

Växjö Katedralskola, Sweden

World School 001106

IB Diploma Assessment Policy

Students at Växjö Katedralskola are **responsible** for their own learning and are expected to prepare well, with the support of faculty, their peers, and parents/guardians, for all formative and summative assessment. They have access to material outlining the content and goals of each subject and work with faculty and classmates to attain critical and innovative thinking, metacognition, and reflection.

The basis of their **learning** and **reflection** is guided by communication and collaboration skills; affective skills such as mindfulness, emotional management, self-motivation, perseverance, and resilience; organisational skills such as goal-setting and time-management; and skills in, and understanding of, media literacy, research, and academic honesty.

The **philosophy** of Växjö Katedralskola is that **assessment** encourages all improvements in both teaching and learning; is proportionate to the previous learning of the student; is commensurate with international-mindedness in acknowledging multicultural approaches; is responsive to changing strengths and needs; supports timely feedback and reporting to students and parents/guardians; and responds to communicative strategies including digital ones; and promotes concurrency of learning.

Assessment is considered vital at Växjö Katedralskola as assessment *of* learning, which is summative in determining student accomplishment; assessment *as* learning in the ongoing process of developing and demonstrating metacognition of learning outcomes for students as they connect previous to new learning; and assessment *for* learning to aid faculty in designing new teaching approaches for differentiation and encouraging student reflection.

Assessment is further informed by the **IB Learner Profile**. In enquiry-based learning, teachers help students strive to be curious, knowledgeable, and balanced thinkers and communicators. By reflecting on their learning, they regularly reflect on their achievements. Assessment supports the standardisation of teaching and learning.

The IB Diploma Programme requires students to **reflect** on their own learning and allows them many different ways of showing their skills in specific practices in assessment, from creative language skills assignments to compiling their own statistics in lab work. Their learning achievements and reflection prepare them for resilient, life-long learning in a changing world of skills and competencies. At Växjö Katedralskola, reflection begins with the A.C.E.© Learning Styles self-assessment module for all beginner students in the subject of

English, to provide all students at the school with an understanding of their learning styles, of how they learn best, and of which competencies they should aim to improve.

Each student at Väjö Katedralskola is assigned an **Academic Coach to oversee their learning** for their three years at Upper Secondary School so that all assessment is informed by discussion. Academic Coaches meet students each term (with parents/guardians if preferred until students reach majority at the age of 18 years) to discuss their academic achievements and to help students reflect over their goals and learning outcomes, which subject teachers register on the Dexter platform.

Academic Coaches explain learning outcomes and achievement to students and parents/guardians by focusing on the learning itself: categories are “not yet”; “on the way”, and “working well” -- successful strategies can then be applied to subjects in which learning is “not yet” apparent. **Feedback** encompasses Bloom’s hierarchical taxonomy of knowledge, understanding, synthesis, analysis, and creativity. Limited accomplishment, measured against objectives, results in a report on Dexter, and is also addressed and documented at a meeting each term of all teachers of the class, at weekly Pastoral Care Team meetings, and at special progress meetings with students and their parents/guardians. These students are provided with support by the learning support teacher attached to the IBDP, and from autumn 2016 at the school’s Learning Support Centre located beside the newly renovated Library. They may also attend after-school support classes. The frequency of formative assessment is ongoing, with summative assessment informing specific units of study.

Assessed learning of each IBDP student is discussed at **Class Conferences** with all faculty, academic coaches, and pastoral team members each term. Teachers are aware that all students benefit from **a variety of assessment methods** and data to determine their changing strengths and support requirements at different times of their learning. Faculty also evaluate the effectiveness of their own materials, teaching, and assessment. The Head of School and Coordinator are responsible for supporting teachers in meeting the goals of the courses by providing timely IB training, ftf or online, and by facilitating in-house workshops on goals such as integrating Theory of Knowledge in subjects as a response to essay titles (from autumn 2015), and the introduction of Approaches to Teaching and Learning (ATL) at a cluster workshop in autumn 2016. Future goals include workshops on how experiential learning outcomes in CAS can be supported in subject areas. Subject groups analyse and reflect on student performance and assessment goals, and plan strategies to address both. Väjö Katedralskola initiated a new policy in 2015 of teaching and assessment reflection for all faculty based on lectures by education researchers at tertiary level and study and discussion modules on best practice.

