

Porsgrunn, Dec. 2023

Assessment Policy

IB Diploma Programme

Porsgrunn Videregående Skole

Porsgrunn Videregående Skole aims to develop independent young people as stated in the IB Learner Profile

Evaluation is a mixture of both formative and summative methods. Use of formative assessment combines observation, feedback and the use of notation. This allows for the adjustment in teaching methods required in subject instruction to improve student attainment and teacher guidance. All IB diploma students will be regularly assessed according to the IB criteria, within each subject and will be informed of their progress in each subject. Self-assessment engages students and helps them to utilize new learning strategies.

Preparations for summative assessment in the form of ‘mock-exams’ and end-of-unit evaluations, or projects are in frequent use. This allows the student to see an alignment between curriculum, instruction, and assessment.

Each teacher will produce a work plan for a period of up to one year which shows students when evaluations will take place, and which topics will be included in these evaluations. This will normally happen at the end of a topic. There will be no predicted grades given in January in year one. In addition, a calendar of internal school deadlines will be produced for each school year. This will be done collaboratively with all IB diploma teachers, the coordinator and the students. The calendar will show when end-of-term examinations, mock examinations and external IB examinations will take place. It will also show deadlines for internally assessed work and externally assessed work.

Students will be graded using IB grades from 1-7.

All assessment grades and comments on assessment will be readily available to all students, by using the school’s digital platform Visma, which is available online.

All students will have a minimum of one meeting with each subject teacher each term to enable students to find out how he/she can improve their grades in that subject. In addition, we arrange regular student meetings with the class teacher and counselor, when necessary, in order to

support and help secure development both socially and academically in the various subjects. The DP coordinator will look at the term grades for each student and call individuals into an advisory meeting on how to improve their grades.

Parents will be informed of the assessment procedures of the IB Diploma before the student turns 18. By year 2, most of the students will have turned 18.

The students are in a learning process, and regular feedback will contribute to a more effective teaching and learning process. Different teaching strategies and activities will be adapted to the needs of the students, and the students are expected to be involved in their own learning process.

When assessing IA's there is a formalized collaboration where two or more teachers assess the same IA and afterwards discuss the assessment to come to a general agreement. When subjects in the same group have the same assessment criteria, as in Group 4, physics, biology and chemistry teachers can also assess the same assignment and discuss it afterwards.

The students get up to one week at the end of the first year to work with their extended essays, and the subject teachers are available to give them advice, conduct research and experiments. We also arrange an Extended Essay afternoon for Year 1 students – hosted by year 2 students when they have finished writing their EE. The year 2 students will discuss the EE-process, and give advice when it comes to the writing process.

Subject teachers regularly discuss and evaluate each other, so that there is conformity of understanding within the subject fields, based on workshops and courses attended by the different teachers. This allows for a close-knit framework shared with the IB and the national

Curriculum at Porsgrunn Videregående Skole

Students must submit their work on time according to the DP calendar. This is an essential aspect of giving formative feedback to the students, as well as ensuring academic integrity. Students must submit their work on time to receive teacher feedback. Teachers are not required to give feedback on rough drafts for coursework that is past the deadline. However, students are still required to hand in a rough draft to a teacher before they may hand in a final draft. There must be some development or change between the first and the final draft. This is to ensure that the student is using the stages of coursework development to learn, and to ensure academic integrity. Failure to meet a deadline will result in a warning letter. Consistent failure to turn in work before deadlines could result in IV (not assessed) for their term grade in relevant subjects. If the work is not handed in on the date according to the calendar the student risks not being registered for the exams