



ROGALAND
FYLKESKOMMUNE



IB Diploma Programme at St Olav videregående skole

Assessment Policy

Revised: Spring 2026



Contents

International Baccalaureate Mission Statement	3
St. Olav videregående skole Mission Statement	3
Student democracy at St. Olav vgs	3
What is the St. Olav vgs position on assessment?.....	4
Four principles for assessment:	4
Student assessment in three points:	4
What is assessment?	5
Two main types of assessment used:.....	5
1. Assessment of Learning (Summative Assessment):	5
2. Assessment for Learning (Formative Assessment):.....	6
What is the purpose of assessment?	6
What support is available for student learning and academic development at St. Olav?...	7
What is the process for and consequences of breach of rules?	7
Step-by-step process in cases of breach of rules:	7

International Baccalaureate Mission Statement

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organisation works with schools, governments, and international organisations to develop challenging programmes of international education and rigorous assessment. These programmes encourage young people across the world to become active, compassionate, and lifelong learners who understand that other people with their differences can also be right.

St. Olav videregående skole Mission Statement

We are diversity, we create mastery, we offer opportunity.

Diversity: We are inclusive and have a place for all. We embrace different ideas and personalities. We vary instruction and offer individual accommodations.

Mastery: We motivate each other and want to learn. We develop individually through social and academic collaboration. We are curious, persistent, creative and optimistic.

Opportunity: We are open for learning now and in the future. We offer wider variety of subject choices for future study and career. We grow as individuals.

Student democracy at St. Olav vgs

All tutor groups at St. Olav vgs are represented in the Student Council. The student council meets six times per school year with the representative for the Head of School and the Student Environmental Officer to discuss issues related to student academic and social environment.

The Student Board is comprised of one class representative from each year group and has direct contact with the Head of School. They meet six times per school year with Head of School, a member of the school management team and the Student Environmental Officer. Meetings take place prior to the Council meetings and arrange the agenda for these. This ensures that student voices are heard, represented and have an influence on school life and policy.



What is the St. Olav vgs position on assessment?

All IB diploma students will be regularly assessed according to the IB assessment criteria within each subject and will be informed on an ongoing basis of their progress. St. Olav vgs believes regular and consistent formative assessment is necessary to support students in their learning and progress to achieving the required learning goals.

At St. Olav vgs, we believe that students should be actively involved in the assessment of their work. This is done through ongoing and continuous oral and/or written feedback during the draft process of producing pieces of work – Assessment for Learning (summative assessment) - and on completed work – Assessment of Learning (formative assessment). Written feedback and grades are shared and recorded on digital platforms, such as *Teams* and *OneNote*. Grades are given at the end of each semester via *VIS* and reflect student attainment and final assessments as used at each stage.

Assessment for IB Diploma students at St. Olav vgs aims for fair, accurate and transparent application of DP standards such as grade descriptors, subject/task specific mark schemes.

Four principles for assessment:

- Students shall know what they are to learn and what is expected of them,
- Students shall be given feedback which indicates the level of attainment of their work,
- Students shall receive guidance on how they can improve their work,
- Students shall be involved in their own learning process through among other things, evaluating their own work and academic development using relevant IB course outlines, assessment criteria, and assessment methods for the subject and task.

Student assessment in three points:

- Continuous, ongoing feedback and guidance – written and oral - during the teaching and the learning process as part of the **summative assessment** process,
- Feedback both with and without grades for tests and other assessments. This is a part of **formative assessment** and shall support development of learning and student academic growth,
- Final diploma grades are awarded by the IBO as the combined result of student work in final written examinations as well as internal and external assessments such as IAs, oral exams, written tasks, projects, etc.

What is assessment?

Assessment will promote and support learning, create a desire to learn and inform the student of their level of competency at any given stage of the learning process. By creating a positive and safe learning environment, students and teachers will build good relationships to ensure assessment becomes a natural, integrated part of the teaching and learning processes.

Assessment includes all feedback given during the course such as but not limited to the subject teacher's feedback given individually or as a group in class or tutorials, a student's self-evaluation as appropriate using relevant assessment criteria. These criteria may be adapted to task by the teacher. The teacher is actively present in the student's learning process, observing development, offering feedback and guiding progress. Through feedback, the student will understand what has been learned and how they can continue to learn and improve. Simultaneously, the teacher gains knowledge of student learning which then provides a basis for planning, adjusting and differentiating learning. The aim is to have a learning environment which is enriched through feedback and the methodology which makes this possible.