Special **educational needs** are informed by our Inclusive Learning Policy. Assessment in this area is supported by breaking assignments into manageable sections, sound-insulated rooms for individual prompting, two special support teachers that help individual students, classrooms with raised desks, hearing-support systems, and other facilities, longer time allowances for deadlines, and individual planning and time management programmes.

The **ICT** specialist for the IB Diploma Programme holds regular workshops for faculty to develop awareness of digital tools to increase variety in teaching and assessment and support students from a variety of teaching and learning perspectives. All students at the school are provided with laptop computers to produce and upload their work, and may receive assessment feedback digitally. Online access is provided during and after school hours. Deadlines for all summative assessment and feedback are registered on the school website, and learning outcomes and students' grades are continuously accessible to students, faculty, and parents/guardians on this coded platform to provide for a continuum of learning.

Assessment deadlines for drafts, finals, and feedback are as follows:

IBDP 2-Year Calendar 2017-2019

| Month | Week | DP1 | DP2 |
|-----------|------|--|--|
| August | 34 | Academic Year Starts | Academic Year Starts |
| | 35 | IBDP Breakfast | IBDP Breakfast Graduation Ceremony 1st Friday |
| September | 36 | Group 4 Project (IB16A 7-8 September) | LangA Part 1 Final |
| | 37 | ATL Day | EE Study Day EngA Part 2 WT1 Final Geography IA Draft |
| | 38 | | Referees for 1st UCAS Registration Theatre Director's Notebook Final IB15A SweA IO Supervised writing, reflective statement |
| | 39 | EngA Part 4 WT Draft | LangA Part 2 Final |
| October | 40 | | EE Meeting 2 Draft |
| | 41 | Exam Paper Week (in class) | 1st UCAS Predicted Grades Theatre Research Presentation Draft |
| | 42 | EngA Part 4 WT Final | Maths Studies IA Draft Maths SL IA Draft Maths HL IA Draft |
| | 43 | | Geography Field Trip SweA WA Draft EngA OA Mocks |
| November | 44 | Autumn Half-term | |
| | 45 | | Mocks |
| | 46 | | LangB WA Draft Theatre Research Presentation Final |
| | 47 | EngA Part 1 FOA Draft SweA IOP IB16 | EngA OA EE Meeting 3 Final |
| | 48 | DP1 hosts Extended Essay Ceremony SweA IOP IB16 | DP2 Extended Essay Ceremony Referees for 2nd UCAS Registration EE Meeting 4 Viva Voce TOK Essay Draft Geography IA Final |

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| December | 49 | Theatre Collaborative Project Mock IB16 | SweA WA Final Theatre Collaborative Project Draft |
| | 50 | | Maths Studies IA Final Maths SL IA Final Maths HL IA Final |
| | 51 | Learner Profile Awards EngA Part 1 FOA Final | Learner Profile Awards Theatre HL Solo Piece Outline LangA Part 4 Final |
| | | New Year Holidays | |

