



Söderportgymnasiet

International Baccalaureate Diploma Program

Assessment Policy

Academic Year 2016/2017

The International Baccalaureate Mission Statement

“The international Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

www.ibo.org

Introduction

At Söderportgymnasiet we believe that all students have the ability and desire to achieve the best possible results. The criterion-related assessment of Diploma candidates aligns well with the assessment practices used at the national programmes in Swedish schools.

Assessment philosophy

The staff at Söderportgymnasiet recognises that assessment is a vital part in a student’s learning process. We believe that high expectations and comprehensive plans will lead to students performing at the best of their ability. Therefore, continuous written and oral formative assessment and feedback to students and parents is used to enhance student learning, to monitor and evaluate student progress and to help gather information to support teacher reflection on the effectiveness of their teaching.

All IB courses at Söderportgymnasiet are evaluated by the students at the end of each school year, by means of a questionnaire. This allows teachers to reflect on the effectiveness and outcome of their teaching but it also allows students to analyse their own learning.



Practices in measuring student performance against IBO assessment criteria, i.e summative assessment, include the regular occurrence of mock exams as well as the procedure of allowing student draft versions for internal assessment assignments upon which teachers make summative comments.

Assessment practices

At Söderportgymnasiet the assessment system is based on transparency. For all IB students, assessment criteria are fully transparent and provided to students at the beginning of each course which is normally at the beginning of the PreDiploma program year and IB1. In addition, IB courses assessment criteria are provided on the school online platform, which is available to students and parents. It follows that teachers do not withhold any knowledge of assessment practices and requirements from students. Teachers will teach students how to apply the assessment criteria in each subject and how to use them as a resource rather than just a means of assessing specific tasks. The criteria are constantly referred to during the two years students attend Söderportgymnasiet, for instance when teachers give feedback on mock exams and internal assessment tasks.

For parents and guardians, the assessment criteria and policy are provided at the beginning of the first year of the DP. The information is given at parent-teacher evenings as well as in parent-student-mentor meetings once per semester or upon request. Parents and students alike have access to the school online platform for the academic calendar plan called Global Plan, in which dates for internal assessment, mock exams and other assessed activities are listed. The academic calendar is produced in collaboration between IB teaching staff and IB Coordinator in time for the new school year to start in August each year.

Söderportgymnasiet Academic Honesty Policy is communicated to students and parents. For the Extended Essay, Theory of Knowledge Essay and other major essays including internal assessment assignments, Söderportgymnasiet submits all work to a plagiarism detection service online. The school also has in place a system of warnings for plagiarism or other malpractice as explained in the school's Academic Honesty Policy.

Teachers use both formative and summative assessment. In the classroom formative assessment based on IBO assessment criteria is used to identify areas in need of improvement and give students continuous feedback. Students are provided with tips and strategies to help them improve their areas of weakness and in IB classes this is normally done through assignments where the teacher applies the subject specific grade descriptors to student work. In addition, students are challenged to work with peer assessment according to IBO assessment criteria. Peer assessment is a tool to help students to understand the assessment criteria, and thereby improve their results.

Summative assessment is used for the purpose of official or predicted grades and for recommendations. The mock exams the students sit during specific weeks each term in IB1 and once during IB2 are an example of summative assessment which is used to form term grades. These term grades are communicated to students and parents through the use of the Academic Standing forms in each subject.



The official IB internal and external assessment tasks and official IB examinations are also examples of summative assessment. Söderportgymnasiet Academic Standing document can be found in appendix 1.

Expectations for IB candidates

The IB Learner Profile states that “...the aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.”¹ Therefore, we strive to help students, through assessment to:

- exhibit courage and independence when exploring an unfamiliar situation but also when taking part in discussions
- become critical and creative thinkers who base decisions on reason and ethics
- actively and out of curiosity seek out knowledge and experience a love of learning
- express themselves in more than one language and different ways of communication
- become well-rounded individuals who understand the importance of intellectual, emotional and physical balance
- show consideration for the needs and feelings of others and have a genuine desire to make a positive difference in the world
- act with honesty, integrity and understand that they are responsible for their own actions and the possible consequences
- look at situations from different points of view and appreciate both their own and other cultural perspectives
- explore both local and global issues
- reflect on their own experience and learning as a mean to personal development.

