Huebschmann-Zhan Foreign Children School IB DP

Assessment Policy

Last review: September 2026

Next review: March 2027

1. How the School Understands Assessment

At Huebschmann-Zhan Foreign Children School, assessment is not only used to record student achievement. More importantly, it helps students understand their learning progress and provides teachers with information that guides teaching and learning.

The school believes that assessment should be an integral part of the learning process rather than something that happens only during examinations. In the classroom, students demonstrate their understanding in a variety of ways, including class discussions, written assignments, projects, laboratory work and examinations.

Teachers continuously collect information about student learning through these activities. This information allows teachers to provide meaningful feedback and helps students identify ways to improve their learning. In this way, assessment becomes an important tool that supports learning rather than simply measuring it.

This approach reflects the broader educational philosophy of the school, which emphasizes meaningful learning, student responsibility, and the development of independent and reflective learners within a supportive and collaborative school community.

All assessment practices are conducted in accordance with the Academic Integrity Policy. Teachers ensure that all submitted work is authentic and that students are appropriately guided in academic honesty throughout the assessment process.

2. Transition from the German School System to the IB Programme

In Grades 1–10, the school follows the German school system. During these years, student performance is evaluated using the traditional German six-grade scale:

- Grade 1 – Very Good (sehr gut)
  This grade is awarded when a student's performance meets the requirements to an exceptional degree.
- Grade 2 – Good (gut)
  This grade is awarded when a student's performance fully meets the expected requirements.
- Grade 3 – Satisfactory (befriedigend)
  This grade is awarded when a student's performance generally meets the expected requirements.
- Grade 4 – Sufficient (ausreichend)
  This grade is awarded when a student's performance shows certain deficiencies but still meets the basic requirements overall.
- Grade 5 – Poor (mangelhaft)
  This grade is awarded when the student's performance does not meet the requirements, but it is evident that the student possesses the necessary basic knowledge and that the deficiencies could be corrected within a reasonable period of time.
- Grade 6 – Insufficient (ungenügend)
  This grade is awarded when the student's performance does not meet the requirements and the gaps in basic knowledge are so significant that improvement cannot reasonably be expected in the near future.

Within this system, grades do not reflect examination results alone. Teachers also consider students' learning progress, their effort, and their engagement in the learning process.

In the German school system (Grades 1–10), student achievement is based on a combination of written assessments and ongoing classroom performance. Typically, written assessments (tests and examinations) account for approximately 50% of the

overall grade, while formative components such as class participation, homework, and oral contributions account for the remaining 50%.

The written assessment component is primarily based on major examinations conducted throughout the school year. Depending on the subject, students typically complete either two or four major written examinations per year. Core subjects such as Mathematics, German, and the first foreign language generally include four written examinations, while other subjects usually include two. These examinations form the main basis of the written assessment component.

The remaining 50% of the overall grade is derived from a broader range of formative and ongoing assessments, including shorter written tests, oral assessments, presentations, class participation, and homework. This structure ensures that both performance in major examinations and continuous engagement in the learning process are taken into account.

Grades are determined through a combination of professional judgement and clearly defined assessment criteria, ensuring that both academic achievement and learning engagement are considered.

When students enter the IB Diploma Programme in Grades 11 and 12, the school transitions from the German grading system to the IB 1–7 grading scale. During this transition, teachers explicitly introduce IB assessment criteria and grade descriptors, and students are supported in understanding how their performance aligns with IB standards.

Although the grading system changes, the underlying philosophy of assessment remains consistent.Students continue to be evaluated through multiple forms of evidence, allowing teachers to develop a comprehensive understanding of each student’s learning progress.

3. How Students Are Assessed in the IB Diploma Programme

Learning in the Diploma Programme is monitored through a balanced combination of formative and summative assessment.

Formative assessment occurs throughout the learning process and may include classroom discussions, quizzes, homework assignments, draft submissions, presentations, practice exercises, and teacher observations. These activities allow teachers to monitor student understanding and provide timely feedback.

Summative assessment occurs at key points during the academic year and allows students to demonstrate the knowledge and skills they have developed. At Huebschmann-Zhan Foreign Children School, students complete multiple summative assessments per subject each academic year, including mid-term examinations, end-of-semester examinations, major coursework or projects, and mock examinations during the second year of the programme.

These assessments ensure continuous feedback and allow teachers to monitor student progress across different units of learning.

