



Assessment policy

LULEÅ GYMNASIESKOLA

INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

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Assessment Policy – Luleå Gymnasieskola

Introduction

At Luleå upper secondary school, we aim to foster young people into citizens with shared democratic values. Everyone working within the school have a compensatory mission to give each individual student a fair and equal education.

Through an inclusive, collaborative and multicultural environment, students will grow into independent, critical thinkers. With scientifically proven practices and methods, our students will gain knowledge and skills to understand the world and take active parts in creating a bright future.

Luleå Gymnasieskola is committed to academic honesty and is aligned with the International Baccalaureate Organization's (IBO) objective to "encourage students to become active, compassionate life-long learners"¹. The goal for all students attending our school is to become prepared for future possibilities and challenges. All people within the school community – teachers, students, parents, and other school staff – are working towards this very purpose.

Luleå Gymnasieskola offers students to take the full IB Diploma. To complete the DP, student will be assessed regularly on their work. The school recognizes that students have differing learning styles and come from different cultures giving students different experiences. Assessment is not a separate or isolated activity, but as an integral part of the teaching and learning process. Assessment is designed to measure what students know, understand, and can do, as well as to identify their strengths and areas for improvement.

Assessment philosophy

Assessment plays a crucial role in the learning process, and the appropriate use of assessments enhances both teaching and learning. The various opportunities such as internal, external, formative, and summative assessments are used to optimize teaching practices and boost student achievement. Ultimately, assessment allows students to show their learning.

Assessment must be fair, valid, reliable, and transparent, and should respect the diversity and needs of learners. Assessment should foster a culture of inquiry and improvement, where students are motivated to learn from their mistakes and seek feedback for their own growth. Assessment should also promote collaboration and communication among students, teachers, and other stakeholders, and should be informed by research and best practices.

Because of this, Luleå Gymnasieskola recognizes that assessment should:

- Account for a variety of learning styles.
- Be holistic, considering each individual student.

¹ International Baccalaureate Organization, Programme Standards and Practices, 2020.

- Be varied.

Summative and formative assessment

Aligned with IB standards and current research, teachers use a range of formative and summative tasks. Through formative assessment, students receive meaningful, detailed feedback on how to improve their work. Formative tasks include class work, reflection, and observation, which all check for students' understanding and progress throughout the school year. Each subject teacher in diploma programme (DP) Year 1 and DP Year 2 is responsible for designing the formative assessment tasks and instruments that will measure students' progress. The assessments are specific to each subject and should follow the IB criteria for that subject, if applicable. The criteria which the student performance is evaluated is shared with students beforehand so that they know what the teacher is looking for.

Evaluations and tasks are important ways to assess the learning outcomes and progress of students. Depending on the nature and purpose of the evaluation or task, different assessment methods may be used. Some of the possible methods are:

- Self-assessment: Students assess their own work based on a rubric or criteria provided by the teacher. This method can help students reflect on their strengths and weaknesses, and develop self-regulation and metacognition skills.
- Peer-assessment: Students assess the work of their classmates based on a rubric or criteria provided by the teacher. This method can help students learn from each other, develop critical thinking and feedback skills, and foster a collaborative learning environment.
- Team-assessment: Students assess the work of their team members based on a rubric or criteria provided by the teacher. This method can help students evaluate their team performance, enhance their teamwork and communication skills, and promote a sense of accountability and responsibility.
- Teacher-assessment: The teacher assesses the work of the students based on a rubric or criteria that they have designed or adapted. This method can help the teacher monitor the students' learning progress, provide constructive feedback and guidance, and ensure the validity and reliability of the assessment.

Summative assessment measures achievement at the end of a course. Summative assessment is therefore a result at the end of the course based on specific assessment tasks. The assessment tasks leading up to a summative grade could be exams, reports, projects, research papers, presentations, oral assessments or investigations.

Internal assessment

One way to demonstrate skills mastery beyond the final DP exams is through the IB DP internal assessment. Internal Assessments are essential evaluations carried out by the instructor and scored based on the criteria given in the IB curriculum guides. Internal assessment marks are sent to IB for moderation to guarantee all internal assessment marks worldwide are uniform.

