



Växjö Katedralskola, Sweden

World School 001106

## IB Diploma Assessment Policy

Students at Växjö Katedralskola are **responsible** for their own learning and are expected to prepare well, with the support of faculty and their peers, for all formative and summative assessment. They have access to material outlining the content and goals of each subject and work to attain critical and innovative thinking, metacognition, and reflection.

The basis of their **learning** and **reflection** is guided by the IB's Approaches to Learning:

- communication and collaboration skills;
- affective skills such as mindfulness, emotional management, self-motivation, perseverance, and resilience;
- organisational skills such as goal-setting and time-management;
- skills in media literacy and research;
- and academic integrity.

The **philosophy** of Växjö Katedralskola is that **assessment** supports all improvements in teaching and learning. It should be proportionate to previous learning and assure timely reporting to students and parents/guardians. It needs to be commensurate with international-mindedness in acknowledging multicultural approaches to learning; be responsive to students' changing strengths and needs; respond to communicative strategies; and promote concurrency of learning.

Assessment is considered vital at Växjö Katedralskola as

1. assessment *of* learning, which is summative in determining student accomplishment;
2. assessment *as* learning in the ongoing process of developing and demonstrating metacognition of learning outcomes for students as they connect previous and new learning; and
3. assessment *for* learning to aid faculty in designing new teaching approaches for differentiation and encouraging student reflection.

Assessment is further informed by the **IB Learner Profile**. In enquiry-based learning, teachers help students to be curious, knowledgeable, and balanced thinkers and communicators. By **reflecting** on their learning, they regularly reflect on their achievements. The IB Diploma Programme requires students to reflect on their own learning and allows them many ways of showing their skills in specific practices in assessment, from creative language skills assignments to compiling their own statistics in lab work. Their learning achievements and reflection prepare them for resilient, life-long learning in a changing world of skills and competencies.

Each student at Växjö Katedralskola is assigned an **Academic Coach to oversee their learning** for their three years at Upper Secondary School, and assessment is informed by discussion. Academic Coaches meet students every week, blocked in the schedule, and each

term with parents/guardians (until students reach majority at 18 years of age) to discuss their academic achievements. They work with Approaches to Teaching and Learning to help students reflect on their goals and learning outcomes.

Academic Coaches explain learning outcomes and achievements to students and parents/guardians by focusing on the learning itself: categories are “not yet”; “on the way”, and “working well” -- successful strategies can be applied to subjects in which learning is “not yet” apparent. **Feedback** encompasses Bloom’s hierarchical taxonomy of knowledge, understanding, synthesis, analysis, and creativity. Limited accomplishment, measured against objectives, results in formative assessment reports addressed and documented at term meetings with teachers, at weekly Pastoral Care Team meetings, and at progress meetings. Students are supported by the learning support teacher. Students may also attend after-school support lessons on Tuesdays and Thursdays. The frequency of formative assessment is ongoing, with summative assessment informing specific units of study. Generative artificial intelligence is used as a tool for formative assessment and learning strategies for writing processes.

Assessed learning of each DP student is discussed at **Class Conferences** with all faculty, academic coaches, and pastoral care team members. All students benefit from a **variety of assessment methods** and data to determine their changing strengths and support requirements at different times of their learning, including for Internal Assessments as drafts with feedback before finals are completed. The Head of School and DP Coordinator support teachers in meeting the goals of the courses by providing timely IB training, ftf or online, and by facilitating in-house workshops focused on integrating Theory of Knowledge in subjects as a response to essay titles, and the development of Approaches to Teaching and Learning (ATLs). Future goals include workshops on how experiential learning outcomes in CAS can be supported in subject areas. Learning outcomes are reported in ManageBac every term for academic coaches to discuss during progress talks, and students compile overview documentation with their academic aims.

Special **educational needs** are informed by our Inclusive Access Learning Policy. Assessment is supported by sound-insulated rooms for individual prompting, two support teachers that help individual students, classrooms with raised desks, hearing-support systems, voice synthesis of recorded text, and other facilities, longer time allowances for deadlines, and individual planning and time management programmes. DP candidates with documentation apply for Inclusive Arrangements for their exams, when final assessment is made by the IB.

