

## Assessment policy at SVGS.

Evaluation is a mixture of both formative and summative methods.

Our use of **formative assessment** combines observation, feedback and the use of notation. This allows for the adjustment in teaching methods required in subject instruction in order to improve student attainment and teacher guidance.

The use of curriculum-based measurements like the criteria and grade descriptors developed for evaluation in each IB subject area is of utmost importance here. Self-assessment engages students and helps to crystalize personal goals and objectives for each individual. Students are encouraged to keep a record and file for each subject where they can store work and results, for future reference and assessment development. This allows for an awareness for own progress, as this is a continual process. The teacher also keeps a record of this on our grade and work platform "Skole arena" , this is done in order to advise and support the student in their learning process.

Preparation for **summative assessment** in the form of "mock exams," end of unit tests, or projects, are in frequent use. This allows the student to see an alignment between curriculum, instruction and assessment.

At the end of each term, a predicted grade is issued for each student. This helps students and teachers to identify skills and future learning required in order to achieve the desired or optimal outcome.

All IB students are continually assessed in accordance to the assessment criteria. Students throughout their IB-schooling receive formative evaluation and feedback concerning their progress and development in each subject.

A calendar illustrating internal school deadlines is made each year. This is a collaborative result of work and views from teachers, the coordinator and the students.

Each teacher and subject produces a plan for each teaching period. This shows both daily and weekly challenges and tasks within the subject in question. Tests, topics dates and framework for evaluation are easily accessible. This is communicated via a network called "its learning" and allows easy contact and communication concerning both personal and subject related questions.

Students are graded using the IB scale i.e. grades 1-7

The student can also find subject guides, assessment criteria, subject content etc. on another site called "its learning."

Subject teachers offer all students a minimum of one tutorial a term, and this allows for the necessary assistance, security and guidance needed in order to improve and develop the student in each subject. In addition, regular student meetings with form teachers and councillor when necessary in order to support and help secure development both socially and academically in the various subjects.

The DP coordinator overlooks the progress made by each student and coordinates an advisory meeting to comment on progress made. This allows for needed adjustments and reflection on the students own development and achievement in each subject.

Parents are made aware of assessment procedures when students start the diploma programme, and are given the opportunity of meeting teachers, both in organized meetings and also on an independent basis. There is a continual communication between the school and parents via the learning platform and form teacher contact.

The student is made aware of the importance of self-evaluation and is seen as an important part of the students IB-development. Teachers encourage this.

Subject teachers regularly discuss and evaluate for each other, so that there is conformity of understanding within the subject fields, based on workshops and courses attended by the different

teachers. This allows for a close-knit framework shared with the IB and the National curriculum at SVGS.

At the end of each term, results are looked at and the DP co-ordinator looks at the results achieved by each student and along with the councillor, will then give advice to those who need to improve grades.

This school year parents were given access to "It's learning" and "skole arena" and are able to follow their children's academic progress on line. It will be interesting to see if this aids and inspires learning even further. In addition, an increased focus and awareness on self-evaluation from students, along with the inclusion of parents, might improve evaluation even further.