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| January | 2 | | History IA Draft Psychology IA Draft |
| | 3 | | 2nd UCAS Registration Chemistry IA Draft SweA IOP IB16 TOK Essay Final |
| | 4 | EngA Part 1 WT1 Draft | EngA WT2 Draft EngB WA Draft SweA Exam IOP IB16 |
| February | 5 | | LangB WA Final Physics IA Draft Theatre HL Solo Piece Draft 2019 |
| | 6 | CAS Theatre Project (8 Feb) | LangB IO Chemistry IA Final Biology IA Draft |
| | 7 | Theatre Director's Notebook Outline | EngA WT2 Final EngB WA Final Psychology IA Final |
| | 8 | Sports Break | |
| March | 9 | EngA Part 1 WT1 Final | History IA Final EngB IO TOK Presentations |
| | 10 | Theatre Director's Notebook Outline IB16A | Biology IA Final EngB IO Physics IA Final |
| | 11 | | Mocks Theatre HL Solo Piece Final 2019 |
| | 12 | | LangA Orals (or as soon as sent by IB) Theatre Collaborative Project Performance 2018 (TC MYP students 22 March) |
| | 13 | Spring Half-term | |
| | 14 | EE Supervisor Contract | CAS Fair |
| April | 15 | Mocks | Theatre Collaborative Project Final 2018 |
| | 16 | Theatre Director's Notebook Draft IB16 EngA Part 2 FOA Draft IB15A EE Meeting 1 | CAS Final |
| | 17 | SweA IOC IB16 | Independent Review |
| May | 18 | SweA IOC IB16 | May Exam Session |
| | 19 | EngA Part 2 FOA Final | May Exam Session |
| | 20 | Geography Field Trip | May Exam Session |
| | 21 | | |
| | 22 | Theatre Director's Notebook Draft | |

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|------|----|---|--|
| June | 23 | EngA Part 2 WT1 Draft | |
| | 24 | Academic Year Ends Theatre Director's Notebook Final IB16A | Academic Year Ends |
| July | 27 | | Results May Exams University Admissions |

Deadlines are discussed with teachers and students. Thanks to students in IB15A and IB16A for all suggestions, input, and reflections on the assessment calendar.

Year 1 Preparatory Diploma Programme (PDP)

PDP Students at Växjö Katedralskola sit **Swedish National Exams** in subjects pertaining either to the Social Sciences or to the Experimental Sciences in their first year. This results in extra points to support applications to universities in Sweden. All assignments are graded by subject teachers according to F-A grades, where A is the highest, excluding IB Diploma preparatory courses.

Mocks: Mock examinations in the IB Diploma are obligatory and incur registration of absence without permission if students do not attend. They take place in the exam rooms in the three terms leading up to the finals and help students to prepare for the final May exams.

Transcripts showing final grades in Year 10 or 1st year Swedish national courses may be required for applications to overseas universities.

Advancement to DP1 (Study Centre support is available)

Applicants from Pre-Diploma/Year 10/MYP5 should pass all subjects. Students wishing to take Higher Level subjects should have grades C and upwards in related subjects. For Mathematics HL, placement tests are held. Recommendations from faculty in their subjects are respected, especially if students are considered to risk lower total Diploma results otherwise. The decision of the IB Diploma Coordinator and the IB Diploma Head of School is final.

Students suggest a total of six subjects, one from each of the six groups, three at Higher Level (HL) and three at Standard Level (SL). These wishes are confirmed after final grading in the pre-Diploma year /Year 10/MYP5. If you have any questions regarding how to compile a Diploma, please contact the IB Diploma Coordinator at gilles.kennedy@vaxjo.se.

Continuing to DP2 (Study Centre support is available)

Formative grading indicates if students are progressing with their subjects or otherwise. Recommendations from faculty in their subjects are respected. Students are encouraged to follow the guidance of IB Diploma faculty.

Year 2-3 Diploma Programme (DP1 + DP2)

The Diploma comprises six subjects, three at higher level and three at standard level, in addition to core requirements: 1) the Extended Essay 2) Creativity, Activity, Service projects over 18 or more months 3) Theory of Knowledge presentation and essay.

