



# Friedrich-Ebert-Gymnasium, Bonn



## Gymnasium der Stadt Bonn mit internationalem Profil

Bilingual deutsch-französischer Bildungsgang und bilingual deutsch-englische Bildungswege

## Assessment Policy

### 1. Philosophy and Principles

#### Main Aim of Assessment

Assessment focusses on supporting curricular goals and encouraging constructive student involvement in their own learning. Formative assessment enables students to develop their full potential and achieve the best possible results in final formal examinations.

#### To achieve this goal assessment

- must be criterion-referenced
- must be a continuous process
- aims at identifying the student's achievement level in their learning process
- is based on those skills and knowledge from the syllabus that students have learned in the classroom
- offers the opportunity to revise and to apply knowledge and skills to new contexts and questions.
- encourages further learning
- provides feedback to students on their current level of achievement, their strengths and limitations
- allows for better awareness of the individual development
- is based on the judgment of student performance against expected standards
- comprises the whole range of cognitive skills and objectives

(see Schulgesetz § 48 and DP assessment: principles and practice)

### 2. Assessment Practices

#### General comments on the combination of the national requirements and IB standards:

The similarity between the assessment philosophies of the two systems does not only allow a synthesis of the two programmes but also generates synergetic effects in terms of developing the students' cognitive skills.

In both the IB Diploma Programme and the programme leading to the national university entrance diploma (Abitur) markschemes and assessment criteria are used to assess students' work.

Assessment components cover different cognitive levels of performance. Final papers at the end of the two-year course are externally set to ensure reliability and validity.

The national curriculum and the IB curriculum overlap partly. Topics not covered by the national curriculum are taught in additional lessons in groups 3 to 5. In these lessons students are familiarized with assessment criteria for assessment components not included in the national curriculum.

Subject groups are expected to decide upon principles, the format and process of oral and written assessment, class contribution and feedback instruments within the legal framework of both systems. This enables a synthesis of the two systems. A work plan and the implementation of assessment standards for the two-year course is revised and evaluated in meetings of subject groups. Subject meetings take place at least twice a year. Close collaboration of teachers ensures standardized assessment of students' work.

A calendar of school deadlines for student submission of internal and external assessment components is produced every year ensuring an even distribution of the workload and enabling appropriate student learning over the two-year programme.

All our teachers teach in both the national programme and the IB DP. Detailed information about assessment criteria and objectives in final exams in the IB DP and the programme leading to the Abitur are communicated to students by the relevant subject teacher at the beginning of each course and before an assignment is set. Criteria, expectations, Diploma Programme Grade Descriptors and examples of students' work are also available on MS Teams. It is the IB Coordinator's responsibility to ensure that new IB teachers at our school attend subject specific workshops and that the school also complies with the other IB professional development requirements to ensure that up to date information on assessment components are rendered to students.

### **Recording student progress**

The students' progress is continuously recorded by their subject teachers and students are informed of their progress quarterly and on request. Students whose performance is rather poor receive advice by their teacher, a tutor and/or the IB Coordinator.

All subject teachers, the CAS Coordinator and the IB Coordinator have weekly consultation hours for all students and their parents. Moreover, there is a consultation day for students and their parents each semester. Twice a year, students receive a formal report card displaying their progress in all subjects. At the end of each term a meeting of all teachers of a year is held in which the progress of all IB students in all subjects is discussed and it is decided which students are called to advisory meetings and/or which student is recommended to leave the DP to concentrate on the Abitur. Every student of our school in year 10 with a high motivation and good grades in English is encouraged and given the chance to participate in the IB DP (see Admission Policy).

Within the IB Diploma Programme students receive individual feedback on all internal assessment components from their subject teachers. Predicted grades, internal assessment grades and selected samples of internal assessment components are uploaded by the IB Coordinator. External assessment components are uploaded by candidates. It is the responsibility of subject teachers to authenticate their students' work (see Academic Integrity Policy).

## Grading/Marking

According to the agreement on the recognition of the “International Baccalaureate Diploma” by Conference of Ministers of Education of 10 March 1986, as amended on 1 October 2015 the conversion from diploma points to the average Abitur grade is made according to the following

formula: 
$$N = 1 + 3 \cdot \frac{P_{max} - P}{P_{max} - P_{min}}$$

P: diploma points awarded to a candidate

N: The average Abitur grade:

$P_{max} = 42$

$P_{min} = 24$

IB Students and their parents are informed about IB grades and summative assessment requirements before the students start the IB Programme.

