

Assessment Policy at Lillestrøm Videregående Skole

Lillestrøm Videregående Skole aims to help students acquire specialized knowledge in the various subjects and facilitate a solid foundation for further learning. As an IB World school, Lillestrøm Videregående Skole aims to encourage students to develop according to the IB Learner Profile and to be inquirers, knowledgeable, reflective and thinkers.

Regular feedback on learning and teaching activities given by students and teachers contribute to the development of the teaching and learning process at Lillestrøm Videregående Skole. The conditions for an effective learning process are teaching strategies adapted to the students' needs as well as a high level of students' involvement in their own learning process.

All IB diploma students will be regularly assessed according to the IB assessment criteria. Both formative and summative assessments will be conducted. The school will provide the students with feedback to inform and improve their learning as well as with opportunities for self-evaluation, peers evaluation, and reflection on the evaluation of various school works. Summative assessments will be conducted after a unit or certain time period to determine how much learning has taken place. Summative assessments will be done according the IB assessment criteria and students will be given a mark in each IB subject (except the core requirements) at the end of each mid-year term that corresponds to the IB marking scheme. The teachers will register this mark by using the digital tool called "Skolearena" which is available on the net.

IB teachers will go through an annual evaluation of their teaching given by their students. The aim of this evaluation is to assure that the teaching activities meet the students' needs. The results of this yearly survey will be on the agenda of a class meeting as well as an issue raised in the teachers' yearly personal interview.

The IB Coordinator, in collaboration with all IB teachers, will produce a calendar of internal deadlines for each school year. This calendar, available on the schools digital learning management system itsLearning, will show deadlines for all school works being a part of the IB subjects' components, and to be externally and internally assessed. It will also show when mock examinations will take place. In addition to the students' deadlines, this calendar will show the teachers' deadlines.

In the beginning of each school term, the teachers will publish a term plan on ITL indicating the amount of teaching hours allocated to each topic as well when tests will take place and on which topics. More detailed work plans for each topic/ period be published on ITL and give more detailed information on date and content of tests. Assessment grades and comments on assessments are available on ITL.

At least once 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. It will be the responsibility of the student to ask for more tutorials than the one planned by the teacher. IB teachers dispose of a tutorial resource of an average of 15 minutes per student per month to be used according to the students' needs. A priority should be given to students with a grade under 4 in the subject as well as to students who demonstrate motivation for improvement.

The form teacher has regular individual interviews with the students on the learning environment. At the end of each term the IB Coordinator invites each student to an advisory meeting based on the student's results and eventual challenging issues. When necessary the student will be invited by to the school's advisor.

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 IB year, parents will be invited to an individual meeting with the form teacher and to a parent —teacher conference in order to discuss their child's performance and progress. The students are most welcome to accompany the parents to these meetings.

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