

General Assessment Regulations German Mixed Language IB Diploma Programme

– Assessment Policy Deutsche Schule Izmir–

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1. Preamble

The present document, based on the concepts defined in the IBO publication Diploma Programme assessment: Principles and practice [1] is meant to:

- clarify the views on assessment at DS Izmir,
- explain the purpose of assessment at DS Izmir in the IB Diploma Programme (IB DP),
- exemplify the procedure of assessment at DS Izmir in the IB DP,
- state the various types of assessment at DS Izmir in the IB DP,
- describe the different feedback procedures regarding assessment.

Whenever the term "assessment" is used in the following, it always refers to the internal procedures at the Deutsche Schule Izmir. For better readability, gender-specific language is not used in the following text.

2. The IB learner profile

The IB Diploma Programme at DS Izmir is striving to educate "internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded We critically appreciate our own cultures and personal histories, as well as values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced We understand the importance of balancing different aspects of our lives – intellectual, physical, and emotional –to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

3. Premises

Assessment is an essential part of teaching and learning. The main aims of assessment in the IB Diploma Programme are to support the curricular goals and objectives to promote the appropriate learning of students.

Any type of assessment is a pedagogical decision, not a purely mathematical calculation, and must not be used as a means of disciplining students. Assessment is intended to inform students, teachers, and parents/guardians about the progress students have made and the level of achievement they have reached.

Within the Diploma Programme, both external and internal assessments are carried out. IB examiners grade work submitted for external assessment, while work produced for internal assessment is graded by subject teachers and subject to external moderation by the IB.

Assessment is fundamentally based on the subject-specific criteria of the IB Diploma Programme. Teachers apply these criteria in accordance with curricular requirements and, where necessary, adapt them to the school context. This criterion-related approach ensures that students' work is measured solely against established performance levels and not in comparison with other students.

Transparency and clarity regarding the assessment foundations, requirements, and benchmarks are core principles of assessment at the Deutsche Schule Izmir. This openness enables students to take responsibility for their own learning. Regular discussions of performance levels as well as continuous feedback from and for students, teachers, and parents support reflection and foster the learning process.

4. Types and Instruments of Assessment at DS Izmir

4.1 Formative assessment

Formative assessment is an integral part of the learning process and serves both teaching and learning. It provides targeted feedback to students and teachers regarding progress, strengths, and areas for development. Its purpose is to enhance students' understanding and skills while offering guidance for the next steps in learning. At the same time, formative assessment delivers valuable insights into the quality of teaching and supports the adjustment of learning objectives and methods.

4.2 Summative assessment

Summative assessment takes place at the end of each semester. It records student performance at a specific point in time and forms the basis for subject grades in the DS Izmir report cards. This ensures that the level of achievement is documented transparently and made comparable.

4.3 Dual function of formative and summative assessment

In practice, formative and summative assessments are closely interconnected. Many assessment instruments can serve both as ongoing feedback tools and as final evaluations. While the IB Diploma Programme places greater emphasis on summative performance, DS Izmir highlights formative feedback in daily classroom practice in order to foster learning and prepare students effectively for the final examinations. A comprehensive and balanced assessment plan is therefore a key element of teaching and course planning.

4.4 Assessment and Feedback Tools

The selection of tools is determined by the intended purpose (formative or summative) and the specific teaching context. Typical examples include:

- **Summative tools:** written exams, tests
- **Dual-purpose tools (formative and summative):** presentations, essays, project work, oral contributions, scientific practical's
- **Formative tools:** structured feedback sheets, target-feedback, class discussions, self-assessments, peer interviews, "flashlight" rounds, and other feedback methods
- and others.

4.5 Homework

Homework plays an important role in fostering independent learning and provides both students and teachers with valuable feedback on the current level of performance. In all subjects, the primary work is carried out in class. Homework evolves organically from classroom teaching and serves the purposes of review, consolidation, and preparation. Its scope and level of difficulty are adapted to students' capacities.

Assignments are designed so that students can complete them independently within a reasonable timeframe. To support students without overwhelming them, given the multiple assessment tasks they face, teachers within each IB course coordinate the amount of homework, with the IB Coordinator ensuring overall alignment. Homework is usually reviewed and discussed in class, helping students strengthen their self-assessment skills. Independent work outside school is subject to the DS Izmir Academic Honesty Policy.

5. Grading system

5.1 Grades in subjects

From the beginning of the IB Diploma Programme, student performance in all subjects is assessed according to a seven-point grading scale (grades 1–7). This system familiarizes students with the assessment practices of the IB Diploma Programme. The grade boundaries for each level are aligned with the official IB grade boundaries published on *MyIB* for each subject.

