

# Sek I Assessment Policy

at St. Kilian's Deutsche Schule Dublin

## 1. Legal Basis and Scope

- a) Evaluation and assessment of academic performance in the Sek I curricular stream at St. Kilian's Deutsche Schule Dublin are based on:
- *Versetzungsordnung der Sekundarstufe I an St. Kilian's Deutsche Schule Dublin* (as amended in December 2019), hereafter abbreviated as **VO**.
  - the document *Bildungsgänge und Abschlüsse im Sekundarbereich I an Deutschen Schulen im Ausland* (Resolution of the Conference of Ministers of Education dated 17/09/2008), hereafter abbreviated as **BA Sek I**.
  - *Ordnung für den Abschluss der Sekundarstufe I an Deutschen Schulen im Ausland* (Regulations for the completion of lower secondary level at German schools abroad; Resolution of the Conference of Ministers of Education dated 16/03/2017), hereafter abbreviated as **PO Sek I**. (This will be decisive in all respects of final examinations for the *Mittlerer Schulabschluss*.)
  - *Verordnung des Kultusministeriums Baden-Württemberg über die Notenbildung* (Regulations of the Ministry of Education of Baden-Württemberg regarding the formation of grades dated 5th May 1983), hereafter abbreviated as **NVO BW**.
  - *Verwaltungsvorschrift des Kultusministeriums Baden-Württemberg über den Datenschutz an öffentlichen Schulen* (Administrative regulations of the Ministry of Education of Baden-Württemberg on data protection at public schools, dated 4th July 2019), hereafter abbreviated as **VwV BW**.
- b) The following applies to the subjects in the Sek I stream which are taught at the German School Dublin according to the curricular standards of the state of Baden-Württemberg. These are German, Mathematics, History and Biology in Classes 5–10, Chemistry in Classes 7–10 as well as English and Physics in Class 10.

## 2. Grades for Academic Performance

- a) According to § 5 NVO BW and § 3 PO Sek I, there are six grades in Sek I.

- b) The meaning of the grades is as follows:
- (1) The grade “sehr gut” shall be awarded if the performance meets the requirements particularly well.
  - (2) The grade “gut” shall be awarded if the performance fully meets the requirements.
  - (3) The grade “befriedigend” shall be awarded if the performance generally meets the requirements.
  - (4) The grade “ausreichend” shall be awarded if the performance has deficiencies but still meets the requirements in general.
  - (5) The grade „mangelhaft“ shall be awarded if the performance does not meet the requirements but shows that the necessary basic knowledge is present and that the deficiencies can be remedied in the foreseeable future.
  - (6) The grade „ungenügend“ shall be awarded if the performance does not meet the requirements and shows such gaps even in the basic knowledge that the deficiencies cannot be remedied in the foreseeable future.
- c) These grades are used to assess the academic performance in Klassenarbeiten and classwork. At the pedagogical discretion of the respective subject teacher, they can be supplemented by a trend (*plus* or *minus*).
- d) The grades are based on a percentage of the overall performance achieved by a student (grading scale). Due to the tight integration of Sek I into the Irish school system, the percentage corresponds to the assessment system for the *Junior Cycle (Junior Cycle Profile of Achievement)* to enable a reliable conversion:

Grade	Sek I Grade Descriptor & JC Grade Descriptor	Percentage	Trend	Percentage
<b>1</b>	<b>sehr gut</b> <i>Distinction</i>	100 – 90 %	1+	100 – 98 %
			1	97 – 93 %
			1-	92 – 90 %
<b>2</b>	<b>gut</b> <i>Higher Merit</i>	89 – 75 %	2+	89 – 85 %
			2	84 – 79 %
			2-	78 – 75 %
<b>3</b>	<b>befriedigend</b> <i>Merit</i>	74 – 55 %	3+	74 – 69 %
			3	68 – 61 %
			3-	60 – 55 %
<b>4</b>	<b>ausreichend</b> <i>Achieved</i>	54 – 40 %	4+	54 – 50 %
			4	49 – 45 %
			4-	44 – 40 %

<b>5</b>	mangelhaft <i>Partially Achieved</i>	39 – 20 %	5+	39 – 34 %
			5	33 – 26 %
			5-	25 – 20 %
<b>6</b>	ungenügend <i>Not Graded</i>	19 – 0 %	6	19 – 0 %

