

## Student Assessment and Reporting Achievement Policy for the Junior Secondary (Year 5-Year 10)

### 1. Preliminary note

The assessment policy of the German International School Sydney (GISS) follows the core principles of the German Education Authorities (Kultusminister Konferenz, KMK) to prepare the students for the Year 10 Exam in an adequate way. The policy also includes and combines the necessary NESA (NSW Education Standards Authority) regulations in relation to the assessment process and the evaluation of students' skills and knowledge. This approach ensures that students are well prepared for the requirements of the Year 10 Exam and the following Senior Secondary with GIB or IB as a final qualification. The assessment verifies the evaluation of the ongoing learning process and the achieved skills and knowledge which are related to the subject and beyond the subject. The focus for evaluation is set on the subject specific skills and knowledge, the ATL's (Approaches to Teaching and Learning) and the individual students' learning development. The process of assessing and evaluating students' achievements must support them becoming independent, responsible, and reflective learners by creating transparent assessment and evaluation processes for students and their parents.

### 2. Scope

**2.1.** This policy applies to students of the Junior Secondary (Year 5 to Year 10) at the German International School Sydney (GISS).

**2.2.** At the German International School Sydney, we believe a **pre**-assessment (diagnostic assessment), assessment **for** learning (formative assessment) and assessment **of** learning (summative assessment) are integral to the achievement of high-quality learning outcomes. Effective teaching and learning require that timely, meaningful and comprehensive information on student achievement and progress is provided to students and parents to promote effective home/school partnerships in support of student learning. Effective teaching and learning are based on the implementation of the 5 AtL<sup>1</sup> skills: Communication, Social, Self-Management, Research, Thinking.

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<sup>1</sup> AtL: Approaches to Learning (skills)

### **2.3. Definition of Assessment and Reporting**

- i. Assessment is the process of gathering, analysing and interpreting quality information about student learning.
- ii. Assessment is the purposeful, systematic and ongoing collection of information appropriate to the age and development for the students.
- iii. Assessment is also demonstrably fair, valid, comprehensive, explicit and educative.
- iv. Reporting is the process of communicating the knowledge and understanding gained from assessing a student's learning.

### **2.4. Aims**

- i. Formative Assessment (Assessment for learning): improve student learning by accurately determining students' current knowledge and experiences
- ii. Summative Assessment (Assessment of learning): using a range of summative assessment strategies to evaluate students' learning progress at the end of a unit of work.
- iii. Reflection of learning process: offering students consistently opportunities to reflect on their learning.
- iv. Self-Evaluation: implementing a feedback culture to involve students in self- and peer- assessment.
- v. Develop differentiated learning and teaching strategies for individual students (Individual Education Plan, IEP) in collaboration with the learning support teacher.
- vi. Providing students, parents/carers with meaningful reports about the students' progress and goals for future learning.

### **2.5. Measuring student achievement**

- i. Feedback to students' overall performance will take place once a term.
- ii. Teachers and students use a variety of assessment tools for formative and summative assessments (see 4.3)
- iii. All students will be provided with the opportunity to demonstrate their development and achievement.
- iv. Students with identified learning needs may be assessed using an IEP or other planning/monitoring tools, to access their inclusive support strategies.

### **2.6. Teachers maintain a record of student achievements**

- i. Teachers maintain records of participation showing student's achievement. The collections of work presented to students and parents/carers will contain evidence of the students' learning progress, both ongoing and at the conclusion of a series of learning.
- ii. The teachers' record of engagement in learning and the formative and summative assessment results provide feedback and evidence of students' learning progress.

### 3. Academic Grades

- i. The academic grading follows the marking structure and parameters as agreed by the standing Committee of Ministers for Education (KMK) of 10.3.1968 as used by schools in the FR of Germany and the A-E reporting according to the Board of Studies Teaching & Educational Standards NSW. For more details refer to the Conversation Table (see table, 6.3 Assessment grading).

### 4. Assessment of Student Achievements

#### 4.1. In order to ascertain school report marks, student performance is assessed from the basis of

- i. Summative assessment
- ii. Formative assessment
- iii. Engagement in learning (based on preparation for the lessons and ATIs during the learning process: e. g. communication (e. g. class discussion), self-management, research skills, measurable individual performance through projects, etc.)<sup>2</sup>

#### 4.2. Communicating learning expectations and criteria

Learning expectations and criteria for assessments and engagement in learning are communicated to students in advance, at the beginning of each school year and documented in the digital class book.

