

Rahn Schulen Kairo IB World School

IBDP Assessment Policy

Last reviewed: [6.4.2026]

Next review: [6.4.2027]

Approved by: School Leadership & IB Coordination Team

This Assessment Policy aligns with the IB Programme Standards and Practices and reflects the IB philosophy of assessment as a tool to support learning, measure achievement, and promote student growth.

Assessment at Rahn Schulen Kairo is integral to teaching and learning, supporting student development by identifying strengths, guiding next steps, and fostering lifelong learning skills.

Assessment practices support the development of the IB Learner Profile attributes by encouraging reflection, critical thinking, and responsibility for learning.

IBDP assessment

Assessment policy

Midterm assessments, MOCK exams, oral exams, quizzes, tests, assigned homework and CAS projects are all forms of assessment that must help the learners, parents, teachers and school administration in determining the standard of the students and measure the advancement of the learners and the school. All forms of assessment are organized and communicated within the rules of the school regulations.

Assessment practices are criterion-related, transparent, and aligned with IB subject objectives. They support fairness, consistency, and clarity for all learners.

Assessment for each subject must include a suitable range of tasks and instrument/components that ensure all objectives for the subject are assessed.

Assessments carried out by the school must support and work towards achieving and reflecting the IB learner profile and support the curricular goals. All teachers must be aware of the IB learner profile and must clarify how they will implement it in their

course outline. The IB Assessment tasks are either externally graded or marked in school by teachers and then moderated by the IB.

Purpose:

- Assessment at Rahn Schulen Kairo includes both formative assessment (assessment for learning) and summative assessment (assessment of learning). Formative assessment provides ongoing feedback to support student progress, while summative assessment evaluates student achievement at specific points in time.
- Provide feedback to learners and their parents about the level and development of the learners.
- Provide feedback to the teacher about points of weakness and strength of the whole group in general and of each student separately.
- Measure the achievement of the individual learners and as a group.
- Support and encourage appropriate student learning and assist students to develop their skills.
- Identify the requirements needed for students' development and modify those requirements if needed.
- Prepare the students gradually for the examination's papers.
- Formative assessment is used to inform teaching, provide timely feedback, and support differentiation to meet diverse student needs.
- Assessment supports students in becoming reflective learners who understand their progress and take ownership of their learning journey.

Assessment rules and regulations

Assessment criteria and expectations are communicated clearly to students before assessment tasks are undertaken. Feedback is aligned with these criteria to support student understanding and improvement. Feedback is specific, timely, and constructive, enabling students to understand strengths, areas for improvement, and next steps in their learning.

Students are expected to act on feedback through reflection, revision, and improvement of their work.

Assessment practices are designed to be inclusive and accessible and are aligned with the school's Access and Inclusion Policy. Assessment accommodations are provided in line with documented learning needs and IB access arrangements, ensuring equitable opportunities for all students to demonstrate their learning.

Reasonable accommodations are provided to ensure all students can demonstrate their learning fairly.

In general, all forms of assessment must be marked and graded. Teachers are responsible for explaining grades clearly to students and parents using assessment criteria.

Any form of misconduct by the students in any of the assessments will be penalized according to the school's academic integrity policy.

The IB coordinator ensures that all Midterms and MOCK exams are safely stored in a dedicated place.

Conduct of examination rules is followed during all assessments, including the final IB Exams, according to the IBO Conduct of Examination booklet for each session.

The percentages below (Homework/Projects/Quizzes, Midterms, and MOCK exams) describe how Rahn Schulen Kairo converts ongoing coursework and internal examinations into a projected grade (on the IB 1–7 scale) for each DP subject. This projected grade is used for internal progress reporting to students and parents, and to determine a student's eligibility to advance from DP1 to DP2, in line with the minimum point requirements described under "Passing requirements from DP1 into DP2" below.

This internally generated projected grade is distinct from, and does not replace, the official IB Diploma grade. The official grade for each subject is determined exclusively by the IB, following completion of external examinations and IB-assessed internal assessment components at the end of DP2.

