THE INTERNATIONAL SCHOOL OF EGYPT

IBDP Assessment Policy 2026-2027

Effective Date: September 2026
Next Review: September 2027

Prepared by:

- School Superintendent (Safaa Halaka)
- Head of School (Olga Umarova)
- IB DP Coordinator (Fatima Tariq)
- IB Teachers
- College Counsellor (Mary Boutros)
- Librarian (Eman Eissa)
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1. Philosophy of Assessment

The main goal of assessment at the International School of Egypt is to support and improve students' growth and achievement while providing meaningful measurement of learning against course objectives and IB expectations.

Assessment at ISE is criterion-referenced and has educational value. Assessment practices are varied and provide students with opportunities to demonstrate their knowledge, understanding and skills.

Assessment is viewed as an integral part of teaching and learning. It provides information that enables teachers and students to identify strengths, areas for development and appropriate next steps.

The school recognizes the value of assessment for **continuous learning and growth**. Assessment is therefore used not only to measure achievement but also to provide feedback, guide instruction, encourage reflection and support students in improving their learning.

The Assessment Policy applies to all students and is communicated to members of the school community. It is aligned with the school's educational philosophy and the IB philosophy concerning learning and assessment.

2. Assessment Practices

The Diploma Programme (DP) is a two-year programme with internal and external assessment.

ISE follows IB assessment criteria, subject requirements and applicable IB assessment procedures.

The aims of assessment in the Diploma Programme are to:

- support educational goals and motivate students for effective learning;
- evaluate course objectives and requirements;
- ensure effective teaching and learning in preparation for assessment;
- communicate assessment expectations, standards and practices clearly;
- provide students with meaningful feedback;
- support students in reflecting on and improving their learning.

Assessment is connected to the DP Core, including Theory of Knowledge (TOK), the Extended Essay (EE) and Creativity, Activity, Service (CAS), as well as the six subject groups.

3. Formative Assessment

Formative assessment focuses on collecting, analysing and interpreting evidence of learning in order to improve student learning and understanding.

Students participate in formative assessment through:

- self-reflection;
- peer collaboration;
- teacher feedback;
- conferences and discussions;
- review of their own work;
- reflection on learning progress.

Teachers use a variety of assessment methods, IB resources, subject criteria and grade descriptors.

Examples include:

- classroom observation;
- anecdotal records;
- student reflection;

- peer and individual review;
- portfolios;
- student-teacher conferences;
- journals, projects and performances;
- pre-tests;
- practical laboratory work.

Formative assessment is used to identify students' strengths and areas for development and to inform differentiation and future teaching.

4. Summative Assessment

Summative assessments are used to evaluate learning at the end of a defined period and to determine students' achievement against course objectives and criteria.

The type and expectations of summative assessments are communicated to students in advance.

Examples include:

- unit/chapter tests;
- research papers;
- semester or midterm examinations;
- individual or group projects and presentations;
- exhibitions;
- laboratory reports;
- oral commentaries;
- mathematical investigations.

Summative assessment is used to:

- measure students' progress and achievement;
- support reflection on learning;
- provide feedback;
- communicate academic progress to students and parents;

- monitor performance against IB subject criteria;
- prepare students for external assessments.

Progress reports and assessment information are communicated to students and parents through Jupiter, the school's designated electronic platform.

5. Feedback and Reflection

Teachers record and communicate assessment results and provide feedback to students.

Assessment criteria and objectives are used to provide students with a clear understanding of their performance and academic standing.

Students are encouraged to reflect on feedback and use it to improve subsequent learning.

Parent-teacher conferences are held during the academic year and whenever necessary. Where concerns arise regarding a student's academic progress, additional communication and meetings may be arranged.

6. Internal Assessment

Internal Assessment (IA) is assessed by teachers in accordance with the relevant IB subject criteria and requirements.

ISE teachers assess students' work as individual learners rather than comparing students against one another.

The school coordinates IA deadlines to support effective student workload management and to avoid unnecessary convergence of major deadlines across subjects.

Internal assessment is standardized within departments where appropriate.

7. External Assessment

External assessments are conducted according to current IB requirements and procedures.

Students complete externally assessed components under the conditions established by the IB.

Examples of external assessment may include:

- final IB examinations;
- Extended Essay;
- Theory of Knowledge assessment;

- other externally assessed components specified by the relevant IB subject.

ISE follows current IB assessment procedures regarding the administration, security, submission and marking of externally assessed work.

8. Local Requirements

ISE complies with applicable local educational requirements.

Egyptian students are required to meet the applicable governmental requirements for Arabic and Religion. ISE provides the required instruction to prepare students for these requirements.

Where local requirements and IB requirements apply simultaneously, the school plans assessment and instructional arrangements to ensure that students are appropriately prepared for both.

9. Award of the IB Diploma

ISE follows the current IB requirements for the award of the Diploma.

Students are expected to complete the six subject areas and the DP Core requirements and to meet the applicable IB conditions for the award of the Diploma.

The current IB rules and assessment procedures governing Diploma eligibility take precedence over information in this school policy where requirements are updated by the IB.

10. Diploma Programme Course Candidates

Students who do not pursue the full IB Diploma may be registered as Diploma Programme Course Candidates where applicable.

Course Candidates complete the relevant requirements for their selected subjects and receive DP Course Results in accordance with IB regulations.

11. Inclusive Assessment

ISE is committed to providing students with equitable opportunities to demonstrate their learning.

Where students require assessment support or access arrangements, the school follows its Inclusion Policy and current IB requirements.

