



IB Assessment Policy at Per Brahegymnasiet

Philosophy and Principles

The Assessment Policy at Per Brahegymnasiet is based on the IB publications that outline the IB philosophy and how this way of thinking should be put into action in the classroom

Our Assessment policy is based on our Mission Statement:

Our goal is to foster creative, inquisitive, and socially conscious young individuals who take pride in themselves and extend trust and care to others. We do this by providing high-quality education, inspiring and accessible teaching, and a safe and respectful school environment. We embrace the distinctive qualities of the school's diverse programs while concurrently fostering unity and a sense of belonging. By incorporating international and intercultural perspectives into the education we aim to cultivate the global citizens of tomorrow.

We believe that it is important to instill in our students as well as our staff the qualities of the Learner Profile and international-mindedness. Understanding of individuals from different cultures and various language backgrounds is encouraged.

Year 1: PreIB programme

Upper secondary school in Sweden is three years, to adapt to Swedish educational plan we have a preparatory year before our students starts the IB programme. This year prepare our students for the IB programme, focusing on both subjects and specific strategies, assessment process and concepts used in the IB programme. Students are graded by subject teachers according to the Swedish grades, F-A (where A is the highest). Transcripts showing final grades in PreIB courses may be required for applications to universities, in Sweden and abroad.

Year 2-3: IB1 and IB2

The Diploma Programme contains six subjects, three at a higher level (240 teaching hours) and three at a standard level (150 teaching hours), and the core requirements (The Extended Essay, CAS and Theory of Knowledge). As earlier stated, teachers scaffold assessments designed to be formative, open-ended, relevant and varied to meet the IB expectations. During IB1 and IB2 students carry out Internal Assessments such as lab reports, oral assessments, investigations etc. The Internal Assessments are graded according to the IB criteria and moderated by IB examiners and moderators. The Extended Essay and TOK Essay are graded externally by IB examiners. Subjects are graded 0-7 (where 7 is the highest) as follows:



7: Excellent

6: Very Good

5: Good

4: Satisfactory

3: Mediocre

2: Poor

1: Very Poor

Grades 2 and 1 are failing grades.

The Extended Essay and Theory of knowledge are graded using a letter grade scale, as follows:

A : Excellent

B : Good

C : Satisfactory

D: Mediocre

E : Elementary (failing grade)

N: No grade

General practices

Each teacher has a written curriculum for their course that is available to the school community via our digital platform, Vklass. The IB syllabus and criteria are introduced to students at the beginning of IB1 and are discussed continuously throughout the courses. We have two semesters each school year: August – December, January – May/June. Students are given many opportunities to practice on past exams, work with mark schemes and discuss student responses.

The written curriculum from the IB and for each individual course and teacher is available on the school's digital platform, Vklass, which is available to students and parents.

The teachers plan and design their course outline to align with the IB subject guides, using the by IB published teacher support material as well as past exam papers. To reach the IB standard, teachers provide students with example work from IB teacher support material and use the IB assessment



criteria when creating assessments in school. This will also help students to be more familiar with the IB assessment standards and practices.

IB staff meet regularly during the Academic year, both for programme specific questions, students' situations, collaboration within and between subjects, but also to work with standardization. Staying informed of the IB Subject syllabus and teaching and learning is something we value high. Sending teachers to professional development workshops regularly and have the IB Diploma coordinator attending the IB Global conferences is part of that. To ensure that the marking of both formal, and informal assessment is equivalent between subject teachers and meets the IB criteria, we have scheduled time for standardization of their marking. An example of this is when several teachers assess one piece of a student's work. They use the assessment instrument from the IB to standardize the understanding and use of the assessment criteria. We network with other IB teachers outside school where there is only one teacher in a subject.

Every August, before the students start school, we have a planned day for evaluation. We analyze the result from May exam session, and we look at different parameters such as global statistics to reflect on student learning and help us improve our programme. This is additionally useful for maintaining the IB standard of teachers' marking.

Assessment practices

Teachers use the course curriculums written by the IB to plan their courses. Then they design their unit plans, homework assignments and tests etc. based on these. IB students are graded according to the IB criteria in order to familiarize themselves with them early.

Various strategies are used by teachers to help assess the students and to help the students understand their own progress. These include, but are not limited to: quizzes, tests, essays, group work, journals, labs, oral presentations, group discussions and peer assessments. Our Academic Integrity Policy is included in and referred to when working with assessments.

Each teacher has a course outline for the entire two-year course, showing when each of the subject areas will be taught and how they will be assessed. These are also published on the school's digital platform.