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<sup>2</sup> See 4.3 Overview of assessment types

4.3. Overview of assessment categories and assessment types

Assessment Type <sup>3</sup> ➡	Diagnostic Identifying students' skills and knowledge	Formative Monitoring the learning process	Summative Evaluation after course completion
	<b>Pre-Assessment</b> learning – done by teacher	Assessment <b>for</b> learning - done by student	Assessment <b>of</b> learning – done by teacher
Reason	<b>Identify</b> the skills, abilities, interests, experiences, levels of achievement or difficulties of an individual student or a whole class.	<b>Observing the progress of students</b> throughout the course and <b>giving feedback</b> to the students.	Formally <b>measure student achievement against learning outcomes</b> <sup>1</sup> .
Further information	Tools to <b>evaluate the skills and knowledge</b> at the beginning of a new unit of work can be used, like:  -quiz, poll (Kahoot, Mentimeter, etc.) -short written test -forms quiz -word cloud -mind map/ cluster, etc.	<b>Formative assessments:</b> breaking down a complex, extended task into multiple stages or formative assessment activities in preparation for the summative assessment.  See Classification of "Operatoren" (KMK), command terms (IB), key terms NESAs.  <b>Example:</b> homework, long-cycle assessment (ongoing for some weeks), vocabulary tests, revision quizzes  <b>Result:</b> A cumulative record of student achievement <sup>1</sup> (+/- system)	<b>Summative assessments:</b> end of unit assessments which assess the gained knowledge and the range of skills based on the complete content of the unit of work and the complete range of practised skills (reproduce knowledge, reorganise and transfer knowledge, see ALARM= a learning and responding matrix <sup>4</sup> )  <b>Example:</b> in-class written assessment (45-90 min)/ project-based assessment  <b>Result:</b> A single record of the gained knowledge and skills related to a complete unit of work ( <b>grades</b> )
Purpose	-Teacher can plan the unit of work in relation to the needs of the students  - Target teaching to address what each student is ready to learn next  -Refine teaching using frequent formative assessment.	-Teacher provides formative feedback throughout the course to give the students the opportunity to reflect and improve their own learning. <sup>1</sup>  Providing opportunities to demonstrate their learning experiences.	-student will be provided with feedback regarding to the achievement against learning outcomes of this unit.  -teacher should use the results to judge the programme/course/ unit and the teaching effectiveness in terms of evaluation. <sup>1</sup>
Time	Undertaken <b>at the beginning of a unit</b> of study to assess skills, abilities.	It happens <b>throughout the course</b> . Feedback given.	It happens <b>at the end of</b> a course or unit. Assign grades.
Part of marking process?	<b>No</b>	<b>Yes</b>	<b>Yes</b>

<sup>3</sup> <https://www.aitsl.edu.au/tools-resources/resource/types-of-assessment-illustration-of-practice>

**4.4. Engagement in learning based on ATLs (Approaches to Learning):**

1. Self-Management
2. Communication skills
3. Research skills
4. Social skills
5. Thinking skills

**4.5. Approaches to Learning (ATL) Skills Rubric<sup>4</sup> used for self-assessment and feedback**

ATL Skill Area	Level 1 Novice	Level 2 Learner	Level 3 Practitioner	Level 4 Expert
<b>Self-Management</b> - <u>Organisation Skills</u> : Managing time and tasks - <u>Reflection Skills</u> : Reconsidering the process of learning	The student has been instructed in these skills, but <b>rarely uses them.</b>	The student <b>uses these skills if they are shown or specifically asked to use them.</b>	Student <b>often demonstrates</b> these skills effectively <b>without being asked.</b>	Student <b>shows others</b> how to use these skills and <b>self-asses use</b> of them.
<b>Communication:</b> - <u>Exchanging thoughts</u> and information through interaction - <u>Reading, writing, and using language</u> to gather information and communicate	The student has been instructed in these skills, but <b>rarely uses them.</b>	The student <b>uses these skills if they are shown or specifically asked to use them.</b>	Student <b>often demonstrates</b> these skills effectively <b>without being asked.</b>	Student <b>shows others</b> how to use these skills and <b>self-asses use</b> of them.
<b>Research:</b> - <u>Information literacy skills</u> : Finding, interpreting, judging, and creating information - <u>Media literacy skills</u> : Interacting with media to use and create ideas and information	The student has been instructed in these skills, but <b>rarely uses them.</b>	The student <b>uses these skills if they are shown or specifically asked to use them.</b>	Student <b>often demonstrates</b> these skills effectively <b>without being asked.</b>	Student <b>shows others</b> how to use these skills and <b>self-asses use</b> of them.
<b>Social:</b> - <u>Collaborative Skills</u> : Working effectively with others	The student has been instructed in these skills, but <b>rarely uses them.</b>	The student <b>uses these skills if they are shown or specifically asked to use them.</b>	Student <b>often demonstrates</b> these skills effectively <b>without being asked.</b>	Student <b>shows others</b> how to use these skills and <b>self-asses use</b> of them.
<b>Thinking:</b> - <u>Critical Thinking</u> : Analysing and evaluating issues and ideas - <u>Creative Thinking</u> : Creating new ideas and considering new perspectives - <u>Transfer</u> : Using knowledge and skills in multiple contexts	The student has been instructed in these skills, but <b>rarely uses them.</b>	The student <b>uses these skills if they are shown or specifically asked to use them.</b>	Student <b>often demonstrates</b> these skills effectively <b>without being asked.</b>	Student <b>shows others</b> how to use these skills and <b>self-asses use</b> of them.

