



Katedralskolan Skara, 003301 IB Diploma Programme



Assessment Policy

School Mission

At Katedralskolan, Skara, we celebrate our traditions while fostering students for the demands of the future.

Learning from our rich cultured past we educate curious, critical thinkers equipped for a fast-changing world as global, digital entrepreneurs. Our mission is to empower self-reliant students to become responsible leaders of society and environmental sustainability.

Our aim is to develop self-reliant, motivated learners through inquiry-based instruction and student agency. As a learning community, we strive to ensure that students are equipped with the resources they need to successfully compete in a 21st-century community so that they are prepared to change the world for the better.

As an International Baccalaureate (IB) World School, we are also aligned with the IB Organization's mission and Learner Profile.

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 these methods of assessment has been prioritised in the ongoing development of staff training.

Different forms of assessment are of importance for students' understanding of their own progress and development. Students can use an assessment as a way of reflecting on their efforts.

¹ International Baccalaureate Organisation, (2020), *Programme standards and practices*, https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu_11162-51685?lang=en&root=1.6.2.2.5 [Accessed 1 November 2022]



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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.

Assessment Practices

We use our digital Internal Calendar and our IB test calendar to provide the students with a reasonable workload throughout the year, this also gives students an opportunity to see what assessments happen when. These include formative and summative assessments. Another form of self-assessment that is an excellent reflection opportunity for the students is the use of the Learner Portfolios (in Group 1 subjects), both physical and digital. All digitally submitted student work goes through a plagiarism control program.

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 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 IB. The teacher acts as 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, also in the core.

Summative Procedures

Final grades for the Swedish national courses are set by the subject teacher at the end of the courses in Pre-DP accordingly to the assessment criteria stated in the Swedish national curriculum for each course.

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

² International Baccalaureate Organisation, (2020), *Programme standards and practices*, https://resources.ibo.org/ib/psp/Standards-and-Practices/works/edu_11162-51685?lang=en&root=1.6.2.2.5 [Accessed 1 November 2022]



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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 and 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.

Mock Exams

In February each year the school holds mock exams for DP 2 in our exam room. These results guide our revision process for the build-up to the real exams in May.

Who is responsible: IB Head, IB Coordinator, Special Educational Needs Teachers, Mentor, Teachers, Students.