Internal assessment is mandatory and undertaken by all teachers. Each DP-subject curriculum states what assignments will be assessed internally. Internal assessments (IAs) are usually based on projects, portfolios, experiments, investigations, orals, or other forms of performance. Each DP-subject states what assignments will be assessed internally in the following ways:

- The subject guide provides an overview of the internal assessment (IA) requirements, such as the objectives, the format, the criteria, the weighting, and the deadlines.
- The teacher of the subject explains the IA expectations and procedures to the students, and provides them with feedback and guidance throughout the process.
- The teacher of the subject also moderates a sample of IA work from their class, and submits it to the IB for verification and quality assurance.

External assessment

According to IB guidelines, each student will have their external examinations at the end of their two-years of studies. The external assessments are summative and thus take place at the end of each school year (in May). Summative assessments are criterion-based rather than norm-referenced.

The International Baccalaureate determines the dates for DP examinations and communicates them to students one year before they take the exams. DP exams follow the IB regulations strictly.

DP Core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the Diploma score.

Creativity, Activity, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

Mock examinations

To simulate the actual examination conditions, mock examinations follow the same rules and regulations. Mock examinations are important as teachers will use the results to estimate the grades.

Assessment in the preparatory year

The courses offered in the preparatory year rely solely on internal assessment. However, some subjects have national examinations marked by the teachers using a mark scheme provided by the Swedish national school authority (*Skolverket*). The national examinations cover English reading, listening, speaking- and writing skills. These examinations are graded F-A.

Procedures for recording assessment data

Teachers are expected to:

- Record and store all formative assessment results.
- Give assessment grades to the IBDP Coordinator if needed, especially for compassionate consideration applications.
- Use a markbook (digital or physical) to track students' progress.

Procedures for ensuring the authenticity of assessments

The teacher in charge will identify the authenticity issues relating to each internally assessed task. The teacher will develop procedures in accordance with the school's Academic Honesty Policy to address any issues relating to the authenticity of students' work. These procedures may include:

- Checking projects at various stages of completion
- Simultaneous assessment of students
- Oral follow-ups on assignments

To ensure authenticity of tasks, Luleå Gymnasieskola uses the digital exam platform Digixam which enables lock-down of internet and other features.

Urkund (Ouriginal) is also used to scan documents for plagiarism.

According to IB requirements all students will be asked to sign a declaration of authenticity for internally assessed work, TOK and the extended essay.

Assessment calendar

All formal IB assessment is posted on the assessment calendar.

Grades

Each subject will give a summative grade at the end of the course. Within the IB, grades are given from 7 (high), to 1 (low) grade. Each subject has specific criteria. The grade descriptors are seen in the table.

The IB core subjects are graded A-E. Creativity, activity and service does not generate a grade, however, if a student fails to meet the demands for

Grade	Grade description
7	Excellent
6	Very good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very poor

the course, the student will not be able to receive their diploma (as stated in Assessment principles and practices²).

Grade	Grade description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary (failing grade)
N	No grade

Table: Grade for ToK and the EE.

EE/TOK matrix

	Theory of knowledge						
		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
Extended essay	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition					
	No grade N	Failing condition					

Table: Extended Essay and Theory of Knowledge grade matrix.

Within the preparatory year, students will receive grades following the Swedish curriculum. The grades are A (highest grade) to F (failing grades).

To ensure that grades are consistent and reliable within and across subjects, we use a number of strategies and tools, such as:

- Assessment criteria and rubrics that define the learning outcomes and standards for each subject and level. These criteria are expressed in each course's curriculum, found on Skolverket (preparatory year courses) and IBO (DP courses).

² International Baccalaureate Organization, Assessment principles and practices, 2018:219f.

- Moderation and calibration processes that involve teachers reviewing and comparing samples of student work to ensure consistency and accuracy of grading.
- External benchmarking and validation exercises that compare our grades with those of other schools or organizations, such as standardized tests or external examinations.
- Professional development and collaboration opportunities for teachers to share best practices, feedback and resources on assessment and grading.
- Continuous monitoring and evaluation of our assessment policies and practices to identify areas of improvement and ensure alignment with our curriculum goals and values.

