

The aims of student assessment in upper secondary education are both of formative and summative nature; it measures student learning progress against a set of criteria, provides feedback to teachers and students and identifies students' strengths and learning needs. In order to support educational and pedagogical goals, student assessment encourages students' learning and enables them to develop their full potential and attain the best possible results in final formation examinations. The philosophy and principles meet both the assessment standards of the state's examination regulation of the upper Gymnasium level and of the IB DP.

Assessment practices

The assessment standards of the state's examination regulation of the upper Gymnasium level and of the IB DP are not only combined and put into practice alongside each other but synergetic effects with regard to the development of the students' skills and capabilities as autonomous learners can be derived from that synthesis.

As cohorts of IB students in each of the two final years of upper education also study the national curriculum at Hermann-Böse-Gymnasium, the assessment calendar produced by the IB coordinator scheduling the deadlines for the various subjects has to take the double qualification into consideration and ensure that calendars are created while enable students to distribute their workload as evenly as possible over the two-year period. This is all the more relevant as all the continuous assessment carried out by teachers in the context of the national curriculum during the two final years is incorporated in the final certificate of the Abitur (admission to tertiary education) and makes up about 66 per cent of the final marks. The calendars have to be evaluated and revised on a yearly basis to adjust to the changing calendar of the national curriculum as well as to students' feedback and new developments.

Practices in place

The German system requires continuous assessment of both summative and formative nature throughout the two year programme and distinguishes between written exams – usually two per term (term = half a year) and per subject – all work delivered and done in class such as written examinations, extended practical works, projects, oral participation in class, presentations, etc. By assessing the students' progress and reporting it back to them, teachers encourage them to evaluate and improve their performance. The assessment is carried out by awarding grades and by giving feedback on students' performance and providing suggestions for improvement. The frequency of all formative as well as all summative assessment components are determined in the schools assessment cycle and subject curricula and are in line with the regulations of the relevant documents of the Senator of education (e.g. the 'Bildungspläne') and of those of the IB (e.g. the different subject guides). There also is a necessity to standardize assessment of students' work since both the Abitur and IB examinations are standardized. One of the tasks of the newly installed cohort managers at Hermann-Böse-Gymnasium is to coordinate the process of standardization of the assessment of students work. Ongoing assessment takes place in direct teacher-student interaction and feedback is given in writing as well as in oral classroom contexts and in individual supervision talks. At the end of each of the four terms students receive one summative mark per subject which is based with 50% on written performance and with 50% on oral performance, small tests and quizzes, presentation, homework and other indicators.

As the IB programme is linked to the Abitur courses the assessment students attain in their national-curriculum based classes also incorporates IB-relevant feedback on their strengths and weaknesses. In the special IB-classes the specific IB-assessment procedures are applied and carried out. Level descriptors used for formal assessment in the final exams are a central basis for the continuous assessment during the two year courses in both educational programmes.

Past exam papers and their mark schemes are regularly used in the classroom to improve the learning process and help students identify their progress. Making marking schemes available to students and encourage them to assess their own work and that of their peers against those criteria helps them to understand what is expected of them, to evaluate the work in question and to focus on the respective criteria. The teacher's role becomes rather that of a supporter than that of an examiner.

	German national curriculum system	IB Diploma programme
Grading/Marking	<p>General criteria for written exams and oral participation cover three levels of performance with regard to content: reproduction, application/analysis and evaluation. Another relevant level evaluated is the structure and character of the presentation and level of language in both written and oral performance. In the assessment of work in class problem-solving skills, interaction and cooperation with other students play an additional role.</p> <p>Assessment overview during the two-year course:</p> <ul style="list-style-type: none"> - 4 - 8 written exams per subject and marked by the subject teacher - continuous assessment of class-based activities by the teacher against a set of criteria. <p>Written work and coursework both account for 50% of the summative mark per subject which students</p>	<p>General assessment objectives and skills defined according to each subject group and specified for individual subjects; depending on the subjects group aspects such as</p> <ul style="list-style-type: none"> a. knowledge and understanding b. application and interpretation c. synthesis, construction and evaluation d. use of various relevant skills <p>Assessment overview during the two-year course:</p> <p>1. Internal assessment to be completed during the course: group or individual presentations, various oral activities, scientific investigations, explorations, written assignments – depending on the subject. The internal assessment is marked by teachers and moderated by external examiners and makes counts</p>

	<p>receive at the end of each of the four terms that make up the two-year course</p> <p>Assessment overview – final exams:</p> <ul style="list-style-type: none"> - one paper in each of the 2 HL ranging from 240 to 300 minutes - one 210 minutes paper in an SL subject - an oral exam of 20 to 30 minutes plus 20 minutes preparation time in an SL subject <p>Written Abitur exams are externally set and marked against an externally set mark scheme by two examiners:</p> <ol style="list-style-type: none"> a) the subject teacher b) another teacher at the school or by an externally appointed second examiner. <p>The oral exam is set and conducted mainly by the teacher; an advisory board of two colleagues from the school’s subject department supervises the process. All three teacher function as an exam panel and together award the grade.</p> <p>Grades from 0 (failure) to 15 (excellent).</p>	<p>20% - 30% of the subject’s total mark.</p> <p>2. External assessment mostly carried out at the end of the Diploma Programme course including (depending on the subject) some pieces of work completed during the course and all final exam papers.</p> <p>Externally assessed work to be completed during the course:</p> <ul style="list-style-type: none"> - TOK Essay - Extended Essay - Written assignments in Groups 1 and 2 - Director’s notebook (Theatre) <p>Externally assessed exams:</p> <ul style="list-style-type: none"> - Two to three papers per Subject between 45 minutes and 2h 30 minutes. <p>Predicted grades of the final diploma mark the students might attain delivered by the teacher based on the student’s overall performance during the course.</p> <p>Grades: from 7 (excellent) to 1 (failure). In ToK and the EE a grade range from A to E.</p>
<p>Recording and reporting</p>	<ul style="list-style-type: none"> - Regular informal recording of work in class through the teacher. - Oral feedback to students during class. - Further feedback whenever requested - Feedback in parent-teacher meetings on request. 	<ul style="list-style-type: none"> - Individual feedback on drafts of essays of internal assessments. - Individual feedback on any work in class - Marking of mock exams - Marking internal assessment work against the respective criteria