Subject teachers scaffold assessment tasks, that are designed to be varied, relevant, open-ended, and rich in learning experience, throughout the two-year Diploma. They carry out **Internal Assessment** required by the IBO such as lab reports, commentaries, oral presentations, investigations etc. and grade it according to the IBO criteria, which is then moderated by the IBO to ensure equity and reliability. Supervised assessments such as the EE and TOK essay are graded by external IBO examiners. Subjects are graded 0-7 where 7 is high; EE and TOK are graded using a letter grade scale from E (failure) to A (high).

| ToK/EE | A | B | C | D | E |
|--------|-------------------|---|---|---|-------------------|
| A | 3 | 3 | 2 | 2 | Failing condition |
| B | 3 | 2 | 2 | 1 | |
| C | 2 | 2 | 1 | 0 | |
| D | 2 | 1 | 0 | 0 | |
| E | Failing condition | | | | |

The May examinations of open-ended or essay questions, or multiple choice are graded by external IBO examiners. Faculty register feedback with the IB after the exams and indicate the level of difficulty and fairness of the summative assessment. Candidates may retake subjects, unless there is a change in the subject guide, in the following May session.

DP students have a week during which faculty explain exam papers in autumn DP1, **Mocks** in spring DP1, Mocks in autumn DP2 and Mocks in spring DP2 (to prepare for the final May examinations) for which they receive feedback from faculty according to IB mark schemes and markbands provided in subject reports issued by the IBO as guidelines for teaching and assessment. These assessments use previous IB exam papers.

Graduating DP students are issued with individual PIN numbers to access their results on a secure IB website in early July. They also request the IB Diploma Coordinator to have the IBO send their final results to selected universities in Sweden and overseas, and may also contact the IBO directly later to request that transcripts are sent to other universities.

More information is available on the IBO website:

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/>

accessed 14 September 2017

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts

- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

Using external and internal assessment

The IB uses both external and internal assessment in the DP.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

More information on IB assessment is found here

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

accessed 14 September 2017

In the DP, students receive grades ranging from 7 to 1, with 7 being the highest. Students receive a grade for each DP course attempted.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to certain minimum levels of performance including successful completion of the three essential elements of the DP core.

The 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.

Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.

HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding and skills.

Receiving a bilingual diploma

A bilingual diploma is awarded to candidates who 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 individual and societies or science subject, completed in a different language, will also receive the bilingual diploma.

Detailed information is found on Diploma Assessment Principles and Practice

<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

accessed 14 September 2017

Detailed information about grade descriptors and markbands is found here

<http://www.ibo.org/contentassets/0b0b7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf>

accessed 14 September 2017

The generic nature of the objectives, and the higher-order skills expressed in them, provide clear indications of the possible assessment format. Although the tasks are open, and clearly must be marked more by professional judgment than analytical point scoring, teachers and students are given substantial guidance on the parameters of the task, and examiners (markers) are given detailed sets of assessment criteria by which to mark the work.

All the science courses have the same set of objectives, which are as follows (IBO, 2001b, p7):

- “1. Demonstrate an understanding of:
 - a) scientific facts and concepts
 - b) scientific methods and techniques
 - c) scientific terminology
 - d) methods of presenting scientific information.
2. Apply and use:
 - a) scientific facts and concepts
 - b) scientific methods and techniques
 - c) scientific terminology to communicate effectively
 - d) appropriate methods to present scientific information.
3. Construct, analyse and evaluate:
 - a) hypotheses, research questions and predictions
 - b) scientific methods and techniques
 - c) scientific explanations.
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.”

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Reflections by IB12A students on summative assessment in the final exams in May 2015:



The Days of the Final Exams

<https://www.youtube.com/watch?v=PS4UoSyh7S8> accessed 14 September 2017

Reflections by two IB12A students on study techniques and assessment:



Study techniques for the IB Diploma, Katedralskolan in Växjö, Sweden
<https://www.youtube.com/watch?v=muDnUjNgfZA&feature=autoshare>
accessed 14 September 2017

IBDP students participate in extra-curricular activities in sports and the arts, such as the year-end concert.



https://www.youtube.com/watch?v=_PsAxNHf1aI
accessed 14 September 2017

CAS gives IBDP students the opportunity of experiential learning, and this is documented and self-assessed through peer discussion and student reflections on the Managebac platform. Creativity, Activity, and Service projects at Växjö Katedralskola range from learning a musical instrument, hosting conferences on World Language Day, volunteering at old people's homes, running projects for Save the Children, organising swimming lessons for children, working in China on panda preservation projects, and performing plays.



