



HASSERIS GYMNASIUM & SCHOOL

THE WORLD UNFOLDS



ASSESSMENT POLICY

Hasseris Gymnasium & IB World School

Assessment Policy

The Assessment Philosophy of Hasseris Gymnasium & IB World School

At Hasseris Gymnasium & IB World School we want our students to feel assured that we are working towards a common goal: That students realize all their potential, and that they are in an environment where trust and confidence make it possible to place value both on personal integrity and responsibility as well as academic integrity. We also want to create a learning environment in which students are asked to be actively engaged in and take personal responsibility for their education while aspiring to achieve the highest academic goals.

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 or her academic strengths and weaknesses. It is each teacher's responsibility to continuously assess his or her students in the form of written tests and assignments. The progress in these is reported back to the students via the school's communication platform *Lectio*.

In daily lessons, 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 it 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

Self-evaluation and peer feedback are also important approaches in our assessment procedures. When relevant and on the basis of the assessment criteria, students are asked to assess their 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 understanding of their academic level.

Evaluation of Approaches to Teaching and Learning

Both teachers and students are responsible for ensuring that the methods of approaches to teaching and learning are regularly evaluated in order to create the best learning environment in class. These evaluations can be made in the form of a survey in *Lectio*, and the students evaluate the teaching methods as well their own contribution and performance.

Assessment outline for PreIB

As the PreIB course follows the levels and regulations for the Danish stx 1g course, PreIB students will be tested in a similar number of subjects as an average stx 1g student. The Danish grading system (-03 to 12) is used.

All exams are internally assessed by teachers from Hasseris Gymnasium & IB World School.

During the first term of PreIB students have exams in

- General Science
- General Linguistics

By the end of the school year PreIB students have written and oral mock exams in some of the PreIB subjects. Which subjects will be tested by an exam will not be announced until the middle of May when the Danish stx exam schedule is released. In PreIB students also write a "PreIB Historical Investigation" as part of the preparation for the academic methods used in the IB Diploma Programme. In Music the mock exam consists of active participation in a concert performed at the IB2-End-of-Exam celebration in May, and in Visual Arts the mock exam is an exhibition based on a Spring Project.

Assessment outline for the IB Programme

The final IB examinations conclude a two-year teaching period, during which a variety of assessment methods have been used to acknowledge both the content and the process of academic achievement and to take into account different learning styles. Thus, during IB1 and IB2 exams are both internally assessed by IB subject teachers from Hasseris Gymnasium and externally assessed by an international board of examiners, both of which measure student performance rigorously according to established IB standards and criteria that are consistent from place to place and year to year.

The assessment follows this outline:

- Throughout IB1 & IB2: Oral and written External and Internal Assessments (EAs and IAs), projects and portfolios
- By the end of IB1: written mock exams in all subjects in most papers
- Winter IB2: written mock exams in all subjects in all papers
- April/May in IB2: written exams in all subjects (over 3 weeks, 2 to 3 papers in each subject)

The IB grading system

In the IB Diploma Programme a student's examination performance in individual subjects is scored on a scale of 1–7 points with a further 3 points available based on a matrix of performance in Theory of Knowledge (ToK) and the Extended Essay (EE). In order to achieve the IB Diploma a candidate must fulfil certain requirements; at its most basic level students must achieve at least 24 points from their combined grades in six subjects, together with their grades for ToK, the EE, and also complete the Creativity, Activity, Service (CAS) element. However, to ensure that a diploma reflects sufficient breadth in achievement across subjects and the core there are particular requirements which are failing conditions when not met. Detailed information about IB assessment methods on the school's webpage and <https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/>

Attendance Policy for Exams, Exam Components and Mock Exams

In both PreIB and IB attendance in all mock exams and other exam components is mandatory. If a student falls ill, he or she must contact the school immediately and prior to the beginning of the exam. The school retains its right to ask for a doctor's note, paid by the student. Failure to comply with this policy means that promotion to the next school year will be jeopardized.

Term Grades and Policies for Promotion to the Next Class Level

Three times a year, in early November, January and May, teachers will give term grades to all students in PreIB and IB. Grades are based on a general impression of written works, oral performance and class participation. The grades may be accompanied by a personal comment. Teachers and the IB coordinator team will then communicate about the individual student's academic achievements, and if a student's grades give cause for concern, he or she will be asked to attend a meeting to discuss the situation with the IB coordinator team.

As a general guideline, students entering the IB Diploma programme on the basis of the PreIB year are expected to have the average grades of 4 or 7 on the Danish scale as a minimum in the student's chosen IB subjects, unless there are special circumstances and needs that justify that a student with results below this grade should enter the IB Diploma programme. The PreIB year is concluded with several end-of-year exams which serve as entrance tests to the programme and tests guiding the final choice of subject levels in the IB Diploma programme. Entrance into the IB programme is also based on the teachers' evaluation of the student's general study skills as well as on the attendance rate of the student during the PreIB year. The final decision of the promotion into IB1 lies with the coordinator team.

To be promoted from IB1 to IB2 end-of-year grades as well as mock exam grades from June in the student's six IB subjects must be equivalent to the IB Diploma passing requirements. If a student only meets the IB Course Result requirements, the results must be 3 or above in all six subjects, and the student's general study skills and attendance rate will also be considered by the coordinator team in consultation with the student's teachers. The final decision of the promotion into IB1 lies with the coordinator team.

Term grades, end of year grades and mock exam grades will be available in Lectio, and no paper version will thus be sent to parents and students. It is the responsibility of students and parents to check the grades once available.

Standardization and Academic Integrity

The IB Diploma examinations reflect the completion of an internationally recognized upper secondary qualification, and therefore, great care is taken to ensure the standards of the official assessment. At Hasseris Gymnasium & IB World School the teachers collaborate on the standardization of marks and 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. For more information see Hasseris Gymnasium & IB World School's Academic Integrity Policy.

Support and Access to Inclusive Arrangements

Some students may need more support than others to grow academically. Students who are learning in a language other than their first language will be supported in daily lessons and can also ask for help from for instance the reading counsellors or mentor teachers. More information about language learning can be found in Hasseris Gymnasium & IB World School's Language Policy. Students who might need access to inclusive arrangements related to exams and assessment should contact the IB coordinator to hear more about the possibilities and requirements. More information can be found in Hasseris Gymnasium & IB World School's Access and Inclusion Policy.

The text of the Language Policy of Hasseris Gymnasium and IB World School follows to some extent the wording and policy of Grenaa Gymnasium on agreement as a shared approach.

Further Information

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