



# Assessment Policy

Version 2.0

May 2025

Next minor review: as needed

Next major review: May 2028

Prepared by:

Robert Knapp, Mathematics, Latin and Physics Teacher

Julia Binia, French and Spanish Teacher

Hanna Freudenthalter, Psychology and English Teacher

Susanne Probst, German and English Teacher

Alrun Waldl, Chemistry and Biology Teacher

Thomas Vötter, Biology and English Teacher

Based on Version 1.0 (October 2019)

by F. Altinger, M. Kerschbaumer, S. Moser, J. Simon and C. Flannery

## Table of Contents

1 Assessment Philosophy and Principles of Assessment.....	3
2 A Programme Within a School.....	3
2.1 Educational Environment of SALIS.....	3
2.2 Different Legal Status of Students: Regular vs. AO.....	3
2.3 Austrian National Assessment Regulations.....	4
2.4 IB Assessment.....	5
3 Formative and Summative Assessment.....	5
3.1 Formative Assessment.....	6
3.2 Summative Assessment.....	6
4 Guidelines for Assessment.....	7
4.1 Planning for Assessment.....	7
4.2 Assessment Strategies.....	7
4.3 Analysis of Assessment.....	8
4.4 Assessment Access Arrangements.....	8
4.5 Connections to Academic Honesty.....	9
5 Reporting and Grading.....	9
5.1 Reporting of Austrian Grades.....	9
5.2 Reporting of IB Grades.....	9
5.3 Comparison Between Grading Systems.....	9
5.4 Grade Report Overview.....	10
5.5 Parent-Teacher Communication.....	10
6 Procedures for Passing and Failing.....	11
6.1 Notification (Frühwarnung).....	11
6.2 Progress from IB Year 1 (SALIS Year 7) to IB Year 2 (SALIS Year 8).....	11
6.3 Acceptance to the IB Exam after IB Year 2 (SALIS Year 8).....	11
6.4 Acceptance to the SRP (Austrian National Exam).....	12
7 Rights and Responsibilities of all Members of the School Community.....	12
7.1 Students.....	12
7.2 Parents.....	13
7.3 Teachers.....	13
7.4 IB Coordinator and Deans of Student Affairs.....	13
7.5 Principal.....	14
8 References.....	14

# 1 Assessment Philosophy and Principles of Assessment

SALIS students experience their world, our world, very often through a teacher's eyes. If they are to extend their scope and become aware of their opportunities and obligations, we must be sure that students understand what they are learning, why they are learning it, and how to produce all manner of learning outcomes at a high standard. Assessment is an integral part of developing the whole child in accordance with the IB Learner Profile, and it should function as a tool to further growth and understanding. Both qualitative and quantitative assessment allows for every stakeholder to receive information about a student's academic progress, to monitor the individual's learning process, to provide many variations of feedback, to instill reflective practices, and to evaluate each student's overall performance with the goal of creating an avid and engaged learner.

The following principles of assessment apply to all teachers and subjects at SALIS:

- Teachers are actively engaged in assessing students with positive, constructive feedback.
- Teachers use a wide variety of assessment techniques and strategies.
- Assessment is ongoing and reflective.
- Assessment recognizes different learning styles, abilities, and access requirements.
- Assessment and evaluation practices are fair to all students.
- Assessment enables students to demonstrate conceptual understanding and critical thinking.
- Assessment helps students to analyze their own learning and set goals for improvements.
- Assessment is criteria-referenced as students are assessed against defined learning outcomes.
- Assessment criteria are explained to students prior to assessment and rubrics are used as regular tools for instruction and review whenever possible and meaningful.
- Teachers use assessment to guide instruction and to assist in collaborative efforts between all stakeholders.

## 2 A Programme Within a School

### 2.1 Educational Environment of SALIS

SALIS exists as a programme within an Austrian state school and functions within the framework of the International Baccalaureate Organization (IBO). As such, it is legally bound to both Austrian national education regulations (see Leistungsbeurteilungsverordnung in the "Guide to SALIS and the Austrian School System") and the requirements of the IB Diploma Programme.

SALIS students have the opportunity to complete their secondary education with both the Austrian Matura and the International Baccalaureate Diploma, provided that they successfully meet the curricular and assessment obligations of both systems.

