

# Assessment Policy

---

The Assessment at Kirkenes vgs clearly reflects IB assessment philosophy and is based on the already used Assessment Policy for General Studies and Vocational Studies.

- Assessment of student learning is based on the objectives specific to each subject. This is clarified in the course outlines, the internal calendar and work plans provided in each subject twice a year.
- The internal calendar is made collaboratively with the coordinator, IB diploma teachers and students to make sure the students have sufficient time between internal and externally assessed work and to make the students aware of when term examinations, mock examinations and external IB examinations will take place.
- The work plans are made by the subject teachers and shows the students what to work with at different periods of the term, when tests will take place and how this is linked to the objectives of each subject. The students will be able to make comments and changes on the work plan in agreement with the subject teacher.
- Students will be graded using IB grades 1 to 7 at the end of DP1, mid-term IB in April DP2. During the two years, the students will be given feedback based on objectives specific to each subject.

## **Management team**

The Management Team is responsible to contribute to develop staff's competence and make sure the quality in the assessment work aligns with the Norwegian national demands and the demands of the IB. Additionally; there is a team working continuously to improve our system for assessments. The Assessment Policy will be published on the schools homepage and given to all new students and their parents.

A range of strategies are used to assess student learning. These strategies are developed through collaboration between teachers. The teachers should be given sufficient time for collaboration and to develop strategies and tools to assess student learning. There are two weekly meetings. One meeting is for teachers of the same subject area to collaborate and one meeting for teachers of the same level (DP1 & DP2) to collaborate. Furthermore, the subject outlines have been developed in collaboration between all IB teachers and the teachers responsible for the TOK. In addition to the weekly meetings, the teachers get at least 6 days within a school year for planning and collaboration.

## **Subject teachers**

Each teacher in the school uses a range of Formative and Summative Assessments to provide students with feedback to inform and improve their learning.

## **Formative assessment**

The goal of formative assessment is to monitor student learning to provide ongoing feedback that can be used by instructors to improve their teaching and by students to improve their learning. More specifically, formative assessments:

- help students identify their strengths and weaknesses and target areas that need work
- help faculty recognize where students are struggling and address problems immediately

Formative assessments are generally low stakes, which means that they have low or no point value.

Examples of formative assessments include asking students to:

- draw a concept map in class to represent their understanding of a topic
- submit one or two sentences identifying the main point of a lecture
- turn in a research proposal for early feedback
- warm-ups
- quick writes
- day to day assignments used to guide instruction

## **Summative assessment**

The goal of summative assessment is to evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.

Summative assessments are often high stakes, which means that they have a high point value.

Examples of summative assessments include:

- a midterm exam
- unit tests
- a final project
- a paper
- a senior recital
- IB IA requirements

Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses

In addition, the students get continuous feedback, written or verbal, on their daily assignments.

There are different ways of ensuring that the students are given sufficient feedback for their performance at school:

- Each subject teacher has two tutorials with each student per year. This is done to give the student a possibility to participate and reflect upon the assessment of their work.
- All assessment grades are available to all students online. This is done by using two different digital tools called “Hypernet” and “Itslearning”
- If there are any special student cases, the DP Coordinator can be contacted to call individuals in to an advisory meeting on how to improve their performance.
- Tutorial meetings with the homeroom teacher. If the students are under aged, the parents are invited to take part in the tutorial. Parents are also given an overview of the basis of assessment.

- The students can choose their subject for Extended Essay; however the subject chosen must be approved by the subject teacher and the DP Coordinator. All subject teachers are committed to undertake supervising of students in their Extended Essay. The supervising will follow a stated guideline common for all subjects.

All marks in all levels and classes are gathered first for each department and then for the whole school. This data is placed in an evaluation system and each year there is a “School year Evaluation” gone through by the management team and all members of the pedagogical staff. After a summary for the whole school is gone through, the data is given to each department and broken down into each level [Vg1, Vg2 (DP1), Vg3 (DP2)] to be evaluated.