

## Student Assessment and Reporting Achievement Policy

### 1. Scope

1.1. This policy applies to all students at the German International Scholl Sydney (GISS).

1.2. At the German International School Sydney we believe assessment *for* learning, assessment *of* learning and assessment *as* learning is integral to the achievement of high quality learning outcomes. Effective teaching and learning requires that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning.

1.3. Definition of Assessment and Reporting

- a. Assessment is the process of gathering, analysing and interpreting quality information about student learning.
- b. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students
- c. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- d. Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

1.4. Aims

- a. To improve student learning by accurately determining students' current knowledge and experiences using a range of assessment strategies and tools prior to planning areas of future need, as well as areas of current exemplary performance.
- b. To ensure a range of formative and summative assessment strategies are consistently planned for, implemented and analysed by both students and teachers.
- c. To ensure students are provided with regular opportunities to reflect on their learning in order to support them in understanding and transferring their knowledge.
- d. To ensure students are involved in self, peer and teacher assessment and gain prompt feedback to inform and improve their learning.
- e. To ensure assessment data is analysed to inform the evaluation and subsequent modification of teaching and learning strategies for individual students.
- f. To provide parents/carers with meaningful reports about their child's progress and goals for future learning through parent information evenings, student reports and interviews.

### 1.5. Measuring student achievement

- a. Teachers are not expected to grade or level each piece of student work but are expected to provide feedback to students on assessments at their discretion so that students know how to improve and teachers know what to plan for in their teaching.
- b. Teachers may use a variety of assessment tools.
- c. All students will be provided with the opportunity to demonstrate their achievements.
- d. Students with disabilities or other identified need may be assessed using an IEP (Individualised Education Plan) or other planning/monitoring tools.

### 1.6. Teacher recording of student achievement

- a. Teachers will maintain ongoing classroom based records showing each student's achievement of the outcomes and programs' objectives. The collections of work presented to parents will contain evidence of the child's learning progress both ongoing and at the conclusion of a series of learning.
- b. The information and assessments should provide feedback for students, allowing them to reflect on their performance, as well as provide evidence to inform parents of their learning progress.

## 2. Kindergarten to Year 10: Academic Grades

### 2.1. Kindergarten to Year 2

- a. The grading for Early Stage 1 and Stage 1 is designed to show the development and the progress of the students in the key competencies during the first years of schooling.
- b. Grades don't correlate with the marking structure of Year 3 to 10.
- c. Early Stage 1 (Kindergarten)  
The Development Report grades the student's progress in defined competencies as follows: A (very well achieved), B (well achieved), C (achieved) D (just achieved) and E (not yet achieved).
- d. Stage 1 (Years 1 and 2): The Development Report grades the student's progress in defined competencies as follows: Em (Emerging), D (Developing), M (Mastering) and Ex (Extending).

### 2.2. Years 3 to 10

- a. The academic grading follows the marking structure and parameters as agreed by the standing Committee of Ministers for Education (KMK) of 10.3.1968 as used by schools in the FR of Germany and the A-E reporting according to the Board of Studies Teaching & Educational Standards NSW. For more details refer to the Conversation Table in Appendix 1.

### 3. Year 3 to Year 10: Assessment of Student Achievements

- 3.1. In order to ascertain school report marks, student performance is assessed from the basis of
- written class tests,
  - assessments (eg, vocabulary tests),
  - oral tests,
  - home assignments
  - measurable individual performance through projects, research etc.
- 3.2. EAL (English as an Additional Language) students and DaF (German as an Additional Language) students are assessed according to the language policy of GISS.
- 3.3. The **number and duration** of **written class tests** differs and is defined as per below
- Years 3 to 4: marks given from year 3 onwards  
German, English, Maths: each subject 4-6 tests (max 45mins each)
  - Years 5 to 6:  
German and English: 4-6 tests each (max 60mins each)  
Maths and French: 4-6 tests each (max 60mins each)
  - Year 7:  
German and English: 4-6 tests each (max 90mins each)  
Maths and French: 4-6 tests each (max 90mins each)
  - Year 8:  
German and English: 4-6 tests each (max 90mins each)  
Maths and French: 4-6 tests each (max 90mins each)
  - Year 9:  
German: 4-6 tests (max 90mins each)  
English: 4-6 tests (max 90mins each)  
Maths and French: 4-6 tests (max 90mins each)
  - Year 10:  
German: 4-6 tests (max 135mins each)  
English: 4-6 tests (max 135mins each)  
Maths: 4-6 tests (max 135mins each)  
French: 4-6 tests (max 90mins each)
- 3.4. Timing of written class tests
- Only one written class test is permitted in one day; maximum three per week.
  - Years 5 to 10: As a general note a notice of at least five school days must be given for a written class test.
  - If a written class test is missed by a student or a student has been sick for a long period of time before a class test, an individual solution will be defined by the teacher, including providing the student with time to prepare.
- 3.5. Signing of written class tests
- For every three class tests for each class, corrected papers are submitted to the respective Head of School and co-signed by the respective Head of School before return to students.

