



IB Assessment Policy at Per Brahegymnasiet

Philosophy and Principles

The Assessment Policy at Per Brahegymnasiet is based on the IB publications that outline the IB philosophy and how this way of thinking should be put into action in the classroom

Our Assessment policy is based on our Mission Statement:

Our goal is to foster creative, inquisitive, and socially conscious young individuals who take pride in themselves and extend trust and care to others. We do this by providing high-quality education, inspiring and accessible teaching, and a safe and respectful school environment. We embrace the distinctive qualities of the school's diverse programs while concurrently fostering unity and a sense of belonging. By incorporating international and intercultural perspectives into the education we aim to cultivate the global citizens of tomorrow.

We believe that it is important to instill in our students as well as our staff the qualities of the Learner Profile and international-mindedness. Understanding of individuals from different cultures and various language backgrounds is encouraged.

Each teacher has a written curriculum for their course that is available to the school community via our digital platform, Vklass. The IB syllabus and criteria are introduced to students at the beginning of IB1 and are discussed continuously throughout the courses. We have two semesters each school year: August – December, January – May. Students are given many opportunities to practice on past exams, work with mark schemes and discuss student responses.

The written curriculum from the IB and for each individual course and teacher is available on the school's digital platform, Vklass, which is available to students and parents.

Assessment practices

IB students are graded according to the IB criteria throughout their IB1 and IB2 years. Teachers use the course curriculums written by the IB to plan their courses and then they create homework assignments and tests based on these. They are graded according to IB criteria in order to familiarize themselves with them early.

Various strategies are used by teachers to help assess the students and to help the students understand their own progress. These include, but are not limited to: quizzes, tests, essays, group work, journals, labs, oral presentations, group discussions and peer assessments.



Teachers give students formal feedback regarding where they currently stand in the individual courses several times during their two IB Diploma years and this information is available on the school's digital platform, Vklass, for students and parents. The student has a "development talk" with their mentor once each term, to go through all of the results and parents are invited. Students can talk to their teachers and ask them about their current grade at any given time.

Each teacher has a course outline for the entire two-year course, showing when each of the subject areas will be taught and how they will be assessed. These are also published on the school's digital platform.

Results, grades and feedback are available on Vklass for students and parents. These are updated continuously.

Practice exams

At the end of the IB1 year, the students have End-of-year exams in their courses. In the school auditorium, we follow the routines and rules of the IB for the final exams so that students can start learning.

In February during the IB2 year, we have Mock exams – a week of exams in all subjects, in the school auditorium. This gives students one more chance to familiarize themselves with the IB rules and regulations of the IB final exams.

Organization of assignments

The students have a calendar on the school's digital platform with important tests, essays and presentations. Students and parents have access to this information.

We also create a more detailed document for IB1 and IB2, when much of the internal assessment work for the IB courses is carried out. The teachers meet and plan all formal deadlines collaboratively. The deadlines are set so the workload is as equally distributed as possible.

Roles and Responsibility

The Assessment Policy was discussed and written at a teacher's meeting. The policy is reviewed every other year.

Updated: June 2023

To be reviewed: June 2025