Homework, Projects and Quizzes (15% of evaluations)

All assigned homework must be conducted by the learners and submitted to the teacher on or before the clearly assigned due date.

Quizzes are to serve the testing of homework or recent lesson content. Quizzes could be announced prior or conducted as a pop quiz. All quizzes must be corrected and graded by the teacher and returned to the student before the next exam or quiz will be conducted.

The teacher might ask students to correct the quiz, alternatively a quiz reflection is done after submission of the results.

Teachers can assign projects that are related to the contents of the topics discussed in class. The projects must reflect the learners' fundamental and higher-order learning skills.

Assessment tasks aim to develop higher-order thinking skills such as analysis, evaluation, and synthesis in alignment with IB expectations.

Midterms (15% of evaluations)

One Midterm is written in DP1 per Semester, while in DP2 only one Midterm is written in the first Semester.

Within a school day, up to 1 subject can be examined, with the possibility of multiple papers of the same subject.

Within a week, a maximum of 3 written subject Mid-Term-exams can be conducted.

The exam date and content must be announced to the students a minimum of 1 week before conducting the exam.

Generally, an exam must reflect the contents of the topics covered in class during the last period.

The exam must be corrected and graded by the teacher and returned to the students within *a maximum of 2 weeks*. Mistakes on the exam paper must be clearly stated.

The teacher might ask students to correct the exam, alternatively an exam reflection is done after submission of the results.

MOCK exams (70% of evaluations)

Generally, four MOCK Exams are conducted. DP1 MOCK exams are conducted in January and June. DP2 MOCK exams take place in September (Back-to-school-MOCK) and March. A MOCK exam must be conducted under DP examination conditions. The contents of the MOCK exam must be clearly announced and agreed upon in class at least two weeks before the exam. The MOCK exam is corrected and marked by the teacher and returned to the students on a preset due date. The marks on the exam paper must clearly state why they were given or subtracted. Mistakes on the exam paper must be clearly marked by the teacher. The teacher might ask students to correct the MOCK, alternatively a MOCK reflection is done after submission of the results.

The school ensures a balanced approach to assessment by combining formative and summative methods and avoiding over-reliance on high-stakes examinations.

Internal Assessment:

IAs must have the same criteria as the subject exploration. A first draft will be submitted to the teacher for guidance on the due time that the teacher will determine. The teacher must announce the due date clearly. The teacher must discuss the topic and the approach with the student and give restricted advice on a first draft. Any subsequent editing must be done by the student. A second and final draft will be handed in to the teacher on a new due date. The teacher will correct the papers and grade it before the IB coordinator uploads them to the IBIS site.

All internal assessments follow IB requirements for academic integrity and authenticity, ensuring appropriate levels of teacher support and student ownership.

External assessment:

The DP utilizes both internally and externally-assessed components to assess student performance. Because of their objectivity and reliability, written examinations at the end of the DP form the basis of the assessment for most courses. Externally assessed coursework completed by students over an extended period under authenticated teacher supervision forms part of the assessment for several programme areas, including theory of knowledge (TOK) essays and the extended essay (EE). By its nature, DP assessment is summative, designed to record student achievement towards the end of the course of study. However, many of the assessment instruments, particularly internal assessment tasks, are also used formatively throughout the teaching and learning process.

Transition from the German system into the Diploma Programme

Rahn Schulen Kairo offers the German curriculum exclusively until grade 10. Students enter the Diploma Programme at grade 11, at which point the German curriculum is no longer offered in parallel.

To support this transition, RSK introduces IB-specific elements during grade 10, including introduction to theory of knowledge (TOK) and to the extended essay (EE), Studies in Language and Literature in Arabic, alongside the IB learner profile attributes. DP subject teachers coordinate directly with grade 10 German-system teachers to ensure continuity of skill progression across the transition point.