In the final semester of the programme, assessment focuses primarily on Internal Assessments (IA), mock examinations, and preparation for final IB examinations.

To support balanced student workload and effective planning, the school maintains an internal assessment calendar that helps coordinate major assessment tasks across subjects.

4. Assessment Design within the Curriculum

Assessment at Huebschmann-Zhan Foreign Children School (HuZ) is an integral part of teaching and learning. Teachers design assessment within their subjects to provide students with opportunities to demonstrate knowledge, understanding and skills, while also using assessment information to support students' ongoing learning and development.

Within each subject, teachers identify appropriate assessment methods, criteria and weightings in their course and unit planning. Assessment should include a balance of formative and summative assessment.

For the purpose of school semester reporting, the overall assessment structure is:

Assessment Type	Weighting	Purpose
Formative Assessment	**50%**	Provides information during the learning process and is used to monitor progress, provide feedback, identify learning needs and support improvement.
Summative Assessment	**50%**	Provides evidence of student achievement at defined points in the learning process and is used to evaluate the extent to which intended learning outcomes have been achieved.

Within this overall 50/50 structure, individual subjects may use different forms of assessment according to the nature of the subject and its learning objectives. These may include, for example, daily assignments, classwork, projects, presentations, practical work, unit tests, written examinations, oral tasks, research tasks, midterm examinations and final examinations.

Teachers determine the specific distribution of assessment tasks within the formative and summative categories for their subjects and communicate these expectations clearly to students. Assessment methods and criteria should be appropriate to the subject and, where relevant, informed by the current IB subject guide, assessment objectives and criteria.

For example, a subject may structure its semester assessment as follows:

Assessment Component	Weighting	Assessment Type
Daily assignments	30%	Formative
Unit projects	20%	Formative
Unit tests	20%	Summative
Midterm and final examinations	30%	Summative
Total	**100%**	**Formative 50% / Summative 50%**

This example illustrates the school's overall assessment structure; the specific assessment components used within individual subjects may vary according to the nature and requirements of the subject.

School Semester / Reporting Grades

School semester/reporting grades are used to communicate students' academic progress and achievement during the Diploma Programme. They appear on school reports and are based on multiple forms of assessment evidence collected during the reporting period.

Teachers use professional judgement when determining semester/reporting grades, taking into account the student's demonstrated achievement across the relevant assessment evidence. Teacher judgement should be informed by the learning outcomes of the course and, where appropriate, by IB subject-specific assessment criteria and grade descriptors.

The following descriptors provide a common school-wide framework for reporting achievement on the 1–7 scale:

Grade	Reference Level	Criteria Description
7	85%	The student demonstrates a complete and thorough understanding of learning outcomes. Completed assessments frequently go above and beyond the stated requirements and synthesize and apply content and skills uniquely or innovatively. The student performs subject-specific skills independently with few errors and/or makes successful attempts when revising or correcting mistakes independently.
6	70%	The student demonstrates a complete and thorough understanding of learning outcomes. Completed assessments occasionally go above and beyond the stated requirements or may synthesize and apply content and skills uniquely or innovatively. The student performs subject-specific skills independently with few errors and/or makes successful attempts when revising or correcting errors with instructor or peer assistance.
5	55%	The student demonstrates a satisfactory understanding of learning outcomes. Completed assessments frequently fulfil stated requirements and apply content knowledge effectively. The student performs subject-specific skills with some errors and makes successful attempts to revise or correct errors with instructor or peer assistance.

Grade	Reference Level	Criteria Description
4	40%	The student demonstrates a satisfactory understanding of learning outcomes. Completed assessments occasionally fulfil stated requirements and apply content knowledge effectively. The student performs subject-specific skills with some errors and makes some successful attempts to revise or correct errors with instructor or peer assistance.
3	30%	The student demonstrates an incomplete or limited understanding of learning outcomes. Completed assessments are inconsistent in fulfilling stated requirements and may show incorrect application of content knowledge. The student performs subject-specific skills with errors, and attempts to revise or correct errors remain limited even with instructor or peer assistance.
2	20%	The student demonstrates very limited understanding of learning outcomes. Assessments are rarely completed or submitted, and available evidence shows substantial difficulty in applying content knowledge and subject-specific skills. The student makes limited attempts to revise or correct errors, even with instructor or peer assistance.
1	10%	The student demonstrates very limited understanding of the learning outcomes. Available assessment evidence shows little achievement of the basic requirements. The student is unable to demonstrate basic subject-specific skills consistently, even with substantial teacher or peer support, and shows little improvement when given guidance and opportunities to revise or correct errors.

