



Kungsbacka

Assessment Policy

Last revision February 2024

Philosophy

Assessment is a fundamental part of all teaching and learning. Formative assessment used in a variety of ways, will enhance the learning process of the student by increasing awareness of strengths and areas of improvement. Summative assessment can also be used in a formative way. This helps empower students to become active learners, in alignment with IB philosophy. Teachers and students must have a clear understanding of the assessment criteria stated by the IBO in the subject guides. They must also have an insight into the purpose of assessment and the different methods used for assessing student work.

Purpose

The purpose of assessment for students is to:

- promote positive learning attitudes
- enhance student learning
- enable students to reflect on their own learning and achievement levels, the effectiveness of their study techniques.

The purpose of assessment for teachers is to:

- monitor and evaluate the learning process of the students
- allow evaluation of teaching practices and strategies in order to better implement the approaches to teaching and learning.

Procedures and practices

Students are assessed by methods including:

- observation
- tests
- process writing
- self-assessment
- peer response
- open ended questions
- discussions and seminars
- presentations of group projects
- oral and written feedback on student work
- regular development meetings with students and parents (twice a year)
- mock examinations twice a year

Documentation

The teachers document the results and progress of every student in a variety of ways:

- report sheets
- portfolios
- rubrics
- ManageBac
- the report system on the school online platform (Vklass), accessible to both students and parents
- anecdotal records

Rights and responsibilities of the school community

The school maintains yearly term plans for teachers and students. These detail all assessment deadlines for each subject as well as TOK-exhibitions, CAS-demonstrations and Extended Essay milestones.

Teachers and students are also required to have read and agreed to follow the schools' Academic Integrity Policy.

Ways of communicating the assessment criteria and the procedures

- Subject guides and course curricula are published on the internet platform used by the school (Vklass)
- Teachers' direct instruction
- Handouts for specific tasks includes the assessment criteria and practices
- Parent/student meetings

Processes for standardization of assessment of students' work

Teachers with the same subjects collaborate on different types of assessment to ensure the same standards are used. Subject reports are also discussed and used to evaluate and improve assessment practices by all teachers. All teachers regularly attend IB workshops for their respective subjects to stay up to date on changes to curricula and assessment criteria.

Description of local/national/state assessment requirements

There are no local requirements that we need to meet during the Diploma Programme. We make sure to offer Swedish as a language option at all levels of proficiency to ensure our students can qualify for further studies in Sweden. This includes taking standardized tests issued by the Swedish department of education.

Implementation of the assessment policy

We work with assessment policy on a continuous basis, good practices are discussed and shared at subject level and across subjects when appropriate. Yearly student questionnaires give opportunities for students to provide feedback on, among other things, assessment. The assessment policy is regularly updated and published outside the IB office as well as the school website.