### 2.2 Different Legal Status of Students: Regular vs. AO

According to Austrian law (Schulunterrichtsgesetz §3 and §4) there are two types of students:

Regular students (*ordentliche Schüler*) follow a curriculum with all subjects required by the Austrian law

(*Gymnasium mit Schulversuch*). The status “ordentlicher Schüler” is granted to all students whose level of either English or German is sufficient to participate in the respective Language A subject (German A or English A), and who fulfil the requirements of the other subjects required for a regular Austrian school career (Schulunterrichtsgesetz §3). The status “ordentlicher Schüler” once granted cannot be reversed. This group will be referred to as “regular students” in this document.

For students who come from different educational backgrounds or transfer from another school, it may be impossible to follow the complete SALIS curriculum. These students may enter SALIS as “*außerordentliche Schüler*” (Schulunterrichtsgesetz §4). This group will be referred to as “AO students” in this document.

The Austrian law suggests that AO students switch their status to regular after one year or after two years if possible (Schulunterrichtsgesetz §4 Abs. 3). The decision about the status of a student is taken by the class conference together with the principal. The IB coordinator will keep track of the legal status of all SALIS students (see Section 7.4).

See the SALIS Admissions Policy and the SALIS Language Policy for more detailed regulations on the legal status of a student entering SALIS.

## 2.3 Austrian National Assessment Regulations

The Austrian system mandates that a regular student’s final assessment grade in a course is based on a combination of major written examinations (*Schularbeiten*)—which are administered only in mathematics and languages—and class participation (*Mitarbeit*). In other subjects, written tests (*Tests*) may be used as part of the overall assessment.

*Tests* and *Schularbeiten* can, where appropriate, reflect the formats and demands of external IB Diploma Programme assessments in order to familiarize students with IB expectations. The use and structure of such assessments are determined by the individual teacher based on pedagogical considerations and subject-specific needs.

*Mitarbeit* includes all aspects of a student's ongoing engagement and performance in and outside of class, aside from formal written and oral examinations. This may involve assignments, projects, homework, presentations, collaborative work, and other formative assessment tasks, depending on the subject and instructional approach.

According to *Leistungsbeurteilungsverordnung* §14, the following grades have to be used on all *Schularbeiten*, *Tests*, oral exams, and in final grade reports:

Austrian Grade	Description
1	<i>Sehr gut (very good)</i>
2	<i>Gut (good)</i>
3	<i>Befriedigend (satisfactory)</i>
4	<i>Genügend (sufficient)</i>
5	<i>Nicht genügend (insufficient = fail)</i>

At SALIS, these national assessment components are designed to align with the competencies and skills emphasized by the IB Diploma Programme. Particularly in the IB course subjects, class participation (*Mitarbeit*) is closely linked to students’ preparation for portfolio-based and other internally assessed components of the IB Diploma Programme.

Although the Austrian law prescribes most of these regulations only for regular students, SALIS will apply the very same rules to AO students as a matter of fairness and consistency.

## 2.4 IB Assessment

The IB Diploma Programme uses two types of summative assessment to determine the student's final IB grades: internal and external assessment.

Internal Assessments (IA) allow students to demonstrate mastery of subject-specific skills and understanding outside the formal examination setting. These components are administered by the IB subject teachers according to official IB criteria and are later moderated externally by the IB. The purpose of internal assessment is to evaluate learning outcomes that are not easily measured through written exams. Examples include oral interviews in languages, the historical investigation in history, the internal assessment in mathematics, and science practical work.

External Assessments include the final examinations in May of Year 2, which are marked by IB examiners and provide a high level of standardization and reliability. Other externally assessed components include the Extended Essay, Theory of Knowledge (ToK) essay, Higher Level Language A Essay, and certain coursework components in the arts.

SALIS IB subject teachers are familiar with and implement the official IB procedures and conditions under which these assessments are to be conducted. The school ensures that all assessments are carried out in accordance with the rules outlined in the IB Diploma Programme Assessment Procedures.

The IB uses the following 1–7 scale to assess student performance in individual Diploma Programme subjects (left side). For Theory of Knowledge (ToK), the Extended Essay, and internal assessment components with letter grading, another scale is used (right side).