These strategies and tools help us to ensure that grades are consistent across subjects, and that they reflect the quality and rigor of our education. We believe that grades are not only a measure of student performance, but also a tool for learning and improvement, as they provide feedback, motivation and guidance for students and teachers alike.

Predicted grades

The teacher will estimate the candidate's grade based on their work and the IB standards. This is the predicted grade for the subject. The teacher will also predict the grades for TOK and the EE.

Award of the IB Diploma:

After completing DP2 will receive their results in July and the IB Diploma in August. To earn the IB Diploma, a candidate must complete all the assessment components for the six subjects and the additional Diploma requirements. The following criteria must also be fulfilled for the IB Diploma to be awarded.

- The candidate has met the CAS requirements.
- The candidate has scored at least 24 points in total.
- The candidate has not received an "N" for any of the theory of knowledge, the extended essay, or any other subject.
- The candidate has not received a grade E for either the theory of knowledge or the extended essay.
- The candidate has not received a grade 1 in any subject/level.
- The candidate has received no more than two grade 2s (higher level, HL, or standard level, SL).
- The candidate has received no more than three grade 3s or lower (HL or SL).
- The candidate has scored at least 12 points in HL subjects (for candidates who take four HL subjects, only the three highest grades are counted).
- The candidate has scored at least 9 points in SL subjects (candidates who take two SL subjects must score at least 5 points in SL).
- The candidate has not been penalized for academic misconduct.

Bilingual diploma

A bilingual diploma is awarded to candidates that complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or an experimental science subject, completed in a different language, will also receive the bilingual diploma.

Student performance review and reporting assessment

Once every semester, students and their legal guardians will meet with the class teacher for a student performance review session. In this session, the student's development in school will be discussed. These sessions are holistic and do not merely cover student performance in each subject.

All teachers are required to leave a comment on the student's progression within their subject before the review session. They write their comments on Unikum, the platform used by Luleå Gymnasieskola, where they comment on the student's strengths and how the student can improve. Comments are purely on learning development and should not include comments on student's behaviour or other non-essential information.

All formative and summative tasks that are aligned with the assessment criteria are documented and maintained by teachers in a timely and accurate manner. Teachers will report their assessment using Unikum, which is the digital platform used by Luleå Gymnasieskola. Legal guardians for students who are younger than 18 years old have access to Unikum and can see the teacher's reports.

Students in the preparatory year will get a Swedish national grade report in the completed national courses.

Student performance review is the process of evaluating and providing feedback on the academic progress and achievements of students. The assessments report is the process of communicating the results and outcomes of assessments to various stakeholders, such as students, parents, teachers, and administrators. The overlap between student performance review and the reporting of assessments is that both processes aim to inform and improve student learning and development. Student performance review and the reporting of assessments are interrelated and complementary, as they both use evidence from assessments to identify strengths, weaknesses, goals, and strategies for students.

DP Policy support

The following documents support the assessment policy.

Academic honesty policy

One of the core values of Luleå Gymnasieskola is academic honesty and personal integrity, which are essential for a student's education and character development. We expect that students will uphold these values in all assessments, regardless of the format or the consequences. Cheating, lying, plagiarizing, or any other forms of academic dishonesty are unacceptable and will not be tolerated.

Language policy

All the teachers in the Diploma Programme at Luleå Gymnasieskola are language teachers, and many of our students are not native speakers of the language they are taught in. It is essential that students comprehend the requirements of assessment tasks. Teachers will help students prepare for assessments by enhancing their language and vocabulary skills, and by emphasizing the command terms and the kind and level of response they expect, both in general and for their specific subjects.

Special education needs policy

Our school's policy is to provide inclusive education for all students. Luleå will only offer the IB Diploma Programme as an option for an English upper secondary education, which may attract students with different levels of learning difficulties. We also recognize that some learning difficulties may not be diagnosed until students join our school, even at the senior level. Therefore, we have arrangements for their assessment as well. In such cases, we will consult with the SEN teacher.

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