### 3. Klassenarbeiten

a) Klassenarbeiten (class tests/exams) are more elaborate written assessments. The following table details the number and duration of Klassenarbeiten over the course of a school year:

Class		German <sup>1</sup>	Mathematics	History <sup>2</sup>	Biology Chemistry Physics <sup>3</sup>	English
<b>5</b>	number mins	4 40 – 80	4 40	-	2 40	-
<b>6</b>	number mins	4 40 – 80	4 40	2 40	2 40	-
<b>7</b>	number mins	4 40 – 80	4 40 – 60	2 40	2 40	-
<b>8</b>	number mins	4 40 – 80	4 40 – 80	2 40	2 40 – 80	-
<b>9</b>	number mins	4 40 – 120	4 40 – 80	2 40	2 40 – 80	-
<b>10</b>	number mins	4 40 – 135	4 40 – 80	2 40 – 80	2 40 – 80	4 40 – 80

b) With regards to the number and duration of Klassenarbeiten, there is no difference between *Gymnasium* level and *Realschule* level. Pursuant to Section 1.3 VO, Klassenarbeiten differ in the assigned tasks and the requirements (expectations), which is how they fulfil the demands of the respective level (cf. also section C BA Sek I).

c) A Klassenarbeit is announced at least a week in advance. In the Sek I subjects that are taught according to the curricular requirements of the state of Baden-Württemberg, there will be no

<sup>1</sup> In Classes 5 to 8, at least one Klassenarbeit should focus on spelling and grammar.

<sup>2</sup> History is taught in blocks in Class 6 and continuously from Class 7.

<sup>3</sup> Biology is taught from Class 5, Chemistry from Class 7, Physics from Class 10.

more than one Klassenarbeit per day and no more than two per calendar week. Make-up dates are exempted from this rule.

- d) In accordance with § 8 NVO BW, should a student cheat or attempt to cheat in a class test, the teacher decides if the Klassenarbeit can be used for performance assessment in the usual manner. If this is not possible, the Klassenarbeit is given a lower grade or has to be repeated. In cases of severe or repeated cheating the test can receive “ungenügend“ as a grade.
- e) In certain circumstances, a Klassenarbeit may be replaced by an equivalent written assessment (e.g. a portfolio) at the discretion of the teacher and in consultation with the German Principal (Schulleiter). In class 8, one Klassenarbeit in the subject of German can be replaced with a *Classroom Based Assessment (CBA)*. In the second half of class 9, one Klassenarbeit is replaced with the *Pre-Junior Cycle Final Examination* of the Irish Junior Cycle.
- f) Klassenarbeiten are corrected by the teachers according to subject criteria, generally within two weeks excluding holidays. The colour of the correction marks is at the pedagogical discretion of the teacher, as long as it contrasts with the text written by the student. In order for the corrections to be understandable, meaningful correction marks according to the subject are used. They can be supplemented by comments in the margins. The corrections should also be used to highlight and commend positive aspects of the academic performance.
- g) Should a student find discrepancies in the corrected Klassenarbeit after it has been returned (e.g. with respect to the grade calculation), these will be investigated and, where appropriate, the grade will be amended if this results in a higher grade, but not if it results in a lower grade. This procedure is customary and appropriate from a pedagogical perspective.
- h) The corrected Klassenarbeiten are handed out to the students who take them home to have them acknowledged by their parents.
- i) If the class average grade is 4.0 or worse, the Klassenarbeit is submitted to the Schulleiter before it is returned.
- j) Pursuant to § 14 POS Sek I, the written final examinations of Sek I (Mittlerer Schulabschluss) pass through a first and second correction. The expectations detailed in the examination documents for teachers and the corresponding templates as well as the relevant current subject-specific notes are to be observed. The first correction is generally marked in red, the

second correction in green.

- k) The granting of a compensation of disadvantage in Klassenarbeiten is regulated in section 2.3 of the *Verwaltungsvorschrift des Landes Baden-Württemberg vom 8. März 1999 „Kinder und Jugendliche mit besonderem Förderbedarf und Behinderungen“* (Administrative regulation of the state of Baden-Württemberg dated 8 March 1999, “Children and young adults with special needs and disabilities”; as amended on 22/08/2008) and in the school’s special needs policy. A compensation of disadvantage for Klassenarbeiten is reviewed and granted by the Schulleiter after consultation in the Sek I Conference. For the final examinations of Sek I (Mittlerer Schulabschluss), the compensation must be granted by the KMK.

