *outside of the class time*, it means it is integral to the learning process. Some tasks may be deemed complementary to the course and may be optional. If it is optional, the teacher will inform you.

Internal Assessment (IA): an IB term used to describe coursework done at the school, under the guidance of their subject teacher, which is an official IBO assessment component.

Marks are a tally of points earned on a particular assignment out of a total number of points available, as designed by the teacher, or, by the IB for externally marked exams.

Moderation: a process used with internally assessed work to ensure a common standard across all schools. As a result of moderation, a school's marks may be lowered, raised or remain the same. The aim of moderation is to check how accurately and consistently the teacher has applied the assessment criteria in his or her marking of the candidates work.⁴

Summative assessment: Evaluation that focuses on measuring what the candidate can do, typically to demonstrate the completion one stage of learning to determine readiness to enter the next stage of education.⁵ The IB, at the end, is summatively assessed. However, teachers use internally designed summative assessments to gauge student learning on a particular stage as well. These internal summative assessments inherently become formative assessments until the student approaches the official IB summative assessments.

¹ Assessment principles and practices, quality assessments in a digital age, p 124.

² Paraphrased from Ibid, p 125.

³ Ibid, p. 193.

⁴ Ibid, p. 189.

⁵ Ibid, p 26.

Scaling: multiplying or dividing component marks so that they contribute correctly (in weight) to the overall total for the subject.⁶

School based summative: A term we at Haganäs are using to describe a summative assessment which is **not** an official IBO assessment component.

Standardization: A practice that involves at least 2 teachers assessing one piece of student work. The teachers use the assessment criteria from the IB and their subject knowledge to standardize their understanding of how the assessment criteria should be understood, applied, and evidenced in the student work.

Weighting: the concept reflects the relative importance that the IB places on the elements being assessed in contributing to the final outcome.⁷

How Students are Assessed by the IBO:

In backwards mapping of IB Diploma Programme Assessment, we can both clarify how students are assessed at the end of the program, but also *in what ways* we support student learning so that each individual student can achieve the best of their own abilities by the time they complete the IBO official assessment components. The IBO is the awarding body for DP results.

The role of the teachers at school is to teach, guide, assist and advise students based on the teacher’s knowledge of the IB standards and their subject expertise. Additionally, our teachers design learning experiences and assessments that aid the students in gaining the knowledge, skills, and capability they need to be prepared to undergo the final official summative IBO assessments.

An explanation of official IB assessment practices in its most simplistic form is as follows:

For each subject, there is both externally assessed components and one or more internally assessed component(s). A certain number of marks are awarded for each component, determined by either by mark schemes or by assessment criteria, and there is a grade boundary applied for each component that allows for a translation from the marks earned to a numeric grade level from 1-7, or, in the case of Extended Essay and Theory of Knowledge, A-E. The IB sets grade boundaries for each component each year and it can vary from year to year, though not substantially. Grade boundaries are also set for aggregating all results in order to determine a final course grade in the subject. Grade boundaries for determining a final grade can also vary from year to year, though not substantially. In this process described, it is worth noting that “scaling is carried out to preserve the desired weighting for each component in terms of its contribution to the overall assessment of the course.”⁸

Here is a screenshot of how the grade boundaries look. This example is from the May 2019 session:

INTERNAL ASSESSMENT			PAPER ONE			PAPER THREE			PAPER TWO			FINAL		
Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To	Grade	From	To
1	0	2	1	0	4	1	0	2	1	0	5	1	0	9
2	3	5	2	5	8	2	3	5	2	6	11	2	10	20
3	6	8	3	9	13	3	6	9	3	12	18	3	21	34
4	9	11	4	14	19	4	10	12	4	19	25	4	35	47
5	12	13	5	20	24	5	13	15	5	26	31	5	48	58
6	14	16	6	25	30	6	16	18	6	32	38	6	59	71
7	17	22	7	31	49	7	19	24	7	39	44	7	72	100

Internal assessments are moderated by the IB. The term is explained in the “clarification of terms” above. The way it works is that a randomized sample is sent to the IB. A data table is created to show the teacher mark and the examiner mark. The data is analyzed for patterns to see how, when and where a teacher may undermark, overmark, or mark to the correct standard. If it is deemed necessary, it could be that an adjustment must be made to the entire group of students

⁶ Ibid, p 124.