IBDP subject grade	Description
7	Excellent performance
6	Very good performance
5	Good performance
4	Satisfactory performance
3	Mediocre performance
2	Poor performance
1	Very poor performance

IBDP letter grade	Description
A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Elementary
N	No Grade

To ensure consistency and fairness, teachers at SALIS engage in internal standardization. This includes the joint review of assessment criteria, the calibration of grading practices, and reference to past IB markbands, exemplars, and examiner reports. New teachers are introduced to these processes through targeted induction and mentoring.

The school conducts internal quality assurance measures to support accurate and reliable application of IB criteria. These may include peer review of marked work, sample moderation, regular IB workshops, and the use of feedback from previous IB sessions.

While school-based assessments are not directly tied to the official IB results, they are designed to reflect IB formats and expectations. Assignments, mock exams, and classroom tasks are aligned with IB criteria and serve to prepare students for success in both internal and external IB assessments.

## 3 Formative and Summative Assessment

A variety of both formative and summative assessments are used at SALIS to provide students and teachers with accurate and detailed information about student progress. Assessment results are used to inform teaching and learning strategies across the school community, and to support students' academic development.

Both formative and summative assessments are essential to preparing students for the internal and external assessment components of the IB Diploma Programme and for fulfilling national requirements. Teachers are encouraged to design assessment tasks that foster meaningful learning, allow for differentiation, and support long-term academic growth.

### 3.1 Formative Assessment

Formative assessment represents the ongoing process of gathering, analyzing, interpreting, and using evidence to improve student learning. It is integrated into the daily learning process and is an essential part of instruction. Formative assessment helps teachers to provide timely and specific feedback, scaffold next steps, and differentiate instruction based on individual student needs.

Students are encouraged to use formative feedback to monitor their own progress, reflect on their learning, and set goals for improvement. In this way, formative assessment forms the foundation for learning and prepares students for the higher-stakes nature of summative assessments.

The term “Mitarbeit” in the Austrian law defines the student’s ongoing academic engagement in and outside of class. It includes all performance aspects aside from formal written or oral exams. Formative assessment strategies (*Mitarbeit*) may encompass:

- oral and written participation in class (e.g. posing questions, active listening and note-taking, seminar discussions, summary of lesson content, free-writes, exit slips, one-minute papers, group work)
- teamwork
- meeting deadlines
- bringing necessary materials to class
- homework assignments
- project work and presentations
- reflective and preparatory tasks
- portfolios
- quizzes
- lab reports

Formative assessment strategies must be applied in all subjects and by all teachers, but the focus and relative weight of the different types of formative assessment are at the discretion of each teacher.

### 3.2 Summative Assessment

Summative assessment occurs at the end of a learning unit or instructional cycle and provides students with the opportunity to demonstrate their understanding and application of knowledge in new or authentic contexts. It allows teachers to evaluate the quality and depth of student learning and communicate achievement to all stakeholders.

Summative assessment strategies may include:

- *Schularbeiten* (major written exams in mathematics and languages): controlled, individual written assessments that contribute significantly to the Austrian course grade. These may be designed to reflect IB exam formats and/or SRP formats, depending on the subject requirements.
- *Tests*: written assessments in subjects where no *Schularbeiten* are given. These may be designed to reflect IB exam formats and may be used at the discretion of the teacher.
- oral exams (*mündliche Prüfung*): the student responds to prepared or spontaneous questions under

formal exam conditions.

- term papers, lab reports, research projects, presentations, portfolio work
- mock exams (for IB subjects, typically administered in February of IB Year 2)

In accordance with the Austrian Leistungsbeurteilungsverordnung (LBVO), Schularbeiten, Tests, and oral exams are always graded using the Austrian 5-point grading scale (1 = very good to 5 = insufficient).

## 4 Guidelines for Assessment

### 4.1 Planning for Assessment

Subject teachers plan their teaching with reference to IB assessment criteria and final examination formats, while also fulfilling the requirements of the Austrian curriculum. Students' prior knowledge and skills are assessed at the start of new topics to support differentiated instruction.

Teachers may use digital platforms to inform students and parents about key deadlines, feedback, and course progress.

