



Katedralskolan Skara, 003301 IB Diploma Programme



Assessment Policy

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 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.”¹

Introduction

Katedralskolan is a school with different Swedish national programmes and the International Baccalaureate. In year one, the Pre-DP, students primarily study Swedish national courses in English. During year two and three they study IB diploma courses. Hence we work with different systems of assessment, both include formative and summative assessment. Knowing of these methods of assessment has been prioritised in the ongoing development of staff training.

Vision of Katedralskolan

The students at Katedralskolan find their education challenging and inspiring, achieve good results and are well prepared for the future.

Assessment Philosophy

The IB learner profile is the basis for the philosophy of assessment which also aligns with the “Programme Standards and Practices”². Through assessment, teachers guide students in their personal and academic development based on the IB learner profile.

¹ International Baccalaureate Organisation (2017, Updated May 2018), *What is an IB education?*, https://resources.ibo.org/ib/topic/What-is-an-IB-education/resource/11162-occ-file-g_0_iboxx_amo_1308_1_c/data/g_0_iboxx_amo_1308_3b_e.pdf, p 1.[Accessed 21 September 2018]

² International Baccalaureate Organisation, (2014, Updated Mar 2016), *Programme standards and practices*, https://resources.ibo.org/dp/resource/11162-occ-file-g_0_iboxx_amo_1401_1_e/?c=cd59ab52&pdf=g_0_iboxx_amo_1401_2s_e.pdf, [Accessed 21 September 2018]



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Assessment Practices

We use our Internal Calendar and our IB test calendar to provide the students with a reasonable workload throughout the year. These include formative and summative assessments.

Formative procedures

When the students come to Katedralskolan they are informed about the curriculum and assessment standards of the Swedish National courses. These courses are taught in English, to prepare them for the Diploma Program (DP). Ongoing evaluation of the students and feedback can occur through tests, peer assessment, development talks, self-evaluation etc. When starting the DP students get an introduction to the syllabus and the assessment criteria in each subject. The teacher's aim is to support the student in reaching goals set by the IBO. The teacher acts like a coach leading the student towards success. Each subject teacher has an ongoing evaluation of the students' results in relation to the assessment criteria through feedback, assignments and tests. Evaluation of process is an important part in the formative development of reflective thinking which is for example practised in the Group 4 project, and also in the core: TOK, CAS and EE.

Summative Procedures

Final grades for the Swedish national courses are set by the subject teacher at the end of the courses in Pre-DP.

For the DP final exams and internal assessment components are submitted and externally assessed and/or moderated by the IBO.

Implementation and evaluation of the assessment

Implementation

The IB learner profile is considered in meetings and discussions between students, between staff and students, staff to staff, school to parents, school to school authorities.

One part of the implementation is the parents' perspective which we consider through development talks twice a year and information meetings. To share understanding of the IB's educational qualities, we show a variety of student work such as presentations at these meetings.

End of year evaluation

Subject teachers, individually and collaboratively evaluate students' achievements through graded results at the end of every school year. This provides a basis for next year's planning and can lead to a revision of teaching procedures and/or content. The results are presented in the annual quality report required by the Swedish national system.