

## **Appendix I on the School Regulations: Regulation on assessing and grading**

at the German International School Dubai.

Valid for years 3 and 4 of the Primary School and the Secondary Levels I and II.

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## **1. Principles:**

The regulations for the Secondary Level II result from the DIA, the directive on obtaining the General Higher Education Entrance Qualification at German International Schools Abroad.

The performances by the pupils will be assessed by the following grades being awarded:

- The performances correspond to the requirements to a special degree:  
     "Outstanding"                      1            (corresponds to: *sehr gut*)
- The performances correspond to the requirements completely:  
     "Very Good"                        2            (corresponds to: *gut*)
- The performances correspond to the requirements:  
     "Good"                                3            (corresponds to: *befriedigend*)
- The performances show defects, but still meet the requirements:  
     "Acceptable"                        4            (corresponds to: *ausreichend*)
- The performances do not correspond to the requirements.  
     However, a basic knowledge can be recognised:  
     "Weak"                                5            (corresponds to: *mangelhaft*)
- The performances do not correspond to the requirements.  
     Basic knowledge shows gaps at best:  
     "Very Weak"                         6            (corresponds to: *ungenügend*)

The assessment of the performance by the pupils with a grade can be suspended in one subject upon a decision passed by the Class Conference for up to two school half-years should the pupil in question not have sufficient knowledge in this subject.  
 (1)

If the pupil misses a class test excused, it will be re-written.

If the pupil misses a class test without an excuse, the pupil will be given the grade "Very Weak".

If the subject teacher ascertains cheating or an attempt at cheating during a performance review, the grade can be reduced or assessed as "Very Weak".

## **2. School reports:**

At the end of each school half-year the pupil shall receive a school report. The Class Conference decides on the school report grades.

Along with the report grades further remarks can be made on the report. The Class Conference decides about these remarks.

The Class Conference prepares the minutes on the results which must show the

confirmation of the report grades and report remarks by the subject teachers from a class. This also applies to decisions on the school career.

The report is signed by the class teacher and the school principal.

The end of the half-year and the school year is determined in the school calendar by the school before the beginning of the school year. The report is handed to the pupils on these days. This date is to be noted on the report.

At the beginning of the following half-year each pupil shall prove to the class teacher the acknowledgement of the report by a parent/guardian.

If the school attendance ends before the report is handed over, the pupil shall receive a leaving report with the date of the last school day.

At the end of year 10 the pupils will receive a report on the "Mittlere Reife" (equivalent to GCSEs) according to the determinations by KMK (<https://www.kmk.org/themen/auslandsschulen.html>).

A scan of each report issued is stored on the file plan server.

### **3. Written performance reviews**

**Class tests** (at least 45 minutes):

Class tests are taken in the core subjects (German, Mathematics, English, Arabic and French).

In all other subjects a class test can only be taken in year 10 upon a decision passed by the respective Class Conference. This class test serves the purpose along with performance review in the current school year of preparing the pupils to take examinations in all subjects in the sixth form.

Class tests will be published in the school calendar.

Parents and pupils receive information on the class tests by viewing the school calendar.

The subject teacher is responsible for the timely announcement of the class examination to the pupils. The teacher talks about the topic with the pupils and shall give information on the date at the latest one week before the actual date and the essential (not the concrete) contents.

The class teachers shall keep the class register with a period of at least two weeks. At the latest two weeks before the examination is to be taken, the teachers shall

enter the concrete date of these examinations so that each subject teacher is able to view this in good time and can organise their plans accordingly.

**Tests** (other written performance reviews of 10 to max. 20 minutes):

These tests can, but do not have to be announced. They may not be taken on days on which a class test is scheduled.

Maximal three class examinations per week may be taken, however, never on the same day. Tests too must also be entered into the class register; this enables all subject teachers to have the possibility to recognise the burden on the pupils and to react to this in an educational way. Each subject teacher has the obligation to acquire information about the current status from the class register.

All these entries in the class register are clearly highlighted with a red pen.

