

## Assessment Policy for the IB Diploma Programme at Nesbru videregående skole

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At Nesbru, we recognize that teaching, learning and assessment are fundamentally interdependent. We believe that it is vital to students' development that they are given regular and meaningful feedback on their progress in all subjects both during the learning process and on completed works. For the Diploma Programme, all IB students will be regularly assessed according to the IB criteria and will receive ongoing feedback on their development within each subject.

### Relevant International Baccalaureate publications

IB publication	Contents
<i>Diploma programme assessment: Principles and practice</i>	Information about IB assessment philosophy and its practical implications
<i>Approaches to Teaching and Learning in the Diploma Programme</i>	Guidance to teachers and coordinators about the deliberate strategies, skills and attitudes that create a positive teaching and learning environment that is intrinsically linked with the IB learner profile attributes, and enhances student learning through preparation for DP assessment and beyond
<i>Subject guides</i>	Aims, objectives, syllabus, internal assessment criteria; additional subject-specific guidance for teaching and learning
<i>Teacher support materials</i>	For all subjects, practical assistance to teachers, including sample unit planning, assessment and approaches to teaching and learning

Links to ATL	Contents
<i>Self-Management</i>	"One of the most crucial skill sets needed for success in the DP are organizational skills, and within that the particular skill of time management. Time management is not something we can assume that students will do naturally—as with all ATL skills, it is a specific skill that must be taught and also modelled." - <i>Approaches to Teaching and Learning in the Diploma Programme</i>
<i>Thinking skills</i>	The IB Diploma Programme focuses the ideas put forth in Bloom's taxonomy to help students develop higher order thinking skills rather than simply memorizing facts. These higher order skills include comparison, analysis, evaluation, and application. In DP subjects, particular emphasis is placed on these higher order skills that help students think critically, solve problems, and develop independent ideas. Throughout the teaching and assessment of DP coursework, teachers introduce and explain these terms so students

	understand what is expected in assessments. - <i>Approaches to Teaching and Learning in the Diploma Programme</i>
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## Current practices

The purpose of assessment is to enhance learning and to express the quality of the achievements of students during and at the end of their learning process. Assessment throughout the IBDP at Nesbru is both formative and summative. When formative assessment is used routinely and professionally in the classroom, it forms a powerful foundation for evaluating the effectiveness of teaching and the learning environment on student learning. Summative assessment at various points in the IBDP helps students and teachers understand and evaluate all the learning that has taken place throughout a term or a year.

All students are regularly assessed using a variety of methods according to the IB criteria within every subject and graded using the IB grade scale 1-7. Students will be informed of their achievements, grades and progress in subjects both in person and on the school learning management system, Visma InSchool, which is available online and common to all educational programs in our school.

## Assessment calendar

- A calendar of internal school deadline for required internally and externally assessed components is produced collaboratively between the IBDP coordinator and teachers each school year and presented and discussed with students during contact teacher classes. It is published on the student-managed website, [www.ibnesbru.com](http://www.ibnesbru.com), Teams for each cohort, as well as posted in the classroom and outside the IBDP coordinator's office.
- A school year calendar, published on Teams for all students and teachers, also shows when assessment situations, such as tests, presentations, the internal assessments for each subject, end-of-term exams, and mock exams take place throughout the school year. There is flexibility for teachers to change dates for smaller tests and presentations to reflect course progression or school scheduling needs.
- Students are responsible for meeting internal deadlines set by the school and for maintaining a high record of attendance. Students are also required to sign a document detailing the procedure and consequences for missed deadlines at Nesbru's IBDP; this is part of the student contract they and their parents sign at the start of DP1.

## Feedback and documentation of student development

- Ongoing feedback, grades, and comments on assessed work are continuously communicated to the students. Official grades for Autumn and Spring terms of DP1, and Autumn term of DP2 are published on Visma InSchool. Students do not receive a term grade for the final Spring term in DP2.
- Term grades published on Visma InSchool (1-7) are determined by the course teachers, and are based on assignments, presentations, formative tests, end-of-term tests, and drafts of Internal Assessments as applicable. The grade descriptors for the various subject groups are used to

summarize student performance over the term in order to determine term grades on the 1-7 grade scale in each subject. The term grades are available to students and parents at the end of each term. When the students turn 18, parents lose access to the grade on Visma InSchool, and must request the information from their student.

- In addition to the ongoing assessment and reporting, all students are invited to a minimum of one conversation each term with each subject teacher to discuss results, evaluate development and set targets for improving performance in the subject. Students can, of course, request further meetings if necessary. In addition to meeting with the subject teachers, the students also have the right to at least one formal meeting at the beginning of each term with their contact teacher to address their well-being, total learning outcome, development and goals in the Diploma Programme. For students under the age of 18, parents and legal guardians are also invited. For students over 18, parents or guardians can attend these meetings with the student's consent.
- At the end of each term, the IBDP coordinator, contact teachers, counselor, and/or assistant principal evaluate the term grades for each student and schedule meeting with students, parents and subject teachers, if applicable, to advisory on how to successfully manage the program and improve their grades.