Assessment arrangements are designed to provide access without changing the academic expectations or learning outcomes of the assessment.

12. Grading

IB subjects are graded using the IB 1–7 grading scale, with 7 representing the highest level of achievement.

Teachers use IB assessment criteria, grade descriptors, appropriate IB resources and assessment materials when determining student achievement.

School reporting and grading procedures are communicated to students and parents.

13. Assessment Resources

Teachers use appropriate resources when planning and creating assessments, including:

- IB subject guides and criteria;
- IB assessment materials;
- past examination papers where permitted;
- Questionbanks where applicable;
- teacher-created assessments;
- subject-specific resources;
- digital learning resources.

Assessment tasks are designed to allow students to demonstrate learning, practise relevant skills and develop confidence in preparation for IB assessment.

14. Students at Risk

Students experiencing learning difficulties or demonstrating low academic progress may be identified as students at risk.

Where appropriate, an action plan is developed by the DP Coordinator and subject teachers in cooperation with the student and parent/guardian.

The purpose of the process is to identify appropriate support, monitor progress and help students meet programme requirements.

Where a student's academic progress indicates that the full programme may not be sustainable, the school will discuss appropriate educational pathways with the student and parent/guardian.

15. Rights and Responsibilities

Students

Students have the right to:

- understand assessment expectations and criteria;
- receive appropriate and timely feedback;
- have opportunities to demonstrate their learning;
- receive equitable assessment conditions;
- understand their academic progress.

Students are responsible for:

- completing assessments honestly and authentically;
- meeting assessment deadlines;
- participating actively in assessment and reflection;
- responding to feedback;
- following assessment and examination requirements.

Teachers

Teachers are responsible for:

- designing valid and appropriate assessments;
- communicating assessment expectations clearly;
- applying relevant criteria consistently;
- providing meaningful feedback;
- using assessment information to inform teaching;
- maintaining appropriate records;

- following IB and school assessment requirements.

Parents/Guardians

Parents/guardians are responsible for:

- supporting students in developing effective learning habits;
- reviewing information about student progress;
- communicating with teachers when concerns arise;
- supporting students in responding appropriately to feedback and assessment results.

DP Coordinator and School Leadership

The DP Coordinator and school leadership are responsible for:

- ensuring that the Assessment Policy is implemented;
- communicating relevant IB assessment requirements;
- supporting teachers in assessment practices;
- monitoring assessment implementation;
- ensuring appropriate coordination of internal and external assessments;
- reviewing the effectiveness of assessment practices.

16. Good Assessment Practice

Good assessment practice at ISE includes assessment that is:

- aligned with learning objectives and IB criteria;
- communicated clearly to students;
- fair and equitable;
- varied in form;
- appropriately challenging;
- used to support learning and growth;
- accompanied by meaningful feedback;
- based on clear criteria;

- consistent with IB requirements;
- respectful of students' individual learning needs;
- used to inform future teaching and learning.

Assessment should provide evidence of what students know, understand and can do while supporting their continued development.

17. Policy Review

This policy will be reviewed annually by the IB DP Coordinator, IB teachers and school leadership.

The review will consider:

- implementation of assessment practices;
- student progress and achievement;
- teacher feedback;
- student and parent feedback where appropriate;
- internal and external assessment requirements;
- local educational requirements;
- current IB assessment requirements;
- effectiveness of assessment in supporting continuous learning and growth.

Any necessary revisions will be documented in the annual Policy Review Record.

18. Review Record

Previous Policy: ISE Assessment Policy developed for IB authorization
Reviewed Policy: ISE Assessment Policy 2026–2027

Reason for Review

The ISE Assessment Policy was reviewed in September 2026 as part of the school's annual policy-review process and in preparation for the IB programme evaluation.

The original policy already provided a strong foundation for assessment at ISE. It clearly described the school's assessment philosophy, formative and summative assessment practices, feedback, Internal and

External Assessment, local requirements, grading, inclusive assessment and support for students at risk. The 2026 review was therefore **not intended to replace the school's existing assessment approach**, but to confirm that the policy continues to reflect ISE practice and the IB evaluation requirements.

Findings of the 2026 Review

The review confirmed that the existing policy:

- clearly communicates ISE's philosophy of assessment;
- uses assessment to support student learning and achievement;
- includes formative and summative assessment;
- provides feedback and opportunities for reflection;
- follows IB assessment criteria and requirements;
- addresses applicable local requirements;
- includes Internal and External Assessment procedures;
- addresses inclusive assessment;
- describes procedures for supporting students at risk;
- is reviewed annually.

The review identified that some areas would benefit from **clearer wording rather than major changes**.

Minor Revisions Made in 2026

The 2026 version therefore:

1. Makes the connection between **assessment, continuous learning and student growth** more explicit.
2. Clarifies the **rights and responsibilities** of students, teachers, parents/guardians, the DP Coordinator and school leadership.
3. Makes **good assessment practice** explicit within the policy.
4. Clarifies that ISE follows **current IB assessment procedures** where IB requirements are updated.
5. Clarifies that assessment is used to inform teaching, provide feedback and support student reflection.
6. Strengthens the description of the annual review and monitoring process.

No fundamental changes were made to ISE's established assessment philosophy or core assessment practices.

Outcome: Following the September 2026 review, the revised Assessment Policy was approved for implementation for the 2026–2027 academic year.

Approved by:

Head of School: _____

Name: Olga Umarova

Signature: _____
Date of Approval: _____

School Superintendent: _____

Name: Safaa Halaka

Signature: _____

Date of Approval: _____

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