Homework and assignments are published online on the platform and in the Global Plan. Students are expected to refer to the Global plan daily to inform themselves of upcoming deadlines as agreed. In addition, Söderportgymnasiet communicates, at the beginning of each school year, and in connection with parent-student-mentor meetings, to students and parents, what is expected from students in order to advance to the following school year. The Academic guidance document can be found in appendix 2.

Implementation and evaluation of the assessment policy

The assessment policy document and its implementation is the responsibility of the IB Coordinator, who works in collaboration with the IB Head, IB teaching staff and the IB students. In IB faculty meetings and IB student program council meetings the document is evaluated and reviewed annually.

¹ IB learner profile booklet p. 5



APPENDIX 1: ACADEMIC STANDING

International Baccalaureate Programme Söderportgymnasiet Date: _____

Student's name: _____ class: _____



Subject: _____ level: HL / SL Teacher: _____

Current Academic Standing in this Subject:

Failing Condition Poor Good Very Good Excellent

Mock / Test / Assignment Results:

Comments: _____

Teacher's signature: _____

Signature: _____

student

parent/guardian

APPENDIX 2: ACADEMIC GUIDANCE

Academic Guidance on Advancement and Course Selection in the IB-program.



From PreDP to IB1

Guidelines for advancement

- A passing grade (E) in all subjects in PreDP
- Handed in course work on time according to schedule in Global Plan.

Follow-up: At the end of the school year a conference with parents to establish a plan of action. This is preceded by a class conference and early notice of F status to students and parents. The plan may include changing programs, studying over summer to sit exams in failing subjects in August before entering IB1 or repeating a year. The decision to repeat is made by the Head of IB.

Guidelines for course selection

- Choose 6 diploma exam courses.; 3 courses at higher level and 3 courses at standard level respectively.
- For some course choices and combinations of courses special requirements apply, see below:

Course	Requirement
Math HL Online Course	Grade A in PreDP Math 1b/1c, Math Skills Test, teacher recommendation and parent affidavit
Math SL	Grade C or higher in PreDP Math 1b/1c
Science Courses HL	Grade C or higher in PreDP Nk 1b + Nk2
Physics and Chemistry HL/SL	Grade C or higher in PreDP Math 1b/1c
Non-Regular Diploma with 3 science courses	Grades BBC or higher in each science component in PreDP Nk1b+Nk2 and / or teacher recommendation and parent affidavit

Follow-up: Students will be informed of the guidelines of course selection before making their choice of diploma courses in February. Choices are based on the predicted grades students have achieved at that time. However, should the final grades in courses with special requirements change in June, students will then be asked to reconsider their choices. For a non-regular diploma application, students will be also be asked to select one group 3 subject alternative in case their grades do not meet the requirements.

From IB1 to IB2

Guidelines for advancement

- A minimum grade of 3 in all subjects in the spring term mock exam.
- Internal assessment assignments in Global Plan completed on time.



- Extended Essay draft 1 completed on time.

Follow-up: After the spring mock exam a conference with parents if applicable to establish a plan of action. This is preceded by a class conference and early notice of failing condition to students and parents. The plan may include repeating a year, changing programs, studying over summer to sit mock exams in August before entering IB2. The decision to repeat a year is made by the Head of IB.

IB2

Guidelines for Final Exam Registration

- Extended Essay Final Copy turned in on time.
- Swedish A1 / Language A1 ST World Lit. Assignment#1 turned in on time.
- Internal assessment assignments in Global Plan completed and deadlines kept to teachers.

Follow-up: A meeting with the student to establish options that may include repeating a year of IB2 . This decision is made by the Head of IB.

Retake students

- Repeat IB2 as a full time student , requires the approval of the Head of IB.
- Retake subjects in the May session final exams. A student may register for a retake of the exams and internal assessment in order to raise a grade from a previous session .As a rule retaking internal assessment assignments in the group 4 sciences is not permitted. In this case the exam is at the student's own expense.

Academic Guidance on Advancement in the IB- program.



Student's name : _____

I have received and read "Academic Guidance on Advancement in the IB-program".

.....
Student's signature

.....
Parent/Guardian's signature

Please return this slip to the student's mentor.