



Assessment policy



Engage – Explore - Enrich

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Contents based on:

Diploma Programme Assessment, IBO, Geneva

Leistungsbeurteilungsverordnung (Fassung 5.4.2021), Bundesministerium für Bildung, Wissenschaft und Forschung, Wien, available from

<https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009375> (accessed March 7th, 2024)

Vision statement

We want to see our students leave our school as critical thinkers who have a sustained interest in learning and inquiry. They will be responsible and morally ambitious young adults.

We will help our students to listen and acknowledge the views of others, especially when they oppose their own, and to communicate respectfully. We want our students to embrace each other's differences, recognise that there is a wider world outside of their familiar context and to live peacefully with their fellow human beings.

To achieve our vision, our school will align the best traditions of an Austrian Gymnasium with the global perspectives of an International Baccalaureate education.

Philosophy

Gymnasium Klosterneuburg IB World School recognizes the importance of continuous formative assessment as an integral part of education and strives to monitor the progress of student learning and achievement closely as well as provide coherent feedback for students and parents/carers regularly. Furthermore, in accordance with the Austrian school laws (*Schulrecht*), students also receive a grade summing up their overall performance in each subject at the end of each semester.

Teachers are required to continuously record the progress of students and semester grades and predicted grades are based on a range of evidence. The specific assessment 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.

The aim of this policy is to inform parents/carers and students of the way assessment is carried out at Gymnasium Klosterneuburg according to both the Austrian school laws and the IB Diploma Programme processes.

Austrian grading system

In our Bilingual Programme, students always have the legal right to answer in German if needed in the classroom or test situations, even if the questions are in English. Students may also use some German in their written work if they do not know or remember the English term. Students are not penalised for using German, with the exception of language tests.

One grade per subject is awarded at the end of each semester. The Austrian grading system offers a range of five different grades (1 to 5), with 1 being "very good" (*sehr gut*) at the top end and 5 being "not sufficient" (*nicht genügend*) as the lowest and only fail grade. Students need to earn at least a 4 which is "sufficient" (*genügend*) in order to pass the subject. The different grades are:

- 1 – very good (*sehr gut*)
- 2 – good (*gut*)
- 3 – satisfactory (*befriedigend*)
- 4 – sufficient (*genügend*)
- 5 – not sufficient: fail (*nicht genügend*)

IB Diploma Programme grading system

The Diploma Programme uses a range of 7 to 1, 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

Schularbeit

A “*Schularbeit*” is the most important written exam with usually at least two discrete tasks that students must do under examination conditions in a set time. The length of any *Schularbeit* varies from 50 minutes to up to 200 minutes. At Gymnasium Klosterneuburg, subjects with a *Schularbeit* are Languages and Maths.

Students are awarded marks for a *Schularbeit* which not only serve as individual feedback for the students, but also provide comparability within a cohort as well as across cohorts. These marks follow the pattern of the overall grading system (1 to 5). However, they can never be the sole basis for a student’s overall grade, since grades also need to take other factors such as class participation and other forms of assessment into account.

A *Schularbeit* may not be conducted immediately after a break of three or more days or on days when there is already an exam scheduled. The dates for all *Schularbeit* exams are announced at the beginning of each semester; 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 number and length of a *Schularbeit* differs according to the year a student is in and this is announced at the beginning of the academic year. If a student misses a *Schularbeit*, they will have to sit it at a later point in the semester.

Test

Tests are often a collection of many short-answer questions that students must answer under examination conditions in a set time. Students are awarded marks for tests in the 1-5 grading system. It is up to the individual teachers if they want to do tests and tests are only allowed in subjects that do not already do a *Schularbeit* (i.e. in subjects other than Languages and Maths). The length of any individual test must not be more than 20 minutes and the duration of all tests in one subject combined must not exceed 50 minutes each semester. Tests may not be conducted immediately after a break of three or more days or on days when there is already an exam scheduled and they must be 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 content of a test is smaller and more contained than for a *Schularbeit*.

Oral exams

An oral exam should have the character of a conversation between the teacher and a student during which the student must answer at least two discrete questions. Students may write (e.g., at the blackboard) if they serve as a visual aid for the student’s answers and explanations. If the student makes a mistake that influences or hinders any subsequent steps in the problem-solving or answering process, the teacher must point out the mistake immediately. Oral exams take place under examination conditions in a set time. Students will be notified of the mark within the same lesson. Teachers can require students to take an oral exam if additional assessment is necessary to arrive at an overall grade. However, it is also within the students’ rights to ask to sit an oral exam once per semester to improve their grade. The length of an oral exam must not be longer than 15 minutes and it must take place during a regular lesson of the corresponding subject. If a teacher requires a student to sit an oral exam, it must not be conducted immediately after a break of three or more days and must be announced at least two days in advance.

Lesson revisions

Lesson reviews are short verbal questions to assess student understanding. Lesson reviews only cover material that was taught recently.

Class participation

Class participation (*Mitarbeit*) is a term used to cover a variety of student work and engagement, many of which are observed and recorded over a longer period of time such as a full semester or the entire academic year. It is up to the teacher what the term covers exactly and students must be notified about the particular components of class participation in each subject at the beginning of the academic year. Whilst not every example of class participation has to be noted individually, records must be kept by the teacher to give feedback and mark the student's class participation.

Class participation may include but is not limited to:

- Oral participation in class
- written, practical and graphical work
- Groupwork
- Homework
- Portfolios
- Meeting all deadlines
- Having all necessary course materials in class
- Lesson revisions
- Completing assigned reading
- Students' engagement and understanding when acquiring new knowledge
- Formative assessment

Assessment test

There is compulsory attendance and participation in all subjects (both for the Austrian curriculum and for the IB Diploma Programme). If it is not possible to assess a student's achievements in one subject due to lack of participation, absences, missing exams, tests, homework assignments etc., the student must pass an assessment test (*Feststellungsprüfung*) in the subject concerned. This must be announced two weeks in advance. If the student fails the assessment test, they will receive no grade other than an "N" (*nicht beurteilt*) meaning that assessment was not possible and was not graded.

Peer and self-assessment

Students are 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.

Reports

Students in years 1-6 receive an official Austrian report after each semester with grades 1-5.

Students in years 7 and 8 and therefore studying for the IB Diploma or Certificates, also receive a report on their chosen IB DP subjects and progress on the Core. These reports, designed to be encouraging and aspirational, are linked to the IB Learner Profile attributes that we aim for the students to develop during the Diploma Programme and highlight the student's progression in the key skills needed for each of their subjects.

In year 7, students receive one report before the semester break and one report shortly before the end of the academic year.

In year 8, students receive one report before the Christmas break and a short report on their mock exams performance in March.

IB Internal Assessment moderation and standardisation of marking

Students in the IB Diploma Programme carry out an inquiry into a topic of their choosing in each of their 6 subjects. This inquiry is the Internal Assessment (IA) and takes a different form in each subject, e.g. in History it is a historical investigation whereas in Language B, it is an oral discussion.

As implied by the name, IAs are completed and marked internally in school and only a small sample of students' work is submitted to the IBO for external moderation. In order to standardise marking across each subject so that students receive as accurate a mark as possible regardless of the class teacher, the following procedure is followed.