⁷ Ibid, p 125.

⁸ Ibid, p. 124.

who submitted an internal assessment in the particular subject being moderated. The adjustment depends on the precise nature of the issue and a mathematical method known as linear regression is applied to determine a correlation coefficient between the teacher marks and the examiner marks. In the end, “a sample will ‘fail’ the automatic moderation checks if the correlation coefficient is less than 0.85 or the gradient is outside of 0.5 to 1.5”⁹

As described in the [General Regulations](#) in detail, a student will get their full diploma if they meet all criteria as follows:

- Earn a total of 24 points total from their grades in 6 subjects + any extra points earned from the Theory of Knowledge and Extended Essay combined.
- Earn 12 HL points from their 3 HL subjects
- Earn 9 SL points from their 3 SL subjects
- Pass Theory of Knowledge with at least a D
- Pass Extended Essay with at least a D
- Creativity, Activity, and Service activities are complete and approved by the CAS coordinator

Please see the General Regulations for a full list of criteria that needs to be met to receive the Diploma, because the list above is simplified and not complete.

OUR PRACTICES

General Practices:

Understanding as accurately as possible what students know and can do, as a result of our school’s teaching and learning practices, is directly related to predicting the students’ results. Predicting results inaccurately could result in complications both for the student and the school. Since predicting student results as accurately as possible is our priority, we value and keep up with the practice of continued professional development, staying informed of IB updates, maintaining contact with a network of IB subject teachers, and standardization.

The DP is typically referred to as a 2-year program, however, technically the teaching and learning portion of the program lasts about 18 months. SL subjects have 150 learning hours scheduled over those 18 months, and HL subjects have 240 hours.

IB teachers plan their course outline from the IB published subjects guides and will utilize teacher support material as well as past IB examination papers to design the flow of the course. Teachers always follow the requirements of the syllabus as published in the latest subject guide. Teachers use their knowledge of the subject as well as IB standards, and IB published assessment criteria when relevant to design school based assessments. As part of the teaching and learning process, teachers will prepare examples of excellent work to show students in each subject. The example work comes from the IB teacher support material or from students who have agreed to allow their work to be shown for such purpose. This practice allows students to understand the level of work expected by the IB to be able to achieve a high grade.

It should be noted that teachers also plan and design learning experience for students to complete *outside the classroom* which, while not formally assessed are an important part of the learning process and integral to student success in each course. More about this will follow in the section: Expectations of our Students.

In addition to the 6 subject groups and the Theory of Knowledge course we offer, we have support structures in place for students to undertake the Extended Essay according to IB guidelines, as well as for students to complete CAS successfully.

We are a small program where often there is only one teacher per subject and under these circumstances, every single IB teacher has been to an IB workshop for their subject, certainly once, often twice or more. If we get a new teacher replacing someone who leaves, transition talks between the two teachers are scheduled and a workshop is provided as soon as possible. If we happen to have more than one teacher per subject group in the languages, then at least one of them has been to a workshop and the person with the workshop shares the knowledge with the other teacher on the team.

⁹ Ibid, p. 193.

Our teachers standardize the marking of internal assessments or external non-exam components within the subject group (i.e. Individual and Societies teachers standardize internal assessment marking with one another) and where there is only one teacher in a subject group, that teacher has a network outside of school to standardize with. Most teachers standardize with a greater network even if they have someone at school to work with because the practice is so valued. Each teacher can build a network through a number of means, firstly, through attendance to IB workshops, secondly through social media, thirdly through regional conferences, and finally, through the DP coordinator's own contacts when needed.

