



Assessment Policy

IBDP 2025-2028

German International School Riyadh (DISR)

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Document finalized by	Head of School, IBDP Team, September – November 2024
Next review	End of the school year 2027-2028

Zertifizierte "Exzellente Deutsche Auslandsschule", IB-World School

Anerkannte Deutsche Auslandsschule: Kindergarten, Primarstufe, Sekundarstufe I & II, „Gemischtsprachiges International Baccalaureate“



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1. Preamble

The present document based on the concepts defined in the IBO publications *Diploma Programme assessment: Principle and practice* (1) is meant to...

- ... clarify the views on assessments at DISR,
- ... explain the purpose of assessment at DISR,
- ... exemplify the procedure of assessment at DISR,
- ... state the various types of assessment at DISR,
- ... describe the different feedback procedures with regard to assessment.

2. Premise

Assessment is an indispensable part of learning and teaching. The most important aims of assessment in the IBO are the endorsement of the curricular targets and the furtherance of the appropriate learning of the students.

Any type of assessment is the result of pedagogical decision, not a purely mathematical calculation and must not be used as a means to disciplining students. Assessment is meant to inform students, teachers and legal guardians on the development students have revealed and the level of performance achieved. Within the Diploma Programme internal and external assessments are carried out. IB examiners grade works provided for external assessment, whereas those works produced for internal assessment are graded by the teachers and subjects to external moderation by the IBO.

The assessment of working and social behavior is used to describe the development and accentuation of essential competences. As a principle, assessment is governed by the criteria that the subject teachers have developed with regard to IB requirements and not by set standards. In this approach to assessment the work of the students is measured against the specified performance levels and not in comparison to the work of other students. Transparency and clarity of the premises, requirements and benchmarks used in evaluation constitute the principles of assessment at DISR, thus enabling the students to take responsibility for their learning.

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Discussing the performance level and the results with the students as well as regular feedback given by students, parents and teachers is endorsing all those involved in the learning process.

3. Forms and Tools of Assessment

3.1 Formative Assessment

Formative assessment is an endorsement for teaching as well as for learning. It is about providing exact and useful feedback to students and teachers with regard to the learning that has come about and the strengths and weaknesses of the students, with the aim of further developing the understanding and the skills of the students. Formative assessment may also contribute to improve the quality of teaching as it can provide information to the observation of progress with regard to the current learning objectives as well as to the curricular goals. In order to achieve this purpose most effectively teachers will use a wide range of methods of assessment and of feedback to the students.

3.2 Summative Assessment

Summative assessment provides an overview of the learning achievements up to date and is about evaluating the students' performance as a basis of the grade reports of the German International School Riyadh. Its purpose is to record student performance after completion of each term of school.

3.3 Dual Function of Formative and Summative Assessment

While the IB Diploma Programme emphasizes summative assessment, the internal practice is focused on the formative purpose of assessment. Many assessment tools suit summative as well as formative purposes during the process of teaching and learning. Teachers are instructed to attend to this dual function in their practice. A comprehensive assessment scheme is regarded an essential part of teaching, learning and course planning. The "concluding" evaluations of the German International School Riyadh meant for the performance reports (summative achievement assessment) with

regard to the IB diploma are simultaneously providing further feedback on the performance level (formative achievement) before the final exams.

3.4 Homework

Homework is an important contribution to furthering self-reliant working of the students and provides teachers and learners with essential feedback on the level of achievement reached. In all subjects, the biggest proportion of work is done in class. Homework ensues organically from the lessons, its purpose is revision, amplification, and preparation for assessments.

The extent and difficulty of homework are to be adequate to students' capacity. Teachers must prepare assignments in a way that students are capable of coping self-reliantly and in an appropriate span of time. The teachers of an IB course will arrange among themselves for the extent of homework in order to foster their students without overburdening them. The IB coordinator sees to these consultations. As a rule, homework assignments are checked and discussed in class, also in order to develop the ability of the students' self-evaluation. Students who are carrying out assignments independently, especially outside school are subject to the academic integration regulations of the German International School Riyadh.

4. Grade System

4.1 Grades in Subjects

In order to familiarize students with the assessment practice of the IBDP, their performances in subjects are marked according to the grading systems from 7 (highest) to 1 (lowest) which is new to the students.

Scale of grades at DISR within the IBDP:

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grade	fulfilment in %	denomination	description / definition
7	90 - 100	excellent	An achievement that meets the requirements to an extremely high degree, demonstrating an in-depth understanding and extended knowledge.
6	75 - 89	very good	An achievement that meets the extent of the requirements to the full.
5	60 - 74	good	An achievement that in general meets the requirements.
4	45 - 59	sufficient	An achievement that shows some shortcomings but still meets the overall requirements.
3	30 - 44	incomplete	An achievement that does not meet the requirements but displays a basic command of the necessary knowledge / skills, and indicates that the deficits can be mended in a foreseeable span of time.
2	15 - 29	poor	An achievement that does not meet the requirements, displaying that the basic knowledge / skills are not or only partially existing, and indicating that the deficits can be mended only partially in a foreseeable span of time.
1	0 - 14	unacceptable	An achievement that does not meet the requirements, displaying that the basic knowledge / skills are not existing or only existing in parts, and indicating that the deficits cannot be mended in a foreseeable span of time.

