

Bergen Katedralskole IBDP Assessment policy

Assessment: Principles and Practice

Bergen Katedralskole recognize that teaching, learning and assessment are fundamentally interdependent. Learning outcomes, which include knowledge and understanding of a subject as well as cognitive, personal and academic skills, should be explicitly stated for each unit of work/assignment/course, and these should be the pivot around which the whole course is developed.

BKS recognizes that students;

- Have differing learning styles
- Have different cultural experiences, expectations and needs;
- Perform differently according to the context of learning;
- Need to know their achievements and areas for improvement in the learning process;
- Should receive feedback that is positive and constructive.

Throughout the curriculum and instructional process assessment should;

- Account for a variety of learning styles;
- Provide a wide variety of different assessment opportunities and to be relevant and motivating to students;
- Be criteria-related using published, learning objectives mandated by the IB and made clear to students by teachers before tasks begin;
- Measure what students understand, what they can do and what they know;
- Be both formative (to assist students in building understanding, skills and knowledge) and summative (to assess students' acquired understanding, skills and knowledge);
- Be on-going and reflective;
- Allow students to evaluate their progress and set targets for improvement;
- Allow the school to evaluate the measure of success;
- Be internally standardized where appropriate;
- Be geared toward appraisal of a broad range of concepts, attitudes, knowledge and skills appropriate to an international and increasingly complex world.

Guidelines for Assessment Practice

1. All assessment at BKS IBDP is criterion-related. The final transcript levels are between 1 and 7 (seven being the highest and one being the lowest).

2. Decimals, percentages, or fractions are not consistent with criterion-related assessment and are not used at BKS IBDP.

3. IB Diploma Teachers should scaffold assessment tasks through the program, or adapt examination (end-of-course) criteria, so that students in the first year of study have access to the full range of assessment grades.
4. Assessed work may vary in its purpose and teachers are expected to use the full range of assessment activities. Teachers must inform students which criteria will be used to evaluate their work, both for internal assessment (IA) and external examination. Teachers must explain what is required for students to fulfill the criteria for any particular piece of assessed work.
5. Feedback to students should be prompt (usually within 15 working days of work being submitted) and supportive.
6. Teachers must keep a clear and accurate record of all assessment activities.
7. Formative and summative assessment should occur within a single grading period.
8. Grading is undertaken positively and consistently in relation to clear subject criteria. Teachers look for evidence of what students know and understand. Teachers can reward alternative but equally valid answers that contain coherent ideas which are relevant to the question.
9. If a teacher suspects that a student is guilty of malpractice, he/she should not award a level of achievement and refer to the school's Academic Honesty Policy for further guidance. If a teacher, or another member of staff, suspects that an IB student may have breached the school's standards of academic honesty, he or she will inform the Head of the IB Department. The latter will investigate the matter and will inform the student of the concerns of the teacher, giving the student the chance to reply to the accusations. If it can be shown that inappropriate work has been submitted, the Head of IB Department will determine whether or not the case is one of academic dishonesty, or of an academic infringement. Again, in line with the IB's policy and practice, the determining difference between these two possibilities will be one of intent. In serious or contested circumstances, the Rektor will decide the outcome of the case.

Facilitating Assessment

When using an IB Diploma mark scheme, ideally grading will follow the published mark scheme. Teachers will consult subject guides, mark schemes, Examiners Reports on MY IB and the grade boundary descriptors.

Predicted Grades

Predicted grades are grades that predict how a candidate will perform in their IB subjects when all their final assessments are completed. At Bergen Katedralskole these are created by combining all, or some, of the following:

- Your performance in tests, assignments, and other assessment tasks such as oral presentations and mock exams during the two years of the course. If there is a significant difference in levels awarded for assessment tasks then, emphasis is placed on more recent assessment tasks
- Your Internally Assessed work (IA)
- Your Externally Assessed work (EA) where applicable
- How well the teacher has seen you perform in class settings
- How well the teacher believes you will perform on the exams
- How diligent you have been in your studying during the whole time.
- How well your overall performance in the subject matches the IBDP Grade Descriptors

Predicted grades are often required for university applications and must be entered into the exam system for each subject. The individual predicted grades are not shared with students before the final results are out, but the total number of points can be shared by the DP Coordinator. It is common practice to include 1 extra point in the total for EE and TOK.

