

Assessment and Grading at Kungsholmens gymnasium/ Stockholms Musikgymnasium

Introduction

This information is to clarify our policy regarding assessment and grading, and how we work at Kungsholmen. All information about the legal text and its interpretation is taken from Skolverket's booklet on "Assessment and grading in Upper secondary". Translations of quotations from this booklet are in italics and listed with page references. The booklet can be downloaded from Skolverket's website.

Assessment

"According to the curriculum, the teacher assesses all aspects of each student's knowledge based on the courses' national knowledge requirements. Teachers should continuously inform the student about areas of success and the areas for development in their studies. The curriculum also states that the school's goal is that each student takes responsibility for their learning and can assess their learning results and areas for development in relation to the requirements of the course.

Teachers should

- 1. continuously analyse the knowledge that the student demonstrates in order to make holistic assessments of knowledge and compare this with the knowledge requirements,*
- 2. continuously provide constructive feedback for each student on his or her knowledge and clarify what needs to be developed further,*
- 3. use appropriate and varied forms of assessment,*
- 4. ensure that the teaching gives students the opportunity to learn to assess their own academic performance and their areas for development*
- 5. analyze and discuss how different student performance is assessed in relation to proficiency on a regular basis together with other teachers." (p. 15)*

".... students should be made aware that the assessments until the end of the course, when the course grade is set, are to support the development of their knowledge" (p. 16)

The term, formative assessment, is now used to describe the process of regular feedback provided between teachers and pupils and also in peer assessment. This approach is supported by contemporary research on learning and above are the requirements set by the legislation and Skolverket. Teachers provide continuous feedback during the course, and the assessment is formative, ie describes how the student has developed in terms of knowledge and what he/she needs to work on to develop further. At Kungsholmen we often use matrices to describe the knowledge shown and where development is required.

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Documentation and Information

"According to the Education Act, the student and the student's guardians are kept informed of the student's development on a regular basis. Furthermore, students should be informed of the grounds on which grades are set.

Those who have decided on a grade shall inform the pupil and the pupil's guardian of the reasons for the grade upon request. The principal ensures that students are given comprehensive information about their knowledge and study situation at least once per school term (Development talks)." (p. 19)

Prior to each Class Conference (in November, January, March and June) each teacher reports to the principal if a student is at risk of not achieving the objectives of a course. The teacher describes for the student what needs to be done to achieve the goals in an Action Plan. Parents/guardians must be sent a copy of the Action Plan.

At Kungsholmen the mentor holds Development talks. The student prepares by answering the questions in the appropriate Development Talk form and takes their assessment data from each subject to the talk. Guardians are invited to listen. The talks are conducted in November and February. For students in 1st year the first talk is an introductory talk between the student and the mentor and is held in September.

The school has an obligation to provide information to students and parents, and to meet this demand, we will use a form to show the development of knowledge in relation to the knowledge requirements halfway through the courses, even although a large part of the course remains.

The designations used are F, E, E/C, C, C/A, A. The letters correspond to the levels of proficiency for the different courses. E/C means "partly E and partly C" and C/A means "partly C and partly A". F is used when the student is at risk of not achieving the objectives for E in the course.

These assessments will be presented in Fronter and will be available for parents/guardians before the development talks.

It is important to keep in mind that a large part of the course remains, and that all knowledge requirements have not yet been taught or tested. As mentioned above, grades are set at the end of the course. The assessment describes the level based on what the teacher has seen so far. It is thus neither a forecast nor a promise of a particular grade.

Grades

"The curriculum states that, when setting grades, the teacher should use all information available about the student's knowledge in relation to the national requirements and make a comprehensive assessment of the knowledge. The regulations state that there should be knowledge requirements for grades A -E. The requirements for grades A, C and E should specify the skills required for each grade. The knowledge requirement for grade D means that the requirements for grade E and predominantly for grade C are fulfilled. The knowledge requirement for grade B means that the requirements for C and predominantly for grade A are fulfilled." (p. 22)

"In determining 'predominantly' the teacher makes a comprehensive assessment of the skills the student shows, compared with the requirements for the next level of grade. In this comparison, the teacher identifies which parts of the requirements that the student meets, and assesses this with the

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core content of the course to determine whether the student's knowledge is sufficient to fulfill the term 'predominantly' ". (p. 24)

"The knowledge requirements are clearly linked to the objectives of the subject and indicate the quality the student should demonstrate in their performance against objectives. The grades set should reflect the quality of the knowledge the students has on completion of the course. It is therefore important to carefully consider the role assessments made early in the course should have. During the course the student may have acquired the knowledge he or she has not shown previously.

When grading the course, it is important that the teacher does not add up the results of all tests and assignments in order to obtain an average level of achievement." (p. 23)

At Kungsholmen, teachers use different types of assignments and tests to assess knowledge. All assignments and tests are included in an educational context and judged on the basis of prior knowledge, the difficulty and the time available to do the task. Assignments/tests will be processed in different ways and the final product is therefore dependent on how much feedback is planned.

If a student submits work later than deadline all these conditions change and the task will not be assessed in the same way as if it had been submitted on time.

If the student fails to attend a written test, it is the teacher who will determine at the end of the course whether he/she needs additional information in order to assess the student's knowledge. In cases where the teacher deems this necessary, a new task/test that measures the knowledge that the student has not shown before, should be done. A new test may be done on the test dates listed in the school calendar. Final deadlines for the end of a course must be observed as the teacher does not otherwise have time to assess work submitted.

National Tests and Grading

One of the aims of National Tests is to support equal and fair assessment and grading between groups and schools. In those courses where there are National Tests, the results should thus be used to support the assessment and grading, as well as complement other assessments.

"The National Tests consist of different parts. The results of these parts are then weighed into a test grade. This weighting follows different principles than the final grading of an entire course. The National Tests do not test the proficiency of the whole course because the tests would then be too extensive."

"There is no nationally determined relationship between test scores and grades." (p. 24-25).

At Kungsholmen National Tests and other assessment support from Skolverket are used to ensure equivalency in assessment within the school and in relation to other schools in the country.

It is important to note that the results of National Tests are part of the material collected by the teacher as a basis for grading. The different tests' capacity to measure all of the knowledge requirements of the course varies between subjects.

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