- b. Written class tests are to be signed by a parent or guardian; The teacher may furthermore request that other assessments/work/etc signed by a parent or guardian as required.

3.6. Assessment/grading rules

- a. Class tests and homework will be marked with a 6 – ‘insufficient’ when submitted after the deadline and without proper notice and reasoning given. If only part of the work is submitted, then this part only will be marked.
- b. Attempts to cheat will be handled at teacher discretion, depending on the extent and the way of cheating, including grading with ‘insufficient’ or requiring the student to repeat the test.
- c. If the marks of 50 % or more of a written class tests are not given at least an ‘adequate’ mark, then the tests must be repeated. The better marks obtained are used in the students’ assessments.
- d. Marks may be adjusted up or down by plus (+) or minus (-).

3.7. Between class tests (Year 5 to 10 only), a table may be drawn up showing marks achieved by individuals. The table does not show names.

3.8. Final Exams at the end of year 10: These are determined by student results in written and oral examinations within the guidelines of the Standing Committee of Ministers for Education of the Federal Republic of Germany.

3.9. Test assessment grading

100%	100 - 97	1+
	96 - 94	1
90%	93 - 90	1-
89%	89 - 85	2+
	84 - 80	2
75%	79 - 75	2-
74%	74 - 70	3+
	69 - 65	3
60%	64 - 60	3-
59%	59 - 55	4+
	54 - 50	4
45%	49 - 45	4-
44%	44 - 38	5+
	37 - 31	5
25%	30 - 25	5-
24% - 0%	24 - 0	6

#### 4. Kindergarten to Year 10: Reporting on Student Achievement

- 4.1. GISS uses various formal and informal levels of reporting on student achievements, including informal feedback in the classroom (teachers give constant feedback to students on their progress; might include feedback on oral contributions or the completion of homework and other smaller exercises) and formal feedback (e.g. teachers give written comments on work completed and where parents are expected to sign completed and assessed tests and assignments; this might include notes in a student's diary or in the class book).
- 4.2. Parent/Student & Teacher Afternoons are held twice a year to give an opportunity for parents to receive formal oral feedback on student progress.
- 4.3. At any time (e.g. as part of an intervention due to a lack of student's progress) a parent teacher meeting can be convened (initiated by either the parents or the teacher).

#### 4.4. School reports

- a. School reports are issued to students and parents at the end of the school year for Kindergarten to Year 2 and for Year 3 to Year 10 after each semester.
- b. The school report gives an academic grade for every subject (for Years K to 2 no marks are given, but written comments on a student's achievements)
- c. In addition to the academic grading, half yearly reports include a competency-based assessment for each subject.
- d. School reports are presented on a similar form for Years 3 to 10 over the school years so that students and parents can track academic progress over the academic years.
- e. Reports can only be issued on the last day of a semester/school year. Should parents/Students not be able to receive it on the last day of a semester/school year reports can be posted on request.

## 5. IB Diploma: Grades

### 5.1. Academic Grades

#### **7 = Excellent performance**

Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. The student consistently demonstrates originality, insight, and analytical thinking. The student produces work of high quality.

#### **6 = Very good performance**

Consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. The student consistently demonstrates originality, insight and, analytical thinking.

#### **5 = Good performance**

Thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student occasionally demonstrates originality, insight, and analytical thinking.

#### **4 = Satisfactory performance**

General understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of analytical thinking.

#### **3 = Mediocre performance**

Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully to normal situations with support.

#### **2 = Poor performance**

Very limited achievement in terms of the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully to normal situations, even with support.

#### **1 = Very poor performance**

Minimal achievement in terms of the objectives.

#### **N= Not Assessed or Nil Submission**

### 5.2. Engagement in Learning Grades

- EE** Exceeding Expectations
- ME** Meeting Expectations
- AE** Approaching Expectations
- BE** Below Expectations

### 5.3. Creativity-Action-Service (CAS & YR11 Extended Essay (EE) Progress:

- E** The student's EE progress is excellent.
- O** The student's EE progress is on-track.
- C** The student's EE progress is concerning.

### 5.4. Theory of Knowledge (ToK & Extended Essay EE YR12 Progress:

- A** Work is of an excellent standard
- B** Work is of an good standard
- C** Work is of an satisfactory standard
- D** Work is of an mediocre standard
- E** Work is of an elementary standard