The **ATTL Coordinator** holds workshops for faculty to develop awareness of digital tools in order to increase variety in teaching and assessment, and support students from a variety of teaching and learning perspectives. These workshops will be opened in Spring 2025 to include interested DP teachers from schools in south Sweden. All students are provided with laptop computers, and may receive assessment feedback digitally. Learning outcomes and grades are continuously accessible to students, faculty, and parents/guardians on ManageBac to provide for a continuum of learning.

Assessment deadlines for EE/IA/Orals drafts, feedback, and finals are as follows:



**\*Our Focus is Learning\* ©**

## The IB Diploma at Växjö Katedralskola Sweden

### Sustainability Profile

IB World School 001106 accredited 24 Feb 1999

### IBDP Deadline Calendar 2024-2025

Month	Week	DP1 IB23A	DP2 IB22A
August	34	Academic Year Starts	Academic Year Starts IB21A Graduation 22/8
	35	29/8 IB Breakfast Dining Hall	29/8 IB Breakfast Dining Hall EngA, LangA, SweA Oral Mocks
September	36	DP1 Parents Meeting 18:00 5 Sept	EngA, LangA, SweA Oral Mocks Geography/Biology field trip Öland 2-3 Sept
	37	CAS Theatre excursion 9 Sept Malmö Korrö Orienteering 12 Sept	EngA, LangA, SweA Oral Mocks
	38		EngA, LangA, SweA Oral Final Referees for 1st UCAS/US Registration Physics Field Trip 20 Sept
	39		EngA, LangA, SweA Oral Final EE Supervisor Meeting 2 / Hand in full EE Draft
October	40	Exam Paper Week (in class time) Teachers explain final exam papers	Exam Paper Week (in class time) Teachers explain exam papers LangA, SweA Oral Final
	41		1st UCAS / US Predicted Grades LangA, SweA Oral Final
	42		EngA Oral Final
	43		EngA Oral Final EngB Oral Mocks Maths AA / AI Draft
	44	Autumn Half-term	Autumn Half-term
November	45		EngB Oral Mocks Chemistry IA Labs Geography IA Draft
	46		EE Supervisor Meeting 3 Final EngB Oral Final Swedish A HL Essay Draft
	47	CAS DP1 hosts EE Ceremony 16:30 20 Nov	EngB Oral Final DP2 Extended Essay Ceremony 20 Nov 17:00
	48		Referees + Predicted Grades for UCAS/US Chemistry IA Draft EngB Oral Final
December	49		EngA Essay Draft EngB Oral Final

	50		EE Viva Voce with supervisor Psychology IA Draft
	51	Learner Profile Awards	Learner Profile Awards All EE reflections on ManageBac EE uploaded as pdf on ManageBac Geography IA Final
	52	New Year Holidays	New Year Holidays
January	2		Biology IA Draft Maths AI Final Maths AA Final
	3		2nd UCAS Registration Global Politics IA Draft SpanB, SweB, Swe ab initio Oral Mocks
	4		SpanB, SweB, Swe ab initio Oral Mocks Physics IA Draft
February	5		SpanB, SweB, Swe ab initio Oral Final Psychology IA Final TOK Essay Draft
	6		EngA HL Essay Final Chemistry IA Final SpanB, SweB, Swe ab initio Oral Final
	7		MOCK EXAM WEEK
	8	Sports Break	Sports Break
March	9	CAS Theatre Production <i>A Midsummer Night's Dream</i> 27-28 Feb	Swedish HL Essay Final TOK Essay Final+ reflections
	10		Physics IA Final
	11	NMT Lund (Bi/Ch/Ph)??	Global Politics IA Final
	12	MOCK EXAM WEEK	Biology IA Final
	13	CAS Fair (Guest) Dining Hall	CAS Fair 14:30-15:30 (Host) Dining Hall 25/3 Rytmik Show 27/3
April	14	EE Supervisor Meeting 1 TOK Exhibition Draft Wednesday	CAS Final
	15	LangB Oral Practice	Lessons revision
	16	Spring Half-term	Spring Half-term
	17	LangB Oral Practice TOK Exhibition Dining Hall?	
May	18	EngA, LangA, SweA Oral Practice	May Exam Session starts 28/4
	19	EngA, LangA, SweA Oral Practice	May Exam Session
	20		May Exam Session ends
	21		May Exam Session ends 21/5
June	22	Collaborative Sciences Project (CSP)	No lessons
	23	CSP Project presentations	No lessons
	24	Academic Year Ends	Academic Year Ends
July	27		May Exam Session Results 6 July University Admissions

Deadlines are compiled in consultation with staff and students. Thank you faculty, and IB22A and IB23A students for your suggestions and collaboration! (Kindly be reminded that any delayed deadlines upon student request risk an unbalanced workload with other subjects.)

