

## **Philosophy and principles**

Assessments at *Deutsche Schule Hurghada* fulfil an integrated part of teaching and learning. At this, assessments have formative and summative functions.

*Formative functions:* The students are supposed to become autonomous, life-long learners. Students should learn how to study and be able to assess themselves and their peers. Therefore teachers, (but also peers and the students themselves) monitor the students' learning processes to improve their teaching and help the students in their learning. A typical formative assessment could be the drawing of a concept map to identify the students' understanding and weaknesses on a certain topic.

*Summative functions:* Students and legal guardians should be informed about the students' achievement levels and understanding at the end of a semester as well as at the end of a teaching unit. In summative assessments students' performance is therefore measured against assessment criteria. The assessment criteria need to be in line with the criteria published by the IBO.

## **Reporting of student performance**

Students should get an oral feedback on their performance twice each semester by their subject teachers. The first feedback should be roughly in the middle of the semester, the second feedback must be shortly before the report cards are written. These feedbacks should inform about strengths and weaknesses of each student in each class.

Report cards are handed out to the students by the end of semesters 1,2 and 3 and reflect the performance of the students in national curriculum and IB classes. The marks are based on oral performance, written tests and further activities (e.g. presentations).

In CAS the students will not receive marks but a written statement by the CAS teacher which reflects on their progress and commitment.

Predictions of IB grades should be made by subject teachers and submitted to the IB coordinator by the end of the 3rd semester.

On parent-teacher consultation days individual appointments with the teachers can be made to receive feedback on the individual performance. Students are welcome to attend these consultations together with their parents as well. Teachers also offer further appointments upon request.

## **Assessment practices in the National Egyptian curriculum**

In year 11 students will take 3 class tests per semester, which take approximately 2 hours each. These tests are all internally corrected and contribute to the mark for the report cards.

The last exam in year 11 will be a central exam, which will be announced by the school authorities. The teachers of Arabic share the correction for this exam. Each teachers receives only some tasks to correct in each test. The correction will be anonymously and all corrections will be double checked.

If a student does not pass the final exam in year 11, they can retake it in July. If they do not pass the test for a second time, they have to repeat the Arabic class year 11. However, as they normally do not repeat IB classes, that means that they will be in IB class year 12 and in Arabic year 11.

In year 12 the students have to sit 4 exams, which are internally corrected and which again contribute to the report card and serve as a basis for feedback for the students.

In June there will be the final exams which are on a central date announced by the Egyptian authorities. They are externally made up and externally corrected.

As most Arabic tests have to be taken at a certain time, the Arabic exams have priority in the assessment calendar. The teacher responsible for the Arabic classes must announce the timing of the Arabic tests as soon as they know it on the calendar in the staff room. If other exam dates have to be changed because of this, the teacher of Arabic must talk to the teacher who is responsible for the other exam(s) as soon as possible.

## **Assessment practices in IB classes**

Teachers should usually assess their students by a written test after the completion of a teaching unit or module. The results of these tests do not count into the overall IB grade but give the student and the legal guardians an insight into their levels of knowledge and skills and serve as a basis for the report cards. The assessments that count for their IB diploma can be seen at the table at the end of this document. In CAS no written assessment will take place but usually 2 interviews per semester with the CAS teacher, which serve as a basis for the statement on the report cards.

Written and oral assessments should usually be announced at least 3 days in advance. Students should be informed by the beginning of a semester, how many class tests they have to expect and by the beginning of the Diploma Programme which internal/ external IB assessments they have to take each year.

Assessments should be timed so that they do not overburden students. Therefore not more than 3 written assessments should be terminated within one week. The calendar at the staff room should be used to indicate the timing of class tests and internal/external IB tests to other teachers.

The length of each assessment can be decided on by the teacher of each subject.

Assessments usually have the format of the internal /external assessments students need to take in each subject to achieve the IB diploma (see *Deutsche Schule Hurghada: Overview of assessments for the IB diploma*) and are corrected against criteria published by the IBO (if applicable).

Assessment types should vary. If possible, each task format, that students need to take in their final IB exams in May of their second year (e.g. multiple choice, extended response, individual oral,

creative writing, math tasks with and without calculator,...) should be assessed at least once per academic year to practise the different types of tasks.

If students cannot show up at school, when a written or oral assessment is due, they need to inform the school via the secretary's office before their first lesson on that day. A doctor's certificate needs to be presented in the next lesson of the subject. For the final IB exams in May, all students must show a doctor's certificate if they cannot sit a test. If students younger than 18 years repeatedly miss assessments, the teacher should report this to the DP coordinator and the headmaster/headmistress.

## Grading in IB classes

To give students a necessary insight into their achievement level, assessments should normally be marked in line with assessment criteria published by the IBO (if applicable).

For all grades in IB classes (years 11 and 12), the following grade boundaries should be applied to inform students about their performance levels and as a base for predicting grades. If a teacher needs to change the grade boundaries for certain assessments, this practice has to be explained briefly in written form (e. g. via e-mail) to DP coordinator. The coordinator needs to agree to this before students get informed about their marks.

Grades for the report cards are made up from oral performance in class ("sonstige Leistungen") and written class test. Generally the oral performance counts 60 % and the class tests count 40 %. In Maths and Biology the weighing of oral and written performance is each 50 %.

