

**Vision**

Our Vision for ISGR/IHGR is to be a leading international educator with a community of passionate life-long learners, inspiring, global citizens to embrace diversity and explore the world.

**Mission**

ISGR/IHGR is an international school with students aged from 5 to 19, which fosters a culture of learning with respect and open mindedness.

Based on IB world and Swedish national standards, we tailor our curriculum to provide students with the tools to be life-long learners in a stimulating and nurturing environment. We value authentic learning experiences with a global perspective. We learn together for the future.

**Assessment Policy**

Assessment includes all the various methods by which achievement can be evaluated. Assessment instruments may include homework, tests, examinations, extended practical work (such as laborations), projects, portfolios and oral work, some carried out over a prolonged period. In the IB Programme, the internal assessment is marked by the subject teacher. In the National Programmes, all assessments are marked by the subject teacher.

**Aims of Assessment**

The assessment practices at The International High School are designed to encourage and support the philosophical goals of a well rounded Secondary Education. The international culture of the school should be respected and any cultural bias avoided with support for those students working in their second or third language as explained in the Language Policy. Students will be assessed using a suitable range of tasks in each subject in order to meet course objectives with attention paid to higher order cognitive skills as well as fundamental cognitive skills. Teachers also assess classroom activity, participation and contributions as formative assessment. Published results and subject reports as well as proven experience are the foundations for further developing the assessment practice.

## **Assessment Goals**

- Teachers, students, and guardians form a cohesive partnership that promotes each stakeholder's involvement in assessment as well as the evaluation process.
- Teachers practice different didactical methods and develop appropriate measurements to accommodate the varied learning needs of the students in the classroom.

## **Student Goals**

- Progression through concentrated learning both in and outside the classroom
- Having a clear understanding of the defined expectations for assessment outcomes
- Contribute to a learning environment that is conducive to lifelong learning

## **Teacher Goals**

- Teachers consistently use, interpret and implement the assessment guidelines provided through IB Learner Profile and Skolverket's<sup>1</sup> Curricula
- Teachers encourage increased student achievement levels
- Teachers accommodate the varied learning needs of the students in the classroom

## **Administrative Goals**

- The management highlights the areas of professional development on a school-, departmental-, and individual level
- The management helps to maintain detailed assessment records in a timely and ongoing manner as well as at reporting deadlines.
- The management ensures all IB teachers are trained within the IB Programme in order to meet the IB Assessment Guidelines.
- The management ensures all teachers within the National Programmes have a Swedish teacher's license issued by Skolverket.

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<sup>1</sup>Swedish National Agency for Education

## **Assessment Practices**

### **The National Programmes**

The National Programmes (Natural Science Programme, Social Science Programme, Social Science Programme with Advanced English) follow the guidelines issued by Skolverket. Upon graduating from high school, students will receive a Swedish High School Diploma. The grading scale for the PreIB classes and the National Programme classes is from F to A with final grades being set based on formative and summative assessment methods. (See Appendix A) Mathematics, English, Swedish, and Swedish as a Second Language all have centrally set National Tests towards the end of the course. These tests are part of the assessment and carry higher weight in determining the final grade of the course.

### **National Programmes**

Re-takes of assessments and specific assessment policies per course will be communicated by the individual teacher and will be conducted with the teacher's discretion.

The policy on trials (also known as *prövning* in the Swedish curriculum) is valid for the national courses only. A student has the right to try twice on a course in which they have not passed as long as they are in high school. A trial is based on the content in a course in a national programme unless the teacher agrees that some parts can be excluded. No trials can take place without the principal's approval.

### **The IB Diploma Programme**

The PreIB class, which is the preparatory year primarily for students entering directly from the Swedish secondary school, uses the curriculum and grading scale of Skolverket. All teachers involved in the PreIB classes are familiar with the IB Diploma Programme in order to secure that IB practices are experienced by the students from the earliest moment at their time at the school. Students who fail to show that they have achieved enough in the PreIB year will meet with the IB Coordinator and Student Career Counsellor to discuss other educational platforms available to them.

The IB11 and IB12 classes use the IB curriculum and the IB grading scale. Assessment rubrics as specified in each of the subject guides are distributed to students at the beginning of each course and are applied to formative assignments. The partial summative results (Mock Exams/IA) are examined and assist teachers in developing formative assessments. Students are required to complete a variety of assignments in order to demonstrate their knowledge

and abilities. Parts of the courses are assessed internally but externally moderated, while the final exams are externally assessed.

Predicted grades are based on up-to-date assessment results. This may vary depending on the progression of the course. These predicted grades are as the name suggests, a prediction and not the final grade that the student may achieve. Students who fail to show that they have achieved enough marks in their Mock Exams will meet with the IB Coordinator and Student Career Counsellor to discuss the options that are open to them.

### **Academic Integrity**

All students are required to follow the school's Academic Integrity Policy.

### **Recording and Reporting**

The National Programmes and the PreIB class have their grades recorded on completion of the school year. The students in the National Programmes, are awarded with a high school diploma if they have completed a minimum of 2500 points. A student who fails to meet the general requirements of a high school diploma, will receive a certificate.

In May each year, the IB11 year students take Mock Exams. These exams carry high weight for their report cards that are sent home during the summer. The exams are marked by the subject teacher using the applicable grading criteria. The grades recorded may be considered for university applications together with any internal evaluations carried out in the final year (this can include internal assessment).

Final Predicted Grades and Internal Assessment marks for the IB12 class are put into the IBIS database before the deadline in April, for the May session.

During the autumn term, students along with their parents are invited to a development talk with the student's mentor. The aim of the meeting is to discuss the student's progression and ability to reach the course goals along with other information constructive to the student's education. If any area of concern is identified this will be discussed with the student health team and the Special Educational Needs policy (SEN) will be referred to.

During the spring term, students are invited to meet with subject teachers for further development talks where students sign up to see a minimum of 3 subject teachers.

## Special Educational Adjustments

Special Educational Needs (SEN) can be identified in a variety of ways, sometimes students come to us with previously diagnosed educational needs, other times these needs are discovered during their time at the school. When these needs are identified the SEN policy takes effect. Students with diagnosed educational needs in the IB Programme may be entitled for extended time or adjustments during their final exams and/or additional digital aid during the final exams. It is the IBO who will determine whether or not the students educational needs should be considered.

## Assessment Policy Implementation, Evaluation and Review

All new staff are made aware of the **Assessment Policy** and receive a copy before they begin their work at the school. Students and guardians are made aware of the document and can access it via Vklass and on the The International High School website.

The International High School acknowledges that the **Assessment Policy** is a working document and should therefore be updated on a yearly basis or when necessary. The review process will include teaching staff and school administration.

## Appendix A

### Glossary

### Formative Assessment

This is part of the daily learning process and helps teachers understand what the students already know which enables them to plan the next stage of learning. This is performed with appropriate variety in accordance with the goals of the course from subject to subject. Attention is given to the class dynamic as well as individual student needs. All IB11 and IB12 assessments aside from the internal assessments are formative assessments.

### Summative assessment

This form of assessment takes place at the end of the teaching/ learning process. Students have the opportunity to demonstrate what has been learnt. Summative assessment may

include any of the following: acquisition of data, synthesis of information, application of knowledge and processes.

### **Strategies and Tools**

At IHGR we use a broad range of approaches that are designed to provide a balanced view of the student. This enables us to meet and encourage different learning styles. Examples of strategies and tools are: projects, portfolios, research papers, journals, log books, quizzes, tests, experiments, reports, oral presentations, rubrics, benchmarks, checklists, anecdotal records and continuums.

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