<sup>4</sup> Adjusted rubric, link: <https://lin.psdschools.org/sites/lin/files/2020-06/ATLs-English.pdf>

**a) Monitoring and recording of engagement in learning**

The ATL skills of the students are monitored and recorded by the teacher and verified by the students’ learning portfolio. The development of these skills is evaluated with formative assessments<sup>5</sup>, the observed engagement in learning in class and the observed preparation for class.

**4.6. Number and duration of summative assessments**

a. The number of summative written in-class assessments per school year are listed below.

Subject/year group	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
German	4	4	4	4	4	4
English	4	4	4	4	4	4
Maths	4	4	4	4	4	4
French	--	4	4	4	4	4
DaF	4	4	4	4	4	4
Spanish	--	--	--	--	4	4
Biology	2	2	2	2	2	2
Chemistry	--	--	--	2	2	2
Physics	--	--	2	2	2	2
History	2	2	2	2	2	2
Geography	2	2	2	2	2	2
Religion/ Ethics	2	2	2	2	2	2
Social Sciences	--	--	--	--	2	2
Music/ Arts	2	2	2	2	2	2

b. Duration of written in-class assessments

Subject/year group	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10
Subjects with 4-5 lessons per week	45 min	45 min	45-90 min	45-90 min	45-90 min	90-120 min
Subjects with 2-3 lessons per week	45 min	45 min	45 min	45-90 min	45-90 min	45-90 in

Subjects with 4-5 lessons per week in Year 5-9: **One summative written in-class assessment can be replaced by project work/ long cycle assessment or a presentation.** This is decided and agreed in the different subject departments and verified in the scopes and sequences.

**Summative in-class assessments must be announced at least 5 schooldays in advance.**

<sup>5</sup> See 4.3 Overview of assessments and categories of assessment types

#### 4.7 Timing of summative written in-class assessments

- i. Only one summative written in-class assessment is permitted in one day and a maximum of three summative written in-class assessments are allowed per week.
- ii. Summative in-class assessments must be communicated to the students at least 5 school days in advance.
- iii. If a summative written in-class test is missed by a student or a student has been sick for a long period of time before a summative written in-class assessment, an individual solution will be defined by the teacher, including providing the student with time to prepare.

#### 4.8 Retake of assessments

If 30% or more of the assessment results are graded with the mark 5 (E) the teacher must contact the head of secondary to decide and discuss a retake. The achieved good grades will be preserved in case of a retake.

#### 4.9 Approval of students' assessments results

- i. For every summative assessment in each subject and each year group, three marked assessments covering the range of marks (e. g. A, B and D) are digitally submitted to and co-signed by the respective Head of Junior Secondary before returning to students.
- ii. Parents/carers will be informed via app about returned summative assessments and they digitally confirm that they have received the information. The teacher may furthermore request the digital confirmation of other assessment/ work results by parents/ carers.

