



Felix-Klein-Gymnasium Göttingen

Assessment Policy

1) General regulations

The assessment practice of Felix-Klein-Gymnasium is based on the requirements and regulations prescribed by the Government of Lower Saxony¹ for oral and written assessments².

a) Philosophy

The philosophy of FKG is that the process of observation, assessing and measuring of learning results has to fulfill a formative and a summative function. The formative aims are: Encouragement, support of self-assessment, and individual learning progress. Its summative function aims at assessing the results at the end of each term to decide on grading and graduating. Learning processes at school are regarded to be part of and enable a lifelong learning process.

b) Major Principles

FKG has adopted the following major principles of assessment:

- Assessment must not solely depend on selective performance tests but consider all aspects and stages of a learning process.
- Assessment is based on written, oral and subject-specific tests or forms of presenting skills and understanding. Oral contribution and active participation in class are seen as an important element of assessment in all subjects.

c) Assessment Practices

The specific practices of assessment and its indicators vary from subject to subject. They are agreed upon by teachers, students and parents during respective subject related conferences and communicated to the school community.

The Heads of Department are responsible for the implementation and ongoing evaluation of the assessment policy in the subject-related curricula and the annual conferences. As prescribed in the curricula assessments are a means to improve the students' performances and to evaluate the effectiveness of the teaching procedures. The Heads also introduce and train new teachers to apply the respective subject's practices. New colleagues must be enabled to use assessment as a formative and summative instrument in their classes.

¹Die Arbeit in den Schuljahrgängen 5 bis 10 des Gymnasiums. *RdErl. d. MK v. 23.6.2015 - 33-81011 - VORIS 22410*

²Schriftliche Arbeiten in den allgemein bildenden Schulen. *RdErl. d. MK v. 22.3.2012 - 33-83201 (SVBl. 5/2012 S.266) - VORIS 22410 -*



This includes an understanding of a criteria-based method of assessment and a distinction between summative grading and the supporting formative processes that students need for their individual development. Teachers are responsible for introducing their students early to the goals of instruction and assessment.

Twice each semester, students discuss their performance with their subject teachers in individual counselling sessions, and are given advice concerning improvement, ranging from general encouragement and practical help to serious warnings.

2) Assessment in the *Abitur* Programme

The assessment practices in the German *Abitur* Programme follow the principles mentioned above. Formal assessment in the national system is externally set by the respective school authorities, i.e. the Ministry of Education. The rules and regulations about assessment practices are clearly set in the legal framework published by the ministry called APO-GOST.

A distinction between formative and summative assessment is made throughout the last two years before graduation (*Qualifikationsstufe*). Students have to pass 2-4 written exams per year; classroom participation, including group work and individual projects, make up approx. 60% of the final semester grade.

The departments decide on the focus and administrative issues of the assessment process in team meetings. This helps to promote collaborative work among subject teachers, develop criteria based marking schemes and evaluate assessment practices at the school in an ongoing process.

It is common practice that subject teachers are asked to hand in samples of student work in class tests regularly in order for the school administration to ensure implementation of standards. During the *Abitur* exam period, exam papers are marked a second time (internally or externally), thus exerting an external moderation on the school's grading. If significant differences in the marking occur, a third marking by the local school authorities will be conducted.

3) Assessment in the IB DP

a) Assessment requirements and use of programme assessment criteria

Assessment practices in the IB DP are in line with the philosophy and principles described above. They are criteria-based and ongoing and make use of summative and formative assessment methods.

Written assessment (mock exams, essays, reflections) and oral assessment (presentations, interviews) are carried out regularly throughout the two-year programme, which helps the students improve their performance in a formative way for the IB Diploma. By assessing the students' progress and reporting it back to them, teachers encourage them to evaluate and improve their performance. Teacher comments and suggestions for improvements enable them to identify their strengths and work on their weaknesses. Students are encouraged to use marking schemes and develop a strong focus on criteria. Feedback is given in classroom contexts as well as in individual supervision talks (see above). Peer evaluation and assessment (of group results, e.g. in Group 4 project) forms a further layer of assessment in the classroom.

b) Assessment Practices

Formative and summative assessment	<ul style="list-style-type: none"> – Internal assessment (according to deadlines) in all IB DP subjects – External assessment at the end of the Diploma Programme in all 6 IB DP subjects – Predicted grades which represent expected overall performance, grades 7 - 1
Recording and reporting	<ul style="list-style-type: none"> – Staff meeting on student development and assessment procedures twice a year – Individual feedback to students on drafts, essays, presentations and other subject-specific tasks – Semester report cards with evaluations of performance in every subject (grades 1–7) and CAS – Parents and students can consult teachers and the IB Coordinator at any time for individual feedback and counselling
Homework	<ul style="list-style-type: none"> – Oral/written/creative tasks aimed at revising, consolidating or applying of syllabus criteria and knowledge – Oral/written/creative tasks aimed at preparing new (aspects of) syllabus criteria – Tasks to help students practice the assessment expectations and standards (see above) – Tasks to help students develop their creative potential and personal skills (even within a group) tasks allowing for an individualized learning process

Cognitive skills (subject specific) tested in written papers cover three levels of performance:

- knowledge and understanding
- application and analysis
- reflection, evaluation, critical thinking, synthesis

In higher-level courses, emphasis is put on higher-order cognitive skills.