The descriptors should be applied to the available assessment evidence using teacher professional judgement. Teachers should also consult the current IB subject guide for relevant subject-specific criteria and assessment expectations.

5. Relationship between School Reporting Grades and IB Final Grades

The **school semester/reporting grade** and the **official IB subject grade** serve different purposes and should not be treated as equivalent calculations.

The school semester/reporting grade is used for ongoing school reporting during the Diploma Programme. It draws on multiple forms of formative and summative assessment and reflects student achievement during the relevant reporting period.

The official IB subject grade is determined according to the assessment components, criteria and component weightings specified in the current IB subject guide. It may include externally assessed work as well as internally assessed work subject to IB

moderation. The IB applies the relevant examination-session grade boundaries when determining the final subject grade.

Although both systems may use a 1–7 scale, they are not calculated in the same way. IB examination grade boundaries should therefore not be transferred directly to school semester grades without an appropriate school or subject-specific rationale.

6. Teacher Collaboration and Standardization

Teachers collaborate regularly to ensure fairness and consistency in assessment practices.

The school hosts regular IB meetings and collaborative planning sessions approximately every three weeks, with additional meetings arranged as needed.These meetings support alignment of assessment practices, coordination of student workload, and discussion of student progress across subjects.

Teachers use IB subject guides, assessment criteria, and exemplar materials to support a consistent interpretation of IB standards. In addition, samples of student work may be reviewed collaboratively to support internal standardization and ensure consistency in grading across subjects.

This collaborative process supports reliable grading practices and contributes to continuous professional development among teachers.

7. Internal Assessments (IA) and Extended Essay

In addition to classroom assessments, students in the Diploma Programme complete several Internal Assessments (IA) that contribute to their final IB subject grades.

The school provides students with a structured two-year IA timeline that includes key milestones such as:

- research planning
- first draft submission
- final submission deadlines

The detailed IA schedule is outlined in the GIB class timetable document.

Teachers guide students throughout this process. They introduce the assessment requirements, support students in developing appropriate research questions, and help them design an outline for their investigation.

During the process, teachers meet with students to discuss their work and provide one formal round of feedback in accordance with IB regulations. This guidance helps students conduct meaningful research while ensuring that the final work remains their own.

The Extended Essay (EE) is another core component of the Diploma Programme. Students conduct independent research under the guidance of a supervisor and participate in reflection meetings during the research process. The process concludes with a viva voce discussion and the final essay is externally assessed by IB examiners.

8. Academic Integrity in Assessment

Academic integrity is fundamental to all assessment practices at Hubschmann-Zhan Foreign Children School. Students are expected to produce authentic work and to acknowledge the ideas and words of others appropriately.

Teachers support students in developing academic honesty by providing guidance on citation practices, responsible research and proper use of sources. Students are expected to follow the school's Academic Integrity Policy when completing assignments, projects, internal assessments and other forms of coursework.

Teachers monitor student work throughout the assessment process and may use a range of strategies to ensure authenticity, such as reviewing drafts, discussing student work and checking sources when necessary. Before any work is submitted to the IB, teachers must confirm that the work is the student's own authentic work.

If concerns about academic misconduct arise during the assessment process, the case will be addressed according to the procedures outlined in the school's Academic Integrity Policy. The school may, where appropriate, use tools such as Turnitin to

support the review of student work. However, such tools are used only as a reference and not as definitive evidence of academic misconduct.

The school places greater emphasis on process-based authentication, including teacher supervision, draft development, student reflection, and ongoing dialogue between students and teachers. Students are expected to maintain a record of their research and writing process to demonstrate the authenticity of their work.

9. Assessment Schedule, Mock Examinations and Predicted Grades

In order to support student wellbeing and effective learning, assessment tasks are distributed across the academic year.

Across subjects, major assessments are planned in a coordinated manner. Major written assessments are normally announced at least two weeks in advance to allow students sufficient time for preparation. Teachers coordinate within subject groups and across grade levels to ensure that students' overall workload remains manageable.