Standpunktkarakter / Final Assessment grade

A standpunktkarakter or final assessment grade differs from a predicted grade in that it is solely based on assessment evidence. In order to award an Final Assessment grade the teacher must have a wide range of assessed work available. If there is incomplete evidence then IV (Ikke vurdering grunnlag /lack of assessment evidence) is recorded rather than a 1-7 grade.

Supporting Assessment: BKS's expectations of IB DP student

The teacher can expect the student to;

- Attend all classes in line with the school's attendance policy
- Be on-time to class and fully prepared with all the appropriate materials for class work and assessment activities;
- Respect others' right to learn and to collaborate constructively withpeers;
- Submit any required work - homework, classwork, assignments and projects, etc. – on time and with due diligence. If a student misses a deadline without sound and valid reason, he or she will be sent a warning letter (varsel) which will also go to parents if the student is under 18.
- Present work neatly and appropriately
- Read assessment information in advance and ask if there are aspects that are not clear

- Check Its learning regularly for information on tests and assignments
- Provide evidence of process (such as drafts) for IA`s, TOK and Extended Essays. Students who do not submit evidence of process will be required to attend a viva voce before work can be submitted to the IB.
- Electronically submitted work must also be neat and organized following a certain style instructed by the subject teacher.
- Answer questions during teaching both as part of the learning process or to help the teacher adapt the teaching.

Supporting Assessment: BKS's expectations of IB DP teacher

The student can expect the teacher to;

- Clearly identify the requirements for each piece of work, providing students with task specific clarification if needed;
- Provide adequate time for students to complete any given each assessment task;
- Provide adequate access to any materials necessary for the successful completion of any assessment task;
- Assess all work appropriately and return it to students usually in 15 working days. (In special circumstances, teachers may take more than 15 working days to return work)

Supporting Assessment: BKS's expectations of the parent

The school encourages parents to offer constructive and positive support as their children complete their school work; however, this support should not go as far as to compromise the authenticity of the students` work. The school recommends that:

- A student be provided with a quiet space at home and adequate time to complete their school work;
- A student have access to a computer;
- A student have Internet access and/or access to books/a library*. *Internet and library access is available on campus, both during and immediately after school hours.

Homework Policy

Homework is a necessary adjunct to classroom teaching, and all students can expect to receive homework on a regular basis. Homework is intended to reinforce work covered in class and to help students develop important habits of self-discipline, organization and self-reliance.

The amount of homework given may and will vary across the two years of IBDP; as a general rule, 2IB and 3IB students can expect approximately 15 hours of additional homework, home research and study per week. In line with our policy of fostering independent learning and striving to develop the dispositions of the IB Learner Profile, we promote a collaborative approach to the setting of homework, through which teachers will

plan homework schedules at regular curriculum planning meetings and will, as appropriate, involve students in the setting of deadlines.

Students are responsible for organizing their time appropriately to manage long-term projects. It must be emphasized, that while teachers expected to check the completion of the homework they not necessarily will mark through every single homework. Homework is primarily for the students and they are expected to develop and show attributes of an independent learner throughout the first year of IBDP already. In practice this means that both help and feedback will be given when it is required by the student but the initiative should be on the individual students. Teachers expect homework to be done properly and punctually. Failure to do homework is treated seriously, and when completing homework is perceived to be problematic, the teacher will notify the student's contact teacher and the Head of IBDP. Parents will be notified should a student repeatedly fail to submit school work as long as the student is under 18 years of age.

Internal and External Assessment

Internal and external assessment is a feature of the IB Diploma Program. Internal assessment is undertaken by all IB Diploma teachers; external assessment involves teachers and/or Head of IBDP sending candidate work to IB examiners for assessment.

Awarding Semester Grades

Grades awarded for criteria-related tasks are translated into final 7 (high)-1 (low) reported grades by measuring performance against moderated grade boundaries, based on boundaries published by the IB.

Awarding “ IV ” Level of Achievement

An IBDP candidate should only receive a level IV (Not assessed) if the work has not been handed in, the material is entirely irrelevant/incorrect or there are undocumented absences over 10%.