IB teachers collaborate with the programme coordinator to develop a SALIS assessment timeline for all components of the Diploma Programme to help students and teachers realistically plan their work within a manageable time frame. The timeline will be handed out to IB students at the beginning of IB year 1.

For *Schularbeiten*, topics and formats are announced at least one week in advance in accordance with Austrian regulations. An overview of all Schularbeiten per term is made available to students and parents through appropriate channels.

Homework is used purposefully to consolidate learning, build independence, and support mastery of assessment objectives. Homework calendars help structure student workload and promote time management.

Deadlines for all sorts of assignments and tasks are binding. Teachers may refuse to accept late submissions.

SALIS-internal deadlines for all components of the Diploma Programme that will be submitted to the IBO (such as Extended Essays, Internal Assignments, HL Essays, etc.) are binding. Teachers will not accept late submissions of these. These critical deadlines will be communicated clearly to all students in the assessment timeline mentioned above.

### 4.2 Assessment Strategies

Assessment at SALIS is criterion-referenced: student achievement is measured against clearly defined descriptors, not against the performance of peers.

Teachers use a range of formal and informal methods to allow students to demonstrate their learning in multiple ways. Ongoing feedback supports students in tracking their progress, identifying areas for improvement, and engaging in reflective learning. Formative assessments are used strategically to prepare students for IB summative assessments.

Assessment tasks are designed to allow achievement at the highest levels and to reflect both familiar and unfamiliar contexts.

Rubrics are provided whenever possible to clarify expectations and align tasks with IB subject criteria. Exemplars may be used to model successful work and support student understanding of assessment standards.

Teachers regularly document assessment outcomes in accordance with Austrian legal requirements and IB expectations. Assessment data is used not only for final grading, but also for providing feedback, supporting student growth, and informing instructional planning.

## 4.3 Analysis of Assessment

At SALIS, the consistent and accurate application of assessment criteria is essential to ensuring fairness and alignment with IB expectations. Teachers regularly reflect on and review their assessment practices in light of student outcomes and shared standards.

IB subject teachers engage in standardization processes to ensure a common understanding of assessment criteria and expectations. This may include collaborative grading, comparison of student work, and reference to IB markschemes, examiner reports, and subject-specific exemplars.

New teachers are supported through orientation and mentoring, with a focus on familiarization with school-wide practices, by experienced teachers. New teachers will also attend IB workshops with a focus on familiarization with IB assessment criteria.

Assessment data is used to identify learning needs, inform curriculum development, and guide instructional decisions. Teachers are encouraged to analyze patterns of student achievement across tasks and cohorts, and to adjust teaching strategies accordingly.

Teachers standardize and calibrate based on published exam commentary and the exemplars provided by the IBO. Internal quality assurance measures may include peer moderation, periodic sampling of marked work, and discussions of grading rationale to maintain consistency across subjects and years.

## 4.4 Assessment Access Arrangements

SALIS is committed to providing fair and appropriate assessment conditions for students with documented learning support needs. Access arrangements are designed to reduce barriers to assessment without compromising academic standards or violating national regulations.

Support measures may be relevant for students with physical, psychological, cognitive, or language-related challenges that affect their ability to demonstrate learning under standard conditions. These arrangements are guided by the IBO “Access and inclusion policy” and implemented in accordance with Austrian school regulations (in particular, Schulunterrichtsgesetz §18 Abs. 6). See the SALIS Inclusion Policy for more details.

Teachers must be informed about any student needs that may influence assessment performance. The IB Coordinator, in collaboration with the Deans of Student Affairs, ensures that access arrangements are planned and implemented appropriately, in consultation with parents and external specialists where appropriate.

Examples of possible access arrangements at SALIS include:

- use of assistive technology (e.g. text-to-speech software, screen readers)
- modified presentation of materials (e.g. enlarged print, alternative formatting)
- naming of colours in examination tasks for students with colour vision deficiency
- permission to use individually approved aids (e.g. magnifying devices, hearing aids, noise-cancelling headphones)
- reduction of required output quantity per time (e.g. extra time, less tasks within the given time)

These measures apply to both classroom-based assessment and IB assessments, provided that appropriate documentation has been submitted and approved by the IBO and/or the Austrian school authorities. For more detailed guidance, please contact the IB coordinator or the Deans of Student Affairs.