Throughout the courses teachers use formative assessment to monitor and improve students' learning. The assessment instruments provided by the IB is used formatively to keep teaching and learning aligned with the standard concluded by the IB. Teachers use both formal and informal formative assessment to identify the learning needs of students and to prepare the students for the final assessments in the IB programme. Formative assessments are used both as practice and as scaffolding, incorporating it into our approaches to teaching and learning. For instance, our teachers use rough and first draft for assessments to give feedback to students how they can improve their work. Other examples are when teachers ask questions about conceptual understanding in class to



monitor students' learning and needs, evaluate strong and weak arguments, and peer assessments. Formative assessments are the foundation for growth mindset, and it provide our teachers with tools to help students monitor their own learning and growth.

In addition to learning in class and working with the Internal Assessments etc. teachers assign students with homework. We believe that homework is necessary in the learning process since retaining knowledge need repetition. Moreover we also find that analytical skills cannot always happen in class. Students need time to reflect, understand and analyze complex parts of their subjects. Teachers publish homework in our school platform Vklass to give students a balanced amount of work.

Summative assessment is also part of our academic work. It involves the process of gathering evidence to assess our students' learning outcomes. We use both formal and informal summative assessments. For instance, our teachers have tests on different units to investigate how well students have learned the current topic. This is useful both for the teacher and the students. The teacher will know if it is time to move on to a new topic, and the students will know if they have learned the topic as well as they planned for. At the end of IB1, the students have End-of-year exams in their courses in the school auditorium. We follow the routines, rules, and regulations of the IB for the final exams to help students familiarize themselves with them. We also use the result of the End-of-year exams to summarize the academic year for the students. This information will be shared with the students and their parents and/or legal guardians. Information from the End-of-year exams can also support our contact with the students' health team to prepare or improve learning support.

In February during the IB2 year, we have Mock exams – a week of exams in all subjects, in the school auditorium. This gives students one more chance to familiarize themselves with the IB rules and regulations of the IB final exams. The results from the Mock exams are also important to determine the predicted grade that we provide to the IBO before Final exams.

The summative assessments as well as our formative assessments are used to communicate on student achievement to students, teachers, and parents/legal guardians.

Organization of assignments

The students have a calendar on the school's digital platform with important tests, essays and presentations. Students and parents have access to this information. It helps students plan and organize their schoolwork, and to reduce stress.

We also create a more detailed document for IB1 and IB2, when much of the internal assessment work for the IB courses is carried out, together with deadlines for EE, TOK and CAS. The teachers meet and plan all formal deadlines collaboratively. The deadlines are set so the workload is as equally distributed as possible. The document is communicated to the students and is published on our digital platform Vklass.



Recording progress and reporting results

Each student in our school is assigned a mentor to monitor their learning. The mentor meets the student once every week and each term they have a “development talk”. In this meeting they will go through all of the results and parents and/or legal guardians are also invited. Prior to the development talks, all involved staff members meet at Study conference to discuss students’ assessed learning as well as their well-being.

Teachers give students formal feedback regarding where they currently stand in the individual courses several times during their two IB Diploma years and this information is available on the school’s digital platform, Vklass, for students and parents. These are updated continuously. Students can talk to their teachers and ask them about their current grade at any given time. In IB1 and IB2 we use the grading system provided by the IB. Subjects are graded 0-7 (where 7 is the highest grade) and EE and TOK are graded using a letter grade scale (E to A, where A is the highest grade), as mentioned before.

Teachers also discuss our practices, student achievement and health during weekly meetings. When we find it necessary, we adjust our teaching and learning process. If we discover that students are struggling, and/or there is a risk not achieving the full diploma, we notify the student health team. Further steps taken will be decided in that team, all according to our Inclusion Policy in school. The student and his/her parents/legal guardians, if the student is under 18 years old, will be informed and involved in the process.

Award of the IB Diploma

As stated in *the Diploma programme assessment procedures 2024*, published by the IB, the students will receive the IB Diploma if the student meet all following criteria:

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee.



Roles and Responsibility

The Assessment Policy was discussed and written at a teacher's meeting, and it has been revised by the IB Diploma coordinator in October 2023. Student feedback has also been considered. The policy is reviewed every other year.

Updated: October 2023

To be reviewed: June 2025

References

Diploma Programme Assessment procedures 2024, Published by the IBO, September 2023. Website: ibo.org.

Diploma Programme: From principles into practice 2015, Published by the IBO, April 2015. Website: ibo.org