Our team makes a regular habit of analyzing data to develop our teaching, student learning, and the program as a whole. There are 3 levels of data analysis: formative, school based summative assessments, and final results. As per the purpose of formative assessment (see definition above), this level of analysis happens nearly continually both informally and on the spot. It could be in the classroom as part of a discussion with a student, or more formally, as in when a teacher collects a quiz to see the results both at an individual and group level. Even though we are a small school, we have a collaborative spirit. We use weekly meeting times to discuss our practices, identify patterns of student achievement, and learn from one another. Adjustments are made to the teaching and learning process as deemed necessary.

The process is nearly the same for school based summative assessments, however, due to the summative nature of the tasks, the process is somewhat more formalized. We refine our focus when we report term results to see whether students who are registered to attempt the full diploma seem like they are on the path to be able to achieve it. If they are not, we ask why not? And what can we do about it? What is best for the student? What can we do differently to improve the situation? At each stage, we are reflecting: what are the results? What do the results tell us? What adjustments can be made to improve students' learning?

In the process of analyzing data and reflecting on our practices, we may notice a student who is struggling. Teachers at Haganässkolan work with differentiation in their instruction as a practice and have even been working in collaboration with SPSM (Specialpedagogiska skolmyndigheten) and Linné University to develop extra adaptations we make teaching and learning. If a student is struggling even after several differentiation strategies have been utilized and evaluated, the student health team will be notified and a decision may be taken to start a pedagogical investigation. If and when this happens, a student and his/her guardians (if under 18) will be notified and involved.

The final level of data analysis happens after the official IB summative assessments are complete and the results are published. We compare our results to global statistics and to our own historic data. We reflect on the results to attempt to answer questions that can drive our work forward and improve.

More Specific practices:

Internal Assessments or external non-exam components are completed prior to April 20 and the school has mapped out a timeline of introduction, first draft, and final deadlines for them. Teachers introduce the task early enough in the course so that the hours designated for the task, according to the syllabus, can be met, but also late enough so that enough content has been taught so that the student isn't lost by the scope of the project. Teachers have also had to take into consideration that not all IAs can start and end around the exact same time frame, as this would be too overwhelming for students. It is of utmost importance that students stick to the timeline dates for their own benefit.

Every subject guide which is published by the IBO states how Internal Assessments are to be carried out and clarifies the teacher's role. Teachers are expected to guide the students through the process by advising, clarifying the assessment criteria, and giving feedback for improvement. Note that the teacher will provide oral or written advice on how student work can be improved against the assessment criteria on one draft. The next version handed to the teacher must be the final version for submission. Please note that in between the oral/written feedback and the deadline for final submission, teachers can continue to answer student questions or concerns orally in class or by a scheduled meeting. The teacher is never able to edit or rewrite the draft or explicitly correct errors. Students are expected to consult the teacher throughout the process.

During the completion of internal assessments, but not limited to them, teachers as a matter of habit include students in the participation of, and reflection upon, the assessment of their work.

It should be emphasized again that if students adhere to the deadline for draft work, completing as much of that draft as possible for its first submission, will benefit them by garnering the most meaningful feedback since the next copy submitted must be the final. Submitting an incomplete draft will result in less meaningful feedback because the teacher is not able to see enough evidence to comment in a constructive way. Submitting a late draft results in the student becoming further behind in other work and allows them less time to apply the meaningful feedback received before the final deadline.

Prediction of Grades

Each subject teacher must predict each student's grade on IBIS, the secure online IB platform for reporting assessments and results. The IB directs teachers to base their predictions on all evidence of the candidate's work and the teacher's knowledge of IB standards. The IB directs teachers to make a prediction as accurate as possible, without under-predicting or over-predicting the grade. The predicted grades are always based on the grade descriptors published by the IBO.