## 4.5 Connections to Academic Honesty

At SALIS, academic honesty is considered a shared responsibility and an essential foundation of meaningful learning and fair assessment. All members of the school community—students, teachers, and parents—are expected to support a culture of integrity in teaching, learning, and evaluation.

Assessment is designed not only to measure achievement, but to promote independent thinking, personal accountability, and respect for intellectual property. When assessment tasks are transparent, well-scaffolded, and aligned with learning goals, they provide students with the opportunity to succeed through genuine effort.

In accordance with the Austrian Leistungsbeurteilungsverordnung (§11 Abs. 4), any work that does not reflect the student's genuine performance will not be assessed or graded.

Teachers foster academic honesty by modeling ethical behavior, teaching research and citation skills, and guiding students in the responsible use of sources. Students are encouraged to take pride in their original work and to reflect on the values of trust, responsibility, and fairness in all aspects of learning.

The assessment practices outlined in this policy are intended to support a learning environment in which integrity is expected, understood, and lived out.

For more details, refer to the SALIS Academic Honesty Policy.

## 5 Reporting and Grading

### 5.1 Reporting of Austrian Grades

Regular students receive a mid-year report (*Schulnachricht*) at the end of the first term of IB Year 1 (SALIS Year) and a formal end-of-year report (*Jahreszeugnis*) at the end of the second term of each academic year. These documents reflect grades based on the Austrian 5-point scale. The *Schulnachricht* serves primarily informational purposes, while the *Zeugnis* has an impact on a student's future academic career in the Austrian school system (see Section 6 below).

AO students will not get a *Schulnachricht* or *Zeugnis*. Instead, they will get a "confirmation of school attendance" (*Schulbesuchsbestätigung*) with grades based on the Austrian 5-point scale. In spite of this legal difference, SALIS will treat a *Schulbesuchsbestätigung* the same as a *Zeugnis*, with the same potential consequences in case of insufficient performance.

### 5.2 Reporting of IB Grades

SALIS provides an internal IB School Report at the end of IB Year 1 (SALIS Year 7). This report includes IB-style grades (1–7), subject-specific comments, and an overview of student progress in relation to IB criteria for each of their IB Diploma Programme subjects. The internal IB reports are not official IB documents but are designed to support students and families in understanding performance in the context of the Diploma Programme.

Predicted IB grades will be determined by teachers at the end of IB Year 2 (SALIS Year 8), and submitted to the IBO prior to the external assessment session in May of IB Year 2. Predicted IB grades will be based on a student's performance in mock exams, *Schularbeiten* and Tests (in particular those which reflect IB exam formats), and other formative and summative assessments. Predicted IB grades may also be communicated to students.

### 5.3 Comparison Between Grading Systems

When *Schularbeiten* or *Tests* are designed to reflect IB exam formats, they may be graded according to the

IB grading scale (1-7). Since the Austrian law requires an explicit Austrian grade for these assessment types, the following comparison tables will be applied in this case:

Standard Level (SL) Assessments		Higher Level (HL) Assessments	
IB Grade (SALIS)	Austrian Grade	IB Grade (SALIS)	Austrian Grade
7	1 <i>Sehr gut</i>	7 or 6	1 <i>Sehr gut</i>
6	2 <i>Gut</i>	5	2 <i>Gut</i>
5	3 <i>Befriedigend</i>	4	3 <i>Befriedigend</i>
4 or 3	4 <i>Genügend</i>	3	4 <i>Genügend</i>
2 or 1	5 <i>Nicht genügend</i>	2 or 1	5 <i>Nicht genügend</i>

The reason why different comparison tables are applied to SL and HL assessments is that the Austrian law does not differentiate between levels within a subject. Hence, if a student is assessed against the IB HL criteria with grade 6, they will already be in accordance with the descriptors for the highest Austrian grade in this subject (*Sehr gut*). However, if a student is assessed against IB SL criteria, they will meet the descriptors for “*Sehr gut*” only if their work can be graded as 7 in the IB framework.

The grade comparison table is not used as a formula for conversion for final year reports (*Zeugnis/Schulbesuchsbestätigung*), but only for *Schularbeiten/Tests* that are designed to reflect IB exam formats. Final Austrian grades are determined exclusively in accordance with Austrian regulations (*Leistungsbeurteilungsverordnung §14*).