### 5. Summative assessments

#### 5.1 Concept of summative assessments

The summative assessment is an evaluation after course completion or completion of a unit of work. In relation to the different categories of command terms (Operatoren (KMK)<sup>6</sup>/ Command terms (IBO<sup>7</sup>), NESA<sup>8</sup> (key words) and ALARM<sup>9</sup>) the assessment must address the three different types of tasks related to the categories of command terms:

- I reproduce knowledge
- II reorganise knowledge
- III transfer knowledge

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<sup>6</sup><https://www.kmk.org/fileadmin/Dateien/pdf/Bildung/Auslandsschulwesen/Kerncurriculum/Auslandsschulwesen-Operatoren-Deutsch-10-2012.pdf>

<sup>7</sup> myIB subject guides

<sup>8</sup><https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/hsc/hsc-student-guide/glossary-keywords>  
[www.matrix.edu.au/how-to-respond-to-nesa-key-words-to-ace-your-hsc/](http://www.matrix.edu.au/how-to-respond-to-nesa-key-words-to-ace-your-hsc/)

<sup>9</sup> <https://www.matrix.edu.au/how-to-respond-to-nesa-key-words-to-ace-your-hsc>

Task Type	Command Term Category	Examples of command terms <sup>2,3,4</sup>
<b>(I) Reproduce</b>	Identify, describe	Define, classify, recall, label, list, identify, recount, summarise, extract, describe, outline, distinguish
<b>(II) Reorganise</b>	Explain, Analyse	Explain, explore, demonstrate, predict, account, apply, calculate, compare, examine
<b>(III) Transfer</b>	Critically analyse, evaluate	Discuss, extrapolate, interpret, synthesise, recommend, assess, evaluate, justify, deduce, predict, propose

## 5.2 Feedback related to students' achievement

Students must regularly receive feedback related to their individual learning process and their achievements.

- i. Students and parents/carers receive feedback related to students' engagement in learning and ongoing learning achievements<sup>10</sup>
- ii. Students will be informed about their learning achievements before each report conference to reflect and understand their individual achievements.
- iii. Teachers use students' self-evaluation skills in relation to the ATL's to discuss and reflect the student's learning development and to specify individual learning goals (see Template: Survey Participation<sup>11</sup>).

## 6. Weighting of Assessments - Grading Rules

### 6.1 General grading rules

- i. Written assignments and homework will be marked with a 6 – 'insufficient' when submitted after the deadline and without proper notice and reasoning given. If only part of the work is submitted, then this part only will be marked.
- ii. Attempts to cheat will be handled at teacher discretion.
- iii. Marks may be adjusted up or down by plus (+) or minus (-).
- iv. Final Exams at the end of Year 10: These are determined by student results in written and oral examinations within the guidelines of the Standing Committee of Ministers of Education of the Federal Republic of Germany.

<sup>10</sup> Appendix, p. 13-14, Template of a feedback sheet

<sup>11</sup> Appendix, p. 15-16, Survey Participation

## 6.2 Subject specific weighting of summative assessments and participation

The summative assessments of the school year count between 40% and 50% in dependence of the subject.

Subject	Ratio of weighting	
	Summative assessment	Engagement in learning
<b>Subjects with 4-5 periods a week</b>		
German	50%	50%
English	50%	50%
Maths	60%	40%
French	50%	50%
DaF	50%	50%
<b>Subjects with 2-3 periods a week</b>		
Spanish	50%	50%
Biology	40%	60%
Chemistry	40%	60%
Physics	40%	60%
History	40%	60%
Geography	40%	60%
Religion/ Ethics	40%	60%
Social Sciences	40%	60%
Music	40%	60%
Arts	40%	60%

6.3 Assessment grading

Percentage	Points	Mark (German scale)	Mark (Australian scale)
100%	100 - 97	1+	A
	96 - 94	1	
90%	93 - 90	1-	
89%	89 - 85	2+	B
	84 - 80	2	
75%	79 - 75	2-	
74%	74 - 70	3+	C
	69 - 65	3	
60%	64 - 60	3-	
59%	59 - 55	4+	D
	54 - 50	4	
45%	49 - 45	4-	
44%	44 - 38	5+	E
	37 - 31	5	
25%	30 - 25	5-	
24% - 0%	24 - 0	6	

