



**KRISTIANSAND  
KATEDRALSKOLE  
GIMLE**

## **Assessment Policy at Kristiansand katedralskole Gimle (KKG)**

Kristiansand katedralskole Gimle (KKG) aims to help and encourage the students to become knowledgeable, thinkers, inquirers and reflective as stated in the IB Learner Profile and facilitate a solid foundation for further learning. The IB Diploma students are assessed and given feedback in an ongoing and regular basis according to the IB criteria in each of their subjects. The assessment takes place on completed projects as well as during the working process of producing larger pieces of work like the extended essay.

The students are in a learning process, and regular feedback will contribute to a more effective teaching and learning process. Different teaching strategies and activities will be adapted to the need of the students by the teachers, and the students are highly involved in their own learning process.

When the students start the Diploma programme, the school organizes a parent-teacher meeting in common with the IB Coordinator and the subject teachers where they are informed about the assessment procedures of the IB Diploma programme. Later in the year they will be invited to an individual parent-teacher conference with the home room teacher. Both the students and their parents are encouraged to meet and discuss the performance and progress of the student. The second year most of the students have turned 18, but before they turn 18 parents/guardians have the opportunity to request meetings with the IB Coordinator, the school advisor, the home room teacher and subject teachers.

The students and their parents/guardians sign a contract with the school in October the first year about the responsibilities of the school, teachers, students and parents/guardians. The school will provide the students with feedback to inform and improve the learning as well as formative self-evaluation, peer evaluation and teacher evaluation (which they do every term).

Kristiansand katedralskole Gimle (KKG) will give feedback to the students by offering tutorials. The subject teachers offer one hour of tutorials every week, and it will enable the students to find out how to improve their grades. The students request further tutorials as necessary. At least once every term the subject teachers have a student-teacher conversation, and the home room teacher of every student also have an obligation to meet with the student on a regular basis to talk about the result of the students, the learning environment and discuss challenging issues. The school advisor and the IB Coordinator are always available for meetings to discuss academic progress and other issues, and if necessary both the IB Coordinator and/or the school advisor will call for meetings.

The school has a calendar of internal deadlines that differ from those of the IB. The IB Coordinator produces a calendar (called the Master time schedule) for the whole 2-year Diploma programme period in cooperation with the subject teachers and to some degree the students. The Master time schedule shows when mini mocks, mock examinations and internal and external IB examinations and subject components will take place, and all deadlines for assessed work.

The students do mock and mini mock exams three times before the final IB examinations, and the students are given formative assessment, grades and comments available on It's learning and in meetings with the teachers. Summative assessment according to in the IB assessment criteria in every subject are given on final assessments of written and internal assessments.

There is also a half year term plan of tests and other activities. Both are published on the learner platform It`s learning and are available for teachers and students. More detailed work plans for subjects and topics are published by the subject teachers and made in cooperation with the students. The students are responsible for meeting deadlines and maintaining a high record of attendance. If events occur, a warning letter will be sent to the student and/or parents/guardians.

KKG has built into the weekly timetable more hours than the IB minimum requirements in most subjects, for instance Math studies, lab hours in the Sciences, languages B SL and ab initio and subjects where HL and SL are taught in the same group. The teachers also do informal tutorials during the year.

The students get one week at the end of the first year to work with their extended essays, and the subject teachers are available to give them advice, conduct research and experiments. The teachers are also given additional time to supervise the extended essays. The students are invited to informal extended essay evenings and CAS nights in year two where they can present their works to parents, teacher and other students.

The students are given IB grades (1-7) every term on the digital tool called "Skolearena", and the report card signed by their home room teacher will be handed out. In addition the students are able to receive predicted grades to send off in order to meet deadlines for applications to universities abroad.

Kristiansand 15.9.15

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