



Assessment Policy

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1. Principle and philosophy

IGS believes that the main purpose of the assessment is to improve student learning. Systems, principals, teachers, students and parents all use assessment information to support improvements in student learning.

Students and teachers work in partnership to enable students to demonstrate what they have learned, assess their progress, and identify specific strategies to maximize their achievements. As all students have different learning styles, experience and abilities, so the assessment and evaluation of their learning must cater to their differences to be fair to all students.

2. Reasons for assessment and evaluation

- to provide feedback to students on their own learning
- to provide teachers with information to make decisions about what and how students are learning
- to provide grades for reporting understanding and progress to parents
- to provide feedback to teachers about knowledge, understanding and/ or skill development
- to motivate students for learning
- to prepare students mentally for assessments by the IBO, colleges and other organizations



3. Formative and summative assessments

The IGS follows the rules and regulations of the German system (state Thuringia) in primary and in secondary school; in high school we follow the IB diploma system. We are trying to correlate both systems to have the best results. We help students understand the different kinds of assessments techniques of both systems and be prepared for it.

Formative assessment

“The main purpose for formative assessment is to provide detailed feedback to teachers and their students on the nature of students’ strengths and weaknesses, and to help develop students’ capabilities.” IBO

The teacher must support students to improve, by setting formative assessments that are at just the level of challenge for students, and to keep adjusting that level as the student progresses. According to the German system, students must be assessed continuously through the school year, so assessments should be ongoing and reflective. And they should allow students to evaluate their progress and set targets for improvement.

The school has a wide variety of formative methods of assessment. Some of which are: class discussions, copy books, individual and group presentations, projects, research papers, essays, quizzes and tests.

Summative assessment

“Summative assessment is used for quite different purposes, including the provision of information about student achievement, the certification and selection of students, an accountability mechanism to evaluate teachers and schools, and a driving force for reform of curriculum.” IBO

Summative Assessments are given periodically to determine at a particular point in time what students know and do not know. Summative assessment is generally used as part of the grading process. Examples of summative assessments include, but are not limited to, chapter tests, term exams, science projects and research papers. The number of these exams is set in a matrix at the beginning of the year; in the subjects German, Mathematics, and English a minimum of 2-3 exams should be held per term, and in the other subjects a minimum 2 exams per term. The IGS also held a number of summative assessments that are international exams, some of which are obligatory and some of which are optional to students, specially standardized exams in languages used to find out proficiency levels.

Obligatory

One main summative assessments the school is holding is the DSD I and II, which are organized and set by the German education authority. These are German level standardized tests. These are assessed in grade 8 and grade 11 respectively.



Optional

We offer preparation for English standardized tests i.e. KET and PET. The schedules of these tests are announced to students and students can have an excused leave to take part in these exams.

Grade 9 and 10

In grade 9 and 10 we start preparing our students for the transition into the DP, during their previous school years, they are used to having exams in certain topics of the syllabus, in grade 11 and 12 they will be examined after 2 years in the whole syllabus. So in grades 9 and 10 we give them end of term exams in various subjects. An end of year exam is given in the two languages: German and English.

Grade 11 and 12

Diploma Programme students will follow the IB Diploma guide for their performance assessment which consists of both internally and externally-assessed components:

Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under authenticated teacher supervision forms part of the assessment for several programme areas, including theory of knowledge (TOK) essays and the extended essay (EE). In most subjects, students also complete in-school assessment tasks, which are either externally assessed or marked by teachers and then moderated by the IB. By its nature, DP assessment is summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, are also used formatively throughout the teaching and learning process.

(Assessment Brief (2018))

Additionally, the school organizes a mock exam at the end of grade 11 and in at the end of grade 12.

For reference and transparency parents and students will receive an assessment booklet at the start of the diploma program.

Additionally, the DPC in collaboration with the subject teachers will set an internal assessment calendar.

4. Reporting/ recording

All assessment written at the IGS is criterion- related and use command terms. In secondary school, we agreed upon categorizing these different methods in three main criteria each of which has its weight in the total grade of the subject.

1. Exams
2. Other performances (e.g. tests, presentations)



For each subject and each grade level the IGS has devised matrixes that are used to determine assessment.

At the beginning of the school year the subject teachers agree, with their head of departments to specify what exactly will be evaluated as oral and/ or other performances, and how to carry out different forms of evaluation.

At the beginning of the year, the school usually offers a parents meeting, so teachers can introduce themselves and also the way of assessment, which is one of the most interesting topics for parents, because according to it, the evaluation and thus the grades take place.

Homework

Homework is included in the other performances. Homework should be given on topics discussed in class and students should be able to do it individually. Homework should be given regularly to enhance and strengthen the work done in class.

Class teachers should monitor the amount of homework given to their students.

Recording

Teachers should keep a clear and accurate record of all assessment activities.

At the end of each term, teachers must calculate their grades using the weights that are fixed in the matrixes. Before writing the reports, class teachers and coordinators revise these grades. A report meeting is held before writing the reports where all teachers teaching the student should agree upon the grades given to him/her. Sometimes some adjustments can be made like offering a summer exam if a student has faced a major problem throughout the year, i.e. illness, or death of a family member etc.

After grades are agreed upon in the report meeting, class teachers write the reports, then the coordinator of each stage revise the reports and finally reports will be signed by the school principal and are given out to the students. A digital copy of the report is kept at the secretary office; a hard copy of the report is kept in the student's file.

Students get a report every term, which is twice a year. The first term report is an evaluation of students at that point of time, while the end of year report is an evaluation for the whole year.

Reporting

Parents are kept updated with the level of performance of their children. Reports must be signed, written exams should be signed, missing homework are being reported, teachers are available for more information and discussions with parents.

10 weeks before the end of year reports, students who are given 5 or 6 in any subject should receive a warning of an expected failure in that subject, so parents are aware of the standard of their students, and students are notified of their critical situation giving them the opportunity to improve it.



Certificates:

Every term in February and in June students get their reports. In year 8 and 11 they receive also DSD diploma certificate and in year 12 they receive the IB diploma certificate as well as the school certificate.

5. German grades versus IB DP grades

The grading system used in the primary and secondary school is the German grading system that is ranking from 1 (highest) to 6 (lowest). The grading system used in the Diploma Programme is the IBO grading system which is ranging from 7 (highest) to 1 (lowest) for each DP course.

In the DP students usually choose 6 subjects, in each subject they can receive a grade between 7 and 1, which can result in a total of 42 points, plus 3 points awarded for TOK, and the Extended Essay, which results in a combined score of 45 points. The minimum level of performance is an accumulation of 24 points and the successful completion of the core (TOK, EE and CAS) which constitutes crucial prerequisites for graduating with an IB Diploma certificate.

Diploma Programme points are converted into the German grading system using the following equation:

$$Y = 1 + 3 \cdot ((42 - X)/18)$$

X = IB Grade ; Y = German Grade

A score of 42 to 45 will be immediately graded with a 1,0



The following table shows the passing grades only. (We try to be as accurate as possible, so we rounded all fractions)

	German grade	IB grade	Percentage
IB score			
45	1.0	7	100
44	1.0	7	98
43	1.0	7	96
42	1.0	6	93
41	1.2	6	91
40	1.3	6	89
39	1.5	6	87
38	1.7	6	84
37	1.8	5	82
36	2.0	5	80
35	2.2	5	78
34	2.3	5	76
33	2.5	5	73
32	2.7	5	71
31	2.8	4	69
30	3.0	4	67
29	3.2	4	64
28	3.3	4	62
27	3.5	4	60
26	3.7	4	58
25	3.8	4	56
24	4.0	3	53