



The International School of Egypt

Assessment Policy

1. Philosophy of Assessment

The main goal of assessment at the International School of Egypt is supporting and improving student's growth and achievement, providing a measurement against course objectives to meet IB expectations and requirements. Evaluation of students' learning should be varied in nature and allow them to show their level of knowledge and understanding.

Assessment at the International school of Egypt is criterion-referenced and has educational values.

The school's assessment policy applies to all students and communicated to all members of the school's community. It's aligned with schools and IB mission statements.

2. Assessment Practices

The Diploma Program (DP) is a two-year program with external examinations at the end of the 12th grade. IB assessment criteria are followed by all members of the school's community.

The aims of assessment in the Diploma Programme are:

- to support educational goals and motivate students for effective learning.
- to evaluate course objectives and requirements.
- to ensure effective teaching and learning to meet the examination requirements.
- to understand the assessment expectations, standards and practices that should be communicated during different classroom activities and instruction.



DP core focuses on students' educational experience and encourages them to implement their knowledge and skills in different areas and subjects.

The three core elements are:

- **Theory of knowledge**, in which students learn about the nature of knowledge and understand how we know that the new knowledge is true.
- **The extended essay**, which is an independent, self-directed 4,000-word piece of research.
- **Creativity, activity, service**, in which students gain new experiences in three areas and complete a final project.

In addition to the 3 core elements, students' study 1 course from each of the six subject groups: 1 - Language A, 2 - Language B, 3 - Individuals and Societies, 4 - Experimental Sciences, 5 - Mathematics, and 6 - Arts). Group 6 subject can be replaced by a subject from any other group.

For each course, students receive grades ranging from 7 to 1, with 7 being the highest. A student's final Diploma result score is out of 45 points of which 42 are made up of the combined scores for each of the six subjects. The remaining three points come from the successful completion of the DP Core: Theory of Knowledge (TOK) and Extended Essay (EE).

The diploma is awarded to students who gain at least 24 points, subject to a certain minimum level of performance including successful completion of the three essential elements of the DP core.

Internal examinations are held two times during Grade 11 in December and June. Mock exam is held in April to prepare students for the official external IB examinations in Grade 12.

During the DP program, students will sit for several external and internal assessments.



Formative Assessment

Formative assessment focuses on the process of collecting, analysing and interpreting evidence to improve student learning and understanding. It helps teachers and students know how learning is progressing.

Students take part in the formative assessment through their own learning, peer collaboration, informative teacher feedback, conferences and discussions. Teachers use different IB sources, subject criteria and grade descriptors to create questions for internal assessments. Daily formative assessment is used to collect sufficient information about students' learning and level of knowledge. This data is used to evaluate and strengthen our learning process and practices, determine students' strengths and weaknesses, to differentiate instruction based on student needs.

The examples of formative assessments are:

- Classroom observation
- Anecdotal records
- Student reflection
- Peer and individual review
- Portfolios
- Student teacher conferences
- Journals/Projects/Performances
- Pre-tests
- Practical laboratory work



Summative Assessment

Summative assessments ensure that the learning process is assessed at the end of a certain period. It helps the teacher to identify the effectiveness of instruction.

Summative assessments are given regularly to determine student's knowledge and are graded by teachers. The type of each summative assessment is explained to the students ahead of time.

At ISE, G11 IBDP students sit for two summative assessments while the G12 IBDP students sit for one summative assessment before their IB May exams. The first Progress Report is issued in December and the second Progress Report is issued in March. In addition, report cards are issued at the end of the academic year.

Summative assessment is used:

- to identify and measure students' progress and growth.
- to facilitate students' understanding and reflecting of their progress.
- to provide feedback on students' learning.
- to communicate about how students are performing against the IB subject criteria.
- to prepare students for external assessments.

All reports are communicated to the students and the parents via Jupiter, the school's platform. Summative assessments are used in determining predicted grades for students.

The examples of summative assessments include are:

- unit/chapter tests
- research Papers
- semester\midterm exams
- individual or group projects or presentations
- exhibition
- final draft lab reports
- oral commentaries
- mathematical investigations



Feedback and Reflection

Teachers record and post students' grades on Jupiter- the school's platform- and provide feedback to the students and parents. Subject criteria and objectives are used in grading students' work in order to provide a clear understanding on students' performance and academic standing.

Parent-teacher conferences are held twice during the academic year and whenever necessary. If there are concerns about a student's performance, parents and teachers may request parent-teacher conferences at any time during the year.

Grade 11 Summative Assessment

December exams cover the work for the first semester and resemble the IB exams as closely as possible. It allows students to become familiar with the expectations and requirements of the IB examinations.

June exams cover the whole year's work and resemble the IB exams as closely as possible.

Promotion from Grade 11 to Grade 12

- Diploma students in Grade 11 must achieve a 4 or above in HL subjects, 3 or above in SL subjects, and a total of 24 points in order to be promoted to 12th grade.
- If a student is not achieving a grade of 4 in an HL subject may drop to SL in the subject, provided that the student has a total 3 HL and 3 SL subjects at the end.
- If a student gets a failing grade in up to two subjects, a parent-subject teacher-DP Coordinator meeting will be scheduled to determine the ways to improve student' performance. In order to be promoted to grade 12 the student must re-take that exam in August, prior to the start of the new academic year.



Grade 12

Predicted Grades for Universities

- In 12th grade, teachers are required to provide the College Counsellor with Predicted Grades for university application purposes. This may happen at different times, depending on the location of the university being applied to.
- These grades are based on the 11th grade exam results and the teacher's overall evaluation on students' performance in 11th grade.
- Predicted grades are realistically optimistic and should in no way compromise the professionalism of the teacher or the credibility of the school.
- Students are not allowed to know their predicted grades.

