Schillerschule
HANNOVER

School Code 006174
IB Diploma Programme

Assessment policy

Assessment policy

Philosophy and principles

Assessment at Schillerschule is an integrated part of teaching and learning. Assessment has to show a balance between formative and summative functions.
Formative functions are to encourage students, to help students to learn how to learn and to support self- and peer-assessment. The goal is to help students gain self-confidence on their endeavor of becoming autonomous and international-minded life-long learners.
Summative functions are aimed to show the student's achievement levels at the end of a learning unit or a term. Summative assessment is based on criteria and regarded as an ongoing process.
Assessment practice at Schillerschule allows students to individually gain their best possible results in the IB Diploma and the national curriculum.

Schillerschule implements the major principles of assessment according to the regulations of the Ministry of Education of Lower Saxony:

- Assessment cannot only depend on selective performance (tests and examinations) but has to include all aspects and stages of a learning process.

- Assessment is based on written, oral and other subject-specific tests or forms of showing skills and understanding. Oral contribution and active participation in class are vital elements of assessment in all subjects.

Assessment practice

Schillerschule offers two programmes:

- As a state school (Gymnasium) in Lower Saxony, Schillerschule offers classes for the national curriculum in years 5 – 13 leading to a leaving-certificate at the end of year 10 and to the Abitur at the end of year 13.

- Additionally to the Abitur, students may take courses and examinations in years 12 and 13 for the IB Diploma Programme.

National curriculum

According to the regulations in Lower Saxony, there is a permanent committee for each subject consisting of teachers, students and parents. The committees decide on specific practices of assessment and the corresponding indicators for each subject at Schillerschule (according to the framework given by the ministry of education).

The practices are published at school for all members of the school community, for instance at the school's website

http://www.schillerschule-hannover.de/unterricht.0.html

The heads of the departments chair the corresponding committees. They are responsible for the implementation and evaluation of the assessment policies in their subject. The heads of departments are also responsible for the introduction and training of new

teachers to the school's assessment practices.

In each year and each new course in every subject, students are introduced by their teachers to the assessment expectations.

At mid-term, all students are informed by their subject teacher about their performances against all aspects of assessment (as mentioned above in the major principles). At the same time, this feedback may serve as opportunity to encourage students, give advice and practical help for further improvement. A similar procedure is used with the issue of reports at the end of each term.
Additionally, the class teachers in grade 5 – 11, the tutor in years 12 – 13 and the coordinators analyze the student's performance and give further feedback and assistance.
At the same time, the students give feedback to their teachers. The feedback comprises aspects such as the preparation of the lessons, the teaching itself, the methodology, the assessment etc.

On parent-teacher consultation days, individual appointments with teachers can be made. Feedback is also given by reports. Furthermore, parents are continuously informed about their children's performance against the assessment criteria. The Schiller-planner serves as a means of written communication between teachers and parents. Teachers can be contacted via iserv at any time. It is part of the school's written etiquette that questions have to be answered within three days.

National curriculum – Abitur Programme in year 12 and 13

The assessment practice in year 12 and 13 is based on the principles mentioned above. For the final grade in the Abitur, two thirds are based on summative assessment during the two years of study (students have to pass 2-4 written examinations per subject and year, the grades are based on a combination of the results of the written examinations and oral and other subject-specific tests or forms of showing skills and understanding). One third of the final grade is based on the results in the final examinations at the end of year 13 (4 written examinations and one oral examination).

IB Diploma Programme in year 12 and 13

IB Diploma students at Schillerschule study for the national curriculum (Abitur) at the same time. In practice, students attend courses that prepare for IBDP and Abitur at a time. In some subjects, they might as well attend extra lessons for the additional IB contents.
There are differences in formative assessment between IBDP and Abitur. Namely, externally marked components cover a greater part for the IBDP. The students are informed about these differences by the IBDP coordinator and the IB subject teachers. IB staff is qualified by IB-approved workshops. IB staff is at the same time part of the structures for the national curriculum (all IB teachers are also parts of the subject committees mentioned above).

However, both systems use criteria-based assessments. Moreover, philosophy and principles between IB Programme and national curriculum assessment at Schillerschule are very similar.
In practice, the assessment for the national curriculum serves at the same time as a feedback on the performance against the IBDP criteria. On the other hand, IB internal assessments are used for summative assessment for the national curriculum.

Past examination papers of IB examinations and Abitur examinations play a key role to direct the learning process and for preparing the students for the different formats. Schillerschule prepares students for two rigorously assessed programmes at a time. That means that timelines have to be designed in such a way that all requirements can be met. For this purpose, the timelines are regularly discussed by IB-Coordinator and IB-teachers. The timelines are given to students and parents and feedback for improvements is gathered.

Assessment policy and language policy

The assessment principles at Schillerschule apply for language assessment as well.

There may be special arrangements for assessment for students who are not yet fluent in German or who have performance deficits, e.g. dyslexia. Examples for different assessment principles are for instance the possibility of extension of time allowed for tests / examination. Further information can be found in the language policy and the special educational needs policy.

Assessment policy and admissions policy

All IBDP students at Schillerschule must have a high level of English proficiency to cope with the task to learn subjects from group 3 to group 6 in English. A further requirement is a good performance in all relevant subjects. This information is taken from talks with former teachers and from the reports from the years before entering year 12.