Oslo kommune
Utdanningsetaten
Blindern videregående skole

IB Assessment Policy at Blindern Videregående Skole

Blindern videregående skole aims to encourage and support students' learning process as well as to facilitate a solid foundation for further learning. As an IB World school, Blindern videregående skole aims to encourage students to develop according to the IB Learner Profile, to be inquirers, knowledgeable, reflective and thinkers. The school's Assessment Policy is developed with reference to *MYP: From Principles into Practice (IBO, 2022) and DP: Programme Standards and Practices (IBO, 2020).*

Assessment in the Continuum; Philosophy and Principles

Blindern vgs strives to inspire students to build upon their personal strengths and unlock their potential. Assessment serves as a vital tool for improvement in students' academic, emotional, and skills development. Additionally, it plays a crucial role in advancing teachers' professional development and contributing to the overall growth of the school as a learning organization.

Assessment is an integral part of learning. Its focus is both on what has been achieved and on how a student learns. The school offers students constructive feedback to enhance their learning, along with opportunities for self-evaluation, peer evaluation, and reflection. This will ensure the best preparation for students to become lifelong learners.

The evaluation of student work is criteria based. Teachers are committed to communicate all criteria related to the specific subject. The school's assessment practices entail reflection, evaluation and measurement and are intended to promote a positive attitude towards learning. The combination of differentiated teaching strategies and a high level of student involvement in their own learning processes facilitates effective academic development.

The school owner mandates a yearly *teaching evaluation* ("undervisningsevaluering") that gives opportunities for students to give their teachers regular feedback on teaching experiences. Those surveys contribute to the ongoing development of teaching and learning processes. In addition, the school promotes a practice where teachers ask students regularly for feedback on the way the teaching is organized in the classroom and to what extent this contributes their development.

Formative and Summative Assessment *in the Continuum*

At Blindern vgs, all IB students undergo regular assessments tailored to the specific criteria of the program they are enrolled in, including both formative and summative assessments. Teachers belonging to the same subject groups have bi-weekly SGT meetings where collaboration on assessment practices takes place. That ensures a shared understanding of the criteria and allows for standardizing of assessments.

Formative assessment is regular, ongoing assessment used during the teaching and learning process to inform teachers and students about how learning is developing. Formative assessment is directly linked to teaching. It takes many forms, e.g. informal feedback during class work, written and oral practice tasks directly linked to the subject criteria of the unit. Formative assessments consist of teacher feedback, peer assessment and self-assessment.

Summative assessments take place in all subjects at least once per term in each criterion and at the conclusion of each teaching unit. The results of summative evaluation are published twice a year in the form of grades reports that are available of the school's platform. Teachers plan their summative/end of unit assessments well in advance and collaborate to ensure that assessments are spread out. That is to ensure a balanced workload for students across all subject areas and is done using a summative assessment calendar that is shared between IB Programme teachers.

The students are given the opportunity to practice exam assessment skills through yearly mock exams in DP and internal end of unit summative exams in MYP. The exams allow for students to practice and evaluate specific ATL skills, such as self-management.

Students are responsible for participating in the assessment situations provided for them. A student prohibited from participating in assessment, must inform the relevant subject teacher as soon as possible and no later than the time for assessment (test, deadline, etc.)
If student absence from assessment is documented (visma code D) then a teacher will grant an extension or reschedule. An undocumented absence to an assessment will lead to the student receiving a warning letter. A MYP student who fails to appear for summative assessment, will have an achievement level of zero (0) awarded for the relevant criteria in that particular assessment. A DP student who fails to appear for in-school tests, submit work by the deadline or complete assigned work, will have an IV (not evaluated).

Assessment practices in the Middle Years Programme

Assessment tasks should be authentic and linked to real-life contexts. They should provide the students with the opportunity to demonstrate their knowledge, skills, and conceptual understanding, as well as their ability to synthesize and apply their learning to new situations and in new and flexible ways. It should also promote reflection and self- and peer assessment.

In the Middle Years Programme, teachers assess students based on specific subject criteria. Tasks, activities, and projects are designed in accordance with the subject area objectives. Each criterion divides into achievement levels, and a descriptor is provided for each level.

