


ISR INTERNATIONAL SCHOOL
ON THE RHINE

ISR IB DP - ASSESSMENT POLICY

ACADEMIC YEAR
2025/2026

ISR IB DP – Assessment Policy			
Applicable to	Secondary Schools, Grades 11 and 12		
Teams / Individuals	ISR Faculty, Parents, and Students		
Publishing Channel	Website (click here) and through ISR internal email, ISR Student-Parent Handbook, ISR Staff Handbook		
Updated By	Latest Publish Date	Monitoring Cycle	
Mary Boyd Emil Cete	July 2025	1 x Year	
Effective from	August 2025	No. of pages - 9	

Related policies and procedures

This policy statement should be read alongside our organizational policies and procedures, including:

- ISR Child Safeguarding Policy
- ISR Anti-Bullying Policy
- ISR Code of Conduct
- ISR Attendance Policy
- ISR High School Diploma Requirements
- ISR IB DP – Inclusion Policy
- ISR IB DP – Assessment Policy
- ISR IB DP – Admission Policy
- ISR IB DP – Language Policy
- ISR Academic Honesty Policy

Table of Contents

Philosophy and Principles.....	4
Assessment Practices	4
School-Based Assessment.....	5
School-Based Mock Exams	6
Internal Assessments	6
External Assessments (IBO Official Assessments).....	6
Recording & Reporting	7
Grading	7

Philosophy and Principles

Assessment is a key component of our student's educational experience. ISR IB DP Assessment policy aims to support, encourage, and improve students' learning.

We believe that

- Students have the right to learn in a suitable educational environment according to their needs and abilities.
- All educators must have the knowledge and skills necessary to develop, administer, interpret, and analyze assessments.
- All assessment must adhere to subject specific aims and objectives as outlined in the respective IB DP subject guides in their most up to date form
- Student evaluation and Assessments must be continuous - regular, ongoing, varied in nature, and administered over a period to provide multiple opportunities for students to demonstrate the full range of their learning.
- Teachers in collaboration with the Heads of Department and the Academic Coordinator determine and utilize effective formative assessment practices to guide student learning in preparation for summative assessments.

Assessment Practices

Assessment policy for the DP students follows the principles of the IB program. The work of the students will be assessed according to the IB published assessment criteria, using both formative assessment (the process of gathering, analyzing, interpreting and using the evidence to improve student learning and to help students to achieve their potential) and summative assessment (measuring student performance against DP assessment criteria to judge levels of attainment).

School-Based Assessment

Throughout IB DP courses teachers use school-based assessment to gauge students' learning as it relates to their preparation for future IB DP Internal and External Assessments. These school-based assessments are informative for teachers and essential for student success and contribute to students' report card marks.

In particular

- Periodic (exams) are scheduled every week in the exam hall and the exams calendar is published at the beginning of the school year and amended at the beginning of each term if necessary.
- Finals (exams) are scheduled at the end of each term spanning the material covered over the entire term or year in the exam hall and the finals calendar is published at the beginning of the school year and amended at the beginning of each term if necessary.
- Subject group teachers collaboratively design and develop tasks, activities, and assessment tools to ensure standardization and consistency within teachers in the same group.
- Students are provided with written instruction related to any given task; the instruction includes enough details about the content, structure, and the related assessment criteria.
- Teachers of the same subject evaluate/moderate the work of their students and their results regularly.
- Assessments are based on a variety of tools and strategies such as (exams, quizzes, midterms, presentations, commentaries, orals, written assignments, projects, class discussion, lab reports, multiple choice questions, short and extended response questions, data analysis questions, field work, etc.).
- Teachers regularly provide the students with feedback to inform and improve their learning.
- Teachers provide opportunities for their students to reflect on the assessment of their work. If necessary, teachers also seek feedback from students using feedback surveys

School-Based Mock Exams

Every year, typically in late February, ISR conducts a comprehensive school-based mock examination for Grade 12 students. These exams are administered under conditions that closely mirror official IB exam settings, including the actual exam venue, adherence to official exam rules, and the administration of all papers for each subject. This approach provides students with valuable preparation for the official exam experience.