#### **4. Other performance reviews**

All other reviews such as daily exercises and short vocabulary tests under 10 minutes, speeches, presentations, assessments of pupil activities in the special subject and the like are the responsibility of the subject teacher. Such performance reviews do not have to be announced.

The conduct of a pupil may not lead to a grade in the subject. Homework will not be graded. <sup>(2)</sup>

In each half-year at least three grades per subject and pupil for tests or other performance reviews must be given.

#### **5. Work and social behaviour**

Every pupil in grades 3 to 8 receives an assessment for work and social behaviour under remarks on the half-yearly and annual report cards.

The work behaviour concerns the cooperation in lessons at school as well as the completion of homework.

The evaluation of work behaviour is based primarily on the following aspects:

- Willingness to perform and cooperation
- Target and result orientation
- Ability to cooperate
- Independence
- Diligence and perseverance
- Reliability.

Social behaviour is used to assess the pupil's behaviour in relation to his or her classmates.

The assessment of social behaviour is mainly based on the following aspects:

- Reflectiveness
- Ability to deal with conflicts
- Agreeing on and abiding by rules, fairness
- Helpfulness and respect for others
- Acceptance of responsibility
- Participation in shaping community life.

Work and social behaviour are assessed with the grades "very good", "good", "acceptable" and "weak". The grades have the following meaning:

The grade "very good" should be given if the pupil's behaviour or cooperation deserve special recognition.

The mark "good" should be awarded if the pupil's behaviour or cooperation meets the expectations to be placed on him/her.

The mark "acceptable" should be awarded if the pupil's behaviour or cooperation meets the expectations to be placed on him/her without any significant restrictions.

The mark "weak" should be awarded if the pupil's behaviour or cooperation does not meet the expectations to be placed on him/her.

Each subject teacher gives the pupil a mark for work behaviour and a mark for social behaviour at the end of a school term. The class teacher proposes a report mark for each of the two categories on the basis of the individual assessments. The class conference votes on the report mark by simple majority.

## 6. Assessment benchmarks:

- Sixth form of the grammar school

The assessment benchmark for the Abitur examinations has been prescribed to us. Therefore, the following table is valid for the sixth form of the grammar school (Classes 11 and 12):

Percent	95	90	85	80	75	70	65	60	55	50	45	40	34	27	20	
Grade points	15	14	13	12	11	10	9	8	7	6	5	4	3	2	1	0
Grade	1+	1	1-	2+	2	2-	3+	3	3-	4+	4	4-	5+	5	5-	6

The grading is basically done with a tendency. If at least 45% of the points is not achieved, the test will be graded with an insufficient grade.

- Secondary Level I

The grading on the report is basically done without tendency.

The following table applies:

Grammar School	90%	75%	60%	45%	20%	
"Realschule"	85%	70%	55%	40%	15%	
"Hauptschule"	80%	65%	50%	35%	10%	
Grade	1	2	3	4	5	6

- Orientation Level (Year 5)

The lessons are given for all pupils in a standard way at a very good average level. The performances of the pupils are assessed according to the assessment benchmarks of the Secondary Level I (Grammar School).

- Primary School

	96%	85%	69%	49%	27%	
Note	1	2	3	4	5	6

The teachers in the Primary School and in the Secondary Level I can give the grades for certain tests with a tendency (i.e. 1- or 2+, instead of 1 or 2). These tendencies play no role for determining the report grade.

## **7. Determining the report grade:**

A report grade is given when the pupil has participated in the lessons continuously <sup>(3)</sup> for 6 weeks at least once within each school half-year. A report grade can be given if lessons have been continuously attended for at least four weeks and there are important reasons on hand preventing a longer continuous lesson attendance in the half-year.

If no continuous lesson attendance of at least four weeks can be proven, no report grade will be given. <sup>(4)</sup>

Calculation:

- Calculating the report grade for the end of year report is done continuously taking into account the grades from the first half-year. <sup>(5)</sup>
- For subjects in which class examinations are taken:
  - If two class examinations per half-year are taken, these grades determine 50% of the report grade. A grade for the general part is formed from the grades for tests and all other performance reviews with the same value of these grades, that likewise determines 50 % of the report grade. If only one class examination is taken, in this case this will determine a third of the report grade for the respective half-year. <sup>(6)</sup>
  - Values will be thereby calculated with one position after the decimal point. <sup>(7)</sup>
- For subjects in which no class examinations are taken:
  - All grades given for tests and other performance reviews contribute with the same value towards the report grade.

