

Assessment Policy NTI Gymnasiet Skövde

The IB 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 organizations 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

NTI Gymnasiet Skövde and assessment strategies

NTI Gymnasiet Skövde (formerly ITgymnasiet i Skövde) was founded in 2001 and was granted authorization as an IB World School in 2004. NTI Gymnasiet Skövde has 4 programmes; three national Swedish programmes related to IT and technology (Technical Programme, Electric & Energy Programme and Technical 4th Year) and the International Baccalaureate (IB) Programme

Although the school is required to follow two differing systems of assessment, both systems share a common pedagogical base of formative and summative assessment which determine how subjects are taught and assessed. Formative and summative assessment is a main area of focus for NTI Gymnasiet Sweden and for on-going professional training of teaching staff at school which includes collaborative study and discussion of methods of teaching and assessment in ‘Learning Teams’ and for all staff together on assigned study days.

Assessment philosophy

With the individual student in focus, the aim of assessment in all courses and at all times is to develop the individual student in alignment with the IB Learner Profile and to assess in consistency with both the philosophy and principles of the IB as well as the philosophy and principles of the school set by the Swedish National Agency for Education (*Skolverket*). The philosophy and principles of the IB are outlined in *Programme Standards and Practices 2020: Learning – Ensuring effective education. Standard: Approaches to assessment (0404)*. This states that learning, teaching and assessment effectively inform and influence one another. Both IB and Swedish national education philosophies underline the importance of applying a range of strategies to assist and assess student learning and how this assessment can be used to inform and improve student learning and teaching practice.

Assessment Practices

Description

The assessment criteria, both within the pre-diploma year which follows the Swedish curriculum criteria as well as during the two years of the diploma programme, are made clear at the beginning of each course.

The assessment criteria in the pre-diploma year follow the Swedish curriculum criteria and are presented in English to the students at the beginning of each subject course.

The assessment criteria for the subjects of the diploma programme are first presented to the students in an overview form when all the individual diploma subjects are presented on a subject choice day in December of the pre-diploma year prior to the start of the IB diploma programme. After having started the programme, students are then given more detailed information of how the chosen courses will be assessed by the individual subject teachers.

The relevant programme regulations and requirements regarding assessment are made clear to the students and their legal guardians at school open days and at the IB Diploma Year1 Student & Guardian Meeting in September of the first diploma year.

The IB Approaches to Teaching and Learning (ATL) are central to our teaching and assessment practices. One of the six basic pedagogical principles here is that teaching is informed by formative and summative assessment, so therefore assessment is used as a means of feedback to *both* students and teachers in order to develop a good learning environment.

Formative assessment

Formative assessment is when students are given feedback on course work in order to inform and improve their learning and to be able to reach their course goals. Formative assessment is also a means for teachers to review their own teaching methods and tools to help students reach their potential.

All courses in the pre-diploma year give regular evaluation and feedback of the student's progress and performance through diagnostic tests, course tests, teacher feedback, peer review and self-evaluation.

Within each subject on the IB Diploma Programme, the teacher regularly gives evaluation of the student's performance in relation to the DP assessment criteria in the form of informal talks in the classroom, check-base tests on modules or course components and in the term's appraisal talk.

In Individual Appraisal talks, the mentor and student together with guardian (if the student is under 18 or if requested by student) meet once per term to reflect and discuss ongoing studies and formative assessment. These meetings are also held directly after Mock exams in Year 1 and Year 2.

Reflective thinking is an important part of this process and this is put into practice in all subjects and in particular in the core subjects of TOK, CAS and the EE. In CAS, students are asked to reflect on their CAS experience and what they have learned. In the EE course, five inter-disciplinary seminars are held over the span of the course which aim to encourage students to reflect on their own essay subject and writing, capitalize on an inter-disciplinary forum (learn and gain ideas from other subjects) as well as give support and ideas to colleagues (peer evaluation).

Planning and support are also important aspects of assessment and an added spin-off of the EE seminars is a link to time management where students become more aware of work planning and a feeling of support and encouragement by class colleagues. Reflective thinking is also given space in the Learner Portfolio of the language courses.

ATL also highlights the importance of self-assessment and peer assessment. These tools encourage students to develop their self-management skills in all IB courses.

Mock exams are held once per academic year to evaluate the present academic status of the student and to give formative feedback. The first Mock exams are held in May at the end of DP year 1. Teachers put together suitable tests based on the IB syllabus and what has been achieved to present date. After a meeting of all teaching staff to discuss results and recommendations, the results together with informative feedback are then given in a meeting between mentor and student prior to the summer break and also sent out in written format to both student and guardian(s).

The second Mock exams are held after all IB courses have ended in March of year 2. Available complete past papers are now used. Again, all teachers meet to discuss results and recommendations for the revision period ahead including both individual and collaborative study groups. Formative feedback is also given at the final Appraisal Talk immediately prior to the revision period.

The Mock exams are designed to mirror the official exams as much as possible both in content and procedure so as to prepare the students as well as possible for their final examinations.

Summative assessment

Summative assessment measures student performance against the DP assessment criteria to judge levels of achievement.

Summative final grades for the Swedish national courses are given, in alignment with Swedish curricula grading criteria, at the end of the pre- diploma year.

Summative assessment on the IB programme consists of internal assessment components (IAs) which are internally assessed and externally moderated by the IBO, and external assessment components, which are sent off and assessed by the IBO. Examples of internal assessments are internal orals in the languages or lab- work in science subjects and examples of external assessments are written tasks in languages, laboratory reports in the sciences and the final examinations in all subjects.

Implementation

Routines

To ensure a consistent, fair, inclusive and transparent system of IB assessment, routines of formative and summative assessment need to be correctly in place. The following measures are taken at the school in the two basic elements of assessment – grading/ marking and recording/ reporting.