Reporting of predicted grades in DP 1 and 2: a predicted grade is not static and can go up or down over the 2 years. Teachers always strive to predict as accurately as possible and learning happens over the continuum of approximately 18 months. Often it is such that content becomes more complex later in the course. Therefore, it is important for students to know that if one report shows they are working at a predicted level 5, it is possible that later, that predicted level could go down as new content has been introduced and assessment is continual and varied. The school values transparency and therefore has chosen to share predicted grades with students through our reporting in December and June of Year 1, and December and April of Year 2.

Practices specific to DP 1:

Teachers will introduce the subject and the assessment structure at the start of the **Autumn Term in August**. The syllabus will be taught in full, but topics and approach, where possible, will be designed and individualized by the teacher.

In the **spring of DP 1**, around week 16, students will get their first opportunity to become familiar with the conduct and practice of examinations. Subject teachers schedule mock examinations during their regular class time. Papers may be adjusted so that only the content that has been taught is assessed. Or, a teacher may choose to keep unencountered content so that students can see how they fare with an unseen task but perhaps those tasks will be left out of the marking of the paper. A teacher will always explain how a student is being assessed and why, prior to the assessment taking place. A teacher will always clarify the results of assessment for a student or students, if there is any need, and students are encouraged to ask questions about assessment any time they have one.

Many internal assessments will already be introduced by **Spring of DP 1** as well.

By **15 November** in DP 1, any student who must request a non-regular diploma must have done so via the Diploma Programme Coordinator.

In **December** and **June of DP 1** students will receive a report of predicted grades. The June report will be analyzed by the DP Coordinator and the student's mentor to determine if continuation to DP 2 is advisable. While every effort is made to ensure that students who are admitted to the DP show the capability to handle the program successfully¹⁰, there can occasionally be students who struggle due to health issues or other unforeseen challenges. If continuing into DP 2 appears to be a risk for the student's health which could be caused by stress of being unequipped, a strong recommendation will be made to retain the student in DP 1 for one year further. Alternatively, a recommendation may be made that the student be registered for course certificates instead of the full diploma, however, we strive to stay away from this possibility, because it does not allow students to earn basic requirements to attend University in Sweden. For some students, this may not be as much of a concern, and therefore, course certification could be an excellent alternative to completing the full diploma.

As per our Admission and Continuation policy, to be considered prepared for the full diploma registration in DP 2, students predicted grades will total at least 22 and the student will be maintaining the schedule for Theory of Knowledge, Extended Essay and Creativity, Activity, and Service tasks.

¹⁰ See also the school's Admission and Continuation policy.

Practices specific to DP 2:

By **November 15 in DP 2**, any request for inclusive access arrangements must be made via the Diploma Programme Coordinator. An arrangement such as this will have needed to be identified prior to this date and any arrangement requested must be in line with the pedagogic practices already in place at the school, as a response to identified student needs. Often, a medical report is required to request authorization from the IB for inclusive access during examinations.

Week 11 in March of DP 2 is typically when mock examinations are held. Teachers choose which Papers are prioritized to practice so that mock exams can fit into one week. The purpose of mocks exams is a) familiarize students with the exact examination conditions they will have during the real exams in May and b) as a summative assessment so teachers may more accurately predict the student grades to the IB. Note that teachers will prioritize which papers to have as part of mock exams and perhaps not all 2 or 3 papers will happen exactly during the mock exam week. Nonetheless, students will have practiced all papers prior to April 20th so that they and their teachers understand the status of their knowledge and understanding on all objectives associated with each subject to be tested by official examinations in May.

Mock examinations, whether held in week 11, prior to, or after, are therefore meant to be both a summative and formative. Summative in that evidence from them is used by each subject teacher to more accurately determine a predicted grade yet formative in that knowing the results will help students better prepare themselves during the revision weeks before the official external examinations are held.