### Year 1 Preparatory Diploma Programme (PDP)

Pre-Diploma students sit **Swedish National Exam** subjects (through the medium of English with the exception of language subjects) pertaining either to the Social Sciences or to the Experimental Sciences. This results in extra points to support applications to universities in Sweden. All assignments are graded by subject teachers according to F-A grades, where A is the highest, excluding IB Diploma preparatory courses.

**Mocks:** Mock exams in the IB Diploma are obligatory and incur registration of absence without permission if students do not attend. They take place in the exam rooms in the spring term and help students to prepare for the final May exams.

**Transcripts** showing final grades in Year 10 or 1st year Swedish national courses may be required for applications to overseas universities.

### **Advancement to DP1** (Study Centre support is available)

Pre-Diploma/Year 10/MYP5 students should pass all subjects. Students wishing to take Higher Level subjects should have grades C and upwards in those subjects. For Mathematics HL and languages, placement tests may be held. Faculty make recommendations in their subjects, especially if students are considered to risk lower total Diploma results. The Diploma Coordinator and the Head of School make the final recommendations.

Pre-Diploma students suggest a total of six subjects, one from each of the groups, three at Higher Level (HL) and three at Standard Level (SL). They work through the subject groups with the DP Coordinator, borrow textbooks to read up on new subjects (such as Psychology), and meet as a class, then in suggested subject groups, and individually to discuss requirements for university courses. Parents/guardians are invited to an evening to discuss these suggestions, which are confirmed after final grading at the end of the pre-Diploma year/Year 10. Students transferring to DP1 from overseas or other schools in Sweden contact the DP Coordinator to discuss their subjects and levels.

### **Continuing to DP2** (Study Centre support is available)

Formative grading on ManageBac indicates if students are progressing with their subjects or otherwise. Students are encouraged to follow the guidance of faculty.

### Year 2-3 Diploma Programme (DP1 + DP2)

The Diploma comprises six subjects, three at higher level and three at standard level, in addition to core requirements: 1) the Extended Essay 2) Creativity, Activity, Service projects over 18 or more months 3) Theory of Knowledge exhibition and essay. Subject teachers scaffold assessment tasks designed to be varied, relevant, open-ended, and rich in learning experience, throughout the two-year Diploma. They carry out **Internal Assessments** required by the IB such as lab reports, commentaries, oral presentations, investigations etc. that are graded according to IB criteria and moderated externally by IB examiners and moderators. Supervised assessments such as the EE and TOK essay are graded by external IB examiners. Subjects are graded 0-7 where 7 is high; EE and TOK are graded using a letter grade scale from E to A (high).

ToK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				

The May session examinations of open-ended or essay questions, or multiple choice, are graded by external IB examiners. Faculty register feedback with the IB after the exams and indicate the level of difficulty and fairness of the summative assessment. Candidates may retake subjects in the following May sessions.

DP students have an exam paper week every autumn with faculty explanations and coaching, **Mocks** in the exam halls are held in **spring DP1 and spring DP2**. Students receive feedback from faculty according to IB mark schemes and markbands provided in subject reports issued by the IB as guidelines for teaching and assessment.

Graduating DP students are issued with individual PIN numbers to access their results on a secure IB website in early July. They also request the IB Diploma Coordinator to have the IB send their final results to universities in Sweden and overseas, and may also contact the IB directly later to request transcripts. An enquiry upon results may be considered based on the subject; when a subject is graded 1-2 points under the next grade up; and when there is no risk of lowering the grade. Fee payment is at the discretion of the DP Head, and class attendance is taken into account.