## 5.4 Grade Report Overview

Time	Austrian Grade Report	IB Grade Report
mid-year of IB Year 1 (SALIS Year 7)	Schulnachricht (regular) or Schulbesuchsbestätigung (AO)	---
end of IB Year 1 (SALIS Year 7)	Jahreszeugnis (regular) or Schulbesuchsbestätigung (AO)	SALIS IB School Report
end of IB Year 2 (SALIS Year 8)	Jahreszeugnis (regular) or Schulbesuchsbestätigung (AO)	predicted IB grades

Apart from the formal grade reports listed in this table, teachers will provide students with an Austrian grade (scale 1-5) on each *Schularbeit*, *Test* or oral exam.

If a *Schularbeit* or *Test* is designed to reflect IB exam formats, an IB grade (scale 1-7) may be provided, too. In this case, the grade comparison tables from the previous section apply.

## 5.5 Parent-Teacher Communication

SALIS holds one parent-teacher conference (*Elternsprechtag*) per term, offering an opportunity for brief conversations with subject teachers. For more in-depth discussions, parents are encouraged to use the weekly consultation hours (*Sprechstunden*) offered by all teaching staff. Appointments for consultation hours must be scheduled in advance using the designated online platforms.

Students of age 18 or more are fully responsible for their own school careers according to Austrian law. This means that in the case of a student of age 18, parents can only consult teachers with the explicit permission of the student.

## 6 Procedures for Passing and Failing

The rules concerning the consequences of failing grades are based on Austrian school law for regular students. SALIS will apply the same rules to AO students. The Austrian law defines grade 5 (Nicht genügend) as a failing grade, while all other grades (1-4) are passing grades. Furthermore, no grade in a subject ("Nicht beurteilt") counts also as a failing grade.

Regular students must not drop any subject of the Austrian Curriculum at all. For AO students, an individual curriculum will be designed when they enter SALIS. This individual AO curriculum will usually consist of all subjects that the student can reasonably attend (including non-IB subjects).

The following paragraphs are therefore not limited to a student's IB Diploma Programme subjects, but they include all subjects that this student attends.

### 6.1 Notification (Frühwarnung)

When a student's performance in a subject is unsatisfactory, the teacher initiates a formal notification process (*Information über den Leistungsstand*, also called "Frühwarnung") in accordance with Austrian school law. This process is mandatory and intended to inform students (and parents, if the student is under 18) at an early stage about the risk of receiving a failing grade. A Frühwarnung serves an informational purpose only – it remains fully possible to achieve a passing grade by improving performance within the respective academic year.

The student and their parents/guardians are invited to a meeting to discuss the situation and explore measures for improvement. These may include targeted support, structured reflection, and individual learning plans.

If no improvement is observed within a reasonable time, the Deans of Student Affairs develop a learning agreement together with the student, parents, and relevant teachers. This agreement outlines specific responsibilities and expectations to help the student get back on track.

### 6.2 Progress from IB Year 1 (SALIS Year 7) to IB Year 2 (SALIS Year 8)

SALIS students will be accepted into IB Year 2 (SALIS Year 8) if they have a Zeugnis/Schulbesuchsbestätigung from SALIS Year 7 with passing grades in all subjects.

A student who receives an Austrian failing grade in three or more subjects at the end of IB Year 1 must definitely repeat the year (*Wiederholung der Schulstufe*, Schulunterrichtsgesetz §27).

If a student fails in one or two subjects in their IB Year 1, they are entitled to take a make-up examination (*Wiederholungsprüfung*, Schulunterrichtsgesetz §23) in each failed subject at the beginning of the next school year. If the student passes both exams, they may proceed to the next year. Alternatively, students in this situation may choose to voluntarily repeat the year.

If only one make-up exam is not passed, the class conference (i.e. all subject teachers) evaluates the overall academic development of the student. Based on this discussion, the team may decide whether the student may still progress to IB Year 2 (*Aufsteigen mit Klauseln*, Schulunterrichtsgesetz §25 Abs. 2) or must repeat the year. This decision takes into account the student's potential for improvement and the level of performance in other subjects.

It is not possible within the framework of the Austrian school system to repeat only selected subjects.