Scale of grades at DS Izmir within the IB DP:

grade	verbal grade	description / definition
7	excellent	A performance that meets the requirements to an exceptional degree, demonstrating deep understanding and extended knowledge.
6	very good	A performance that fully meets the requirements.
5	good	A performance that generally meets the requirements.
4	sufficient	A performance that shows some deficiencies but overall, still meets the requirements.
3	incomplete	A performance that does not meet the requirements but demonstrates that the necessary basic knowledge is present and that deficiencies could be remedied within a reasonable time.
2	poor	A performance that does not meet the requirements, showing that only parts of the necessary basic knowledge are present and that deficiencies could only partly be remedied within a reasonable time.
1	unacceptable	A performance that does not meet the requirements, indicating that the necessary basic knowledge is lacking or insufficient, so that deficiencies cannot be remedied within a reasonable time.

The term “requirements” in these definitions refers to both the breadth and the independent and accurate application of knowledge as well as the quality of presentation.

5.1.1 Refusal to Perform

If a student does not comply with a reasonable request to perform an assessment task and does not provide a timely and plausible justification, the work may be graded as “**unacceptable**” (1 or N/A – **Not Acceptable**).

In such cases, the following procedure applies:

- The teacher documents the incident and informs the IB Coordinator and the parents/guardians.
- The student is given an appropriate deadline to complete the task. A new binding submission date is set. If necessary, counseling sessions with the student (and, if required, with parents) may take place, which can result in a written learning or support agreement.
- If the task is still not completed, this is recorded in the Report Card and may result in non-admission to examinations.

5.2 Advisory Meetings

At least once per school year, homeroom teachers are expected to conduct individual advisory meetings at an educationally meaningful time, preferably together with the students and their parents/guardians. Students’ self-assessment must be included in these discussions.

6. Calculation of Subject Grades for Report Card

When determining the subject grades for the DS Izmir Report Card, written examinations (class tests) are primarily considered, with the weighting of the individual exam components (Paper 1 and Paper 2) considered.

6.1 Written Examinations (Class Tests)

Class tests serve as a means of assessing student achievement in the subject and are governed by the following principles:

- They follow the requirements of the subject-specific curriculum.
- They usually cover the material taught in class.
- They generally last at least 45 minutes or are set to the official IB exam length.
- They are distributed evenly throughout the school year to ensure a balanced workload.

Examination Formats by Grade Level

- **Grade 11.1 (first semester of Grade 11):** Class tests are written independently of one another and spread across the semester.
- **From Grade 11.2 and Grade 12.1:** Examinations are concentrated into dedicated **Exam Weeks**, during which all class tests are scheduled within a set week.
- **Grade 12.2:** A **Mock Examination** is conducted to simulate the final IB examinations.

Organization and Transparency

- All examinations and exam periods (Exam Weeks, Mock Exams) are scheduled in the annual school calendar at the start of the school year and communicated transparently to students and parents.
- The type and number of exam components (Paper 1 and/or Paper 2) to be written in each subject are determined by the subject teacher up to Grade 12.1, taking into account the subject curriculum.
- From Grade 12.1 onward, all IB-relevant papers in each subject are to be written to ensure that students are optimally prepared for the final examinations in May.

6.1.2 Assessment Objectives

Written examinations and oral assessments must collectively address all assessment objectives required by the IB DP.

Although it is often not possible to clearly separate the assessment objectives from one another or to assign individual sub-skills unambiguously to one objective, their inclusion is essential for ensuring the validity of competence-based assessment.

6.2 Exception regulations and compensation for disadvantages

For candidates with special needs with regard to assessment specific arrangements can be made as specified in the relevant Special Educational Needs Policy (inclusion policy) of DSI.

7. Transparency and Feedback

Transparent, fair and comprehensible performance assessment is a central principle of the IB Diploma Programme and is ensured at the German School Izmir on several levels:

- At the beginning of each IB DP course, subject teachers inform students how the various performance components are weighted in accordance with the guidelines of the Subject Guide.
- The subject-specific assessment criteria used to determine grades are communicated to students on a regular basis. Upon request, these criteria are also explained to parents or guardians.
- Upon request, both students and parents/guardians can receive information about the current grade.
- Parent–teacher conferences are held twice a school year. They serve as opportunities to discuss individual progress and current achievement levels in each subject.
- After the mock examinations in Grade 12.2, students receive individual feedback interviews in each subject, in which their performance is reflected upon and potential for development is identified. However, the predicted grades determined in the mock exams are **not** communicated to the students.

8. Report Cards and Final Certificate

During the IB Diploma Programme, students at DS Izmir receive three internal report cards – one at the end of each semester. These report cards include comments on the fulfilment of CAS requirements as well as notes on additional projects, activities, or workshops attended.

CAS Remarks may state:

- The requirements were fully met.
- The requirements were satisfactorily met.
- The requirements were only partially met.
- The requirements were not met.

The internal report cards primarily serve to inform students and parents about the current level of achievement. They are accompanied by detailed feedback discussions between individual subject teachers, the IB Coordinator, and the deputy homeroom teacher.

The **final diploma certificate** is issued by the IBO.

9. Administration

Subject teachers are required to document all individual grades in writing (from October 2024 onwards in a standardized Excel table) and must be able to provide this information accurately upon request by the school management, parents/guardians, or students.

Class tests, Internal Assessments (IAs), IB forms, and all other written evidence of achievement (such as portfolios) are archived by the subject teacher independently for a period of two years.

