



Sandefjord
VIDEREGÅENDE SKOLE

Assessment Policy

IB DEPARTMENT



Sandefjord videregående skole aims to encourage and support students' learning processes as well as to facilitate a solid foundation for further learning. As an IB World school, Sandefjord videregående skole aims to encourage students to develop according to the IB Learner Profile, to be inquirers, knowledgeable, reflective and thinkers. The school's Assessment Policy is developed with reference to DP: Programme Standards and Practices (IBO, 2020), Assessment principles and practices – Quality assessments in a digital age (IBO, 2022) and Teaching and learning informed by assessment in the Diploma Programme (IBO, 2021). Sandefjord vgs places weight on the value of assessment for continuous learning and growth.

Additionally, the IB department is a part of the National Norwegian school system, where the assessment policy has a strong focus on formative assessment (Assessment Regulations, Utdanningsdirektoratet, 2024). Specifically, Sandefjord vgs has a key focus on assessment for learning and attendance as key goals of increased learning outcomes. The IB philosophy supports these policies and the culture of positive, constructive feedback

The National school system as an equal strong focus on students' involvement in assessment practices which includes that students must be given the opportunity to regularly assess implementation of teaching in the classroom and to what extent teaching enables to achieve their learning goals. In this matter Sandefjord vgs follows the Guidelines for the evaluation of teaching and learning published by the County of Vestfold (2024).

Assessment in the IB Department: Philosophy and Principles

Sandefjord vgs strives to inspire students to build upon their personal strengths through the school's philosophy of diversity and opportunity to unlock their potential. In conjunction with Sandefjord vgs' key values of openness, courage, fairness and professionalism, assessment in the IB serves as a vital tool for improvement in students' academic, emotional, and skills development. Additionally, it plays a crucial role in advancing teachers' professional development and contributing to the overall growth of the school as a learning environment.

Assessment is an integral part of learning. Its focus is both on what has been achieved and on how a student learns. The school offers students constructive feedback to enhance their learning, along with opportunities for self-evaluation, peer evaluation, and reflection. This will ensure the best preparation for students to become lifelong learners.

The evaluation of student work is criteria based. Teachers are committed to communicate all criteria related to the specific subject. The school's assessment practices entail reflection, evaluation and measurement and are intended to promote a positive attitude towards learning. The combination of differentiated teaching strategies and a high level of student involvement in their own learning processes facilitates effective academic development. Teachers are encouraged to use their own assessment tools and DP assessment criteria to contribute to the ongoing development of teaching and learning processes.

Assessment of implementation of teaching

Students can regularly assess the implementation of teaching in the classroom through anonymous surveys. It contributes to ongoing development of teaching and learning processes. Sandefjord vgs has created a digital toolbox that aims to support teachers in that process (Verktøykasse for evaluering av opplæringa).

According to the Guidelines for the evaluation of teaching and learning published by the County of Vestfold (2024) both the teacher and the students will carry out the evaluation.

The evaluation shall:

- open for a dialogue between the teacher and the student group,
- focus on measures for improvement when needed,
- be directly related to the instruction in each subject,
- concern learning objectives, working methods, assessment methods, learning strategies, content and organization of teaching.

Students' engagement is also an important factor for positive learning and teaching experience that should be addressed in the teaching surveys.

Teachers are responsible for choosing the methods/tools for how and when the evaluation will take place. The teacher must ensure anonymity in the initial feedback round and use processes that facilitate all student voices being heard. It is the teacher's responsibility to follow up on the evaluations.

Formative and Summative Assessment

At Sandefjord vgs, all IB students undergo regular assessments tailored to the specific criteria of the subjects they are enrolled in, including both formative and summative assessments. Teachers belonging to the same subject groups have regular meetings where collaboration on assessment practices takes place. That ensures a shared understanding of the criteria and allows for standardizing of assessments.

Formative assessment is regular, ongoing assessment used during the teaching and learning process to inform teachers and students about how learning is developing. Formative assessment is directly linked to teaching. It takes many forms, e.g. informal feedback during class work, written and oral practice tasks directly linked to the subject criteria of the unit. Formative assessments consist of teacher feedback, peer assessment and self-assessment.

