



Grand-Duché de Luxembourg  
**ATHÉNÉE DE Luxembourg**

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## **ASSESSMENT POLICY**

In Luxembourg public schools, student evaluation is regulated by law (Grand-ducal Regulation of the 14<sup>th</sup> of July 2005, modified by the GDR of the 1<sup>st</sup> of September 2006, by the GDR of the 3<sup>rd</sup> of August 2010 and by the new law of the 27<sup>th</sup> of August 2017 concerning the lower cycle classes).

In Luxembourg, marks go from 01 to 60; for a passing grade a student needs a total of 30 marks. Progress to the next grade is regulated according to rigorous and clearly defined promotion criteria. A student can pass, pass by compensation (by fulfilling certain clearly defined conditions and having a certain overall mark average), get a resit (under certain conditions) or fail. In the latter case, the student may be authorised to retake the year, or be oriented toward a more appropriate educational path.

Evaluation is formative and summative, according to the Ministerial Direction of 6th June 2008:

Formative evaluation informs the teacher and student upon the learning attained and the degree of success in achieving the fixed objectives, as well as student auto-evaluation and regulation of learning.

Summative evaluation controls the knowledge, know-how and soft skills taught according to the existing programme. It serves as reference point for the report marks and promotion decisions.

Tests and assignments result in scores which determine the marks. The organisation, number, form and content as well as the marking criteria are also clearly defined by the same Direction.

Our preparation years (7<sup>th</sup> to 11<sup>th</sup> grade) are not IB classes per se and, as far as evaluation and promotion are concerned, fall entirely under Luxembourg legislation, even though the programmes are different from those of the Luxembourgish system. In these classes, evaluation and promotion is conducted in accordance with the existing regulations governing secondary education, with the exception of determining key subjects (which are English and French).

For the DP years (grades 12 and 13), the situation is more complex as these classes are organised in a public school, so they are simultaneously under Luxembourg legislation and the directive of the IBO. For these classes, we satisfy all the conditions as to the number of lessons, the programme and internal assessment and we supervise our students regarding their external assessment. The Ministry of Education allows us to use IB grades (1-7) in the DP years rather than the national 01-60 system, and these are also recorded on the report cards. The IB Diploma is granted equivalency with that of the national final exams, under the condition that students take French B.

From 12th grade, we exclusively use IBO marking grids and grade descriptors for all papers and assessments and mark according to the 'meaningful, fair and reliable' principle and in alignment with the programme covered so far. Students are briefed on the new summative marking system and its particularities during 11th grade and again at the start of grade 12, in general and subject-specific and have access to the detailed assessment criteria so they understand them and can consult them in order to identify the criterion or area that needs improvement, for example. Marks are determined according to internal grade boundaries per subject, where the percentages separating/defining grades are influenced by those of the last 3 or 4 years in the DP May session exams, although we generally keep them a little stricter by a percentage point or two as we think this is to the students' advantage in the exams and avoids teachers being too lenient in their assessment. Summative assessment is complemented by formative assessment which can take various forms such as individual and personalised teacher feedback, oral and written, student self-evaluation supported by the teacher, peer evaluation mediated by the teacher.

Although students receive semesterly report cards, which inform them and their parents upon their learning so far and which they also often need for university applications, our philosophy is that these are in essence also formative tools (assessment for learning) in that students know clearly where they stand in relation to the objectives and demands of the programme and where and how they need to adjust or improve their learning. Unlike the national system, the DP is a developmental process.

In this sense, we also organise two sessions of mock exams based on the model of the real DP May session, one around Easter of DP year one and one before Xmas in DP year two, which are taken into account for the respective semester reports (semesters 2 and 3). Teachers are required to schedule a minimum amount of summative assessment with feedback per semester (3 for SL, 4 for HL), as well as constant and ongoing formative assessment. Our report cards are supplemented by our accompanying 'annexe au bulletin' for every student which contains detailed teacher comments on student performance, approach to study, subject ability attainments and action points to be taken, this for every subject as well as the Core (TOK, CAS, EE).

Student predicted grades are issued based on their assessment performances as well as the subject teacher's professional judgement of student ability, engagement and development potential.

There is no access barrier between DP year one and DP year two, so even underperforming students will be promoted. However, the teachers' council, including the DP Coordinator and Deputy Head, gives recommendations based on student performance and marks at the end of the second semester/year one, where it may be suggested that students would be better off repeating year one if they are not judged prepared enough for the final year. The final decision is taken by the individual student (and their parents) though.

Nevertheless, if a student has poor marks and misses internal deadlines for subjects, CAS and the EE, the DP Coordinator, in collaboration with the Deputy Head and the teachers' council, can decide not to register a student for the final exams and put them back into year one. This decision is taken at the beginning of DP year two.