#### 4. Classwork

- a) Classwork comprises the quality of
- oral contributions in class,
  - work produced in class (e.g. experiment descriptions, essays),
  - transcripts of work results,
  - homework,
  - written and practical exercises (e.g. vocabulary tests, numeracy tests, experiments),
  - presentations.
- b) In general, the teacher prompts the students regularly for their participation and integrates them into the lessons in order to give them opportunities to show their academic performance during class.
- c) According to § 10 NVO BW, homework has to have a connection to the lessons and is therefore part of the classwork.
- d) Classwork should be assessed according to the three requirement areas defined in the KMK standards (AFB I: knowledge, AFB II: application and transfer, AFB III: reflection and problem-solving).
- e) As far as possible and to avoid ambiguity and misunderstandings, the teacher should inform the students of their classwork grade before the reports are handed out.

## 5. Making-up Dates

- a) If a student misses a Klassenarbeit and an absence note with a compelling reason (e.g. illness) is supplied, they will be given a make-up appointment.
- b) If a student misses a Klassenarbeit without an absence note, it is graded as “ungenügend” according to § 8 NVO BW. However, this rule should be applied very carefully, as it is uncommon in the Irish school system to grade a performance that has, in fact, not been performed. If possible, another solution should be found in close consultation with the Schulleiter, respectively.
- c) Missed Sek I final examinations are covered in § 21 PO Sek I.
- d) If a student misses an in-class proof of performance according to section 4 a), it is left to the pedagogical discretion of the subject teacher if the task will be made up at a later date to enable the appropriate assessment of the classwork.

## 6. Reports

- a) Pursuant to § 3 Section 1 NVO BW, the students receive an annual report card on their performance during the entire school year. In the last class of Sek I (Class 10/4th Year), an additional half-year report card is issued pursuant to § 3 Section 2 NVO BW.
- b) Pursuant to § 5 Section 4 NVO BW, only whole grades are permitted in reports.
- c) The subjects grades are formed from the grades of the Klassenarbeiten on the one hand and the classwork grades on the other hand, as a rule at the ratio of 1:1. However, pursuant to Section 3.2 VO, the grade is the result of an overall assessment according to subject and pedagogical aspects and is not calculated schematically.
- d) In a two-year transition period in classes 5 and 6, the Klassenarbeiten of DF students account for 40 percent of the report grade and the rest is made up by their classwork.
- e) Pursuant to § 23 PO Sek I, students who pass the Sek I final exams in Class 10 receive a report card in which the KMK grants them
  - either the entitlement to transfer to the qualification phase of the German Gymnasium.

- or the “Realschulabschluss” or the entitlement to transfer to the introductory phase of the German Gymnasium, respectively.

The procedure is covered in PO Sek I.

## 7. Remarks on Behaviour and Engagement

- a) Pursuant to § 3 and § 6 NVO BW, the report contains one cross-subject grade or rather remark each for behaviour and engagement, which is awarded according to four levels.
- b) The assessment of the behaviour covers
- following rules and agreements,
  - responsibility (fairness, readiness to help),
  - conflict skills.
- c) The assessment of the engagement covers
- commitment,
  - organised learning and diligence,
  - determination and persistence in learning and task fulfilment.
- d) For the information of the parents, the levels are explained in German and English on the back page of the report card:

Stufe / Level	Verhalten / Behaviour	Mitarbeit / Engagement
I	Das Verhalten verdient besondere Anerkennung. <i>The behaviour merits a positive recognition.</i>	Die Mitarbeit war hervorragend. <i>Participation in class was exemplary.</i>
II	Das Verhalten entspricht voll und ganz den Erwartungen. <i>The behaviour fully meets the requirements.</i>	Die Mitarbeit war gut. <i>Participation in class was good.</i>
III	Das Verhalten war meistens zufriedenstellend. <i>The behaviour was mostly satisfactory.</i>	Die Mitarbeit war meistens zufriedenstellend. <i>Participation in class was mostly satisfactory.</i>
IV	Das Verhalten gab mehrfach Anlass zu	Die Mitarbeit war nicht zufriedenstellend.