Two main types of assessment used:

1. Assessment of Learning (Summative Assessment):

Final grades (summative assessment) are used to give students an understanding of their current level of attainment as well as an appreciation of their strengths / weaknesses within a subject, based on the two years of the course. These also guide student and teacher on individual areas for improvement. As such, this process:

- Comprises relevant mandatory DP assessments such as formal written and oral exams including mini-mocks and mocks, end-of-unit tests, formal presentations, and Internal Assessments such as projects, explorations, portfolios,
- Measures students' attainment against stated objectives using DP standards and practices,
- Forms the basis for reported grades,
- Consists of final assessment of DP written examinations, Internal Assessments, and where relevant oral examinations.

2. Assessment for Learning (Formative Assessment):

Continuous, ongoing formative assessment is a corner stone of and critical to students' continued learning. It is vital that students are actively engaged in this process to fully develop an understanding of their own role in becoming an active learner. As such, this process:

- Is continual and gives teachers and students evidence of student progress,
- Provides feedback to students during their learning to advise students on how to improve performance,
- Allows teachers to target teaching and make adjustments as necessary,
- Is collaborative and may include a range of teacher, self and peer assessments, written and oral, in small groups or individually,
- Includes a range of tasks such as: quizzes, oral presentations and discussions, group work, drafts of final Internal Assessment work, practical and laboratory work, shorter written exercises/tasks, and so forth,
- Homework may be seen as one element of formative assessment and used a means for both student and teacher to gain insight into academic understanding and individual progress.

What is the purpose of assessment?

The purpose of assessment is to support learning, indicate a student's level of attainment at any given stage up to and including final assessment in a subject. Assessment shall include detailed feedback and guided support.

This document describes the main principles of the school's assessment practices. It covers, and is in line with, the International Baccalaureate Diploma Programme (DP) at St. Olav vgs.

Assessment is a key and integrated part of learning and will contribute to academic and social development. Work to improve our practice will occur in collaboration between teacher and student in lessons and tutorials, through the collaborative process among staff, through the student council, and our collaborative fora in the school. In addition to a teacher's professional experience, we will consult with good practice in other schools and relevant research in this field.

Where students are under the age of 18 years, parents/guardians are invited to attend an introductory information meeting as well as student-parent-teacher conferences. They may also request a meeting to discuss their child's progress. It is encouraged that the initial point of contact is the personal tutor then subject teacher / IBDP Coordinator as relevant. Students are encouraged to attend such meetings. Once a student is 18 years old, parents may be invited to join a conference with the student and personal tutor with the student's permission.

What support is available for student learning and academic development at St. Olav?

Students have access to Course Guidelines, Grading Rubrics and Assessment Methods in each subject via a digital platform. Teacher plans and scheduled assessments are published on Teams/ OneNote. Subject teachers collaborate on course content and assessment where relevant and subject meetings are organized throughout the school year during collaborative work sessions on Wednesday afternoons. Personal tutors meet with their students at school start and each semester to discuss academic progress and social well-being as well as their CAS programme. A tutorial programme is in place with weekly study halls for students to meet in study groups with or without their teacher(s).

Parents/guardians of students under 18 years of age are informed of student progress, attendance and performance in accordance with Norwegian Law. Information is shared at the parent meeting and access given to the IB Calendar of Deadlines.

What is the process for and consequences of breach of rules?

The document, [ordensreglementet](#) (Rules for Conduct) for all students in upper high schools in Rogaland County, outlines rules and guidelines for conduct and behaviour, the school's response and possible sanctions as well as rulings on assessment and handling of such situations.

Good conduct is a natural part of the school's educational mission and should contribute to developing good judgment and self-regulation in the individual. These rules and guidelines should contribute to promoting a school culture that is characterized by positive cooperation, safety, well-being and respect between students, and between students and staff.

Step-by-step process in cases of breach of rules:

The school promotes dialogue between teacher and student and as such issues will be addressed firstly through dialogue. The goal is to help the student reflect over how such conduct presents a challenge to their learning and social development, to the overall class environment for all students, and to guide them to make better choices.

Subject teacher follows up any breach of rules with a conversation with the student.

Personal Tutor is involved if the initial conversation does not succeed in producing better conduct. The Personal Tutor will have a follow-up meeting with the student. For those under 18 years old, parents/guardians will be involved.

Head of dept./IB Coordinator is contacted should the above not produce the desired outcome. the student is invited to a further conversation with the Head of Dept./IB Coordinator. Dependent on the



situation, measures will be put in place to specify what the student must improve, specific consequences outlined and agreed upon with any possible further action clarified. The Personal Tutor is involved in this conversation and contributes to evaluation of the effects of any measure put in place.

Head of School is involved should the matter involve a serious breach of school rules and/or pose a threat to the student or others.

This policy is reviewed and updated as relevant by the IB Coordinator and relevant members of the IB Advisory Team and the Senior Management Team.