**IB Assessment Policy
at Hermann-Böse-Gymnasium (HBG)**



	<ul style="list-style-type: none"> - At set intervals summative assessment of performance in class. - Formal written report card at the end of each term 	<ul style="list-style-type: none"> - Prediction of grades
<p>Homework</p> <ul style="list-style-type: none"> - Oral or written tasks aimed at revision, consolidation or application of syllabus criteria and knowledge - Oral or written tasks aimed at preparing new syllabus criteria - Tasks to help students train the assessment expectations and standards (reproduction, analysis, evaluation) - Tasks to help students develop their creative potential and personal skills - Tasks allowing for an individualized learning process 		

The methods and practices of the Abitur and the IB DP used formatively during the course as well as the summatively towards the end of the course share many commonalities. The main point is that they are criterion-based not norm-referenced. They both cover a large number of objectives that have to be addressed in the learning process in the class room.

A major difference is that formal assessment in the IB has been externalized to a much greater extent than for the national standards where coursework and final exam papers are mainly marked by subject teachers.

Links between assessment policy and admission policy

Students applying for enrollment have to show good grades in order to be admitted which means that there is a direct link between assessment and admission. Admittance criteria are grade averages between 1 and 2 (As and Bs) as shown on the two latest report cards. Furthermore, students need to write a letter of motivation and enclose a teacher's report on the student's performance. Please refer to the HBG's admission policy for details of admission.

Links between assessment policy and special educational needs policy

Any special educational needs of students can be catered for by the usage of technical equipment, an extension of the working time or other suitable means to balance out disadvantages. Individual documentation forms must be submitted for the authorities to grant any form of special procedures. Please refer to the HBG's special educational needs policy for details of special educational needs.

Links between assessment policy and academic honesty policy

Any work submitted by students must be their own work. All students must comply with the school's policy of academic honesty. To enable them to do so they are introduced into the means of scientific methods in 10th grades and on a consistent basis in all classes during the IB. The software plagscan is used to detect any breach of conduct. Please refer to the HBG's academic honesty policy for details of academic honesty.

Roles and responsibilities for implementing, evaluating and reviewing assessment policy

Regulations for the formal assessment in the national system are externally set by the respective school authorities, the ministry for education in Bremen. The rules and regulations about assessment practices are clearly defined by the legal framework published by the ministry called ARIs. While the ministry limits itself to making general provisions, each subject group within the school decides in a collaborative process during their subject staff conference on how to apply the assessment regulations set by the ministry to the particular context of the school and determine which instrument to use in particular. Regular department meetings take place throughout the year, at least twice per year, which address any matters that need revision or further clarification. These bodies can for example decide on optional standardized tests in different years, determine the kind of tests to be set or agree on internal mark schemes.

Students are informed at the beginning of each of the four final terms about the assessment procedures and regulation governing the national and the IB Diploma. Any changes are highlighted and explained. Thus students are in a position to understand the nature of criterion based assessment and judge their own performance.

During the Abitur exam period, exam papers are marked by two teachers instead of just one, which amounts to a system of moderation on one teacher's exam grading. If significant differences in the marking occur, a third examiner appointed beforehand marks the paper and decides on the final grade.

Training new teachers

Teacher training in Germany involves a 1.5-year post-university educational training programme which is organized as a combination of didactical instruction and practical experiences as trainee at a school. Teacher trainees are instructed about assessment procedures during their 1.5-year professional teacher training by their seminar tutors. In addition they carry out assessment practices, first under the supervision of an experienced teacher and – at a later stage of their training – independently.

Teachers who also teach students in the IB DP courses attend an appropriate IB workshop for their subject. Guidance and support are provided by other subject staff and the IB coordinator. The latter provides new teachers in the IB DP with appropriate documents (e.g. subject guide, subject support material...) and grants them access to "MyIB" so that IB assessment is carried out in accordance with the regulations.

When a new IB curriculum is implemented, the IB coordinator ensures that a subject teacher attends a subject specific workshop who afterwards informs his or her colleagues on changes so that a review of previous practices can be undertaken and new assessment strategies introduced if necessary. Additionally, when a new curriculum is put into effect, meetings are set up for the corresponding subject teachers within the framework of the "IB network of local schools". This encourages collaborative planning as well as common assessment practices.

**IB Assessment Policy
at Hermann-Böse-Gymnasium (HBG)**



For further information contact the IB Coordinator:

Till Stollmann

Tel. 361 – 79398

Till.stollmann@schulverwaltung.bremen.de

www.hbg-bremen.de

Last revised: May 2021