<b>Grade boundaries at Deutsche Schule Hurghada in IB classes</b>		
<b>grade</b>		<b>Percentage of overall points</b>
<b>7</b>	<b>Excellent</b> (Consistent and thorough understanding with demonstration of insight, only minimal faults)	<b>100-90</b>
<b>6</b>	<b>Very good</b> (thorough understanding with a few - mostly minor mistakes or omissions)	<b>89.9-80</b>
<b>5</b>	<b>Good</b> (thorough understanding with a few mistakes or omissions, student shows knowledge and skills in all question types)	<b>79.9-70</b>
<b>4</b>	<b>Satisfactory</b> (a general understanding of topics and tasks, sometimes faulty or too little profound)	<b>69.9-60</b>

<b>3</b>	<b>Sufficient / Mediocre</b> (a general but limited understanding of topics and tasks, reproductive tasks can be generally dealt with, transfer tasks are mostly not satisfying)	<b>59.9-50</b>
<b>2</b>	<b>Poor</b> (some understanding, student shows difficulty in all types of tasks)	<b>49.9-20</b>
<b>1</b>	<b>Insufficient / Very poor</b> (minimal or no understanding, reproductive as well as transfer tasks are faulty)	<b>19.9-0</b>

Tests that need to be marked must be shared with the students within 21 days maximum. School holidays extend this deadline by the length of the holidays.

Students receive the marked tests for feedback and discussions of errors and possible improvements and can take them home to show them to their legal guardians. Afterwards they need to be handed back to teachers to retain them in the archives.

Longer assessments (extended essay, historic investigation, lab report, etc) do not need to be marked within 21 days, however teachers should try to mark these assessments within 2 months time.

Students and legal guardians are strongly recommended to take a look at articles 12 and 13 of the following document to understand with which subject grades they can be awarded the full IB diploma after year 12: <http://ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulation-2014.pdf>

For further consultation students and parents can always make appointments with the DP coordinator or with the subject teachers for advice and support.

## Homework

Homework is an integral part of school work and enables the students to think through the aspects covered in class independently again and also to identify certain weaknesses they might have on a certain topic and is therefore a useful tool for formative assessment. Further it contributes to certain learning skills, such as research skills. Therefore all students are expected to do their homework thoroughly. Teachers need to keep in mind that the students spend a lot of time at school and also have long term tasks to fulfil, such as the extended essay or the historical investigation. Therefore teachers should not give excessive but sensible homework. Usually, homework is not weighed against summative assessment criteria at Deutsche Schule Hurghada, unless it is part of an IB assessment or a mock assessment, such as the *written assignment* in languages. Students need to be academically honest also in their homework; for further reference see *Deutsche Schule Hurghada: Academic Honesty Policy*.

## Dealing with malpractice

Dealing with malpractice in assessments can be seen at the *Academic Honesty Policy* of DSH.

## Making the assessment policy a working document

### Revision

The assessment policy will be regularly revised to make sure it fulfils its function properly. The DP coordinator therefore will ask for feedback, problems and missing aspects in the policy to review it. Normally this should be done in February after the report cards for the first and third semester in the IB DP have been handed out. However, if teachers realise something needs to be changed or added in the policy, they should inform the DP coordinator about it at any time. If a curriculum changes, teachers need to report to the DP coordinator if this has any influence on the assessment policy.

### Information

All year 11 and 12 teachers need to know and work according to the assessment policy. Further, they must inform the students in their classes about assessment practices in their classes. The IB DP coordinator informs the students and parents thoroughly of the policy.

Colleagues not involved with years 11 and 12 should be informed about the policy. A copy of the current policy will be made available in the staff room at school. New colleagues will be asked to read the policy and work accordingly to it.

### Sources used:

Bergen Katedralskole : Assessment Policy (from: <http://www.hordaland.no/globalassets/for-skulane/bergen-katedralskole/filer/ib/assessment-policy---ib-dp-bks.pdf>)

Carnegie Mellon University: whys and hows of assessments ( from: <https://www.cmu.edu/teaching/assessment/basics/formative-summative.html>)

Freiherr-vom-Stein-Gymnasium Hamm: Assessment Policy

IBO Publication on assessments (from: <http://ibo.org/globalassets/publications/become-an-ib-school/dp-general-regulation-2014.pdf>)

International Baccalaureate Organization (2010) Guidelines for Developing a School Assessment Policy in the Diploma Programme. Geneva.

Schillerschule Hannover, Germany: Assessment Policy

Sekretariat der Ständigen Konferenz der Kultusminister der Länder in der Bundesrepublik Deutschland: Vereinbarung über die Anerkennung des "International Baccalaureate Diploma/ Diplôme du Baccalauréat International" (from: [http://www.kmk.org/fileadmin/Dateien/pdf/ZAB/Hochschulzugang\\_Beschluesse\\_der\\_KMK/IB\\_Diploma\\_11.pdf](http://www.kmk.org/fileadmin/Dateien/pdf/ZAB/Hochschulzugang_Beschluesse_der_KMK/IB_Diploma_11.pdf))

Uskudar American Academy: Assessment Policy