Summative assessments take place in all subjects at least twice per term based on the assessment criteria specific to the subject. The results of summative evaluation are published twice a year in the form of grade reports that are available on the school's platform (Visma in School). Teachers plan their summative/end of unit assessments well in advance and collaborate to ensure that assessments are spread out. That is to ensure a balanced workload for students across all subject areas and is done using a summative assessment calendar.

The students are given the opportunity to practice exam assessment skills through yearly mock exams. The mock exams allow for students to practice and evaluate specific ATL skills, such as self-management. The mock exams also contribute to teachers being able to set predicted grades.

Students are responsible for participating in the assessment situations provided for them. A student who is unable to participate in the assessment process, must inform the relevant subject teacher as soon as possible and no later than the time of assessment (test, deadline, etc.)

If student absence from assessment is documented, then a teacher will grant an extension or reschedule. An undocumented absence to an assessment will lead to the student receiving a warning letter if it exceeds the agreed absence limit. A DP student who fails to appear for in-school tests, submit work by the deadline or complete assigned work, will have an IV (not evaluated) for the specific task supposed to be evaluated.

Assessment practices

Assessment in the Diploma Programme is criteria based, which means that assessment consists of evaluating student performances against the criteria specific to the task. The Diploma Programme course being a preparation course to the IB Diploma examination, the evaluation tasks given to the students during the two years will reflect contents and skills that will be evaluated during the exam in the specific subjects. At least once in every term, students and teachers will meet to discuss the formative evaluation of the student's academic results and measures for improvement. Special consideration should be given to students with a grade below 4.

The school produces and publishes on the school's website a yearly assessment plan for all types of summative assessment taking place at the school in all departments. In addition, the IB Department produces a calendar of internal deadlines for DP examination components and publishes it on the school electronic platform (Teams). The aim of the calendar of deadlines is to spread the submission of DP examination coursework over the two years. This calendar will show deadlines for delivery of draft and final versions of all coursework that is a part of the DP subject examination components. It will also show the periods for oral examination components and mock exams. All pieces of examination components to be submitted before the examination session are considered as process-oriented tasks, which give the opportunity for formative assessment. Content and amount of formative feedback given on an examination component is regulated by the framework forwarded by the IB Diploma Programme in this area.

DP Year 2 subject teachers are expected to predict the final grade they believe each candidate will be awarded in the examination. Teachers are expected to base their prediction on the evaluation of students' achievement in all exam components of their subject (internal assessment, external assessment when applicable, and mock exams) as well as their professional judgement of what they believe students will be able to achieve at the time of the examination session. Therefore, Predicted Grades can differ from the term grades the students are awarded in their subjects. The closer to the examination time the prediction is made, the more accurate it will be. The IB requires the school to submit predicted grades a few weeks

before the examination session. However, universities may ask for Predicted Grades established earlier. For this reason, a discrepancy can appear between Predicted Grades submitted to universities and Predicted Grades submitted to the IB.

Parents will be informed about the IB Diploma assessment procedures when students start their IB Programme. Parents of students under the age of 18 will be informed about their child's results and called in to a meeting when the educational team considers the student's progress as a matter of concern. During the first DP year, parents of students under the age of 18 will be invited to an individual meeting with the Contact teacher where their child's performance and progress will be discussed. The students are most welcome to accompany the parents to these meetings.

Relationship of IB grades and the grade equivalency with the national curriculum

The IB Diploma or a minimum of 20 IB points with no grade under 3, provided the Core requirements are completed, meet the general admission requirements for entry to all institutions of higher education in Norway. More information can be found on NUCAS (https://www.samordnaopptak.no/info/utenlandsk_utdanning/ib/)

In the Norwegian higher education system *numerus clausus* is used to select applicants. Competition is based on the students' admission points. The table of equivalency between IB Exam Points and the admission points of the national exam system is available on NUCAS.

This policy has been developed collaboratively by the IB community at Sandefjord vgs and is reviewed every year in January. Date of last update - January 3rd, 2025.

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