



Assessment Policy at Kristiansand katedralskole Gimle (KKG)

Kristiansand katedralskole Gimle (KKG) aims to develop inquiring, knowledgeable and caring young people as stated in the IB Learner Profile. The IB Diploma students are assessed and given continuous feedback according to the IB criteria in each of their subjects. The students receive summative assessment on completed projects as well as formative assessment during the process of producing larger pieces of work like IAs and 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 needs of the students, and students are expected to be involved in their own learning process.

When the students start the Diploma programme, the school organizes a parent-teacher meeting with the IB Coordinator and all subject teachers present to inform about the assessment procedures of the IB Diploma programme. Later in the year, parents are invited to an individual parent-teacher conference with the homeroom teacher. Both the students and their parents are encouraged to meet and discuss the performance and progress of the student. By year two, most of the students have turned 18, but before they turn 18 parents/guardians can request meetings with the IB Coordinator, the school counsellor, the homeroom teacher and subject teachers.

The students and their parents/guardians sign a contract with the school 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 enables 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 (at least twice a year). The school counsellor 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 counsellor 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 accessed 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 the school's online learning platform It's learning and in meetings with the teachers.

Mock exams and mini mocks use old exam papers to standardize the formative assessment. It is beneficial for students to practise for exams and for teachers to assess according to exam criteria. In subjects where the IB produces mark schemes, these are used when assessing student papers. Students will afterwards be allowed to look at mark schemes to get a better understanding of the criteria and how they are assessed. In some subjects questions from old exams are used in smaller tests, for the reasons mentioned above.

Mock exams are made to look like real exams, both in content and in form. Mock exams are based on former exam papers and implementation as per IB regulations for the final exams. Year 1 mocks are more limited in topics for assessment. Year 2 final mocks cover all topics in all subjects. A term plan of tests and other activities is made available for students on the learning platform It's learning. In addition to mock exams, all subjects are allocated two organised tests per term to give, either written or in individual tutorial sessions, formative feedback to students.

All IB subjects have IAs, a written or oral module that is part of the final assessment. In accordance with IB regulations, students prepare a draft version of all written IAs and get feedback in tutorial sessions before completing the final draft. For oral IAs, students practise in class or group sessions, or even on an individual level in the language lab. Summative assessment according to the IB assessment criteria in every subject is given on final assessments of both written and oral IAs.

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 discrepancies occur, a warning letter will be sent to the student and/or parents/guardians.

The number of IB teachers in each subject is small at KKG, therefore cooperation with teachers with the same subject comes naturally. Mostly this is done in non-formalized meetings.

When assessing IAs there is a formalized collaboration where two or more teachers assess the same IA and afterwards discuss the assessment to come to a general agreement. When subjects in the same group have the same assessment criteria, as for example in Group 4, Physics, Biology, Chemistry, ESS and Sports Science, teachers can also assess the same assignment and discuss it afterwards.

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 afternoon and Night of Creativity (CAS) in year two where they can present their works to parents, teacher and other students.

In addition to the report card signed by their homeroom teacher, term grades (1 - 7) are communicated to the students on the online platform "Visma In School". Kristiansand katedralskole Gimle is happy to issue a report card with predicted grades in order to meet deadlines for applications to universities abroad.

KKG IB DP school examinations

General

- When instructed to enter the examination room, students must do so in a quiet and orderly manner.
- No form for refreshment, except water, may be taken into the examination room. Students may take to their desk/table only the following items:
 - General stationary (for example, pens, pencils, coloured pencils, an eraser and ruler). Pencil cases must be transparent.
 - Other materials specified by the IB, for example an electronic calculator.
- There will be a seating plan for all exams, different from exam to exam.
- Students must remain seated until permission is given to leave the examination room.
- The instructions of the examination supervisor must be obeyed. The examination supervisor has the right to expel from the room any student whose behavior is interfering with the proper conduct of the examination.

Late arrival

- No additional time will be allowed for students arriving late for the examination.

Temporary absence

- During a temporary absence, a student must not take any material out of the examination room, have access to material during the absence, or return with any material.

Malpractice

- During the examination, and at other times specified by the examination supervisor, a student must not communicate with any other candidate. Failure to fulfill this regulation may constitute malpractice, resulting in no grade being awarded for the examination.
- If a student finds that he or she has accidentally taken unauthorized material into an examination, this material must be given to the examination supervisor immediately. Failure to do so may lead to no grade being awarded for the examination.

Early departures

- Students will not be allowed to leave the examination room during the first hour or during the last 15 minutes of any examination. If the duration of the examination is less than one hour and 15 minutes, students will not be allowed to leave during the examination.
- If a student leaves the examination room before the scheduled finishing time, the student will not be allowed to return.

End of the examination

- No examination material, examination papers, answer papers or rough working, may be taken out of the examination room.
- Students must leave the examination room in a quiet and orderly manner.

Kristiansand 26.03.25

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