Within the IB Diploma Programme, students typically experience several key assessment periods during the year, including:

- mid-term assessments
- end-of-semester examinations
- coursework or project deadlines
- mock examinations during the second year of the programme

This structured approach allows students to plan their learning effectively while enabling teachers to monitor progress throughout the year.

Mock examinations form an important part of the assessment structure within the Diploma Programme. These examinations replicate the structure and expectations of IB external examinations and allow students to practice working under formal examination conditions.

Teachers use evidence from coursework, internal assessments, mock examination results, and classroom performance when determining predicted grades submitted to the IB before the final examinations.

10. Communication of Student Progress and Predicted Grades

Student progress at Huebschmann-Zhan Foreign Children School is communicated regularly to both students and parents through a combination of formal reports and ongoing teacher feedback.

Students receive official semester reports that summarize their academic progress and achievement. For students in the Diploma Programme, achievement is communicated using the IB 1–7 grading scale, reflecting IB assessment criteria and grade descriptors.

In Grades 1–10, communication of student progress follows the principles of the German school system, where both academic performance and individual learning development are considered. In addition to written reports, students and parents participate in regular “Lernentwicklungsgespräche” (learning development conferences), which provide structured opportunities to discuss progress, strengths, and areas for improvement. In addition, the school organizes at least two formal parent–teacher meetings per academic year. Furthermore, parents may request individual appointments with teachers at any time to discuss their child’s academic progress.

These meetings involve teachers, students, and parents and focus not only on academic achievement but also on learning behaviors, effort, and individual development. This approach ensures that students receive continuous and personalized feedback on their learning journey.

In addition to written reports, teachers provide continuous feedback during lessons, through written comments and individual discussions with students. Parent–teacher meetings and individual consultations provide further opportunities for teachers, students and parents to discuss progress and identify strategies for improvement.

In Grade 10, as a transition year between the German system and the IB Diploma Programme, communication of progress includes both traditional reporting formats and increasing use of IB-style feedback. Students begin to receive more criteria-based feedback aligned with IB assessment practices, helping them understand expectations for the Diploma Programme.

During this transition phase, subject teachers provide more detailed feedback on skills such as critical thinking, academic writing, and independent learning. This prepares students for the demands of the IB Diploma Programme and supports informed subject choices.

As part of the IB examination process, teachers also submit predicted grades to the IB. Predicted grades are determined using multiple sources of evidence, including coursework performance, internal assessments, mock examinations, and overall classroom engagement. These grades are reviewed collaboratively within subject groups and confirmed by the Diploma Programme Coordinator before submission.

11. Supporting Diverse Learners

Assessment practices recognize that students may have different learning needs and learning styles. Teachers support students through structured feedback, differentiated instruction, and varied assessment methods. Where appropriate, examination access arrangements may be implemented according to IB regulations.

In line with the principles of German international schools, the school recognizes student diversity as a strength and aims to provide inclusive access to learning for all students.

Students with additional learning needs may receive individualized support measures, which may include:

- adjusted assessment formats (e.g. written or oral alternatives);
- extended time in assessments;
- modified task presentation (e.g. visual support or simplified structure);
- use of assistive technology where appropriate;
- separate examination settings if required.

These measures are designed to ensure equitable access to assessment without reducing academic standards.

The school works collaboratively with teachers, parents, and, where appropriate, specialists to identify and support students' individual learning needs. Support strategies are reviewed regularly to ensure their effectiveness.

12. Examination Security

The school follows IB regulations to ensure that examinations are conducted in a secure, fair and organized manner.

All examination materials are treated as confidential and handled according to IB examination procedures. Examination papers and related documents are stored securely and are only accessed by authorized staff.

During examinations, students are supervised by trained invigilators and must follow all IB examination regulations. Examinations are conducted in designated examination rooms where a quiet and controlled environment is maintained.

Students are expected to arrive on time, follow all instructions given by invigilators and comply with IB rules regarding permitted materials and academic conduct. In the event of an examination irregularity, the invigilator must immediately report the incident to the Diploma Programme Coordinator. A written record of the incident is required, and further action will be taken in accordance with IB procedures.

13. Policy Review

This Assessment Policy is reviewed periodically to ensure that the school's assessment practices remain aligned with IB regulations and the needs of the school community.

The review process may involve teachers, programme leadership and school administration in order to ensure that assessment practices continue to support high-quality teaching and learning.

References

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