The following tables are used to convert national grades for all formative and summative assessment components to IB grades:

Written and oral coursework	
National grades	IB-Grades:
14-15	7 = excellent/excellent
11-13	6 = very good/très bon
8-10	5 = good/bon
5-7	4 = satisfactory/satisfaisant
3-4	3 = mediocre/médiocre
1-2	2 = poor/faible
0	1 = very poor/très faible

Extended Essay & TOK Essay	
National grades	IB-grades
1	A
2	B
3	C
4	D
5-6	E

## **Written and oral exams**

Written and oral exams prepare student for their final exams. Assessment tasks are set at just the right level of challenge for the student. Teachers keep adjusting the level as the student progresses. Formative assessment in both systems must pay attention to higher-order cognitive skills (syntheses, reflection, evaluation, critical thinking) as well as the more fundamental cognitive skills (knowledge, understanding and application).

Effective teaching prepares students adequately for their exams. Students must be familiar with the assessment criteria. When marking student's work teachers write comments and provide feedback for students to improve learning. This includes a recommendation of individual learning strategies which enables the students to evaluate and improve their performance and feedback on the use of language (see Language Policy).

If the result of a written or oral exam is not satisfactory, effective measures are taken to improve the students' learning. These measures are determined by the teacher, the student and maybe a legal guardian.

In secondary education written exams are taken quarterly. The number of written exams is limited to one per day and three per week. During the two-year course students take seven written exams per subject.

The teachers prepare an example solution or a mark scheme and state the criteria for evaluation for each written examination. These documents will be made available to the students after the examination.

In group 2 subjects one of the written exams is replaced by an oral exam during the two-year course. Moreover, students complete several shorter oral exams. The format of the oral and the assessment criteria concerning productive skills and interactive and receptive skills overlap in the national and the IB programme. As oral exams can be conducted in all subjects in the Abitur examination students are also made familiar with the requirements in group 1 subjects.

Written and oral exams are summative and formative assessment instruments in the national system. For IB students they serve as formative assessment components. Special arrangements are made for students with special educational needs to ensure that they are given the chance to participate in the IB DP at our school (see Special Educational Needs / Inclusion Policy).

## **Extended Essay**

In grade 12 students have to write a "Facharbeit" for the German Abitur. It replaces one of the written exams. This is an essay similar to the Extended Essay.

All students are given information about requirements concerning research and the writing of the Extended Essay by the IB Coordinator and the Extended Essay Coordinator. Teachers give subject specific information on the Facharbeit/Extended Essay in class and make sure that students understand the use of DP assessment criteria.

An Extended Essay booklet is handed out to IB students. The IB students discuss the progress of their Extended Essays and receive individual feedback on research, the choice of topic and the first draft of the Extended Essay from the supervisor in three scheduled consultations. This includes feedback and advice on academic honesty (see Academic Integrity Policy)

## **Class Contribution and homework**

At the beginning of each course the teachers explain how they will assess participation summatively within the national programme and formatively within the IB DP.

Assessment of contribution to class discussion is independent of assessment of written and oral exams. All kinds of oral or practical contribution to class discussion and their quality, quantity and continuity are evaluated. Students are informed about their performance at the latest at the end of a quarter.

Participation in class includes independent work or work in small groups (in which students make contributions, show empathy, assume different roles, suggest resources), presentations, projects, homework, short written tests, organization of learning processes, self-assessment, drawing conclusions for learning processes, developing strategies to improve, peer evaluation etc.

A variety of assessment tasks and formats required in the IB diploma are covered by activities in class. Various formative assessment instruments including short tests, creative tasks, practical work, presentations and oral work give detailed feedback to teachers and their students on the students' strengths and weaknesses concerning knowledge, skills and understanding and help to identify learning needs. Students mark work taken from the teacher support material, they write mock exams and correct their own work using assessment criteria. Teacher supported self- and peer-evaluation takes place on a regular basis in class context. Internal assessment components in the Diploma Programme contribute to the evaluation of participation in class. Homework tasks allow students to revise, apply or prepare syllabus aspects and to develop skills. They allow for an individualized learning process and reflection of the learning process.

Teachers regularly keep record of the students' progress and report it back to them quarterly or on demand.

In the case of malpractice appropriate measures are taken according to national and IB regulations. Special arrangements are made for students with special educational needs. Students can e.g. be given extra time for written tasks or be allowed to use a word processor.

This document is reviewed at regular intervals in IB staff meetings.

Last reviewed: July 2024

### **References:**

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