Awarding Semester Grades Lower than “4”

A 4 in the DP program is commonly seen as the minimum requirement to secure a passing grade in external examinations. However it is important to look at the total score, and whether it is a Higher or Standard level subject. Students who are achieving a grade 1 or 2 in their semester grades will be required to have a dialog with the relevant subject teacher. This dialog will identify steps that the students can take to improve their grades. A student who is scoring 1 and 2 in several subjects will be required to meet with the Head of IBDP and their parents may also be invited to this or a subsequent meeting.

NB students in year one of the programme who achieve less than 20 points or a level 1 or NA in more than one subject will not be allowed to progress into the final year of

the programme. (in accordance with Norwegian regulations for progression from VG2 to VG3)

Absences

Students are required to attend all scheduled classes in each year of the programme. If a student has more than 10 percent undocumented absence then they will normally not receive a grade, or predicted grade in that subject. If a student has between 10 and 15 percent undocumented absences, the headmaster may determine that a grade or predicted grade can be awarded depending on the nature of the absences. There must be sufficient evidence of assessment for this to be possible.

Documented absences

Examples of documented absences can be illness, meeting with the school counselor, attending a wedding or funeral, participation in national or international events or religious holidays.

Inclusive Assessment requirements

If the student has a learning issue, the school may develop an individualized learning plan to provide inclusive arrangements. Examples of inclusive assessment arrangements can be: extra time for assignments, extensions to internal deadlines or the use of a word processor in exams. For specific details please see the Inclusive Arrangements policy.

Submission of Student Work

All information about summative assessment must be communicated to students notified via Its Learning. Students should be informed by either with a notification on the subject homepage or via message on Its Learning. This notification should include the following features:

- Indication of task content and conceptual understandings
- Form of the task, e.g. an essay, report, presentation, podcast, oral, performance, etc.
- Task's due date Ideally, at the beginning of each teaching unit the final summative assessment should be posted on Its Learning. At a minimum, the summative task should be on Its Learning at least 10 days before the submission date.

All Internal Assessment drafts and tasks for 3IB must also be recorded on the deadline Calendar. Class tests for both 2IB and 3IB should be recorded on the test plan.

It is the responsibility of the individual students to check its learning on a regular basis.

Formative assessment, or non-summative assessment tasks to check for student understanding, may be notified as an event on Its Learning, but are more usually expected

to be notified via written task-sheets and/or via electronic forums. Notification of all formative tasks should include information about the teacher's expectations, and must be completed by the student.

Academic Honesty

If a teacher suspects malpractice, he/she will refer to the school's Academic Honesty Policy for guidance. Submission of student work via Its Learning allows staff to pass all students' assignments through a software, to check for plagiarism. Students who do not submit evidence of process will be required to attend a viva voce before work can be submitted to the IB.

BKS IBDP School Examinations

At certain times of the school year, students in 3IB will sit for formal written examinations. The results of these examinations should be recorded as follows:
3IB DP mock (trial) examinations occur in January, and these will include questions on material completed over the entire course of study. Individual results are NOT recorded as a part of a student's term grade but these scores naturally can and will influence the term grades. Examination results, recorded on the 7 (high)-1 (low) scale, are reported separately.

Please note: Teachers should give students clear guidelines concerning the material to be included in any summative examination and provide a clear explanation of the relationship between the examination and the semester grade.

All Students are required to attend the exam workshop run prior to the start of the May exams and familiarize themselves with the "notices to Candidates" displayed in and around the school.

BKS IBDP School Examinations: Specific Guidelines

General

1. When instructed to enter the examination room, students must do so in a quiet and orderly manner.
2. No form of refreshment, except water carried in a clear container, may be taken into the examination room.
3. Students may take to their desk/table only the following items:
 - General stationery (for example, pens, pencils, colored pencils, an eraser, geometry instruments and a ruler). Pencil cases must be clear (transparent).
 - Other materials specified by the school as required for a particular examination (for example, an electronic calculator).
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4. The examination supervisor or Head of IBDP will decide where each student will sit during an examination.

5. Students must remain seated until permission is given to leave the examination room.

6. The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the examination room any student whose behavior is interfering with the proper conduct of the examinations.

Late arrival

7. No additional time will be allowed for students arriving late for the examination. It is at the discretion of the coordinator to decide whether students who are late are allowed to enter the exam room.

Temporary absence.

8. During a temporary absence, a student must not take any material out of the examination room, discuss the exam, have access to material during the absence, or return with any material.