By **March 15** in DP year 2, the following externally assessed non-examination components are sent to the IB:

- Extended Essay
- Theory of Knowledge Essay
- Language and Literature HL Essay (? To be confirmed...it used to be written tasks)

By **April 20** in DP year 2, all internally assessed component marks, coursework, and teacher comments are sent to the IB through the secure IB platform, IBIS. Internally assessed coursework is moderated by IB examiners. Note that it is possible for marks to change after moderation. If the school's marks are not within an acceptable tolerance level, a moderation factor is applied to the entire cohort in that subject which can affect the final grade of that component as well as the final grade of the course.

Also by **April 20** in DP year 2, teachers submit all predicted grades through the secure IB platform, IBIS.

By **April 30** in DP year 2, the following externally assessed non-examination components are sent to the IB:

- Visual Arts Comparative Study
- Visual Arts Process Portfolio

The **last two weeks in April** are revision weeks for DP 2 students. Students by this time will have sat for mock exams (at least once) and have received their results and will know what and how best to study for the upcoming exams. Students may study from home but they may also come to school. Teachers are available for questions and help, but classes are not scheduled as usual during this time for DP 2 students.

If the school is offering it, by **May 7** externally assessed non-examination components are sent to the IB:

- SSST Lang A Literature SL: Oral examination and audio recording

May in DP year 2, students have sat for externally assessed examinations. Students can expect "Paper 1" and "Paper 2". "Paper 3" can usually be expected for Higher Level (HL) subjects.

By **June 1** the Creativity, Activity, and Service (CAS) coordinator or DP coordinator must indicate whether each student has met the CAS requirements or not. Students who fail to meet the requirements will not receive their diploma, and they have 1 further year only in which to complete it.

Around **July 8** after DP year 2 has sat for examinations, the DP results are issued via IBIS, an online platform for which students will receive login information from their Diploma Programme Coordinator.

If the results of any particular subject are lower than expected, there are ways to ask for more information through the “Enquiry Upon Results (EUR)” allowance and this can only be submitted by the DP coordinator. If you are registered as a Full Diploma candidate and you did not receive your Diploma, you can request an EUR, and/or you can sit for Retakes as soon as you are able and if you find a school who will register you. Note that retakes will be at your own expense. You have a total of 3 times you can sit for exams to try to earn your Diploma. You can read more about the appeals process in the [General Regulations](#).

Recording Progress and Reporting Results

Before detailing the ways we record and report, it helps to clarify the difference between marks and grades. The text quoted below¹¹ is written from the perspective of the IB assessment division, but at Haganässkolan we work similarly:

“In marking, a candidate is given credit for the work they have produced against a markscheme or similar framework. This is an indication of the degree of the assessment task they got right. The mark itself has no other meaning.

In deciding a grade, the examiner is making a judgment on the quality of the candidate’s work against a defined standard which will take into account the difficulty of the task as well as the proportion of the task that was completed. The grade therefore has some meaning or relevance and is usually intended to be comparable with performances on other assessments.

It might be possible for a candidate to demonstrate a high grade from getting only a small proportion of a very difficult questions correct and be impossible to demonstrate the same grade by correctly answering many trivial questions.

...In our assessments, the IB generally uses marks as an indication of overall performance (compensation model) and then looks at how candidates with this number of marks performed to determine a boundary point (grade boundary) where students with more than that number of marks are awarded a particular grade.”

Teachers choose which **formative assessment** results to share with students depending on what kind of information the task was designed to give. Some tasks are designed to help the teachers understand better how to approach their teaching, for example. If the task is deemed relevant to record and publish in Managebac, it will be there, otherwise, teachers will keep it for themselves to utilize for its intended purpose.

Internal school based summative task instructions will always be published in Managebac along with the result. Sometimes results are given in the form of a simple ratio of points earned to total points available (marks). Sometimes a teacher may convert results to show a level grade of 1-7 for one specific task. Teachers will always explain orally or in writing to students how an internal summative task will be assessed. If a grade determination has been made on such a task, the teacher will reference grade boundaries or look to similar work/tasks from the IB to justify awarding that level. Students are always encouraged to ask questions if they do not understand something.