	Beanstandung. <i>The behaviour has repeatedly given cause for concern.</i>	<i>Participation in class was unsatisfactory.</i>
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- e) Generally, behaviour and engagement are evaluated as Grade II. The other grades represent positive (I) and negative (III, IV) deviations.
- f) Each subject teacher suggests a corresponding grade for behaviour and engagement. After joint deliberation, the Sek I conference agrees on a grade which can be elaborated by further comments.

## 8. Additional Assessment Updates

- a) By the beginning of the mid-term break in autumn, students receive an assessment update (October Report). Irish Primary and Junior Cycle teachers in classes 5 to 9 are asked to contribute their grades as well. The grades reflect the first impression that the subject teachers have formed of the performance (“Eindrucksnote”) and may be confirmed or revised by evidence until the end of the half-year term. Remarks on behaviour and engagement are recorded as well, as set out in section 7. The October report serves as an early indication in case of a need for pedagogical intervention or support measures.
- b) Pursuant to § 4 NVO BW, students in classes 5 to 9 receive an assessment update for the first half-year term, with whole grades and grade trends being permissible (Half-Year Report). The grades are awarded as set out in section 6 c) und d). Remarks on behaviour and engagement are recorded as well, as set out in section 7.
- c) A Sek I conference is convened in a timely manner before the annual reports to discuss students who might not be able to transfer to the next Sek I class according to VO. A discussion with the relevant subject teachers in the Irish *Junior Cycle* should precede this conference. If it is determined that a student might not be able to transfer to the next Sek I class (average grade worse than 3.0 in the subjects listed under 1 b) ), the parents are notified in March (March Assessment Update). The possible consequences of not being transferred to the next Sek I class according to VO must be pointed out. Independently of this, the parents also have to be informed if there is a need for pedagogical intervention and a consultation seems necessary.



- d) When communicating with parents about their children's academic grades, the special situation of the Deutsche Schule Dublin as an international encounter school in Ireland should be taken into account. This is because in the Irish education system, for cultural reasons, strengths/achievements are given more weight than weaknesses, and assessments are often phrased much more positively than in the German educational system. Consequently, medium grades („befriedigend“, „ausreichend“) should be presented as a respectable performance with a potential for improvement. This should prevent parents from perceiving medium grades as a personal failure of their children or as them having failed in Sek I.

## 9. Handling of Personal Assessment Data

- a) Pursuant to section 2.3.4. of VwV BW, individual grades must not be announced to the whole class, but only to the respective student. As a guide, the students receive an overview of the grades (grade distribution without names).
- b) When a student joins the Sek I curricular stream, a student file is created. Apart from the basic index card, all assessment-related records (report cards, assessment updates) are stored here. The student file is kept by the administration for the Schulleiter, respectively. Pursuant to section 2.5.3 VwV BW, student index cards on paper should be retained for 60 years after the respective person has left the school, and then destroyed.
- c) The grade lists are archived by the Sek I Coordinator. Pursuant to section 2.5.3. of VwV BW they will be deleted/destroyed after the end of the next school year, provided that no appeals have been lodged.
- d) After the yearly reports have been handed out, the school is not generally obliged to archive the Klassenarbeiten. If Klassenarbeiten are still retained, pursuant to section 2.5.3. of VwV BW, they must be deleted/destroyed after the end of the next school year, provided that no appeals have been lodged.
- e) Pursuant to § 24 PO Sek I, special retention periods apply for the Sek I final exam records:
- Exam papers: 10 years
  - Copies of reports and summaries of the exam results: 30 years

Resolution of the Sek I Conference dated 31 August 2022.

## Selection of Correction Marks

Some correction marks are listed below to give teachers, pupils and parents orientation. This selection is not binding, as many Sek I teachers are seconded from different German federal states and are used to different specifications.

The correction marks listed below can be used according to subject-specific requirements and pedagogical discretion and supplemented by further margin marks (e.g. M, T, Sb etc.).

Inhalt	
<i>I / Inh</i>	Lack of content (e.g. inaccuracy, incompleteness, deviation from the task, incorrect reproduction of a text, or similar)
✓	Correct
(✓)	Partially correct
<i>f</i>	Incorrect
<i>ff / Ff</i>	Consequential error (mathematics, science)
<i>Vz</i>	Sign error (mathematics, science)
<i>D</i>	Logical error

Sprache	
<i>R</i>	Spelling error
<i>Z</i>	Punctuation error
<i>G / Gr</i>	Grammatical error
<i>A</i>	Incorrect vocabulary / semantically and stylistically inappropriate