6.4 Grade Descriptor (German scale (1-6) and Australian scale (A-E))

Note	Beschreibung	Description (Board of Studies, Teaching and Educational Standards)	Grade
1	Der Schüler zeigt <b>sehr gute Kenntnisse</b> der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung in einem <b>weit über das Wesentliche hinausgehendem Ausmaß</b> . Zudem besitzt er ausgeprägte hohe Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in ungewohnten Lernsituationen.  <b>Herausragende Leistungen, die die Erwartungen übertrifft.</b>	The student has an <b>extensive knowledge and understanding</b> of the content and can readily apply this knowledge. In addition, the student has achieved a <b>very high level of competence</b> in the processes and skills and can apply these skills to new situations.  <b>Superior work – exceeds expectations</b>	A
2	Der Schüler zeigt <b>gute Kenntnisse</b> der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung <b>im umfassenden Ausmaß</b> . Zudem besitzt er ausgeprägte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in fast allen Lernsituationen.  <b>Ausgezeichnete Leistungen, die alle Erwartungen erfüllt.</b>	The student has a <b>thorough knowledge and understanding</b> of the content and a high level of competence in the processes and skills. In addition, the student is able to apply this knowledge and these skills to most situations.  <b>Excellent work – meets all expectations</b>	B
3	Der Schüler zeigt <b>befriedigende Kenntnisse</b> der Unterrichtsinhalte sowie deren richtige und sachgerechte Anwendung im soliden Ausmaß nach. Zudem besitzt er adäquate Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.  <b>Zufriedenstellende Leistungen, die fast alle Erwartungen erfüllt.</b>	The student has a <b>sound knowledge and understanding</b> of the main areas of content and has achieved an adequate level of competence in the processes and skills.  <b>Satisfactory work – meets most expectations</b>	C
4	Der Schüler zeigt <b>ausreichende Kenntnisse</b> der Unterrichtsinhalte im grundlegenden Ausmaß. Zudem besitzt er beschränkte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.  <b>Die Leistung erfüllt die grundlegenden Erwartungen nur ausreichend.</b>	The student has a <b>basic knowledge and understanding</b> of the content and has achieved a limited level of competence in the processes and skills.  <b>Limited work – meets basic expectations</b>	D
5	Der Schüler zeigt <b>mangelhafte Kenntnisse</b> der Unterrichtsinhalte im beschränkten Ausmaß nach. Zudem besitzt er sehr eingeschränkte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.  <b>Die erbrachte Leistung erfüllt nicht die Erwartungen.</b>	The student has an <b>elementary knowledge and understanding</b> in few areas of the content and has achieved very limited competence in some of the processes and skills.  <b>Work does not meet requirements.</b>	E
6	Der Schüler zeigt <b>ungenügende Kenntnisse</b> der Unterrichtsinhalte. Zudem besitzt er sehr begrenzte Kompetenzen und Fähigkeiten bei der Anwendung von Methoden in Lernsituationen.  <b>Es wurde kaum eine Leistung erbracht.</b>		

## 7 Reporting on Student Achievement

### 7.1 Occasion for reporting on student achievements

- i. Informal feedback in classroom: GISS uses various formal and informal levels of reporting on student achievements, including informal feedback in the classroom (teachers give constant feedback to students on their progress; might include feedback on oral contributions or the completion of homework and other smaller exercises).
- ii. Formal feedback on student achievement for parents/carers and students: A formal feedback is provided for parents/carers and students in form of written assignments (e. g. teachers give written comments on work completed and where parents/carers are expected to digitally confirm the results of students' completed and assessed tests and assignments; this might include notes in a student's diary).
- iii. Parents/Carers, Student & Teacher Afternoons are held twice a year to give an opportunity for parents/carers to receive formal oral feedback on student progress.
- iv. Individual parent/carer - teacher meetings: Teachers and parents/carers can arrange a meeting at any time (e. g. as part of an intervention due to a lack of student's progress) a parent/carer- teacher meeting can be convened (initiated by either the parents/carers or the teacher).

### 7.2 School report

- i. School reports are issued to students and parents/carers at the end of the school year for Year 5 to Year 10 after each semester.
- ii. If a student is about to fail one or more subjects by achieving an E in the end of schoolyear report, students and parents/carers will be informed by the respective class teacher about the specific subjects and/ or areas of learning. The notification will be issued by the report conference and must be delivered in written form; a copy must be kept in the students' school file.
- iii. The ratio between the first semester mark and the second semester mark is approximately 45:55. The final grades reflect the performance of the school year.
- iv. The school report gives an academic grade for every subject.
- v. In addition to the academic grading, half yearly reports include an overview of students' progress and achievement related to key competencies and AtLs for each subject.
- vi. School reports are presented in uniform way for Years 5 to 10 over the school years so that students and parents/carers can track academic progress over the academic years.
- vii. Reports can only be issued on the last day of a semester/school year. Should parents/ carers and students not be able to receive it on the last day of a semester, school year reports can be posted on request.