Internal assessment (official IB component) procedures are outlined above and details of the task will be published in Managebac. Published IB assessment criteria are always used to evaluate the work. Haganässkolan has decided that students will receive one set of formal oral or written comments on one draft of work. The comments will be connected directly to the assessment criteria so that it is most meaningful for student improvement where needed. While the teachers can continue to assist with the IA up until the final deadline, the next copy submitted must be the final. After submission of the final, the teacher assesses the work according to the assessment criteria and publishes this in Managebac so the student is aware. The teacher will check the prior year’s grade boundaries for the IA and give an indication of the grade (1-7) for the work also. Note that grade boundaries can sometimes change from year to year. Once the final copy is submitted, no changes are permitted to be made. Note that during moderation of sample work, the IB has the prerogative to changes the school’s assessment levels.

Predicted grade reports are published via Managebac as per details above. All evidence a teacher has at the point of grade prediction is considered against the published grade descriptors. Since earlier in the course not all course content has been taught, it stands to reason that the next set of predicted grades could be different. Students will receive 4 sets of predicted grades, where the April set of predicted grades from DP 2 reflect what will be sent to the IB. Receiving this

¹¹ Assessment principles and practices-Quality assessments in a digital age p. 28

set of predicted grades prior to external examinations allow for transparency so students know their standing, according to their teachers, before they go into exams. Predicted grades are not up for debate between students/guardians and the teacher, however, if any clarification needs to be made, students are encouraged to ask for a meeting with their teacher(s) to provide explanation.

If at any point a student's work is suspected to be in breach of academic integrity, the policy for Academic Honesty will be followed. The policy can be found on our [webpage](#).

Note: Students 18 years or older must give consent to indicate if they wish for a guardian to receive information. The default is for school staff to communicate directly with students 18 or older.

Diploma Programme recording and reporting functions and platforms:		
<i>Information/Learning Platform Name</i>	<i>Main function</i>	<i>Who has access and how:</i>
Managebac	Information platform to access task information, content, messages, assessments. *This is our main platform for recording and reporting.	DP Coordinator, students, teachers, parents. Access through isa.managebac.com
IBIS	This is the official platform the IB uses in connection to its authorized schools. School subject registration, student candidate registration for exams, predicted grades, student work to be moderated by the IB gets uploaded here, final IB grades get reported here.	DP coordinator, IBO. Subject teachers as delegated by the DP coordinator. Students upon results issuance. Access given by DP Coordinator when applicable.
Dexter/Extens	Student database holding the study plans, National Test grades if taken, Swedish grades if received, attendance information. Not used as much by the IB teachers.	IT Administrator, teachers, students, parents. Access through Haganasgymnasiet.se.
Development talks	To be aware of student progress and to support students' development as needed. Students play an integral role in Development talks by participating in, and reflecting on, the assessment of their work.	Mentors inform students' and parents directly when it's time to schedule a development talk (once in late Autumn, once in Spring). If a student is 18 years and hasn't agreed to release information to parents, the parents are not called in to the talk, only the student. Mentors glean information from subject teachers and Managebac where subject and Core teachers record student achievement levels and mock exam results.

Expectations we have for our Students

Beyond the **learner profile attributes**, which we always expect students to be developing, there are some specific expectations in regard to assessment that we would like to clarify:

We expect students to ask questions if they don't understand something. It is only through questions that we can, together as a team, come to understanding and clarification.

We expect students to have read and understood this policy, shared it with their caretakers, and if they have any questions or need clarification about it, that they will ask us.

We expect students to use organization strategies to keep track of the work they will need to keep up with. We expect if a student is struggling to organize themselves or their work, they will reach out for help; the first line for help would be his/her mentor.

We expect students to engage and participate in their lessons, following their teachers' instructions, and, asking questions when needed.

