



# Assessment and Evaluation

Stiftsschule Engelberg, with its bilingual Matura Certificate in German and English and integrated International Baccalaureate (IB), offers students a modern, diversified and future-oriented education. We strive to create a supportive and challenging environment in which high school students are individually challenged and promoted. In addition to a dedication to lifelong learning, Stiftsschule Engelberg's value system encompasses values such as openness, tolerance, as well as respect and responsibility for oneself, others and global development. Through cooperation and through the development of individual perseverance, students are encouraged to practice critical thinking, reflection and efficient communication.

This document serves as a reference to the guidelines for assessment and evaluation at Stiftsschule Engelberg. It summarizes the essential principles that all members of the school community implement in their daily work. In the design, implementation and evaluation of all forms of assessment, the teachers are obligated to hold to the principle of fair play.

## 1 Goals

In order to provide support in the learning process, an individual's learning progress must be reviewed on a regular basis. Assessment is therefore an indispensable prerequisite for the promotion of students and in the interest of the best possible development of their potential. This is achieved by giving teachers and students clear feedback about the individual's learning progress, as well as an assessment of their current level of performance.

Performance assessment is always summative and measures – retrospectively – performance levels according to predetermined standards. It can therefore be applied in the selection process.

A comparison between the desired and the achieved outcomes can be used to assess the quality of the learning process. This formative aspect of assessment allows – proactively – for giving individual suggestions as to how the learning process can be improved, so that the desired or required outcomes can be achieved. Additionally, the teacher can check the learner's progress and, if necessary, intervene accordingly.

Further key objectives of evaluation at Stiftsschule Engelberg are

### 1.1 with regard to the students

- to assess the efforts of our students and thus to strengthen their extrinsic motivation.
- to identify students who require individual learning support.
- to derive from valid statements recommendations of suitability for a particular course of study. Thus, assessment also serves a selective function.

### **1.2 with regard to teachers**

- to gain insight into the effectiveness of specific learning arrangements. Based on this, teachers can critically review their own teaching plans and design.

### **1.3 with regard to parents/guardians**

- to obtain up-to-date information on an individual's learning progress and performance level for the purpose of sharing this information with parents/guardians.

## **2 Quality factors**

### **2.1 Variety**

In order to observe and assess students holistically, a variety of assessment types should be applied. It is the responsibility of the teachers to make use of various and appropriate assessment tools.

### **2.2 Transparency**

Transparency means that the teachers inform the students about the criteria used in their assessment and the weighting of the assessment in the semester grade or year's final grade. Additionally, care must be taken to inform students in good time about the date and scope of planned major tests.

### **2.3 Constructive feedback**

An assessment is always accompanied by detailed feedback, which – retrospectively – makes a statement about the progress of the learner, their overall performance in written, oral or practical examinations and the current level of knowledge. In addition, this should – in anticipation – show which concrete measures can or must be taken to achieve the objectives set.

### **2.4 Regularity**

In order to gain insight into a learning process, there is a need for regular interim evaluations of various forms. Only in this way, the teacher can perceive his or her role as a learning mentor and take measures to support progress in the learning process.

Experience has shown that the students are also motivated by regular interim evaluations to engage themselves with more continuity.

## **3 Assessment types**

A comprehensive and complete evaluation of the learning process requires the use of varied assessments types. However, as time draws nearer to graduation exams, testing types should become increasingly similar to the structures used in the graduation exams.

The assessment forms described below are just a selection. These, as well as all other written and verbal forms of assessment, are expected to have the quality characteristics mentioned in section 2.

### **3.1 External examinations**

Within the framework of the Matura and IB diploma exams overall outcomes are reviewed by an external committee of experts. The examination requirements are either completely specified externally (IB-Diploma exams) or at least externally supervised (Matura exams). Deviations between examination outcomes and preliminary or predicted grades are reviewed and discussed with the subject teacher.

### **3.2 Exams**

In selected subjects, an exam is given which tests the learning material covered in a year's time. This is to ensure that the students are confronted with a comprehensive range of materials. An exam carries double the weighting of a regular test for the semester grade.

### **3.3 Tests**

Tests are assessments which require a longer preparation time.

The number of written tests per semester should be approximately equal to the number of double lessons per week. At least two tests are required to calculate a semester grade.

Test dates must be communicated to the students by the teachers and entered in the class calendar. To avoid a clustering of tests – especially at the end of the semester – early scheduling is essential. The following rule applies: no more than two tests in one day, no more than five tests in a week. Missed tests are to be given on the next possible date.

Further smaller performance assessments (quizzes) are intended to increase the validity of the grade report. As a rule, these should not require lengthy preparation and might also be given without prior notice.

### **3.4 Oral performance**

In principle, oral performance should also be part of the evaluation process. be achieved and its measurement incorporated into the evaluation.

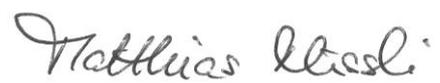
In selected subjects, oral tests are held during the exam period. These are weighted at least as much as a written test. In subjects, which are examined orally during the final Matura exams, they should be structured as mock exams during the last two years of Gymnasium.

### **3.5 Homework**

By including homework in the evaluation process commitment and effort can be rewarded. This has a positive effect on the learning process by promoting continuous work. In the last two years before the Matura exams, however, homework assignments can only be weighted at a maximum of 20% in the evaluation.

The above regulations go into effect as of 1 August 2017, replacing all former versions.

Engelberg, 1 July 2017

A handwritten signature in black ink, reading "Matthias Nüssli". The script is cursive and fluid, with the first letter 'M' being particularly large and stylized.

Matthias Nüssli  
Head of School