Internal Assessment

Internal assessment is graded by teachers over the course. They mark students' pieces of work according to the IB criteria and this grade counts as a part of the overall IB score. A sample of the teacher-marked work is sent to an IB moderator and evaluated according to the IB criteria and rubric. Teachers evaluate students' work as individual learners and not in comparison to the work of other individuals.

Each class has at least one internal assessment (IA). IAs have different requirements and formats for each subject. IA calendar is designed in collaboration with all IB teachers to arrange the due dates and avoid a convergence of due dates for multiple tasks.

Internal Assessment will be standardized within one department.

External Assessment

Students are externally assessed exams for each class. Examinations are one form of assessment, involving candidates completing IB set questions under tightly controlled conditions. Sometimes the overall assessment of a candidate will be broken down into



several separate pieces taken at different times. Examinations are sent to an IB examiner who uses a mark scheme to assess exams. External Assessments are conducted and overseen by the teachers or proctors and then sent to be graded externally by qualified examiners. IB examiners use a mark scheme to assess exams. Examples of external assessments include Extended Essay, TOK Prescribed Title Essays, and the end of course exams.

For each class IA (30%) and exams (70%) are totalled for the final score on the 1 through 7 scale.

Local Requirements

All Egyptian students are required to achieve a passing level in the mandatory governmental exams for Arabic and Religion. ISE provides the required instruction hours in Arabic Language in order that students are academically prepared for these requirements. IB Arabic B course includes all required concepts and prepares students for the mandatory governmental exams.

Arabic governmental exams are held in June of DP2 and do not overlap with IB exams. No preparation is required for the mandatory governmental Arabic exams.

Award of the diploma

Core requirements

- Students must study six subjects plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements*.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Each subject is graded 1–7, with 7 being the highest grade.



- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45: $((6 \times 7) + 3)$.
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded.

Core points matrix

The core is worth between zero and three points towards the overall diploma points. The candidate can also fail to achieve the diploma certificate if they obtain a grade E in either TOK or EE or if they do not complete CAS.

The number of points is calculated using the table below.

Core points matrix:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing condition				



Additional requirements:

There are additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no "N" awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (HL or SL).
- There are no more than three grade 3s or below awarded (HL or SL).
- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the final award committee.

Diploma Programme Course Candidates

Diploma Programme Course Candidates are the students who study and take the IB internal and external examinations for subjects but select not to take the entire IB Diploma. The subjects selected are referred to as DP courses and may include the core requirements. DP Course Candidates receive DP Course Results. The grades for theory of knowledge and the extended essay will be recorded on the **DP Course Results** and the completion of CAS, if appropriate.

Inclusive assessment arrangements

Following IB principles, ISE believes that all candidates must be allowed to take their examinations under conditions that are as fair as possible. Special test administration arrangements are planned if needed. Please refer to the SEN policy for more details.



The IB in relation to the American Diploma

IB Grade Conversion

Jupiter is ISE's e-system for students, parents, teachers and administration. Teachers upload videos, assignments, support materials, assessment results and announce class events for students and parents. Jupiter provides students, parents, and teachers with a continuous and clear indication of a student's grades and progress.

Grades for IB are calculated according to the scale in the table below:

American Diploma	IB Equivalent	Letter Grade	GPA	IB scale
97-100	87-100	A+	4	7
93-96	80-86	A	4	6
89-92	70-79	A-	3.7	5
86 - 88	65-69	B+	3.3	4
83 - 85	60-64	B	3	
79 - 82	55-59	B-	2.7	
76 - 78	50-54	C+	2.3	
73 - 75	45-49	C	2	3
69 - 72	40-44	C-	1.7	
66 - 68	35-39	D+	1.3	2
63 - 65	33-34	D	1	
60 - 62	32	D-	0.7	1
Below 60	Below 32	F	0	0



The grades offered are based on the IB diploma grading System for the six subjects and the core and are as follows:

Grade	Standards of Performance	Grade descriptors of Level Achieved
7	Excellent Performance	Thorough understanding of the concept, knowledge and skills, ability to apply faultlessly, demonstrate originality, evidence of analysis, synthesis, and evaluation where appropriate and produces work of high quality.
6	Very Good Performance	Thorough understanding of the concept, knowledge and skills, ability to apply them, generally demonstrate evidence of analysis, synthesis, and evaluation where appropriate.
5	Good Performance	A sound understanding of the concept, knowledge and skills, ability to apply them, generally shows evidence of analysis, synthesis and evaluation and occasionally demonstrates originality and insight.
4	Satisfactory Performance	A good general understanding of the concept, knowledge and skills, ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis, and evaluation.
3	Mediocre Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor Performance	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the concept, knowledge and skills and is only able to apply them fully in normal situations with support
1	Very Poor Performance	Minimal achievement in terms of the objectives



Grading/Calculation

Each trimester's final grade will count one-third of the overall yearly average for a course. The final year result will be the average of the year's 3 terms.

Teachers use IB resources, past papers, and Question Banks in creating assessments for students. All internal assessments like homework, classwork, projects, tests, quizzes, and other tasks are created to allow students to practice for the final IB exam, demonstrate their learning and understanding, build confidence in their own work and understand the criteria for producing a quality product.

Students at Risk

If students are facing learning difficulties and showing low progress, they are considered as students at risk. An action plan should be created by the DP Coordinator and subject teachers in cooperation with the parent(s) and the student. If the student is not able to manage the workload and meet the requirements of more than three subjects till the end of Grade 11, a meeting with the parent and the student should be scheduled to discuss the student's academic standing or transfer to the American Division.

Policy Review

This policy will be reviewed annually. The Leadership team and IB Teachers will review the implementation of the policy in classrooms and throughout the school on a regular basis.