## 6. IB Diploma: Assessment of Student Achievements

- 6.1. All grades awarded by GISS throughout the two year programme are indicative and do not contribute to the final outcome.
- 6.2. Only the IB internal and external assessment components, and the IB final exams contribute to the final grade, calculated and issued by the IBO via results transcripts issued via the IBO website, candidate login portal, by July 6th for May session graduates and January 6th for November session graduates.
- 6.3. There are 9 failing conditions for the IB Diploma:
  - a. CAS requirements have not been met.
  - b. Candidate's total points are fewer than 24.
  - c. An N has been given for theory of knowledge, extended essay or for a contributing subject. (N = nil submission)
  - d. A grade E has been awarded for one or both of theory of knowledge and the extended essay.
  - e. There is a grade 1 awarded in a subject/level.
  - f. Grade 2 has been awarded three or more times (HL or SL).
  - g. Grade 3 or below has been awarded four or more times (HL or SL).
  - h. Candidate has gained fewer than 12 points on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
  - i. Candidate has gained fewer than 9 points on SL subjects (candidates who register for two SL subjects must gain at least 5 points at SL).
- 6.4. Assessment in the IB at GISS is modeled on the same type of assessment tasks, processes, and outcomes as those used for the final grade calculation by the IBO. Eg., oral presentation tasks, research assignments, written reflections, portfolios and journals, practical labs and studio works, exam papers and in-class tests.
- 6.5. Assessment grading is as per the following two tables

GISS IB Grade Boundaries	
Grade	Percentage
7	80 - 100
6	68 - 79
5	55 - 67
4	43 - 54
3	29 - 42
2	16 - 28
1	0 - 15

TOK and Extended Essay	
Grade	Percentage
A	86 - 100
B	66 - 85
C	46 - 65
D	25 - 45
E	0 - 24
Scoring an E is a failing condition of the Diploma.	

- 4.4 IB assessments are set by teachers with clear instructions regarding process and outcome, deadlines, established assessment criteria and, references to resources and relevant IB support material if applicable. Additionally, established performance indicators are used against subject-specific criteria when providing feedback on individual assessment tasks.
- 4.5 IB assessment methods include both formative and summative assessment tools that follow 'assessment for learning' and assessment of learning' strategies, which include self and peer assessment feedback and reflection.

## 7. IB Diploma: Reporting on Student Achievement

- 7.1. Student performance is reported quarterly through a formal system of a progressive report and/or an academic 'tracking' transcript being issued at the end of each term (note that in Yr 12, a Mocks Transcript is issued in lieu of a term 3 report, and the final transcript is issued at graduation, in lieu of a term 4 report.)
- 7.2. Student-Parent-Teacher Conferences are offered after the issue of reports in the first and third terms of each school year.
- 7.3. Documentation summary for IB reports/transcripts:
  - YR11 Term 1 Progress Report
  - YR11 Semester 1 Evaluation Report
  - YR11 Semester 1 Academic Transcript
  - YR11 Term 3 Progress Report
  - YR11 Semester 2 Evaluation Report
  - YR11 Semester 2 Academic Transcript
  
  - YR12 Term 1 Progress Report
  - YR12 Semester 1 Evaluation Report
  - YR12 Semester 1 Academic Transcript
  - YR12 Term 3 Mocks Transcript
  
  - YR12 Semester 2 Academic Transcript (Final)



**Appendix 1: Umrechnung deutscher Noten und australischer Grades/  
Conversation table German and Australian grades**

Note	Beschreibung	Description (Board of Studies, Teaching and Educational Standards)	Grade
1	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung in einem weit über das Wesentliche hinausgehendem Ausmaß. Zudem besitzt er ausgeprägte hohe Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in ungewohnten Lernsituationen.</p> <p>Herausragende Leistungen, die die Erwartungen übertrifft.</p>	<p>The student has an extensive knowledge and understanding of the content and can readily apply this knowledge. In addition, the student has achieved a very high level of competence in the processes and skills and can apply these skills to new situations.</p> <p>Superior work – exceeds expectations</p>	A
2	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung im umfassenden Ausmaß. Zudem besitzt er ausgeprägte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in fast allen Lernsituationen.</p> <p>Ausgezeichnete Leistungen, die alle Erwartungen erfüllt.</p>	<p>The student has a thorough knowledge and understanding of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.</p> <p>Excellent work – meets all expectations</p>	B
3	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung im soliden Ausmaß nach. Zudem besitzt er adäquate Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen. Zufriedenstellende Leistungen, die fast alle Erwartungen erfüllt.</p>	<p>The student has a sound knowledge and understanding of the main areas of content and has achieved an adequate level of competence in the processes and skills.</p> <p>Satisfactory work – meets most expectations</p>	C
4	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte im grundlegenden Ausmaß. Zudem besitzt er beschränkte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.</p> <p>Die Leistung erfüllt die grundlegenden Erwartungen nur ausreichend.</p>	<p>The student has a basic knowledge and understanding of the content and has achieved a limited level of competence in the processes and skills.</p> <p>Limited work – meets basic expectations</p>	D
5	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte im beschränkten Ausmaß nach. Zudem besitzt er sehr eingeschränkte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.</p> <p>Die erbrachte Leistung erfüllt nicht die Erwartungen</p>	<p>The student has an elementary knowledge and understanding in few areas of the content and has achieved very limited competence in some of the processes and skills.</p>	E
6	<p>Der Schüler zeigt Kenntnisse der Unterrichtsinhalte im sehr beschränkten Ausmaß. Zudem besitzt er sehr begrenzte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.</p> <p>Es wurde kaum eine Leistung erbracht.</p>	<p>Work does not meet requirements</p>	

## Document Management

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