



Katedralskolan
Skara, November the 12th 2012



Assessment Policy Katedralskolan, Skara, School 3301

The International Baccalaureate Mission Statement

“The international Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organisations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.”

www.ibo.org

Introduction

Katedralskolan is a school with 12 Swedish international programme, the International Baccalaureate. Within the IB the students study Swedish national courses in the preparatory year and IB courses in year two and three. Hence we work with different systems of assessment. The teaching staff at Katedralskolan work with formative and summative assessment. Knowing of these methods of assessment has been prioritized in the ongoing development of staff training.

Vision of Katedralskolan

The students at Katedralskolan find their education challenging and inspiring, get good results and are well prepared for the future.

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Assessment philosophy

The IB learner profile is the bases for the philosophy of assessment which also aligns with the “IB Diploma Programme Standards and Practices”. Through high quality assessment adapted to the situation we try to lead the students forward in their personal development towards the qualities described in the IB learner profile, as well as towards high academic standards.

Assessment practices

Formative procedures

When the students come to Katedralskolan they are informed about the curriculum and assessment standards of the Swedish National courses that they take in the Pre -IB, mostly in English, to be prepared for the IB Program.

In all courses, in Pre-IB we have an ongoing evaluation of the students and thus feedback situation by using tests, peer assessment, development talks, self evaluation etc.

When starting the IB program the students get a profound presentation of Syllabus and the IB subject wise assessment criteria in every single subject. Since the teacher so evidently strives in the same direction as the student towards goals set by the IBO, the approach tends to be very supportive. The teacher acts very much like a coach trying to show the student the path towards success in his or her subject.

Every single subject teacher has an ongoing evaluation of the students’ results in relation to the assessment criteria by tests and development talks.

Evaluation of process is an important part in the formative development of reflective thinking which is for example practised in the Group 4 project, and also in the core ingredients: TOK, CAS and EE.

In February, March of IB2 we have Mock Exams to feed the students forward in their subject specific learning process.

Summative Procedures

Final grades for the Swedish National Courses are decided by the teacher by the end of the courses in Pre IB.

For the real IB Programme Final exams and internal assessment components are sent in and are assessed by the IBO.

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Implementation and evaluation of the assessment policy.

We continually work with revising the Internal Calendar and our “Year around calendar” to find the right occasion for the different formative procedures to give the students the best possibilities to become real IB learners and to achieve good results.

The IB learner profile is a living document and is considered in meetings and discussions between students, between staff and students, staff to staff, school to parents, school to school authorities.

One part of the implementation is the parents’ perspective which we secure by development talks twice a year and information meetings twice a year. We also To gain understanding for the IB education we usually show student work such as oral presentations to the parents at for example parents’ evenings.

If and when malpractice is detected we have routines described in our a malpractice/ academic honesty policy .

The education is evaluated on the students’ and the teachers’ level by looking at the actual results. This can lead to revision of teaching procedures and time limits in the Internal Calendar and the Year around Calendar.

The result is considered in next year’s plan and is also presented in the annual quality report required by the Swedish National System.

Kerstin Persson, IB Deputy Head

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