



Grenaa Gymnasium's Assessment Policy for use in the IB Department

Assessment philosophy:

At Grenaa Gymnasium we want our students to feel assured that we are working towards a common goal: That they might become able to realise all their potential and that they are in an environment where trust and confidence makes it possible to learn, try, fail, try again and eventually succeed.

Summative and formative evaluation:

Continuous assessment of the study and subject-related skills of each individual student helps to ensure that the student gets a clear idea of his/her academic strengths and weaknesses.

It is each teacher's duty to continuously assess his/her students in the form of written tests and assignments. The progress in these are reported back to the students via the school's learning platform Lectio.

The summative evaluation is complemented by formative assessment based on a "SCP" system. The acronym SCP stands for strengths, challenges and possibilities. Pointing out the student's academic strengths is important, both for motivation, and in order to ensure that the student knows what he/she is doing right.

The challenges are important to become aware of, because this is where the student can improve.

This is closely linked with the possibilities, which are the strategies that the student can implement in order to improve their work.

In daily lessons, the formative assessment is prominent, because we believe that formative feedback can help students understand and improve their academic growth and level of attainment. Formative assessment is given both as oral and written feedback. Formative feedback will always relate to the assessment criteria set for each component in every subject, but may not do so directly as the purpose of formative assessment is the dialogue with the student about growing their learning and not their achievement.

Self-evaluation and peer-feedback is also an important part of our assessment procedures. On the basis of the assessment criteria each student is asked to assess his/her own work or the work of a peer. In this way the students get acquainted with the exact requirements in each of their subjects, and they get a realistic picture of their academic level.

Evaluation of lessons: Both teachers and students are responsible for ensuring that teaching is regularly evaluated (twice a year) in order to create the best environment for learning. This evaluation is made in the form of a survey, and the students evaluate the teaching methods as well their own contribution and performance.

Grades and promotion to IB2 (DP2):

Grades are given three times each school-year. The grades are recorded in the school's learning platform: Lectio, which the students have online access to. The grades are also released to the students through Lectio, where parents can access the grades through their child's account.



The first term grades are given in November, the second time in March and end of year grades in May/June.

The term grades is followed up by:

- a) an oral teacher-student evaluation to ensure that the student gets a clear idea of his/her own strengths, challenges and possibilities
- b) a teachers' assembly with the counsellor and the coordinator to evaluate each individual student's level of attainment.

In connection with the November grade term students and their parents are invited to consultations with each of the subject teachers, the TOK teacher and the student counsellor. Mock exams are held at the end of the first IB year and in February/March of the final IB year.

Based on the grades, the results of the end of year tests in IB1 and the teacher assembly's recommendations, the IB counsellor and coordinator decide on the students' promotion to IB2.

We exclusively use the IB grading system (1-7 in subjects, and A-E in Theory of Knowledge and Extended Essay) following all the DP assessment criteria in every subject.

Standardization and academic integrity:

The IB Diploma examinations reflect the completion of an internationally recognized upper secondary qualification and therefore the takes great care to ensure the standards of the official assessment.

At Grenaa Gymnasium the teachers collaborate on the standardization of marks/grades for example in Internal Assessment (IA) work. This collaboration helps to better understand the diversity in candidates and learning styles.

Furthermore, the teachers will check the authenticity of their students' work through reflective conversations with their students about their work and through electronic system checking for academic misconduct. For more information see Grenaa Gymnasium's Academic Integrity Policy.

Support and Access to inclusive arrangements:

Some students may need more support than others to growth academically. Students who are learning in a language other than their native language will be supported in daily lessons, as well as through support from the reading counsellors. More information about language learning can be found in Grenaa Gymnasium's Language Policy.

Students who might need access to inclusive arrangements related to exams and assessment should contact the IB student counsellor or IB coordinator to hear more about the possibilities and requirements. More information can be found in Grenaa Gymnasium's Access and Inclusion Policy.

All policies are available on the school's webpage.

Policy review: This policy was reviewed in October 2019, and will be reviewed again in October 2020 to reflect the new IB standards and practices. The IB coordinator and IB council will review the policy

Bibliography:



GRENAA GYMNASIUM

STX • HF • IB • Boarding School



Diploma Programme Assessment procedures 2020. International Baccalaureate Organization, 2019

Guidelines for developing a school assessment policy in the Diploma Programme. International Baccalaureate Organization, 2010