Appendix

1. Template Feedback Sheet for written in-class assessments

Subject/ Year  
Teacher

Topic

Name: \_\_\_\_\_

Date: \_\_\_\_\_





Task 1	Points to achieve	Achieved points
Task 2		
Task 3		
Additional skills, knowledge		
Total result	In total	

Subject/ Year  
Teacher

Topic

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Competencies <b>(Based on the competencies in the scopes and sequences)</b>				
You are able to ...				
You are able to ...				
You are able to ...				
You are able to ...				
You are able to ...				

40-36 P.	35,5-30 P.	29,5-24 P.	23,5-18 P.	17,5-10 P.	12-0 P.
<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>	<b>F</b>

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Participation: \_\_\_\_\_

Report: \_\_\_\_\_

\_\_\_\_\_

Signature teacher

\_\_\_\_\_

Signature parent

2. Template Student Survey *Engagement in Learning*

Selbsteinschätzung und Bewertung der laufenden Mitarbeit im Unterricht  
 Self-assessment and evaluation of continuous engagement in learning



Name/name	Klasse/ class	Fach/ subject

Merkmale der Mitarbeit/ aspects of engagement in learning				
<b>Häufigkeit der Mitarbeit/ Frequency of engagement in learning</b>				
Ich beteilige mich häufig und aktiv am Unterricht. I participate actively and regularly in class.				
Ich fertige stets meine Hausaufgaben an. I always prepare my homework.				
Ich habe mein Arbeitsmaterial immer dabei. I am prepared for class (stationery, device, etc.)				
<b>Qualität der Mitarbeit / Quality of engagement in learning</b>				
Meine Beiträge sind thematisch relevant. My comments are relevant.				
Ich muss nur selten ergänzt oder korrigiert werden. Rarely do I have to be corrected or amended.				
Meine Beiträge sind passend zur Aufgabe und präzise formuliert. My comments are suitable to the task and precisely worded.				
Ich verwende erlernte Fachbegriffe richtig und sicher. I am able to apply learned technical terms correctly and confidently.				
Ich bringe den Unterricht voran durch z.B. meine Hausaufgaben, Fragen, Ideen, Arbeitsergebnisse. My ideas, my presented homework, task results and questions help progress the outcome of the lesson.				
Ich kann neu Erlerntes gut verknüpfen mit bereits gelerntem Stoff. I can connect newly learned knowledge with previous knowledge.				
Wenn ich aufgerufen werde, kann ich stets etwas Sinnvolles beitragen. When the teacher calls on me, I am always able to give a meaningful response.				
Meine Präsentationen sind gut vorbereitet und zeigen eine anschauliche und sinnvolle Gliederung. My presentations are well prepared and demonstrate clear structure of the content.				
<b>Mitarbeit im Team/ engagement in team work</b>				
Ich halte mich an die Gesprächsregeln. I adhere to the communication rules.				
Ich gehe auf die Beiträge meiner Mitschüler adäquat ein. I response to the comments of my classmates appropriately.				
Ich arbeite gemeinsam und fokussiert mit meinen Mitschülern. I work collaboratively with my classmates and I am focussed on our work.				

**Selbsteinschätzung und Bewertung der laufenden Mitarbeit im Unterricht**  
**Self-assessment and evaluation of continuous engagement in learning**



**Weiterer Schülerkommentar/ Additional student comment:**


Meine Selbsteinschätzung in einer Note ausgedrückt entspricht/ My self evaluation of continuous engagement in learning demonstrated as a mark would be:

\_\_\_\_\_ (Note, evtl. mit +/-; Mark, possibly with +/-)

\_\_\_\_\_  
(Datum/ Date)

\_\_\_\_\_  
(Unterschrift Schüler/ Signature student)

**3. Link to Forms Survey with the same content such as the template “Student Survey Participation”**

<https://forms.office.com/Pages/ShareFormPage.aspx?id=KYp9RTIlyzEOZbOfTX-hnoDgq7O5YPXhInShpL1O2cqFUNEJLRUNZMTZJRE5NMEc4UVNWRUVDUzqxMC4u&sharetoken=IT3IGFhUGmWUPI40Qq9d>

**Document Management**

Policy name	D-05 Student Assessment and Reporting Achievement Policy
Version	2.0
Version history	
School responsible	Principal
Board portfolio	D) Pedagogical & School Community
Related documents	
Status	Approved on
Approved by	

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