

Lillestrøm videregående skole IB Diploma Programme Assessment Policy

IB 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.

IB Learner Profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national, and global communities.

Inquirers – We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable – We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers – We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators – We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled – We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-Minded – We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring – We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-Takers – We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced – We understand the importance of balancing different aspects of our lives— intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective – We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Policy description

Assessment should be fair, understandable and transparent. As a school, it is important to have procedures to secure this, and have good routines for assessment. Assessment through the two years of the diploma programme should give a better understanding of the requirements in the different subjects and also give feedback to students that lead to an urge to develop further. In this policy we look at ongoing assessment in subjects for the two years of Diploma programme, the feedback we give to students and parents/legal guardians at specific times, and predicted grades, internal – and external assessment for the students.

Assessment at Lillestrøm videregående skole:

Assessment is considered an important part of the learning process and should lead to development of different skills for the students.

Assessment will be adapted to the different parts of each subject with the proper assessment criteria. The teacher will monitor the development for the students both through class activities and assessments. Students will get feedback about their work and guidance on how to work to improve and develop. The teacher will adapt the teaching and assessment to students with individual needs, both from own observations and from directions given from the counsellor or Head of department.

Teachers are expected to gather information in various ways about the students from the time they enter the programme. This assessment information should be used as the basis for all formative assessment and discussed with students regularly so they can improve.

Because all IB subjects have written assessment tasks and exams, all teachers should try to give written work that is assessed on a regular basis.

All grades and feedback for assessed work should be registered in either OneNote, Teams or Visma in school.

If the teacher is concerned about the development for a student, the teacher should discuss this with the student and send a form to the Head of IB department to raise the concern. For students with access arrangements, the relevant arrangements should be tested during assessment in class, to see if this will give the student the help needed.

Teachers sharing the same subject will work together to standardize assessment. This includes discussions around assessment samples from students and look at interpreting assessment criteria together. For most subjects in IB we have two teachers, one in DP1 and one in DP2. For Internal assessment we try to include the DP1-teacher in the grading process. This will lead to a development in the assessment skills for both teachers and create a common understanding of interpreting assessment criteria.

Mock exams will be held in March DP2. The Mock exam will be conducted as the exam, with the same format of the different papers, to prepare the students on what is coming for the exam.

Term grades and feedback to students and parents/legal guardian

All students at Lillestrøm videregående skole will be given term grades. For Diploma programme students this means that they get grades in January and June in DP1 and January in DP2. These grades are published in Visma in School, accessible for student, and for parents/legal guardians until the students are 18 years old. It is also possible to get a report for this.

Students will also get grade for order and conduct/behaviour. This is regulated here: [Rules of order for students at upper secondary schools in Viken - Lillestrøm upper secondary school](#)

With an undocumented absence above 10% for a subject, you will not get a term grade. The Head of school can decide that you can still get a grade if the absence is between 10 and 15%. Rules for absence here: [Absence and absence rules - Lillestrøm upper secondary school \(viken.no\)](#)

The consequence of high absence in June DP1 or missing assessments might be that you will not get admission to DP2.

The consequence of high absence or missing internal assessments completed in January DP2 might be that you are withdrawn from final exams.

Before decisions about non-admission/withdrawal you will have a meeting with Head of IB department and counsellor or Head of school.

IB assessment:

Predicted grades:

All students will get Predicted grades at the end of DP2. The predicted grade that is registered in the IB system (IBIS) is based on the work that the student has shown and reflects the level of achievement for the student at the end of DP2. Internal assessment and results for mock exam will be especially relevant, but other pieces of work will also be taken into consideration.

Analyzing connection between predicted grades and given grades in DP2 is important to improve our assessment work.

Internal assessment:

IB coordinator and teachers will make a Calendar of deadlines for the students that will cover spring DP1 and all DP2. This helps distributing the work for the students and teachers. The plan includes first

draft and finished products for all internal assessments, externally assessed components for TOK and EE, and CAS-deadlines.

Students are expected to meet these deadlines and will have to meet the IB coordinator if they are more than a week late for the deadline. The students will get feedback on first drafts well before the deadline for the final product.

Examination period:

A plan for the examination will be available for the students well before the exam period begins, and will follow the examination schedule given from IBO.

IB coordinator will arrange a meeting where the relevant rules from Conduct of examinations booklet will be presented.

IB coordinator will be responsible for all exams and for following all regulations in the Conduct of examination booklet. Head of school and Deputy head of school will be in the team for conducting the exams and can step in in case of emergency.

Results:

Results will be issued for students 6th July. Students can access their results via <https://candidates.ibo.org/>

Request for results (sending results to universities) must be registered before issue of results. After this, the students must register this themselves. For any questions about the results, the IB coordinator is available for questions between 6th and 15th July, or in August. For any complaints about the results, see Complaint procedure.

This policy was reviewed and updated by the IB teachers, DP Coordinator and Head of school in December 2022/January 2023.