The term “requirements” in the definitions refers to the extent as well as to the self-reliant and correct application of the knowledge/skills and to the formal aspects of the performance.

4.2 Tests

Tests as a subcategory of the “other achievements” e.g. for revision of homework, for vocabulary review or other check on learning results

- can be carried out at any time without prior announcement,
- take about 20 minutes, and
- cover at most the subject matter of the last two classes (with the exception of vocabulary tests).

5. Responsibilities

5.1 Responsibilities of the student

The student is responsible...

- ... to hand in homework, written assignments, projects, etc., on time,
- ... to present work that is consistent with the academic integrity of the school,
- ... to adhere to the deadlines as they appear in the “DP Internal Deadlines Calendar”.

5.2 Responsibilities of the teacher

The teacher is responsible...

- ... to communicate to the students the assessment criteria of their subjects using the grade descriptors,
- ... to design formative assessment activities to promote the student’s learning and progress,
- ... to make one-to-one meetings with the student to give feedback when submitting the grades of the quarterly reports,
- ... to rigorously mark the work of the student and return it in one week at the latest.

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5.3 Responsibilities of the coordinator

The program coordinator is responsible for the overall supervision and implementation of the DP assessment policy. Based on the IB collaborative meetings throughout the school year and the feedback of the IBDP team, the coordinator will collaboratively review the assessment policy and revise it as necessary.

It is the responsibility of the IBDP coordinator to monitor that the IBDP teachers follow the assessment criteria defined by the IBO in their formative as well as summative assessment:

1. At the beginning of the school year, the IBDP coordinator presents to the DP teachers as part of the collaborative planning the subject reports of the previous exam sessions with the assessment criteria and the grade descriptors of each subject.
2. The IBDP coordinator conducts class observations and attends reflection sessions between the teacher and the student.

6. Performance reports and graduation certificate

During the course of the IB Diploma Programme, students receive three report cards at the end of each semester which reflect the teachers' continuous assessments. These reports also contain comments on the fulfillment of the requirements in CAS as well.

Remarks CAS	Comments Deadlines
The requirements were met to the fullest satisfaction.	Internal deadlines were always met.
The requirements were met satisfactorily.	Internal deadlines were mostly met.
The requirements were only partially met.	Internal deadlines were rarely met.
The requirements were not met.	

The primary purpose of the report cards is to provide clear information on the level of the students' acquisitions and performance throughout the term. The reports will also have informative feedback from the subject teachers and the IB coordinator.

The IB diploma is awarded when the student achieves at least 24 points and meets the following criteria:

1. Graded at least D in TOK and the Extended Essay.
2. Receive points in the subjects.
3. The requirements of CAS have been met.
4. No subject is evaluated with only one point.
5. No higher-level subject is rated with only two points.
6. Twelve points must come from higher-level subjects.
7. Nine points must come from standard level subjects.
8. No more than three subjects are evaluated with three points.
9. No attempts at fraud have been made.

7. Recognition of the IB Diploma in Germany

The grading system used in primary and secondary school is the German grading system that is ranked from 1 (highest) to 6 (lowest). The grading system used in the Diploma Programme is the IBO grading system which is ranging from 7 (highest) to 1 (lowest) for each DP course. In the DP students usually choose 6 subjects. In each subject they can receive a grade between 7 and 1, which can result in a total of 42 points, plus 3 points awarded for TOK, and the Extended Essay, which results in a combined score of 45 points. The minimum level of performance is an accumulation of 24 points and the successful completion of the core (TOK, EE; and CAS) which constitutes crucial prerequisites for graduating with an IB Diploma certificate.

In order to bring about comparability, the IB Diploma results have to be converted to the German grading system for admission to the university.

The formula used for conversion of the results in the average grade is:

$$N = 1 + 3 \cdot \frac{42 - P}{18}$$

P being the number of points awarded and rewarded in the Diploma. When more than 42 points are obtained, the average grade N = 1.0 is awarded (3)

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Theory of Knowledge							
EE		Grade A	Grade B	Grade C	Grade D	Grade E	No grade N
	Grade A	3	3	2	2	Failing condition	Failing condition
	Grade B	3	2	2	1	Failing condition	Failing condition
	Grade C	2	2	1	0	Failing condition	Failing condition
	Grade D	2	1	0	0	Failing condition	Failing condition
	Grade E	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition
	No grade	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition	Failing condition

8. Grade 9/10 Preparation

In grade 9 and 10 we start preparing our students for the IB exams, during their previous school years, they are used to have exams in certain topics of the syllabus, in grade 11 and 12 they will be examined after 2 years in the whole syllabus. After the final exams in grade 10, we make use of the spare time before the summer vacation by offering them extra classes targeting the differences of the two systems. Namely, we offer a class in academic writing, interconnected acquisition of knowledge, maths in english as the IB language of instruction, english on a higher level.

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9. Sources used

- Assessment Policies from German Foreign Schools in Jeddah (KSA), Ho Chi Min (Vietnam), Doha (Qatar), Addis Abeba (Ethiopia) and Sharjah (UAE).
- IBO, Diploma Programme Assessment procedures, 2025.

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