More information is available on the IB website:

<http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/>  
accessed 30 September 2024

The International Baccalaureate® (IB) assesses student work as direct evidence of achievement against the stated goals of the Diploma Programme (DP) courses.

DP assessment procedures measure the extent to which students have mastered advanced academic skills in fulfilling these goals, for example:

- analysing and presenting information
- evaluating and constructing arguments
- solving problems creatively.

Basic skills are also assessed, including:

- retaining knowledge
- understanding key concepts
- applying standard methods.

In addition to academic skills, DP assessment encourages an international outlook and intercultural skills, wherever appropriate.

Student results are determined by performance against set standards, not by each student's position in the overall rank order.

### Using external and internal assessment

The IB uses both external and internal assessment in the DP.

### External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- essays
- structured problems
- short-response questions
- data-response questions
- text-response questions
- case-study questions
- multiple-choice questions – though these are rarely used.

### Internal assessment

Teacher assessment is also used for most courses. This includes:

- oral work in languages
- fieldwork in geography
- laboratory work in the sciences
- investigations in mathematics
- artistic performances.

In the DP, students receive grades ranging from 7 to 1, with 7 being the highest. Students receive a grade for each DP course.

A student's final Diploma result score is made up of the combined scores for each subject. The diploma is awarded to students who gain at least 24 points, subject to minimum levels of performance including successful completion of the three essential elements of the DP core.

### The DP core

The theory of knowledge (TOK) and extended essay (EE) components are awarded individual grades and, collectively, can contribute up to 3 additional points towards the Diploma score.

Creativity, Activity, Service – the remaining element in the DP core – does not contribute to the points total but authenticated participation is a requirement for the award of the diploma.

### Higher level and standard level courses

The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting the IB's belief in the importance of achievement across a broad range of academic disciplines.



HL and SL courses differ in scope but are assessed against the same grade descriptors, with HL candidates expected to demonstrate the various elements of the grade descriptors across a greater body of knowledge, understanding, and skills.

### **Receiving a bilingual diploma**

A bilingual diploma is awarded to candidates that complete and receive a grade 3 or higher in two languages selected from the DP course studies in language and literature.

Students who gain a grade 3 or higher in studies in language and literature and a grade 3 or higher in an individuals and societies or an experimental science subject, completed in a different language, will also receive the bilingual diploma.

Detailed information is found on Diploma Assessment Principles and Practice

<https://www.ibo.org/contentassets/1cdf850e366447e99b5a862aab622883/assessment-principles-and-practices-2018-en.pdf> accessed 30 September 2024

Detailed information about grade descriptors and markbands is found here

<http://www.ibo.org/contentassets/obob7a097ca2498ea50a9e41d9e1d1cf/dp-grade-descriptors-en.pdf> accessed 30 September 2024

Växjö Katedralskola DP students performing a CAS Theatre project for Creativity and Service



<https://www.youtube.com/watch?v=TyXOm38jLXk> accessed 30 September 2024



The generic nature of the objectives, and the higher-order skills expressed in them, provide clear indications of the possible assessment format. Although the tasks are open, and clearly must be marked more by professional judgment than analytical point scoring, teachers and students are given substantial guidance on the parameters of the task, and examiners (markers) are given detailed sets of assessment criteria by which to mark the work.

All the science courses have the same set of objectives, which are as follows (IBO, 2001b, p7):

- “1. Demonstrate an understanding of:
  - a) scientific facts and concepts
  - b) scientific methods and techniques
  - c) scientific terminology
  - d) methods of presenting scientific information.
2. Apply and use:
  - a) scientific facts and concepts
  - b) scientific methods and techniques
  - c) scientific terminology to communicate effectively
  - d) appropriate methods to present scientific information.
3. Construct, analyse and evaluate:
  - a) hypotheses, research questions and predictions
  - b) scientific methods and techniques
  - c) scientific explanations.
4. Demonstrate the personal skills of cooperation, perseverance and responsibility appropriate for effective scientific investigation and problem solving.
5. Demonstrate the manipulative skills necessary to carry out scientific investigations with precision and safety.”

