

## **Porsgrunn Videregående Skole IB Diploma Programme Assessment Policy**

*Reviewed: December 2025*

At Porsgrunn Videregående Skole, our approach to assessment is grounded in the IB philosophy and the IB Learner Profile. We view assessment as a tool to support and enhance student learning, promote academic integrity, and foster the development of independent, reflective learners. Assessment is integral to teaching and learning, providing feedback to guide students toward their potential and helping teachers adjust instruction to best meet student needs.

### **Rights and Responsibilities**

*Students* have the right to regular, meaningful feedback and to fair, transparent assessment based on IB criteria. They also have the right to be duly informed about all formal requirements and assessment criteria in the subjects they study. They are responsible for engaging actively in self-assessment, meeting deadlines, and upholding academic honesty.

*Teachers* are responsible for implementing effective assessment practices, providing timely feedback, and supporting student growth. They are expected to be updated on the formal requirements and criteria of all IB assessments within their teaching subject(s), and to facilitate supervision of internal assessments according to requirements in the subject guides. Teachers have the right to expect student engagement and adherence to deadlines.

*Parents/guardians* have the right to information about assessment procedures and student progress for all students under the age of 18. They are encouraged to support students in meeting their responsibilities. Students over the age of 18 are encouraged to involve their parents/guardians or other adults who can support them through final assessments.

*School leadership* supports the consistent application of assessment policy and ensures alignment with IB and national requirements.

### **Assessment at our school is both formative, summative and formal:**

- *Formative assessment* is ongoing and includes observation, feedback, peer and self-assessment, and use of digital platforms (Visma and Teams). This helps inform teaching, supports learning, and allows for timely intervention.
- *Summative assessment* includes end-of-unit evaluations, mock exams, and projects, providing evidence of student achievement against IB criteria.

- *Formal assessment* includes all supervised internal assessments as described in the respective subject guides, Extended Essay, TOK exhibition and essay, individual orals in group 1 and 2 subjects, and exams in all subjects the student is signed up for.

### **Planning, Recording, and Reporting**

Each teacher provides a yearly work plan outlining topics and scheduled assessments. The IB DP calendar, developed collaboratively with teachers, the DP coordinator, and students, details all internal and external deadlines, including for examinations and coursework. Assessment grades and feedback are accessible to students (and, where appropriate, parents) via Visma. Progress review meetings are held at least once per term between students and subject teachers, with additional meetings with class teachers and counselors as needed.

### **Internal Moderation and Standardization**

Internal moderation ensures consistency and alignment with IB standards. Two or more teachers assess sample coursework (e.g., IAs) collaboratively, discussing and agreeing on marks. Teachers in subject groups (e.g., sciences) may cross-mark assignments to standardize understanding. Teachers regularly participate in workshops and professional development to maintain currency and alignment with both IB and Norwegian requirements.

### **Relationship with National Requirements**

Our assessment practices complement national curriculum standards while prioritizing IB methodology and criteria. While Norwegian reporting requirements are met, IB grades and criteria form the primary basis for assessment and reporting in the Diploma Programme.

### **Submission, Academic Integrity, and Consequences**

- Meeting deadlines is essential to support formative feedback and academic integrity.
- Late submission of coursework may result in loss of feedback opportunity and, if persistent, could lead to an "IV" (not assessed) for the term.
- Students must submit a rough draft before final submission; significant progress should be evident between drafts.
- Failure to submit work on time may result in a warning and, if unresolved, jeopardize exam registration.
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### **Review Process**

This policy is reviewed in collaboration with the DP coordinator, IB teachers, and student representatives. The most recent review was completed by the coordinator in December 2025. It will be reviewed by IB teachers and students during the spring of 2026, completed at the latest by May 2026.