### 6.3 Acceptance to the IB Exam after IB Year 2 (SALIS Year 8)

SALIS students will be accepted to the IB Exam if they have a Zeugnis/Schulbesuchsbestätigung from SALIS Year 8 (IB Year 2) with passing grades in all subjects. Students will only be accepted to IB exams in subjects

that they have attended for two years at the intended level.

The subjects “Mathematics” and “German A” are finalized before Christmas in SALIS Year 8 because these subjects are required for the Austrian SRP (see Section 6.4 below). In the case that a student receives a failing grade in only one of these, they are entitled to take a make-up examination (*Wiederholungsprüfung*) in this subject at the beginning of January. If the student passes this exam, they may proceed in SALIS Year 8. Alternatively, students in this situation may choose to voluntarily repeat the year.

All other subjects are finalized in April. In the case that a student receives a failing grade in only one subject (and if they had not already had a *Wiederholungsprüfung* in January), they are entitled to take a make-up examination (*Wiederholungsprüfung*) in this subject at the end of April. If the student passes this exam, they will be accepted for the IB Exam session in May. Alternatively, students in this situation may choose to voluntarily repeat the year.

Students who have a failing grade in more than one subject of their SALIS Year 8 *Zeugnis/Schulbesuchsbestätigung*, or who fail in their make-up examination in January or April, will not be accepted to the IB exam session in May. Instead, they may repeat the year or attend the SALIS make-up examinations in September according to the Austrian law. They may enroll for the next available IB exam session once they have received a *Zeugnis/Schulbesuchsbestätigung* from SALIS Year 8 with passing grades in all subjects.

Exception: If a regular student has passed the SRP in Mathematics and in German A (see below) in January, and if they are then excluded from the IB exam session because they had failing grades in their *Zeugnis* in April, they will still be allowed to take the IB English B exam in May, which serves as a substitute for the Austrian written English SRP.

## 6.4 Acceptance to the SRP (Austrian National Exam)

SALIS regular students are allowed to enroll for the SRP (*Standardisierte Reifeprüfung*, the Austrian national school-leaving exam, traditionally called “Matura”) in their SALIS Year 8.

Regular students take the written SRP in Mathematics and German A in January of their SALIS Year 8, provided that they have achieved pass grades in both subjects in December. In the case that a student receives a failing grade in only one of these two subjects, they are entitled to take a make-up examination (*Wiederholungsprüfung*) in this subject at the beginning of January. If the student passes this exam, they will be accepted to the written SRP in both subjects.

Regular students will take the oral part of the SRP in June after their IB exams, provided that they have achieved pass grades in all subjects of their SALIS Year 8 *Zeugnis* in April. In the case that a student receives a failing grade in only one subject (and if they have not already had a *Wiederholungsprüfung* in January), they are entitled to take a make-up examination (*Wiederholungsprüfung*) in this subject at the end of April. If the student passes this exam, they will be accepted for the oral part of the SRP in June.

Students who have a failing grade in more than one subject of their SALIS Year 8 *Zeugnis*, or who fail in their make-up examination in January or April, will not be accepted to any further part of the SRP, even those not connected to the subject(s) with failing grades. Instead, these students may repeat the year or attend the make-up examinations in September according to the Austrian law.

AO students, and regular students who do not attend the German A course, cannot participate in the SRP.

# 7 Rights and Responsibilities of all Members of the School Community

## 7.1 Students

Students are responsible to participate actively in all lessons and assessments of their respective courses

and subjects (including non-IB subjects). They are responsible to meet the deadlines described in Section 4.1 “Planning for Assessment”.

Students have the right to be informed about the subject-specific assessment criteria in each subject at the beginning of each academic year.

Students have the right to be informed as soon as possible if they are in danger of failing a subject (see Section 6.1 “Notification”). If a failing grade is given at the end of IB Year 1 or 2, and if this failing grade leads to the student being denied access to the final exams (after IB Year 2) or to proceed to the next year (after IB Year 1), then each regular student has the right to submit an appeal (“Widerspruch”) to the superordinate education authority (*Bildungsdirektion für Salzburg*). The Bildungsdirektion will then decide if the failing grade was given correctly or not, and it may undo the teacher’s decision. AO students may submit their appeal to the principal of the school instead.

