



Assessment Policy

PHILOSOPHY

The Assessment Policy of Esbjerg Gymnasium –STX-HF-IB is in line with the requirements and philosophy set by IB Programme Standards and Practices. We believe that assessment is a fundamental practice to support and enhance the learning experiences of our students. Therefore, assessment – the evaluation of performance - is an integral part of learning, not to be separated from it. By recognizing each person’s unique potential, assessment practices are designed to promote individual excellence and account for a variety of learning styles. Assessment also enables on-going collaborative reflection between the students, teachers, and parents, enabling each to become a partner in the learning process.

Assessment at Esbjerg Gymnasium –STX-HF-IB is continuous, student centered and supports student learning. Assessment practices in the IB – DP Programme include:

- 1) Student assessment, which will be both formative and summative and will occur on an on-going basis. In the DP, students will sit for externally moderated formal examinations at the end of the DP Programme.
- 2) Diagnostic assessment (screening), which will be completed to formally assess students and determine the efficiency of program standards.
- 3) Appropriate summative assessment, which will reflect collaborative planning and the development of uniform assessments for units of study within each subject area. The same shall apply for formal summative examinations where appropriate.
- 4) Summative assessments, which will be moderated within the individual group of subject teachers to ensure consistency in marking when there is more than one teacher.
- 5) Diagnostic testing and any internal tests and examinations, which will be conducted in a manner consistent with the IB regulations. Every effort will be made to ensure students have adequate time for preparation and review. Whenever possible, no student shall write more than two formal examinations in one day.
- 6) Student assessments should reflect a variety of measures that give balance to the summative assessment (tests, essays, presentations etc.) consistent with the criteria established for each subject. All assessment is criteria referenced.
- 7) Student assessment will be completed according to explicit criteria established at the beginning of each unit of study and assessed using published rubrics.



- 8) Reporting of student assessment will be completed using a report card consistent with the aims of the IB – DP, when possible as an integrated part of the administrative system Lectio used for STX and HF and IB.
- 9) Formal report cards will be issued to students (and parents for students below 18) in November, March and May/June
- 10) Culminating activities, which include the Extended Essay, TOK presentations and Essay and the CAS program, will be completed by all students in accordance with the requirements for the IB Diploma.

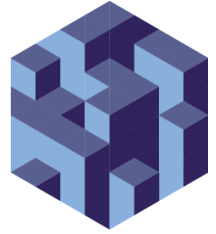
The assessment policy (Philosophy, Strategies and Tools) is communicated to the school community via the official website for parents and the public, Student Documents (online- via Lectio) and Teacher Documents- (online- via Share-point).

STRATEGIES AND TOOLS TO ASSESS STUDENT LEARNING

The school uses a range of strategies and tools to assess student learning. Assessment is integral to planning, teaching and learning. Assessment practices will be reviewed regularly in light of the IB Programme: Standards and Practices.

Teachers use a variety of formal and informal assessment techniques to measure learning including:

1. **Diagnostic assessment (screening)**, which is usually performed at the start of each unit. It helps teachers prevent assumptions on student knowledge.
2. **Formative assessment**, which should be regular and ongoing, to guide development through teacher, self and peer assessment, and will utilize many of the assessment tools outlined in this document. During formative assessment, results should be used to alter the instructional methods in order to meet the students' needs. Formative assessment is not used in calculating a mark for a student. It enables the teacher and each student to know where they are in their learning and what they need to do next to further improve.
3. **Summative assessment**, which is usually performed at the end of a complete unit or term. It measures the standards reached by students at certain milestones. It is used to gauge student attainment at that moment in time. It is used by teachers to inform them about the quality of their work and whether their classes have reached the expected target. It may be used to compare student results from year to year within the school or to compare the school's results with those of other institutions worldwide (benchmarking).



Formative and summative assessment encompasses:

- Reflective evaluation
- Self-assessment and peer assessment
- Quizzes, small weekly tests
- Projects and portfolios
- Classroom tasks
- Homework tasks
- Class participation
- Practical or experimental work
- Teachers' observations and discussions
- Written assessment (such as essays, short answers, reports, research projects, etc.)
- Oral assessment (including student presentations or other oral presentations)
- Performance assessment
- Subject examinations

Formative and summative assessment:

- Allows both the student and teacher to assess what the student can do, and how he/she can use knowledge, concepts and skills.
- Measures the application of knowledge, concepts and skills rather than recalling facts
- Reflects achievement against criteria for the subject.
- Involves student participation and reflection.
- Provides students an opportunity to analyse their own learning and to recognise what areas need improvement.
- Is based on agreed upon standards of performance suitable for the mark level.
- Is informative for students, parents and teachers, and provides direction for further instruction.
- Provides equal opportunity for all students to be successful.
- Provides an opportunity for students to take responsibility for their own work, their own learning and their own actions and reflect upon this in order to improve.