With each summative assessment task, the teacher will provide the students with a rubric that will contain the criteria and the task specific clarifications. By following the task instructions, students should have the possibility of achieving at the highest level of each set of criterion descriptors. The purpose, process and expectations associated with assessment must be transparent to students.

In the grade report received in January, teachers look at what the students have accomplished throughout the whole semester. They should use the criterion descriptors to decide where a student is at the end of the reporting period. Based on this, the students will be given an overall achievement level for each criterion in each subject reflecting their progress thus far in the year. In the grade report received in June, teachers look at what the students have accomplished throughout the whole year. For the reports in January and June, the subject score is converted into a grade result (seven-point scale) which is determined by the IBO-provided grade boundaries.

Subject score descriptors and grade boundaries are displayed and explained to both students and parents at the beginning of each year. Parents are informed about their child's results through the grade reports twice each year. Parents and students are also invited to one individual meeting per term with the contact teacher where the student's performance and progress are discussed.

Assessment practices in the Diploma Programme

Assessment in the Diploma Programme is criteria based, which means that assessment consists of evaluating student performances against the criteria specific to the task. The Diploma Programme course being a preparation course to the IB Diploma Examination, the evaluation tasks given to the students during the two years will reflect contents and skills that will be evaluated during the exam in the specific subjects. At least once in every term each student will be invited by the teacher to a tutorial, based on a formative evaluation of the student's academic results and a planning of measures for improvement. Teachers will be available for more tutorials if needed. A special consideration should be given to students with a grade below 4.

The school produces a calendar of internal deadlines and publishes it on the school electronic platform. The aim of the calendar of deadlines is to spread the submission of DP examination coursework over the two years. This calendar will show deadlines for delivery of draft and final version of all coursework that is a part of the DP subjects examination components as well as the periods for mock examinations. All parts of the examination components to be submitted before the examination session are considered as process-oriented tasks, which give the opportunity for formative assessment. Content and amount of formative feedback given on an examination component is regulated by the framework forwarded by the IB Diploma Programme in this area.

DP Year 2 subject teachers are expected to predict the final grade they believe each candidate will be awarded in the examination. Teachers are expected to base their prediction on the evaluation of students' achievement in all exam components of their subject (internal assessment and mock exams) as well as their professional judgement of what they believe students will be able to achieve at the time of the examination session. Therefore, Predicted Grades can differ from the term grades the students are awarded in their subjects. The closer to the examination time the prediction is made the most accurate it will be. The IB requires the school to submit predicted grades few weeks before the examination session. However, universities may ask for Predicted Grades established earlier. For this reason, a discrepancy can appear between Predicted Grades submitted to universities and Predicted Grades submitted to the IB.

Parents will be informed about the IB Diploma assessment procedures when students start their IB Programme. Parents of students under the age of 18 will be informed about their child's results and, when necessary, called in to a meeting. During the first DP year, parents will be invited to an individual meeting with the Contact teacher where their child's performance and progress will be discussed. The students are most welcome to accompany the parents to these meetings.

This policy has been developed collaboratively by the IB community at Blindern vgs and it is reviewed every year in January. Date of last update- January 11th, 2024.

Hege Haugland
Head of School

Emmanuelle Bjerkem
Head of IB Dept
DP Coordinator

Aldo Mercado
MYP Coordinator

Relationship of IB grades and the grade equivalency with the national curriculum

1) Middle Years Programme

In the municipality of Oslo MYP4 is equivalent to the last year of Norwegian Lower Secondary school programme (ungdomskole) and MP5 is equivalent to the first year of Norwegian Upper secondary school programme (videregående skole).

The municipality of Oslo has established the following table of grade equivalency between IB grades and the national system for grading.

IB MYP Grades	Norwegian Grades
7 6	6
5	5
4	4
3	3
2	2
1	1

2) Diploma Programme

The IB Diploma or a minimum of 20 IB points with no grade under 3, provided the Core requirements are completed, meet the general admission requirements for entry to all institutions of higher education in Norway. For more information, please consult the NUCAS website (https://www.samordnaopptak.no/info/utenlandsk_utdanning/ib/).

In the Norwegian higher education system *numerus clausus* is used to select applicants. Competition is based on the students' admission points. The table of equivalency between IB Exam Points and the admission points of the national exam system is available on NUCAS (https://www.samordnaopptak.no/info/utenlandsk_utdanning/ib/poengberegning/)