Feedback from students indicates that these mock exams serve as excellent training, allowing them to practice writing all types of papers across their subjects under authentic exam conditions. Students receive detailed feedback on their mock exam performance, which they then use to guide their final revision for the May IB exam session.

Internal Assessments

Internal assessments are an integral component of International Baccalaureate courses. Teachers apply the International Baccalaureate grading scheme to assess student work. Internal assessments take various forms, such as historical investigations, mathematics projects, laboratory reports, individual oral commentaries, and language presentations. These assessments are graded by teachers and form a part of the student's scores and predictions. Marks for internal assessments are submitted to the International Baccalaureate Organization along with samples of student work. International Baccalaureate Moderators review the grades and samples to ensure that the IB grading rubric has been applied fairly, reserving the right to adjust marks when necessary.

External Assessments (IBO Official Assessments)

External assessments are developed by the International Baccalaureate Organization, administered at ISR in its function as a test center, and marked by external International Baccalaureate examiners. These examinations are scored with no input from ISR or ISR teachers.

International Baccalaureate examinations are typically written in May of Grade 12. Dates are set by the International Baccalaureate Organization and shared with students one year in advance. These exams are conducted in strict accordance with IBO regulations.

Recording & Reporting

Parents are reported on their children’s achievement through the school report cards by the end of each term and the final report card after term 3 for the school year. The due date of report cards are announced in respective school communication and are distributed as a pdf file to each guardian’s e-mail address.

Teachers communicate with students, parents, and guardians on a case-by-case, individual basis and through Parents-Teachers conferences (dates are announced in the all school calendar as well as specific communication from the school).

Parents and students always have access to their respective portals in the schools IT systems available via the respective student and teacher portals in which attendance, grades and progress of students are constantly reported.

Grading

Weighted Scoring Model

ISR divides the school year into three terms. Within each term in the IB DP Programme, ISR conducts three exams in all Group 1 to 6 subjects - two in term exams (called periodic exams) and one final exam conducted during the final exam period at the end of each term.

Each Term end Report card follows the below stated weightage model:

Periodic 1 = 25%	Periodic 2 = 25%	Finals = 50%
------------------	------------------	--------------

For the End of the year report card the subject term score is weighted according to the below stated model:

Term 1 = 30%	Term 2 = 30%	Term 3 = 40%
--------------	--------------	--------------

The deviating weight reflect the cumulative nature of the curriculum progression and the ability for the students to show mastery in larger parts of the curriculum.

Grading Scale

The ISR Secondary Grading System is aligned with the IB assessment rubrics as outlined in each subject guide, which are provided to students at the start of each course.

In the IB Diploma Program, a grading scale of 7 (excellent) to 1 (minimal) is used, with a score of 4 generally recognized by most colleges and universities. The 1-7 scores reflect the levels of achievement based on IB standardized criteria for each course.

At ISR, school-based assignments are evaluated using IB rubrics, and the results are converted to 1-7 scores based on the mark bands provided in the annual subject re-ports. It is important to note that these school-based assessments do not influence the final IB grade, which is determined by the IBO and awarded in July.

Percentage Grade	IB Grade	Descriptive	Pass/Fail
97-100	7	Outstanding	Pass
90-96	7	Excellent	
85-89	6	Very Good	
80-84	5	Good	
70-79	4	Satisfactory	
60-69	3	Needs Improvement	
45-59	2	Unsatisfactory	Fail
30-44	1		
0-30	0		

ISR INTERNATIONAL SCHOOL ON THE RHINE
KONRAD-ADENAUER-RING 2
41464 NEUSS , GERMANY
INFO@ISR-SCHOOL.DE
T +49 (0)2131 40388 11, -15

ACCREDITATIONS/MEMBERSHIPS:

STATE OF NORTH RHINE-WESTPHALIA

IBO- INTERNATIONAL BACCALAUREATE ORGANIZATION

COGNIA (UNIFIED ORGANIZATION OF THE THREE US-BASED
ACCREDITATION AGENCIES NCA CASI, NWAC AND SACS CASI)

ECIS-EDUCATIONAL COLLABORATIVE FOR INTERNATIONAL SCHOOLS

CIS-COUNCIL OF INTERNATIONAL SCHOOLS (MEMBER)

CAMBRIDGE EXAMINATION CENTRE