IB13A CAS *Romeo and Juliet: Gaza*

<https://www.youtube.com/watch?v=B2NDFdADbFI>

accessed 14 September 2017

IBDP alumni feedback to the DPC on Assessment has informed Växjö Katedralskola's action plan in expanding content and application for IBDP faculty and students in the coming academic year. Thanks for lively discussions and rigorous debate on the topic of assessment to students in IB12A and IB13A, many of whom indicated that an Assessment Policy should be pedagogic in nature: a document that can help us all to learn.

Support Documentation

Online visual and other sources are indicated by links embedded in content above.

Assessment in Education: Principles, Policy and Practice

https://www.skolverket.se/polopoly_fs/1.126741!/formative_assessment.pdf

accessed 14 September 2017

Black P & Wiliam D. (1998) *Inside the Black Box*. London. King's College Press.

Blythe T. (1998) *The Teaching for Understanding Guide*. The Jossey-Bass Education Series. San Francisco. Jossey-Bass Inc.

Boudett KP, City E, Murnane R. (2005) *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge. Harvard Press.

Center for Academic Integrity

<http://www.academicintegrity.org/>

accessed 14 September 2017

Earl LM & Katz S. (2006) *Rethinking Classroom Assessment with Purpose in Mind Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg. Manitoba Education, Citizenship & Youth.

IBO Assessment and Exams

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/>

accessed 14 September 2017

IBO Diploma Assessment Principles and Practice

<http://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/dpassessmentprinciplespractice2004en.pdf>

accessed 14 September 2017

IBO Case Studies of Learner Profile Implementation and Impact in the United States

<http://www.ibo.org/globalassets/publications/ib-research/dp/lpintheusfullreportfinal.pdf>

accessed 14 September 2017

IBO Establish an IB Policy that recognises achievement

<http://www.ibo.org/globalassets/publications/recognition/model-policy-overview-en.pdf>

accessed 14 September 2017

IBO Key findings from global research on the impact of IB programmes

<http://www.ibo.org/globalassets/publications/ib-research/globalkeyfindingsheeten.pdf>

accessed 14 September 2017

IBO Understanding DP Assessment

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

accessed 14 September 2017

Institute of Education: Assessment for Learning? Thinking outside the Black Box

<http://eprints.ioe.ac.uk/2518/1/Hargreaves2005Assesment213.pdf>

accessed 14 September 2017

Lander R & Ekholm M. (1998) "School Evaluation and Improvement: A Scandinavian View" *International Handbook of Educational Change*. Dordrecht. Kluwer Academic Publishers

OECD Intl Conference "Learning in the 21st Century: Research, Innovation and Policy"

<http://www.oecd.org/site/educeri21st/40600533.pdf>

accessed 14 September 2017

The Art of Learning (workshop materials for teachers, students, parents/guardians)

<http://www.taolearn.com/>

accessed 14 September 2017

The Teaching Revolution and the IB

<http://www.taolearn.com/the-teaching-revolution/>

accessed 14 September 2017

University College London: Assessment and Feedback Case Studies

<https://www.ucl.ac.uk/teaching-learning/case-studies/assessment-feedback>

accessed 14 September 2017

University College London: Do students use feedback or just look at the mark?

<https://www.ucl.ac.uk/teaching-learning/case-studies/2014/apr/do-students-use-feedback-or-just-look-mark>

accessed 14 September 2017

University College London: How a symposium can be used to assess students' work

<https://www.ucl.ac.uk/teaching-learning/case-studies/2014/apr/how-symposium-can-be-used-assess-students-work>

accessed 14 September 2017

University of New South Wales Australia: Assessing by Case Studies

<https://teaching.unsw.edu.au/assessment-case-studies-and-scenarios>

accessed 14 September 2017

Wood R. (1991) *Assessment and Testing: a Survey of Research*. Cambridge. Cambridge University Press

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