(Adapted from *Programme: Standards and Practices, 2014*, pp 6, 13-14, 22, 26, *Diploma Programme: From Principles into Practice 2015*, pp 78-79 and *Diploma Programme Assessment Procedures 2019*, *passim*: *Guidelines for developing a school assessment policy in the Diploma Programme, passim, 2010*)



ASSESSMENT PLAN

Internal and External Assessments

Students in the IB DP are subject to internal and external assessment. Internal assessment is undertaken and moderated by all IB-DP subject teachers. External assessment involves sending student work to IB examiners for assessment and moderation.

Assessment Calendar

An internal assessment calendar is created on our Intranet system(Sharepoint) to indicate key dates for submission of summative assessment tasks, marks or examination results to the school assessment management system (Lectio). This is supplemented by the publication of key dates for internal and external assessments required for the IB, STX and HF programs. All students are informed of summative assessment dates.

FEEDBACK TO STUDENTS

The school provides students with regular feedback to inform them in order to improve their learning across all mark levels. Marking is undertaken positively and consistently. Teachers are expected to also look for evidence of what students know and understand rather than only focusing on what might be lacking.

Marking of Student Work

Teachers must regularly provide both written and verbal feedback to students suggesting appropriate means on how to improve.

Marking Criteria

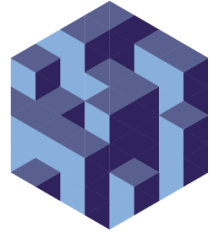
Teachers use criterion-referenced mark descriptors, which are clearly communicated to the students in advance. These mark descriptors match course and program attainment standards for each subject. Marking criteria are in line with IB-DP criteria. All students enrolled in Pre-IB or IB-DP are also given a thorough introduction to the IB-grading system by the IB Counsellor. Parents are given an introduction to the IB-Grading System at the annual IB Parent information meeting in September.

Moderation

The subject teachers use a number of methods to provide consistent marking of all students' assessments. Clear mark schemes and rubrics are developed for all assessments, and meetings of the subject teachers are held to clarify areas in which there may be questions.



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RECORDING STUDENT PROGRESS

All assessment data is entered into individual teacher mark books.

Aims:

- Record keeping is a strict requirement of teaching. All teachers are expected to maintain clear and accurate mark books.
- This is to ensure that when midyear and final marks on reports are produced there is evidence of how the mark was awarded.

Practice:

- Student lesson attendance must be recorded for each lesson in Lectio
- All levels or marks awarded for assessed work are recorded in a Mark Book provided by the school or on a computer spread sheet or in Lectio.
- When teachers record marks, they record the name of the task, date, points available and the level/mark awarded.
- Mark books must be available for inspection by the DP or Principal as requested.

REPORTING STUDENT PROGRESS

Teachers provide regular feedback to students/parents via Student/Parent Teacher Conferences in November (optional), and the report cards via Lectio November, March and June.

The annual reporting cycle is as follows:

1. First Interim Report (November): An interim report containing data from the first Summative Assessment Tasks and welfare information.
2. Mid-year Report: A semester report containing the mid-year (January or March) marks and examination marks. Approaches to Creativity, Action and Service (CAS) indicators are reported on.
3. End-of-year following the model described for term 2.



THE REPORTING PROCESS

Student/Parent-Teacher Conferences

Teachers and parents communicate regarding students' performance, as part of the school's duty of accountability if the student is a minor (below 18). Hence there is a cycle of student/parent-teacher conferences as well as written reports.

Parents or guardians are invited into school once a year (in November) for the purpose of discussing results, student progress, conduct and strategies for improvement where necessary with teachers.

Roles of staff in organization of SPTCs:

- **Administration:** sets dates of SPTCs in June of previous academic year.
- **Administration:**
 1. Formulates letters to parents communicating dates of SPTCs and booking procedures.
 2. HR staff takes care of booking procedures and booking sheets outlined (Lectio).
 3. HR staff coordinates with canteen for refreshments.
 4. CAS Coordinator coordinates with DP coordinator for student helpers.
- **Subject Teachers:**
 1. Must be available for 10-minute appointments with each student/parent who wants to see him/her.
 2. Must have mark book and work available for students/parents to see at the conference.
- **CAS Coordinator:**
 1. Organises students to help with manning the communal area, arrange refreshment tables and to act as parent guides.
 2. Supervises students on days of SPTCs.

ANALYSING ASSESSMENT DATA TO IMPROVE TEACHING AND LEARNING

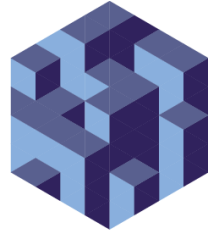
The school analyses assessment data to improve teaching and learning in a myriad of ways – in the classroom, at the department level and at a school wide level. Esbjerg Gymnasium STX- HF-IB collects and analyses information on how well students are performing to ensure that the effectiveness of the secondary school teaching and learning can be properly evaluated.

To supplement the assessment reports the aspect of student wellbeing is an integral part of the assessment tools:

Each academic year a national test of student performance and well-being/satisfaction is conducted for upper secondary schools and presented on the school website.



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International Benchmarks

Esbjerg Gymnasium & HF uses information on international benchmarks as part of its data analysis. Data on performance benchmarks at IB diploma levels are used to assess annual performance on the part of Esbjerg Gymnasium STX- HF-IB students.