

Assessment policy for the IB Diploma Programme at Nesbru videregående skole

At Nesbru videregående skole, 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. The focus on assessment is one of three ongoing focus areas of our professional development plan. 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.

Links to the IB learner profile:

As IB learners we strive to be
<p>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.</p>

Relevant International Baccalaureate publications

IB publication	Contents
<i>Diploma programme assessment: Principle and practice</i>	Information about IB assessment philosophy and its practical implications
<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

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. With the exception of completed internal assessment components and final examinations, all forms of assessment in the Diploma Programme is formative. 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 the students' learning.

Current practices

All students will be 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 on their achievements, grades and progress in subjects both in person and on the school learning management system, Visma, 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. A school year calendar also shows when assessment situations, such as tests, presentations, mock examinations and final examinations take place throughout the school year. The calendars are made available on the student-maintained public website, www.ibnesbru.com, and on Microsoft Teams for all students and teachers. It is also displayed on bulletin boards in student common areas. 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 an additional document detailing the procedure and consequences for missed deadlines at Nesbru's IBDP.

Feedback and documentation of student development

Ongoing feedback, grades and comments from assessed work are continuously communicated to the students and are also made available to students on Visma to allow students to keep track of their own achievements and development. In addition to the ongoing assessment and reporting, all students are invited to a minimum of one conversation each term with every subject teacher to discuss results, evaluate development and set targets for improving performance in the subject. Naturally, student can request further meetings if necessary. 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 reported to students and parents at the end of each term.

In addition to meeting with the subject teachers, the students also have the right to at least one formal and scheduled meeting 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 evaluates the term grades for each student and schedules meeting with students, parents and subject teachers, if applicable, to advisory meetings on how to successfully manage the program and improve their grades.

Additional tutoring and study sessions

The school offers two study sessions, each of 90 minutes, every week in addition to ordinary classes. Students can use study sessions to get addition help and feedback in subjects of their choosing by requesting the presence of IB subject teachers. Also, all IBDP2 teachers have an

extra resource 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"> • 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. • Students take responsibility for their learning by actively participating in all learning activities and self- and peer assessment activities. • 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. • 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. • 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • Teachers follows 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. Self- and peer-evaluation opportunities are used effectively to allow students to reflect upon their learning experiences and development. • 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 in paper form and submitted to the IBDP coordinator. All assessment situations are purely formative unless final versions of internal or external assessment components. • Teachers always use Microsoft Teams to provide detailed information about the topics taught for the next two weeks available and make assessment feedback, grades and comments available to students. • Teachers assess student work appropriately and return within a reasonable time, normally one week. • 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. 	<ul style="list-style-type: none"> • 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. • 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. • 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. • The IBDP coordinator is responsible for following up the assessment calendar throughout the period. • 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.