### **Predicted Grades Policy**

- Predicted grades are holistic, professional judgments made by teachers based on their overall understanding of a student's performance throughout the IB course. These grades reflect what teachers genuinely believe each student is most likely to achieve in their final IB examinations, including both external and internal assessments.
- Predicted grades are not calculated by averaging scores from chapter or unit tests. Instead, they take into account a broad range of evidence, including classwork, participation, mock exams, the quality and progress of the Internal Assessment (IA), and the student's academic development over time.
- Teachers consider the student's overall trajectory, ability to meet IB criteria, and responsiveness to feedback when determining predicted grades. The goal is to provide a fair and evidence-based estimate that aligns with IB standards.
- Students do not have access to the predicted grades submitted to the IB by the course teachers. This ensures the integrity of the prediction process and allows teachers to make their assessments free from external pressure.
- Predicted grades for university application: If students are applying to universities that require predicted grades, the student makes the request to the IBDP Coordinator who collects the predicted grades from the course teachers. The teachers use the same criteria and approach for determining these grades as they do for the predicted grades required by the IB. Students are allowed to know these grades, but they are not allowed to "bargain" for higher marks or do

additional work to receive better predictions. These predicted grades are only generated when the student requires the school to submit them to an institute to which they are applying and are not given to the student to use as they see fit.

**Additional tutoring and study sessions**

- The school offers tutoring sessions four days a week, in addition to ordinary classes. Students can use these sessions to get additional help and feedback in subjects of their choosing by requesting the presence of IB subject teachers.
- DP2 teachers have an extra resource in their teaching position to follow up and provide feedback according to students' needs in their graduating year. This resource is used to arrange individual tutorial sessions in addition to the other arrangements offered at the school.

Responsibilities of students	Responsibilities of teachers	Responsibilities of DP coordinator
<ul style="list-style-type: none"> <li>Students meet on time for classes fully prepared for class work and assessment situations with all appropriate materials as indicated by the teachers and the IBDP coordinator, as per the Norwegian state attendance policy for schools.</li> <li>Students take responsibility for their learning by actively participating in all learning activities and self- and peer assessment activities.</li> <li>Students are actively engaged in creating a positive learning environment for all students and collaborate with each other and the teachers in a constructive manner.</li> <li>Students complete and submit required work (homework, assignments, projects and required course components) on time according to the teachers' instruction, deadline policy, and the school assessment calendar.</li> <li>Students complete all tasks and activities in an academically honest manner and acknowledge the contributions, ideas and works of others appropriately as described in the school's Academic honesty policy.</li> </ul>	<ul style="list-style-type: none"> <li>Teachers clearly communicate the assessment criteria for individual assessment components and the course at the beginning of the Diploma period and regularly throughout the course.</li> <li>Teachers clearly identify requirements of individual assessment components and provide students with information and explanation of the relevant assessment criteria for the requirements for all assessment components in the subject, so students know how they are assessed.</li> <li>Teachers provide enough access to appropriate materials and provide sufficient time for students to successfully complete tasks and follow the internal assessment calendar to reduce overall workload.</li> <li>Teachers follow a classroom practice where student developments are assessed in a variety of methods, and that actively utilize assessment for learning strategies for feedback on student development.</li> <li>In addition to the common assessment calendar, teachers produce a term plan showing when various topics are taught, when tests or assessment situations take place including the topics or works that will be assessed in the test. These term plans are available for students on Microsoft Teams and submitted to the IBDP coordinator. All assessment situations are purely formative unless final versions of internal or external assessment components.</li> <li>Teachers assess student work appropriately and return within a reasonable time, normally one week.</li> <li>Teachers determine learning outcome for individual students and the class regularly to evaluate the effectiveness of teaching, reflect on practice and make required changes when needed.</li> </ul>	<ul style="list-style-type: none"> <li>The IBDP coordinator ensures that all teachers are informed about the IB and school practices by distributing and discussing current policies, subject guides and subject reports, and relevant sections from Coordinator's Notes.</li> <li>The IBDP coordinator ensures that all teachers know the assessment practices in their subjects and have access to professional development by participating in appropriate workshops when required (at least once per subject review cycle whenever a subject change to a new subject guide) or according to the needs of individual teachers or the school.</li> <li>The IBDP coordinator is responsible for developing an assessment calendar for the Diploma Programme period in collaboration with subject teachers and for distributing the calendar in the school community.</li> <li>The IBDP coordinator is responsible for following up the assessment calendar throughout the period.</li> <li>The IBDP coordinator is responsible for conducting the required student evaluation of teaching and learning within the programme and for following up results with subject teachers as per school policy.</li> </ul>