

## **Assessment Policy**

### **Philosophy**

Understanding how much progress has been made is part of every teaching and learning process. Every student needs a clear and reliable indication of his or her achievement. At the same time, the teacher can draw conclusions for his own work from the progress of individual students and the group: Teachers are encouraged to evaluate their strategies, methods and general planning continuously.

Within the IB Diploma Programme, assessment helps to guide students through the elements of learning: understanding of concepts, acquiring knowledge, mastering of skills, developing attitudes and learning to take responsibility.

The student needs feedback as to what he/she knows, understands, can do and what the next steps should be. It is equally important for parents to receive information about their child's progress. For the teacher, assessment is the basis for further planning.

**“Every student shall have a mentor who shall monitor the student's learning development and study situation on the basis of the student's education as a whole. The mentor shall pay particular attention to signs that the student may need support and, if so, shall promptly inform the relevant school personnel.”**

**“At least once every term, the head of school must ensure that the student is given comprehensive information about the student's knowledge development and study situation (development talks). A student's guardians shall receive the information referred to in the first paragraph.”<sup>1</sup>**

So says section 19a and 20 of the Swedish Education Act, which sets the framework for pedagogical work at Ehrens värdska gymnasiet. Three things are central to this formulation of the "Principles of Performance Feedback and Assessment" from our point of view.

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<sup>1</sup> Passage translated into English  
Education Act (2010:800), Chapter 3, section 20. “Utvecklingssamtal”.  
[https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800\\_sfs-2010-800#K3](https://www.riksdagen.se/sv/dokument-lagar/dokument/svensk-forfattningssamling/skollag-2010800_sfs-2010-800#K3).  
Accessed 19 Jan 2023.

1. A distinction can and must be made between assessment and feedback. This means that assessment of a student's performance as solely backward-looking takes place only in exceptional cases (the final examination). Feedback is usually forward-looking, i.e., in terms of progress to be made.
2. Feedback takes place in dialogue with the students and their parents. This means that - on the part of the teacher - criteria and goals (subject-related as well as overall pedagogical) must be made transparent. At the same time, the students and their parents are given the opportunity to provide information about possible individual needs and necessities. In this respect, the teacher also receives feedback on the effectiveness of his or her teaching.
3. The ultimate goal of performance feedback is always to recognize learning needs and to formulate learning goals.

At Ehrensärdska gymnasiet the student's mentor invites the students and their guardians (until the student has reached the age of 18 years) to a development talk every term, where the student's achievements in each subject will be discussed.

## Principles

Assessment at Ehrensärdska gymnasiet should

- give clear feedback to all concerned;
- show what students know, understand and can do;
- refer to the student's background, e.g. prior learning, language and special needs;
- be founded on realistic, meaningful tasks;
- be based on criteria which are known and understood in advance.

## When and how we assess

Assessment is a continuous process, reflecting the fact that learners progress in different ways and at different speeds. As a state school, we follow the guidelines of The National Agency for Education (Skolverket). Assessment for the IB system would be partly done externally.

Different methods of assessment provide a balanced view of the student:

The goal of **formative assessment** is to monitor student learning and give students guidance where and how to improve. It also informs teaching practices and helps the teacher to plan lessons according to students' needs.

Feedback in the IB DP would be based on the attributes listed in the DP learner profile: A student is an inquirer, communicator, thinker and risk-taker. A student is also knowledgeable, principled, caring and open-minded, well-balanced and reflective. We are aware that we have to set examples for this profile through the behaviour of the adults involved.

Examples: feedback for individual and group presentations, work in class or homework.

**Summative assessment** aims to evaluate student learning at the end of a teaching unit. This can be done by tests with exam style questions, essays or other forms of assessment that are suitable for the subject.

We make sure that students and teachers are familiar with the criteria for assessment. The teachers base their assessment on collaborative discussions and teacher support material from the educational system.

## **What we assess**

In accordance with the Swedish Education Act (Section 22) **“grades shall be awarded when a subject has been completed. If a subject consists of several levels, grades shall be awarded after each completed level in the subject.”**<sup>2</sup>

## **Explanation of grades for year 10 (EGIC) / sixth form in upper-secondary schools in Sweden**

After the Swedish compulsory school (years 1-9), a student may wish to continue studying at an upper-secondary school for three more years. With the final grades which are set at the end of year 9 the student applies to one of these schools (see our Admission policy).

The first year at Ehrens värdska gymnasiet (upper-secondary school) (EGIC) is as the sixth form part of the Swedish school system and follows the syllabus of the first year of the national Natural Scientific programme. Students will be given Swedish grades after every completed course.

This Swedish grading system will be explained to students from other countries or the IB MYP in the introduction days.

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<sup>2</sup> see footnote 1

## **EGIC grades and assessment**

The grading scale has six levels: F-A where E-A represent passing results and F is for a failing result. When grading, the teacher makes an overall assessment and gives the grade that best corresponds to the student's knowledge of the subject. Although the student's knowledge varies slightly within the range E-A, the best overall level is also the one that is graded. The teacher gives a grade of C or A when the student's overall knowledge best meets the grading criteria for one of these grades. The teacher gives a grade of D or B if the overall assessment is that the student's knowledge best corresponds to a level between grades E and C or C and A. However, the grade E requires that the student has knowledge of all parts of the criteria for the grade E.<sup>3</sup>

## **IB DP grades and assessment**

Within the IB system the student would leave the Swedish system and enter the International Baccalaureate system.

Each subject is assessed on a scale of 1 (minimum) to 7 (maximum). In all IB subjects this grade is arrived at through a combination of internally and externally assessed work. Internal assessment components would be marked by the subject teachers at Ehrens värdska gymnasiet according to the criteria specified by the IBO, and may be moderated (i.e. second-marked) by IBO examiners. The subject teacher gives detailed feedback to the student. External assessment work, such as the written exams, would be marked by IBO examiners.

The grade scale used by the IBO is:

- 7 excellent
- 6 very good
- 5 good
- 4 satisfactory
- 3 mediocre
- 2 poor
- 1 very poor

The grade descriptors for each subject<sup>4</sup> would be communicated to the students by their subject teacher.

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<sup>3</sup> Passage translated into English  
Educational Board. "Betyg och betygskriterier" 20 March 2023.  
<https://www.skolverket.se/for-dig-som-.../elev-eller-foralder/betyg-och-nationella-prov/betyg-och-betygskriterier>. Accessed 17 Jan 2023

<sup>4</sup> International Baccalaureate. "Diploma Programme Grade descriptors." September 2021.

Students can earn a maximum of 45 points for their IB Diploma (42 points for the six subjects plus another three for the Extended Essay and Theory of Knowledge). To pass, a student needs to gain at least 24 points and pass the Extended Essay and Theory of Knowledge. In their Higher Level subjects, students need to gain at least 12 points and in their Standard Level subjects at least 9 points.

Within the DP, performances in the subjects English, Swedish, History, ESS, Biology, Chemistry, Physics and Maths would be graded..

### **Revision of Policy**

At the beginning of each school year all staff discuss revisions as needed.

Schoolyear 2023/2024