



Nymphenburger Gymnasium Assessment Policy



The importance of assessment

We believe that assessment is integral to all teaching and learning. It is central to our goal of guiding the child, from novice to expert, through the learning process. It also acts as a foundation on which to base our future planning and practice. Therefore we identify what students know, understand, can do and how they develop. It is also central to the International Baccalaureate Diploma Programme's goal of guiding children through the five essential elements of learning: the understanding of concepts, the acquisition of knowledge, the mastering of skills, the development of attitudes, and the decision to take responsible action.

At Nymphenburger Schools, everyone concerned with assessment - children, teachers, parents, administrators, and board members - must have a clear understanding of the reasons for the assessment, what is being assessed, the criteria for success, and the method by which the assessment is made. Both children and teachers should be actively engaged in assessing student progress as part of the development of their wider critical thinking and self-evaluation skills. Teachers should also be concerned with evaluating the efficacy of the programme.

Principles

Effective assessment should:

- ✓ provide feedback for students and teachers to revise/advance performance, learning, and teaching
- ✓ be formative, summative and demonstrate what students know, understand, and are able to apply
- ✓ Show awareness of learning style, cultural, gender, linguistic, and racial differences
- ✓ Be anchored in authentic, meaningful tasks
- ✓ Provide evidence of progress along a continuum of criteria that are clearly known and understood in advance

The results of student assessment are communicated in regular meetings to provide adequate counselling.

What We Assess

Nymphenburger teachers strive to provide for learners the opportunity to construct meaning through structured inquiry. We emphasize the connections between subject-specific knowledge and transdisciplinary skills and themes. The transdisciplinary themes (who we are, where we are in place and time, how we express ourselves, how the world works, how we organize ourselves, how we share the planet, how we

deal with conflicts) provide a focus for inquiry, while literacy and numeracy provide the tools.

Additionally, feedback should be provided on the attributes listed in the DP learner profile. We are aware that this learner profile is not just a student profile but applies to all involved in the learning process. According to this profile, a student is an inquirer, a communicator, thinker and risk-taker, he/she is knowledgeable, principled, caring and open-minded, well-balanced and reflective. This profile serves to increase the children's awareness that there is a commonality of human experience.

At Nymphenburger Schools, we assess performance and progress in each of the following subject areas: German, English, French, Spanish, Chinese, Art, Music, Physical Education, Maths, Natural Sciences, Geography, Social Studies, Computer Science, Philosophy and Psychology.

When and how we assess

Assessment is something that occurs in some fashion every day. A variety of assessments demonstrates our belief that children learn in different ways, at different rates, and at different times. The result of assessment is considered a critical element that influences teacher's decision-making and counselling and it guides student learning.

The methods of assessment differ from subject to subject. In addition, where the Bavarian curriculum is concerned, all assessment is done by Nymphenburger teachers (see attached grade descriptors). Part of the IB DP assessment is done externally. Both methods of assessment, however, follow the same principles:

Pre-assessment

Pre-assessment occurs before embarking on new learning to uncover prior knowledge and experiences.

Formative Assessment

Formative assessment is woven into the daily learning process. It provides teachers and students with information about how the learning is developing. It helps the teacher to plan the next stage of learning.

Summative Assessment

Summative assessment occurs at the end of a teaching and learning cycle. Students are given the opportunity to demonstrate what they have learned by applying their knowledge in new and authentic contexts.

The methods of assessment include a broad range of approaches and have been selected to provide a balanced view of the student. These methods include:

- ✓ observations: All students are observed regularly with a focus on the individual, the group, and/or the whole class.
- ✓ performance assessments: Students are presented with a task that represents the kind of challenges that adults face in the world beyond the classroom. It requires using a repertoire of knowledge and skills to accomplish a goal or solve an open-ended problem. In addition, it entails the thoughtful application of knowledge rather than recalling facts. It has an identified purpose or audience, involves a realistic scenario, it has an established criteria and requires developing an authentic product or performance.

- ✓ transdisciplinary skills assessments (research, thinking, communication, selfmanagement and social skills) : The focus is on the process and skill application rather than on the product. These skills are not graded but observed and communicated among teachers, and between teachers, students and parents. (e.g. weekly parent counselling, parent telephone access to teachers, monthly attendance reports to parents, special mediated meetings) At Nymphenburger Schools, a skill curriculum is in place, starting at grade 5.
- ✓ open-ended assessments: Students are presented with a challenge and asked to provide an original response.
- ✓ tests/quizzes: These single-occasion assessments provide a snapshot of students' specific knowledge.
- ✓ portfolios: An ongoing, purposeful collection is composed of selected student work and is designed to demonstrate growth, creativity, and reflection. Level portfolios are in use.

How we report

Reporting is a means of giving feedback from assessment. It involves parents, students, and teachers as partners. It reflects what the school community values. It is comprehensive, honest, fair, and credible. It is clear and understandable to all parties. It allows teachers to incorporate what they learn during the reporting process into their future teaching and assessment practice.

Nymphenburger Schools provide many opportunities throughout the school year for conferencing. Parents, teachers, and/or students may participate, depending upon the purpose.

Written reports

IB Profile Reflections are completed and are sent home at the 2nd and 3rd marking periods. Reports under the German system (grade 11 and 12 leading towards the Abitur) are sent out at the end of each semester. In addition, teachers give written feedback on report cards every four weeks. Individual feedback is also frequently given, depending on the special situation of each student.

This assessment policy describes the practice at Nymphenburger Schools for some decades. They reflect the Bavarian regulations for secondary schools and have here been not altered but supplemented by IB DP regulations that follow the same philosophy, the only technical difference being the IB 1-7 scale instead of the Bavarian 15-1 scale, and the external IB assessment.

Explanation of grades for secondary schools in Bavaria

In Bavaria, grades are given in the years 5 - 10 by the use of numbers as follows:

- 1 – excellent
- 2 – good
- 3 – satisfactory
- 4 – adequate
- 5 – poor
- 6 – unsatisfactory

In Bavaria, grades are given in the years 11 – 12 by the use of numbers as follows:

15 - 13 credits	- excellent	(more than meeting the expected standard)
12 - 10 credits	- good	(fully meeting the expected standard)
9 - 7 credits	- satisfactory	(meeting the expected standard in general)
6 - 4 credits	- adequate	(meeting the expected standard on the whole, with some deficiencies)
3 – 1 credits	- poor	(not meeting the expected standard but with sufficient grasp of the basics so that the deficiencies may be eradicated with considerable effort)
0 credits	– unsatisfactory	(not meeting the expected standards; serious deficiencies cannot be eradicated in the near future)

IB DP Grades and Assessment

Each academic subject is assessed on a scale of 1 (minimum) to 7 (maximum) with 4 considered the "passing grade". In all IB subjects this grade is arrived through internally as well as externally assessed or moderated work, throughout the two-year programme with the final examination. Following are the approximate grade scales used by the IB:

IB Grade	Description
7	Excellent
6	Very Good
5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor

To achieve the IB Diploma, a student should achieve a minimum of 24 IB points (IB grade 4 in 6 subjects) with the maximum possible diploma score being 45 points (IB grade 7 in 6 subjects plus 3 bonus points). However, there are specific IB requirements which mean that a student scoring a 1 in any subject is not awarded the Diploma, even if the total score is 24 or greater. Similarly, a student scoring a 3 in one subject at HL still needs to reach a total of 12 points at HL, or an overall Diploma total of 28 points.

Concerning assessment and grading during the Diploma years the Nymphenburger Gymnasium will follow the IBO guidelines.