



Assessment Policy

Philosophy

In order to support and encourage effective teaching and learning it is essential to have meaningful assessment in all three IB programmes. Assessment needs to involve students to make them aware of the criterion/criteria in the IB system and goals in the Swedish system (MYP 1-4) before the coursework begins. We believe assessment is necessary in facilitating growth of students by identifying areas of achievement and areas of improvement. We believe feedback is beneficial when it is constructive, meaningful and timely.

Purpose

Assessment helps Teacher:

- Establish a picture of students understanding and monitor effectiveness of programme taught
- Analyze and act upon areas of concern, developing and implementing strategies which address identified learning needs

Assessment helps Student:

- Receive feedback in relation to set criteria/goals
- Helps develop strategies for improvement for future tasks

Assessment helps Parents and/or Other Professionals:

- Communicate student's progress
- Provides a framework for supporting students outside of school

Procedures

Students will be assessed and data recorded using a variety of methods, as well as summative and formative tasks, and may include:

- Checklists
- Anecdotal records
- Teacher/student conferences
- Observations
- Student self-assessment
- Peer assessment
- Questionnaires
- Holistic scoring (rubrics)
- Journals
- Quizzes
- Tests
- Open-ended questions

- Investigations
- Interviews
- Daily work
- Effort
- Presentations
- Projects
- Participation
- Oral comprehension
- Performance tasks
- Exemplars
- Exit slips
- Group work
- Essays
- Multiple choice

Teachers must document assessment and the documentation may include:

Portfolios

- Comments
- Tracking sheets
- Mark sheets
- Student portfolios
- Anecdotal records
- Progress reports
- Checklists
- Managebac

Students in the English as an Additional Language (EAL) programme

When assessing students in the EAL programme, it is crucial to communicate with the EAL teacher (and as necessary the special needs teacher) leading up to, during and after assessment tasks. Teachers are assessing students' conceptual knowledge, communicated by the students as effectively as possible, rather than grammatical accuracy and English language ability. All teachers should aid EAL students by highlighting and improving language errors.

Students in the Learning Support programme

When assessing students in the learning support programme, it is crucial to communicate with the special needs teacher in both the planning and assessment stages in order to take into account learning disability, action plan and assessment accommodations.

GLOSSARY

Formative Assessment:

Formative Assessment is interwoven with the daily learning and helps teachers and students find out what the students already know in order to plan the next stage of learning. Formative assessment and teaching are directly linked: neither can function effectively or purposefully without the other.

Summative Assessment:

Summative assessment happens at the end of the teaching and learning process and gives the students opportunities to demonstrate what has been learned.