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A series of reflections by a Växjö Katedralskola DP alumna on May exam preparation:



<https://www.youtube.com/watch?v=pc7c3DiX6os> accessed 30 September 2024

Reflections by DP students on summative assessment in the final May exams:



<https://www.youtube.com/watch?v=PS4UoSyh7S8> accessed 30 September 2024

Reflections by two of our previous DP students on study techniques and assessment:



<https://www.youtube.com/watch?v=muDnUjNgfZA> accessed 30 September 2024

IBDP students participate in extra-curricular activities in sports and the arts in school clubs and as CAS projects.



<https://www.youtube.com/watch?v=PsAxNHfiaI> accessed 30 September 2024

**CAS** gives DP students the opportunity of experiential learning, and this is documented and self-assessed through peer discussion and student reflections on the Managebac platform. Creativity, Activity, and Service projects at Väjö Katedralskola range from learning a musical instrument, hosting university conferences on World Language Day, volunteering at old people's homes, running projects for Save the Children, organising swimming lessons for children, working in China on panda preservation projects, performing plays to support charities, etc.



IBDP CAS *Romeo and Juliet*: Gaza

DP alumni feedback to the DPC on Assessment has informed Växjö Katedralskola's action plan in expanding content and application for DP faculty and students in the coming academic year. Thanks for lively discussions and rigorous debate on the topic of assessment.

**Växjö Katedralskola, Sweden**

**World School 001106**

**IB Assessment Policy**

## **Support Documentation**

Online visual and other sources are indicated by links embedded in content above.

Assessment in Education: Principles, Policy and Practice

<https://www.gla.ac.uk/t4/learningandteaching/files/PGCTHE/BlackandWilliam1998.pdf>

Black P & William D. (1998) *Inside the Black Box*. London. King's College Press.

Blythe T. (1998) *The Teaching for Understanding Guide*. The Jossey-Bass Education Series. San Francisco. Jossey-Bass Inc.

Boudett KP, City E, Murnane R. (2005) *Data Wise: A Step-by-Step Guide to Using Assessment Results to Improve Teaching and Learning*. Cambridge. Harvard Press.

Center for Academic Integrity

<http://www.academicintegrity.org/>

Earl LM & Katz S. (2006) *Rethinking Classroom Assessment with Purpose in Mind Assessment for Learning, Assessment as Learning, Assessment of Learning*. Winnipeg. Manitoba Education, Citizenship & Youth.

IBO [Assessment & exams](#)

IBO Diploma Assessment Principles and Practice

[Assessment principles and practices—Quality assessments in a digital age](#)

IBO Key findings from global research on the impact of IB programmes

<https://www.ibo.org/benefits/>

IBO Understanding DP Assessment

[Diploma programme assessment | International Baccalaureate®](#)

Lander R & Ekholm M. (1998) "School Evaluation and Improvement: A Scandinavian View" *International Handbook of Educational Change*. Dordrecht. Kluwer Academic Publishers

OECD Intl Conference "Learning in the 21st Century: Research, Innovation and Policy"

[Assessment for Learning Formative Assessment](#)



The Art of Learning (workshop materials for teachers, students, parents/guardians)  
[The Art of Learning: Home](#)

The Teaching Revolution and the IB [The Teaching Revolution](#)

University College London: Assessment and Feedback Case Studies  
[https://www.ucl.ac.uk/teaching-learning/case-studies?collection=drupal-teaching-learning-case-studies&facetsort=alpha&meta\\_UclSubject\\_not=%22MicroCPD-UCL%22&](https://www.ucl.ac.uk/teaching-learning/case-studies?collection=drupal-teaching-learning-case-studies&facetsort=alpha&meta_UclSubject_not=%22MicroCPD-UCL%22&)

University College London: [Do students use feedback or just look at the mark?](#)

University College London: [How a symposium can be used to assess students' work](#)

University of New South Wales Australia: Assessment by Case Studies  
[Assessment by Case Studies and Scenarios | UNSW Teaching Staff Gateway](#)

Wood R. (1991) *Assessment and Testing: a Survey of Research*. Cambridge. Cambridge University Press

All online resources above accessed 30 September 2024

Authors: E de Wachter, V Jakobsson, P Johansson, N Karlström, G Kennedy, O Larsson, T Lindell, S Nystedt  
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