In grading and marking, teacher professional competence and development is important, and all teachers are required to be knowledgeable of the assessment criteria of their own subject(s). Through collaboration and discussion with other IB teachers, they also become aware of the assessment demands of other subjects.

Special support and advice are given to the training of new teachers in the roles and responsibilities of implementing, evaluating and giving formative feedback. New teachers at school are therefore assigned a personal mentor (another member of the IB Team) to support and encourage them in their teaching.

The Student Health Team which includes a Special Pedagogue, meet once a week to ensure that necessary support is given to students with a diversity of learning needs. Support is also given here to teaching staff as to the use of a variety of teaching methods and assessment tools to meet these needs.

In recording and reporting, teachers are required to be knowledgeable of the IBO requirements. Some internal assessments require audio recording, some may require visual documentation and it is important to be well prepared in the classroom and to inform students well in advance of these.

All IB teachers report in the results of the internal assessments to the administrative system of the IBO (IBIS) and the IB Coordinator is responsible for checking that this routine has been carried out correctly.

Evaluation

Assessment procedures are evaluated and revised at several points in time during the diploma programme.

A course evaluation is made at the end of each course to gather students' opinions of for example how the course has been assessed and how this assessment is communicated.

NTI Sweden carry out an annual quality survey, directed towards both students and teachers as a basis of quality analysis of all schools within NTI Sweden and issues relating to assessment are taken up here.

The Central Bureau of Statistics Sweden (SCB) requires a basic registration of achieved diplomas in September of each academic year.

The Swedish Schools Inspectorate (*Skolinspektionen*) regularly monitor and assess the quality of teaching and the teaching environment, their objective is that all schools provide a good education in a safe environment. (Latest inspection: 2016. Inspection 2021: Establishment of new course Design & Product Development).

Class Council Meetings held once a week and School Council Meetings held monthly are arenas where issues of assessment can be discussed for example, if too many tests or assessment are given in the same week or if a teacher has put the assessment incorrectly in the schedule.

IB Staff Meetings held every month work look over individual study status, but also work with planning, feedback and improvement of assessment routines and working documents. This meeting also reviews and ensures compliance with access arrangements in collaboration with the school Student Health team of which a representative is required to be present at these meetings.

Through these different points of evaluation, each opportunity is used to review our approaches to teaching and learning and develop the routines and documents we use.

After the publication of final exams results, and at the beginning of the autumn term, the IB Team meet to evaluate and discuss the former academic year. This meeting provides a point of reflection and analysis giving opportunity for review and development of teaching methods and tools before the start of a new academic year.

Communication

Information concerning how courses are assessed is given according to a collaborative time plan and in a variety of forms, and it is available at all times and to students, guardians and other members of the school community via the school it-based administrative system (Schoolsoft) and Google Classroom.

An overview of DP assessment criteria is given at an informative session relating to initial choice of IB diploma subjects prior to the start of the IB programme.

At the start of year 1, DP assessment criteria are given at the beginning of each individual subject course, both face-to-face in the classroom and via the school's administrative system. The teacher will come back to and ensure that students have understood assessment procedures and criteria.

An overview of DP assessment criteria and other related assessment issues is also given to both students and their guardians at a Guardians' Evening at the beginning of the first diploma year. Here issues of particular importance to highlight in the document *General Regulations Diploma Programme (B1 of Diploma Programme Assessment Procedures 2024)*, are taken up and made clear, as well as the Academic Integrity Policy - what is defined as academic misconduct and the routines in place to develop the student's understanding of good academic practice as well as procedures to resolve academic misconduct in school. For further details see our [Academic Honesty Policy](#).

Formative assessment is the basis for discussion in Appraisal Talks held once a term where the opportunity is given for the student together with guardian and mentor to reflect on the formative assessment given by individual subject teachers (including the core subjects of Theory of Knowledge, Creativity Activity Service and Extended Essay) and to formulate a strategy forward towards better fulfilling the grading criteria and developing a stronger IB Learner Profile. Students with learning challenges are given further support by a close collaboration between The Student Health Team, student and teacher. For details see our [Special Educational Needs/ Inclusive Education Policy](#).

There are two important tools in the communication of the assessment policy and procedures - the internal assessment calendar 'The Two-Year Cycle' and 'Subject Status'. The Two-Year Cycle document is the result of a collaborative process of planning between all teachers in which all formal assessments are mapped on a document covering the two years of the diploma programme. This document is a useful instrument for both teachers and students both in its construction and its implementation. Teachers learn through collaboration, each other's assessment demands and plan of manageable timeline, including homework tasks, for the whole diploma programme. Students also learn to take responsibility and learn how to plan, short and long-term and time-manage their diploma studies. The Two-Year Cycle is available on the school Drive, Google Classrooms.

Studies and assessment status is also updated regularly and transparent for students and guardians via the course Google Classroom Study Bee Insights.

The document *Subject Status* provides a formative assessment schedule where teachers can give more specific information about times and dates of assessment.

Information regarding student assessment is available to students, guardians (if the student is under 18 years of age) and the school community via Schoolsoft and Google Classroom Study Bee Insights.

This [Assessment Policy](#) is available on the school webpage.

The [Assessment Policy](#) is written in collaboration with the IB Team, NTI Gymnasiet Skövde.

IB Documents used in support of this policy (can be found on www.ibo.org)

Diploma Programme Assessment Procedures 2024

General Regulations Diploma Programme (B1 of Diploma Programme Assessment Procedures 2024)

Diploma Programme: From principles into practice (2015)

And from earlier consulted texts:

Guidelines for developing a school assessment policy in the Diploma Programme (2010)

Towards a continuum of international education (2008)

Meeting student diversity in the classroom (May 2013)