## 7.2 Parents

Parents have the right to be informed about their child’s performance and school affairs, and they have the right to take decisions in the name of their child (such as voluntarily repeat a year or submit an appeal) as long as their child is under 18 years old. From this age on, parents will only be informed about school affairs with the student’s explicit permission.

Parents have the responsibility to explain and justify their child’s absence from class to the form teacher (*Klassenvorstand*) in all cases as long as their child is under 18 years old.

## 7.3 Teachers

Teachers have the right and the responsibility to plan their teaching and assessment independently in accordance with the Austrian law (*Schulunterrichtsgesetz §17*) and the IB guidelines. This includes dates of *Schularbeiten/Tests* and deadlines for homework and other submissions. In doing so, teachers must act in accordance with the legal restrictions (e.g., a *Schularbeit* must not take place on the first day after a school holiday period). Teachers will plan their assessment schedules based on the SALIS assessment timeline mentioned in Section 4.1.

Teachers are responsible of assessing all students’ work with a focus on fairness and transparency. They will provide constructive feedback in all formative and summative assessments.

If a student is in danger of failing a subject, the teacher of this subject will inform the student (and their parents, if the student is under 18) immediately, and the teacher will also contact the form teacher (*Klassenvorstand*) and the Deans of Student Affairs. See Section 6.1 for details about this procedure.

## 7.4 IB Coordinator and Deans of Student Affairs

The SALIS IB coordinator has the responsibility to keep track of students’ school careers and to suggest and manage a student’s AO status. The IB coordinator will manage acceptance or denial of a student for the final IB examinations in accordance with the rules defined in Section 6.3. The IB coordinator will develop an assessment timeline, together with the subject teachers, as described in Section 4.1.

The Deans of Student Affairs will provide advice to students and parents if a student is in danger of failing a subject (see Section 6.1). The Deans of Student Affairs will inform teachers if special access arrangements are required for a student (see Section 4.4), and they will, together with the teacher, find appropriate solutions in these cases.

The IB coordinator will encourage and organize the future review process and development of this Assessment Policy.

## 7.5 Principal

The principal (“*Direktor/in*”) of BG Zaunergasse, the school hosting SALIS, has the responsibility that all grading and management of students’ school careers at SALIS is in full accordance with the Austrian law. The principal is the only member of the school community who can give binding instructions to teachers and also to the IB coordinator, and the principal is the only member of the school community who can decide to accept a student to SALIS at all.

## 8 References

Austrian legal resources:

- Schulunterrichtsgesetz (1986/2025), Rechtsinformationssystem des Bundes, available from <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009600>, accessed May 24<sup>th</sup>, 2025.
- Leistungsbeurteilungsverordnung (1974/2025), Rechtsinformationssystem des Bundes, available from <https://www.ris.bka.gv.at/GeltendeFassung.wxe?Abfrage=Bundesnormen&Gesetzesnummer=10009375>, accessed May 17<sup>th</sup>, 2025.

IBO resources:

- Assessment principles and practices – A guide to assessment for teachers and coordinators (2020), International Baccalaureate Organization, available from <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/teachers-and-coordinators-amended-2020.pdf>, accessed May 17<sup>th</sup>, 2025.
- Assessment principles and practices – A guide to assessment for students and parents/guardians (2020), International Baccalaureate Organization, available from <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/students-and-parents-amended-2020.pdf>, accessed May 17<sup>th</sup>, 2025.
- Access and inclusion policy (2022), International Baccalaureate Organization, available from <https://www.ibo.org/globalassets/new-structure/programmes/dp/pdfs/access-and-inclusion-policy-en.pdf>, accessed May 17<sup>th</sup>, 2025.

Other SALIS IB policies and similar documents, available from the SALIS website (<https://www.bgzaunergasse.at/salis-englisch/>, accessed May 29<sup>th</sup>, 2025):

- Guide to SALIS and the Austrian School System, Handbook for Parents (2019/2025), S. Allen and Ch. Flannery
- SALIS Academic Honesty Policy (2019/2025)
- SALIS Admissions Policy (2019/2025)
- SALIS Inclusion Policy (2019/2025)
- SALIS Language Policy (2019/2025)