



KLOSTERNEUBURG
INTERNATIONAL
SCHOOL

Assessment policy

Introduction

Klosterneuburg International School recognizes that awarding grades is not the only purpose of assessment but that it monitors the progress of student learning and achievement as well as produces coherent feedback for students and parents/carers. Therefore, the assessment system is an integral part of participation at our school. This document is intended to explain how grades are awarded at KIS taking into account both the Austrian »Schulrecht« (school laws) as well as IB Diploma Programme assessment processes.

Generally, teachers are required to continuously record the progress of students. Semester grades and predicted grades are based on a range of evidence. The targeted criteria are announced to the class in the first month of each academic year in written form and must be available to individual students and parents at any time.

Austrian grading system

In each subject, one grade on the basis of numeric scales is awarded at the end of each term. The Austrian grading system offers a range of five different grades (1 to 5), with »sehr gut« (1) being the highest and »nicht genügend« (5) the lowest and only fail grade. Students need to earn at least a »genügend« (4) in order to pass a course. The different grades are

sehr gut (1) = very good

gut (2) = good

befriedigend (3) = satisfactory

genügend (4) = sufficient

nicht genügend (5) = fail

Awarding grades for the Diploma Programme

The Diploma Programme offers a range of seven different grades, with 7 being the highest and 1 the lowest grade. Those grades measure the performance against moderated grade boundaries, based on boundaries published by the IBO. The achievement descriptors differ from subject to subject and are provided by the subject teacher at the beginning of the academic year.

Different forms of assessment

Schularbeiten – »Schularbeiten« are the most important written exams with usually at least two independent tasks that students must respond to under controlled, isolated conditions in a set time and are recorded in the class register. Students will be awarded marks for »Schularbeiten«. At KIS subjects with »Schularbeiten« are languages and maths. »Schularbeiten« are not conducted immediately after a break of more than three or more days and on days when there is already an exam scheduled and will be announced at the beginning of each term; the subject matter of each individual »Schularbeit« is announced at least one week in advance. A teacher has a full week to mark and hand back a Schularbeit and both parents/carers and students have the right to access it. The subject matter includes all topics taught from the beginning of the academic year or the previous »Schularbeit« and is not isolated. (That means, e.g. in English that even if third person –s was not part of the subject matter any mistakes in that area will still be

counted as mistakes if this area of grammar was taught at any earlier stage / if a student is at a stage where she/he is expected to know it) The number and length of »Schularbeiten« differs according to the year a student is in and is announced at the beginning of the academic year. If a student misses a »Schularbeit« she/he has to do it at a later point of the term.

Tests – often a collection of many short-answer questions (either selected-response/multiple-choice questions or questions requiring only a few words in response) that students must answer under controlled, isolated conditions in a set time and are recorded in the class register. Students will be awarded marks for tests. It is up to the teacher if she/he wants to do tests and tests are only allowed in subjects where there are no "Schularbeiten". That means that there are no tests possible in languages and maths at KIS. The length of any individual test must not be longer than 20 minutes or 50 minutes per term. Tests are not conducted immediately after a break of more than three or more days and on days when there is already an exam scheduled and are announced at least two days in advance. A teacher has a full week to mark and hand back a test and both parents/carers and students have the right to access it. The subject matter is smaller and more isolated compared to »Schularbeiten«.

Oral exams – the nature of an oral exam is that it has the character of a conversation with at least two independent questions. However, it is allowed that there are written parts, at the blackboard for example, as long as the student orally explains her/his steps taken in order to come to a solution. Students must answer under controlled, isolated conditions in a set time. Students will be awarded marks for oral exams latest by the end of the lesson. It is a student's right to demand an oral exam once in each term. The length of an oral exam must not be longer than 15 minutes and it must be taken during a regular lesson in the relevant subject. If a student did not voluntarily choose the date for the exam, oral exams are not conducted immediately after a break of more than three or more days and are announced at least two days in advance. A teacher must make the student aware of any mistakes that hamper the problem-solving process immediately.

Lesson reviews – short verbal questions to assess student understanding. Lesson reviews cover only material taught recently.

Class participation ("Mitarbeit") – a term used to cover different forms of student achievements and can be carried out over a prolonged period, sometimes even a full term. It is up to the teacher what the term covers exactly and has to be notified in writing at the beginning of the academic school year. Individual achievements do not necessarily have to be marked individually, records have to be made as often as necessary to give feedback and mark the student's class participation.

Class participation may include

- oral participation in class
- written, practical and graphical achievements
- achievements when working in a team or alone
- homework
- presentations
- portfolios
- handing in course work on time
- having all necessary course materials in class
- having reviewed the material covered in class (orally or written)
- having done assigned readings

ability to put theoretical knowledge into practice
students' understanding and thinking when acquiring new knowledge
formative assessment which is interwoven with the daily learning and provides both
teachers and students with useful feedback on how well students are understanding and
applying the new concepts, skills, and knowledge.

Assessment test («Feststellungsprüfung») – There is compulsory attendance and participation in all subjects (Matura courses and IB courses). If it is not possible to assess a student's achievements in one subject due to non-existing participation; absences; missing exams, tests, homework assignments etc., the student must pass an assessment test («Feststellungsprüfung») in the subject(s) concerned which will be announced two weeks in advance. If the student fails the assessment test, no grade but an »N« («Nicht beurteilt» – assessment not possible) is awarded. As a consequence the student concerned cannot complete the academic year.

Peer- and self- assessment – Students given opportunities to assess their own and each other's work, stressing the importance of reflection in the learning process. When appropriate, students may also be actively involved in setting the assessment criteria.

Grade awarding

IB students will be awarded two certificates after each term, the official Austrian one and a special one for the chosen IB subjects, where their subject teachers will award the student a grade according to the IB grading system and a written feedback.

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Contents based on:

Diploma Programme Assessment (2004), IBO, Geneva Switzerland
Leistungsfeststellung und Leistungsbeurteilung (2007), Bundesministerium für Bildung und Frauen, Wien, Österreich available from
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