We expect students to complete homework as assigned by their teacher(s) within the time frame given. Homework is a part of the overall course design because retention of knowledge can only happen with repetition. Other higher level thinking skills, like critical analysis, cannot always happen according to a schedule, and the student needs time to digest more complex concepts, analyze them, and come to an assured understanding of them. Homework, therefore, isn't "extra", it is integral to the overall learning in each subject.

Note: most homework will not be assessed by awarding marks or a grade. (Exception: completing an official internal assessment after the bulk of it has been reviewed in class and formal feedback has been issued). Indirectly, all homework is assessed formatively or even summatively because, as stated, it is integral to the learning process.

Principles we adhere to and guiding philosophy

The underpinning philosophy and principles are what guides our practices described above.

The principles we adhere to are:

1. The primary purpose of assessment is to improve student learning as Dylan Williams puts it, "Assessment **for** Learning" as opposed to "Assessment **of** Learning".
2. Internal Summative Assessment results should be transparent and communicated to students.
3. Formative and Summative Assessment data should be used to inform the design and approach to teaching in order to benefit student learning.
4. There is value in utilizing varied assessment methods. The school utilizes a variety of formative and (internal) summative assessment strategies that allow students to give performances of understanding in more than one way, this also mimics, to some degree, the IB official assessments which are also varied. Not only that but varying the ways in which we collect evidence of student learning means we get to know the student strengths and areas to develop even better. It allows us therefore to tailor our instructional practices to best fit the needs of individual students.

Our guiding philosophy is that the most successful students are the ones who *remain curious lifelong learners* after they've left the classrooms at Haganässkolan. Therefore, we strive to design assessments that are meaningful and valid, that can as much as possible accurately reflect what a student knows and can do. It follows that what we believe we are asking them to know about and do are worthy. This belief in what we do is reflected in our Mission Statement:

The mission of our school is to create a school-wide community that is Internationally Minded and values diversity. Through a broad and balanced course offering, our students will be versatile in their knowledge. Through the study of engaging topics that have global relevance, our students will be caring and principled; taking responsible action in local and global communities. We aim to develop reflective and

independent learners who will reach their highest potential. To cultivate International-Mindedness in our entire school community, we are guided by the attributes of the “IB Learner Profile”.*
*The IB Learner Profile values and develops the following in students and teachers, we aim to be: *Inquirers, Knowledgeable, Thinkers, Communicators, Principled, Open-Minded, Caring, Risk-Takers, Balanced, and Reflective.*

This policy has been written and revised by the Diploma Programme Coordinator in August 2020 through a collaborative process that involved the IB teacher team. Student feedback has also been taken into account after introducing it. It will be published on the school’s website, shared to students and their guardians. Students and their parents/guardians will be asked to read the policy in full and sign that they have done so. The policy will be evaluated and reviewed in August 2022 and the process is coordinated by the DP Coordinator.

Declaration: I have read the Assessment Policy and Know how to Access the Assessment Timeline:

- The Assessment Policy is reviewed in detail on the first day of school, together with the Assessment Timeline. If a student is absent, they must still read the policy, and if they have questions, they must ask their mentor to clarify.
- Student feedback is considered so revision can be made if necessary.
- A link to the updated Assessment Policy will be provided by DPC or mentor on our website
- An assignment is given for students and guardians to review the policy at home.
- Once the policy is read by both student and guardian, sign and return this slip to your mentor.
- The Assessment Timeline will be shared in TEAMS so students can refer to it at any point. Note that only students can access the timeline in TEAMS. A parent or guardian may ask for it at any time, we prefer to keep it digital in case we have small adjustments to make. (and we save paper)

By signing this, you indicate you have read the Assessment Policy and you know about the Assessment Timeline and how to see it:

Student Name PRINTED: _____

Student signature: _____

Guardian(s) Name Printed: _____

Guardian(s) signature: _____

Date: _____