Criteria (subject specific) for coursework cover

- ability to reproduce, apply knowledge, analyse, put forward reasoned arguments, and evaluate
- problem-solving skills
- interaction and cooperation with other students
- use of appropriate methods and language
- presentation skills
- quality and quantity of classroom participation (engagement in classroom discussions)

4) Links between the assessment policy and other documents

a) Assessment policy and language policy

The principles and practices of the assessment policy apply to the assessment of student performance in first and foreign languages. Specific criteria that concern the assessment of language proficiency are described in the respective section of the language policy. Most students at FKG are not native



speakers of English (their native languages are extremely diverse, only a minority are German natives or bilingual with German) but take the IB DP in English. This is why specific relevance is placed on English proficiency and students are particularly made aware of the role English language skills play in assessment situations (see language policy).

b) Assessment policy and admissions policy

Performance levels in the subjects taken in previous years at FKG or other schools serve as an indicator whether or not a candidate should be encouraged to enroll in the IB DP. However, the mere grades a candidate can present do not determine whether they are granted a place (see admissions policy).

c) Assessment policy and special educational needs policy

When it comes to assessing the performance of students each student should be able to show their full potential. Thus, the special needs of students are catered for by technical equipment, an extension of the working time or other suitable means to balance out disadvantages (see special needs policy).

d) Assessment policy and academic honesty policy

In cases of malpractice or other breaches of academic honesty in student work used for formative, summative or formal assessment, the principles and practices described in the academic honesty policy apply (see academic honesty policy). Students are made aware of the decisive role academic honesty plays in assessment and will receive training to develop an understanding of academic honesty philosophy and avoid common pitfalls.

4. Roles and responsibilities for implementing, standardizing and reviewing assessment policy

At the beginning of each course students are informed about the assessment in the IB Diploma by their tutor (homeroom teacher). The subject teachers are responsible for addressing subject-specific regulations early on and for providing guidance to the students.

Training new teachers

Teacher training in Germany involves an intensive 18-month post-university educational training programme which is organized as a combination of didactic instruction and practical experience as trainee at a school. Teacher trainees are instructed about assessment procedures during their teacher training and will carry out assessment practices first under the supervision of an experienced teacher and - at a later stage of their training– independently. They may be assessed on their knowledge about and understanding of assessment practices in their final examination (2. Staatsexamen).

All IB DP teachers at FKG have undergone this thorough training. They also attend officially recognized IB workshops in the subject they will teach, at which the principles of IB assessment are presented and put into practice. Guidance and support are provided by other subject staff and the IB Coordinator. The IB Coordinator provides new teachers with access to the appropriate IB-related documents (e.g. subject guide, subject support material, recent subject reports, examination mark sheets).



When a new IB curriculum is introduced, the IB Coordinator ensures that at least one subject teacher attends a subject specific workshop who afterwards informs their colleagues on changes so that previous practices can be reviewed and new assessment strategies introduced if necessary. This encourages collaborative planning as well as common assessment practices.

5. Procedures for access arrangements and recording of DP assessments

It is the responsibility of the students and the IB subject teachers to make sure that all internal IB deadlines are met. Teachers provide the IB coordinator with all the necessary assessment documentation, predicted grades and electronic versions of the student work handed in for internal assessment. The IB coordinator uploads the predicted and internal assessment grades as well as the samples for external monitoring and is responsible for meeting the IB deadlines. In some cases, subject teachers take on the responsibility to upload their students' work in place of the IB coordinator.

Externally assessed student work is uploaded by the students themselves and authenticated by the subject teachers. The IB coordinator uploads the predicted grades and makes sure that the IB deadlines are met.

6. Communicating and Reviewing the Policy

The policy is regularly reviewed as required. Possible changes are discussed in department meetings, staff meetings and communicated in staff meetings, parent-teacher meetings, and information sessions for students.

Last update: April 2020



Appendix 1 (handed out to students and explained at the beginning of the course during homeroom lessons)

Assessment in the IB Diploma Programme

Assessment of performance in the IB Diploma Programme is different from that of the German school system in many ways. The IB assessment scheme shows 7 grades:

- Grade 7 Excellent performance
- Grade 6 Very good performance
- Grade 5 Good performance
- Grade 4 Satisfactory performance *
- Grade 3 Mediocre performance
- Grade 2 Poor performance
- Grade 1 Very poor performance

* **Grade 4** = Minimum grade required for each subject by the Standing Conference of German Ministers of Education for university recognition of the IB Diploma
One subject may be awarded **Grade 3** if in a subject at the same or higher level 5 grades are reached.

The final grade

is composed of **External Assessment (EA)** (determined by IB examiners) and **Internal Assessment (IA)** determined by the teachers of the school, which can be moderated (altered!) by IB examiners. External Assessment amounts to 70 – 80% of the final grade (differences between individual subjects can occur). Thus, IA carries considerably less weight than in the German Abitur system.

BUT: Assessment by the teacher is much more significant than these percentages seem to express: Shortly before the final written exams, teachers are required to submit Predicted Grades (PG) to the IB, and universities often require PGs, too (see below).

Predicted Grades

are determined on the basis of mock exams and the subject-specific types of IA, with classroom participation considered to a lesser extent. They are supposed to give honest and reliable information on the expected exam results, to students, parents, and institutes of tertiary education or employers. Many universities require PGs well before the final examinations (sometimes in November or December before the exam session). They also determine chances to receive scholarships. Deadlines for submitting PGs differ from country to country, even from university to university. It is the responsibility of the student to make sure deadlines are met and the required information is sent to universities in time.

Teachers will submit PGs to the IB in April before the exams.

Semester report cards

are solely based on assessment by the teacher. These are mainly a form of feedback to parents and students. When calculating the PGs report card grades are of significance to a minor degree. Report Cards (Zwischengutachten) are issued at the end of the four semesters respectively and have to be signed by a parent / legal guardian, even in case a student is of legal age. Signatures must be shown to the tutor (when classes are resumed) to prove that parents are informed on the student's standing. For the calculation of the report card grades the following are considered: mock exams, the teacher's evaluation of EA and IA, written homework and classroom participation.