CAS, the Extended Essay (EE), and Theory of Knowledge (TOK) are documented on ManageBac. These documents serve as official records for the IB.

10. Assessment by the IBO in the Individual Subjects (Formal Assessment)

In addition to the assessment procedures at DS Izmir described above, assessments are also carried out by the IBO. These are divided into **internal** and **external** assessments and form the basis for awarding the IB Diploma.

Students admitted to the bilingual IB Diploma Programme at the Deutsche Schule Izmir (see admission guidelines) must take specific subjects to meet the requirements of both the IBO and the German *Kultusministerkonferenz* (KMK).

- Out of six subjects, three are studied at Higher Level (English, German, Biology, History) and three at Standard Level (Mathematics, History, Biology, or an elective such as Sports, Exercise & Health, or Theatre).
- Two subjects are taught in English (English and the 6th subject, e.g., Sports, Exercise & Health or Theatre), and four are taught in German (German, Biology, Mathematics, History).
- If another language is chosen as the 6th subject (elective), it will be taught in the target language.

In all subjects, language is regarded as a key vehicle of knowledge. However, language proficiency only contributes to assessment in the language subjects themselves (see Principles of Language Use at the Deutsche Schule Izmir). The weighting of the individual assessment components for each subject can be found in the subject guides published by the IBO.

10.1 Points System and Calculation

The IB Diploma is awarded when a student achieves at least **24 points** and meets the following requirements:

- A minimum grade of **D** in both Theory of Knowledge (TOK) and the Extended Essay (EE)
- The requirements of CAS are fulfilled
- No subject is graded with only 1 point
- At least **12 points** must come from **Higher Level subjects**
- At least **9 points** must come from **Standard Level subjects**
- No more than three subjects graded with 3 points
- No evidence of malpractice or academic dishonesty

10.2 Internal moderation and quality assurance

To ensure alignment with the assessment standards of the International Baccalaureate Organization (IBO), the Deutsche Schule Izmir implements a structured process of internal moderation and quality assurance.

Internal Moderation:

- All internal assessments (IAs) are moderated internally before submission to the IBO.
- The allocation of assessment tasks (e.g., Internal Assessments, Extended Essays) is coordinated during IB team meetings, where it is determined which teachers jointly read or review samples of student work.
- Subject teachers calibrate their assessments using the official IB criteria and exchange their marking standards to ensure a common understanding of assessment expectations.
- In single-teacher subjects, a cross-check is conducted by another IB teacher or by the IB Coordinator.
- Any discrepancies in marking are discussed collectively and adjusted where necessary to ensure consistency and comparability.

Feedback and Quality Assurance:

- After all assessments are completed, the IB team conducts a feedback session to reflect on the assessment process and record experiences for future cycles.
- The IB Coordinator ensures that feedback from external IB moderation is incorporated into future assessment processes. The received Examiner Reports are shared with subject teachers. In the first IB team meeting of the new school year, the outcomes, key observations, and progress are jointly reviewed and integrated into future teaching and assessment planning.

11. Recognition of the IB Diploma in Germany

For reasons of comparability, admission to universities, trainee programs, or other educational institutions in Germany requires a conversion of the final grades of the IB Diploma and their official recognition.

Students are assessed in six subjects, each with a maximum of 7 points. In addition, up to 3 bonus points can be earned through the combination of the Extended Essay and the TOK essay. Thus, the maximum total score is 45 points. The diploma is awarded with a minimum of 24 points, provided that the conditions outlined above are met.

For conversion into the German *Abitur* average grade, the following formula is applied:

N = desired grade (average grade)

P = total IB score listed on the IB Diploma

P_{max} = 42 points (IB total without bonus points)

P_{min} = 24 points (minimum threshold)

$$N = 1 + 3 \frac{P_{\max} - P}{P_{\max} - P_{\min}}$$

Example: A student achieves 36 points in the IB Diploma. This corresponds to an *Abitur* grade of **2.0**.

For scores above 42 points, the average grade is automatically set at **1.0**.

(“Agreement on the Recognition of the International Baccalaureate Diploma / Diplôme du Baccalauréat International,” resolution of the German Conference of Ministers of Education [Kultusministerkonferenz], 10 March 1986, as amended on 15 June 2023.)

12. Entry into Force

This document is revised annually by the subject departments during their departmental conferences and submitted to the school administration. Within the framework of the general staff conference at the beginning of each school year, this document is officially enacted. It is made available to students and parents.

New teachers are informed by the school administration about the assessment criteria.

Updated on 27 October 2025

References:

- *Assessment Policy Guidance (IBO 2024)*
- *Diploma Programme: Assessment principles and practices – Quality assessments in a digital age (2019)*
- *General Regulations: Diploma Programme, (IBO 2011)*
- Subject Guides for English B, German A, French, Biology, Mathematics, History, Chemistry, TOK, CAS, IBO
- *Extended Essay Guide (IBO 2013, updated 2025)*
- Examination Regulations of the Deutsche Schule Izmir

