

Hagnässkolan Assessment Policy

Philosophy and Principles

The primary purpose of assessment is to improve student learning as Dylan Williams puts it, “Assessment for Learning” as opposed to “Assessment of Learning”. The school utilizes a variety of formative and summative assessment strategies that allow students to give performances of understanding in more than one way.

Assessment Practices

The ultimate aim is that students successfully complete the program and remain lifelong learners.

A backwards mapping of the exit requirements of the programme is scheduled for each subject and is based on the requirements of each specific course. In the DP, this is referenced in the Subject Guide for each subject and is known as the Internal (IA) and External Assessment (EA) Requirements which happen in the Spring Term of Year 2 of the DP.

A schedule of the internal summative tasks, as well as the IA and EA requirements is provided to students at the beginning of Year 1

In summary, to prepare students for the assessment requirements to graduate, they are scaffolded through the course with formative tasks aimed to provide both the student and teacher with the information they need to progress the student learning. Some examples of formative tasks can include, but are not limited to:

- Discussions
- Presentations
- Debates
- Essays (along with the process work involved)
- Quizzes
- Tests
- Performance tasks
- Labs
- Investigations
- Planning documents
- Collaborative groupwork with role assignments
- Student created tutorial videos
- Exit tickets
- Visible thinking routines

The ways these formative tasks might be assessed include but are not limited to:

- Oral or written feedback from the teacher
- Peer and self assessment with the use of rubrics and checklists
- Use of published subject specific assessment criteria against the performance on tasks (by teacher or self or peer)

Data gleaned from tasks is always used to promote student learning. Feedback on formative tasks (if it doesn't happen in real time) is usually given within at least 2 weeks of the task being undertaken.

Recording Student Progress

The school uses It's Learning, Google Drive and IBIS to record student progress.

Courses and TOK:

- Assignments which will be scored using points are posted in It's Learning.
- Internal assessments will be entered and graded in It's Learning.

CAS

- Activity will be entered into and monitored via It's Learning.

EE:

- Assignments, drafts, and final will be submitted via Google Drive.

Year 1 progress is reported in June after the May mock exams. Results of mock exams as well as performance over the year determined whether we recommend a student to move up to DP2.

Internal Assessments and Predicted Grades are entered into the IB online system: IBIS in April of Year 2.

Students complete External Assessments in May of Year 2, and receive their final grades from the IB in July which are mailed home to them.

Reporting of Student Progress

Development talks are scheduled with mentors in November of Year 1 to review student progress as reported by the subject teachers so far.

Another Development talk is scheduled in February/March of Year 1 which follows the same format. In June results to the mock exams will be posted in It's Learning.

Course Grades for PreDP will be reported through Dexter.

Regarding the Development talks, the same format is repeated in Year 2

In April of Year 2, Internal Assessment results and predicted grades are entered into IBIS.

Students complete External Assessments in May of Year 2, and receive their final grades from the IB in July which are mailed home to them.