Prior to entry into the Diploma Programme, an extended meeting is held with grade 10 parents and students together with the full IB teaching team, in which each subject

teacher explains their curriculum, IB assessment expectations, criteria, and ways of working within that subject.

At the start of grade 11, each DP subject teacher additionally delivers a subject-specific induction during the first weeks of DP1, orienting students to IB assessment expectations, criteria, and ways of working within that subject. This assessment policy applies in full from the start of DP1, and all DP1 and DP2 students are assessed exclusively according to IB principles and practices as described in this document.

Passing requirements from DP1 into DP2

In order to advance to DP2, the students must achieve a minimum of 24 points across all their subjects. The students must achieve a minimum of 12 points in the HL subjects. Re-examinations are offered carried out in a maximum of 1 subject at the beginning of the summer holidays under the aspect of being accepted into DP2 not for general grade improvement.

DP scores

Students receive grades ranging from 7 (highest) to 1 (lowest) for each DP course attempted. A student's final diploma score is made up of the combined scores for each subject. The diploma is awarded to students who **gain at least 24 points**, subject to certain minimum levels of performance—including successful completion of the 3 elements of the core. TOK and EE are awarded individual grades and collectively can contribute up to **three additional points** towards the overall diploma score. CAS does not contribute to the total points, but authenticated participation is a requirement for the award of the diploma.

Role of the teacher:

- Teachers must consider the educational objectives when assigning any form of assessment.
- Teachers must announce the time and type of assessment or assigned homework according to the above-mentioned regulation.
- Teachers must mark or grade the assessment in the timing stated in the rules and regulations.
- Teachers must clearly state the exam expectations and content.
- Teachers must provide a clear feedback to the students about their grade.

- All dates/due dates for all forms of assessments must be registered in the yearly calendar.
- Teachers collaborate within subject groups to standardize assessment practices and ensure consistency and fairness in grading. Internal moderation and collaborative review of assessment tasks support alignment with IB assessment standards.
- Teachers use assessment data to reflect on teaching practices, adapt instruction, and improve student learning outcomes.
- Teachers engage in regular moderation and collaborative planning to ensure consistency and alignment with IB assessment standards.

Role of learners:

- The learners must take responsibility for doing their assigned work and submitting it on time.
- The learners must take responsibility to inform their parents about their grades.
- The learner is responsible to provide a verified excuse for missed assessments. If a learner misses an exam for a verified excuse then a new date can be set from the teacher for a make-up exam. If the reason is not justified then it is the teacher's right to decide whether the grade can be compensated or if a failing grade is given.
- Learners take responsibility to follow the RSK academic integrity policy during assessments.
- Learners take responsibility to cover material taken while being absent.
- Learners are encouraged to reflect on feedback, set personal learning goals, and take an active role in their learning progress.
- Learners are encouraged to engage in self-assessment and peer assessment as part of the learning process.

Role of parents:

- Parents must provide the learners with all the materials asked for by the school.
- Parents respond to communication from RSK regarding their children.
- Parents follow up on academic performance and grades and support the learners.
- Parents support extra-curricular activities organized by the school (trips, excursions, exchange programs...)
- Parents are encouraged to engage with assessment feedback and support the development of student independence and responsibility.

In general, the assessment policy must serve to implement the goals of the IB and create a well-organized atmosphere for the students and teachers to help them achieve their goals and prepare the learners for their success at university and life beyond school.

Monitoring and Evaluation

The effectiveness of assessment practices is reviewed through student performance data, teacher collaboration, and feedback from students and parents. Findings are used to improve teaching practices and inform school development planning.

This policy is reviewed collaboratively by the pedagogical leadership team, DP subject teachers, and the IB Coordinator.

This policy is connected to the Academic Integrity Policy, Access and Inclusion Policy, and Language Policy, and is embedded in the school's broader teaching and learning practices.

This Assessment Policy is shared annually with students, parents, and staff and is discussed during IB Diploma Programme induction sessions. The policy is reviewed regularly to ensure alignment with IB regulations and best practice.