The report grade is formed in both cases by mathematical rounding. If this rounding results in a value exactly between two grades, the subject teacher shall decide based on educational criteria which report grade is to be given.

## **8. Transparency:**

The individual grades the pupil is awarded must be transparent.

- Each grade must be informed to the pupil in good time.
  - Corrected class examinations will be handed back to the pupils at the latest after 14 days. The pupil will show the subject teacher within a further week the acknowledgement of the assessment by the parents. If the subject teacher is under particular pressure caused by work, in this case the school principal may extend the period granted to correct by one week. This is to be informed to the pupils.

All other written performance reviews will be handed back to the pupils corrected within one week. An assessment of these performance reviews through grading is not imperative.

Each assessment of other performance reviews is to be informed to the pupils directly or at the latest by the next lesson.

- Communicating the assessments:

Upon request of the pupil or his/her parents, the subject teacher shall justify the grade.

One week before the parents' evening, that take place respectively around the middle of both school half-years, the class teacher shall send the current performance status of the pupils in all subjects to all parents in his/her class. Parents whose children appear in danger at the current moment in time of not moving up to the next class according to the promotion regulations, will be invited to the parents' evenings and are to be informed and advised there by the class teachers.

All other parents should arrange appointments with the subject teachers if they have questions on the performance status of their children.

- Information on the report grades:

As early as possible<sup>(8)</sup>, at the latest one week before the reports are handed out, the parents are to be informed by the subject teacher by email if the subject will be assessed with "Weak" or "Very Weak" or if the possibility of such an assessment is becoming apparent.

Upon request of the pupil or his/her parents, the subject teacher shall justify the report grade. In particular the teacher must be able to give information on the time and the occasion of the individual grades that were used to derive the report grade.

*The German text shall prevail in case of ambiguities or in other cases where there is doubt or where there are problems of interpretation.*

**Remarks:**

- (1) Instead of a grade "without assessment" will be entered for the subject. Under remarks the explanation will be given: "without assessment since sufficient knowledge is lacking".
- (2) A review and assessment of the subject (skills or specialised contents) of the homework in the lesson is permissible, however, not as an educational reaction to unfinished homework.
- (3) Continuous lessons are on hand if there are no absences within the determined period. It is thereby irrelevant whether the pupil is responsible for these absences or not.
- (4) Instead of a grade, without assessment will be entered. Under remarks it is explained: „*without assessment since there was insufficient continuous lesson attendance*“.
- (5) This means that there will be no separate grade formed for the second half-year.
- (6) If a class examination of the school half-year is taken in the 1<sup>st</sup> half-year, in this case it will determine a third of the half-year grade. In the calculation of the end of year grade the class examination will count one sixth if only one is taken in the school year.
- (7) Examples:
  - Case 1: exams={2;3} and tests={2;1;2;3;3} provides averages for  $\emptyset(\text{exam})=2.5$  and  $\emptyset(\text{AT})=2,2$ .  
This results in an average value of 2.35 and with this the grade *good* in the school report.
  - Case 2: exams={1;1} and tests={2;1;2;3} } provides averages for  $\emptyset(\text{KA})=1.0$  and  $\emptyset(\text{AT})=2.0$ .  
This results in an average value of 1.5 and with this the grade *outstanding or good* on the report.
  - Case 3: exams={4;3} and tests={4;2;4;3;3;5;4} provides averages for  $\emptyset(\text{KA})=3.5$  and  $\emptyset(\text{AT})=3.6$ . This results in an average value of 3.55 and with this the grade *acceptable* on the school report.
- (8) Basically the subject teacher will inform the parents by email as soon as he or she recognises a performance trend that makes an assessment of at least *weak* on the report seem possible.

*The German text shall prevail in case of ambiguities or in other cases where there is doubt or where there are problems of interpretation.*