Malpractice

9. During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to observe this regulation may constitute malpractice, resulting in no grade being awarded for the examination.

10. If a student finds that he or she has accidentally taken unauthorized material (papers, books, notes of any kind) into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

Early departures

11. Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour 15 minutes, students will not be allowed to leave during the examination.

12. If a student leaves the examination before the scheduled finishing time, the student will not be allowed to return.

End of the examination

13. No examination materials –examination papers, answer papers, rough working – may be taken out of the examination room.

14. Students must leave the examination room in a quiet and orderly manner.

IBDP Grade Descriptors (published 2015)

Grade Seven

The student demonstrates excellent content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Highly effective research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize qualitative and quantitative evidence, knowledge and concepts to reach valid conclusions or solve problems. In collaborative exercises, the student works very well with others, ethically and responsibly, and with perseverance. Responses are highly insightful, accurate, clear, concise, convincing, logically structured, with sufficient detail, precise use of appropriate terminology and with appropriate attention to purpose and audience. Responses are creative, make very effective use of well-selected examples, demonstrate awareness of alternative points of view and provide clear evidence of intercultural understanding.

Grade Six

The student demonstrates very good content knowledge and understanding, conceptual and contextual awareness and critical, reflective thinking. Competent research, investigation and technical skills are evident, as is the ability to analyse, evaluate and synthesize evidence, knowledge and concepts. In collaborative exercises, the student works well with others, ethically and responsibly, and with perseverance. Responses are mainly accurate, clear, concise, convincing, logically structured, with sufficient detail, using consistent terminology and with appropriate attention to purpose and audience. Responses show creativity, make effective use of examples, demonstrate awareness of alternative points of view and provide evidence of intercultural understanding.

Grade Five

The student demonstrates sound content knowledge and understanding, good conceptual and contextual awareness and evidence of critical, reflective thinking. Research, investigation and technical skills are evident and sometimes well developed. Analytical ability is evident, although responses may at times be more descriptive than evaluative. In collaborative investigations, the student generally works well with others, ethically and responsibly, and with perseverance. Responses are generally accurate, clear, logically structured and coherent, with mainly relevant material, using suitable terminology, and are sometimes well developed. Responses show reasonable creativity, use of examples, awareness of audience and evidence of intercultural understanding.

Grade Four

The student demonstrates, with some gaps, secure content knowledge and understanding, some conceptual and contextual awareness and some evidence of critical thinking.

Research, investigation and technical skills are evident, but not thoroughly developed.

Analysis is generally valid, but more descriptive than evaluative.

The student solves basic or routine problems, but with limited ability to deal with new or difficult situations. In collaborative exercises, the student works within a team and generally approaches investigations ethically and responsibly, but requires supervision. Responses are mostly accurate and clear with little irrelevant material. There is some ability to logically structure responses with adequate coherence and use of appropriate terminology.

Responses sometimes show creativity, and include some awareness of audience and evidence of intercultural understanding.

Grade Three

The student demonstrates basic knowledge and understanding of the content, with limited evidence of conceptual and contextual awareness. Research and/ or investigation is evident, but remains undeveloped. There is some ability to comprehend and solve problems.

Collaborative investigations are approached ethically and responsibly, but require close supervision. Responses are only sometimes valid and appropriately detailed. There is some expression of ideas and organization of work and basic use of appropriate terminology, but arguments are rarely convincing. Responses lack clarity and some material is repeated or irrelevant. There is limited creativity, awareness of context or audience and limited evidence of intercultural understanding.

Grade Two

The student demonstrates little knowledge or understanding of the content, with weak comprehension of concepts and context and little evidence of application. Evidence of research and/or investigation is only superficial. There is little ability to comprehend and solve problems. Responses are rarely accurate or valid. There is some attempt to express ideas, use terminology appropriate to the subject and organize work, but the response is rarely convincing. There is very little creativity, awareness of context or audience and little evidence of intercultural understanding.

Grade One

The student demonstrates very rudimentary knowledge or understanding of the content, with very weak comprehension of concepts and context. Ability to comprehend and solve problems or to express ideas is not evident. Responses are rarely accurate or valid. Organization is lacking to the point that responses are confusing. Responses demonstrate very little to no appreciation of context or audience, inappropriate or inadequate use of terminology, and little to no intercultural understanding.