



المدرسة الملكية الكندية-القاهرة
Royal Canadian School-Cairo

DP Assessment policy

Table of content:

- 1- Welcome note
- 2- Handbook use and purpose
- 3- International Baccalaureate (IB) system
- 4- RCS vision
- 5- RCS mission statement
- 6- Faculty team
- 7- RCS assessment policy
- 8- RCS principles of assessment
- 9- RCS assessment practices
- 10- IB assessment
- 11- School-based assessment
- 12- Assessment submission policy
- 13- Assessment task grading/marking
- 14- RCS academic support and assistance
- 15- Teacher responsibilities
- 16- Student responsibilities
- 17- Parent/ Guardian responsibilities
- 18- Completion of IB work and deadline procedures
- 19- Diplomas earned
- 20- Appendices
 - a- Appendix A
 - b- Appendix B
- 21- References

Welcome note

Welcome to the 2024-2025 school year!

I hope you had a great summer. On behalf of the whole faculty and staff! We at RCS are all eager to start what was predicted to be a very fruitful year. Always keep in mind that we are making every effort to support your inherent curiosity and personal passions. We work to help you develop into future leaders who are tolerant, compassionate, contemplative, creative, and disciplined lifelong learners who contribute to the growth of your communities and serve successfully in a changing world. Being a part of a community where parents, teachers, and students value one another and work to foster relationships that foster social and academic development is a wonderful luxury. We see ourselves as a unit.

This academic year is going to be extraordinary. Fun, enthusiasm, and education will all be present at RCS. You need to understand how much we genuinely care about you. We are eager to get to know you, everyone. You are welcome to visit my office whenever you need to. I'm here for you whenever you need me, and I welcome your thoughts and recommendations.

Head of the school

Sherein' Batchelor

Handbook Use & Purpose

This handbook provides parents with a description of the policies, procedures and expectations of Royal Canadian School (RCS). Please go through this document with your children so everyone becomes familiar with the information. This is a 'living' document and its content may be revised and updated over time as needed. Any revisions will be communicated to students and parents.

International Baccalaureate (IB) system

The IB is a very interesting education system. Its goal is to help develop students who create a better world through their intercultural understanding and respect. The IB system is divided into primary years, middle years, and diploma programs. The diploma program's main goal is to enhance students who have an excellent depth of knowledge. It helps students succeed physically, intellectually, emotionally, and ethically. The DP curriculum consists of six subject groups and the DP core, comprising theory of knowledge (TOK), creativity, activity, service (CAS), and the extended essay.

RCS Vision

RCS Cairo aims to cultivate future leaders who demonstrate the global understanding, empathy, and skills to solve 21st-century challenges and make their world a better place.

RCS Mission Statement

RCS will nurture intellectual curiosity, academic excellence, environmental awareness and pride in community, host country and home country.

Faculty Team:

Head of School: Sherein' Batchelor

DP Coordinator: Dalia Kamal

CAS Coordinator: Sara Amr

Extended Essay Coordinator: Dalia Kamal

TOK Coordinator: Sara Amr

Academic Counselor: Sara Amr

RCS Assessment Philosophy

Assessment plays a crucial role in supporting learning as well as measuring learning. It also plays a key role in achieving our whole school Vision. We recognize that teaching, learning and assessment are interdependent. Assessment tasks should be viewed as an integral part of the learning and reflection cycle. We understand that students have differing learning styles and needs. We also realize that some students perform differently according to the context of learning. By implementing effective assessment procedures in varying forms, students, teachers, administrators, and parents are able to reflect on each student's progress towards achieving their learning goals.

RCS Principles of assessment

- a. Assessment is key to planning, teaching, and learning.
- b. Assessment practices are clear to all members of the community [teachers, parents, and students]
- c. Through such transparency and other assessment practices and procedures, all students are clear about how, and therefore have the opportunity to, succeed in assessments.
- d. There is a balance between **formative** and **summative** assessment.
- e. There are opportunities for both peer and self-assessment.
- f. There are opportunities for students to reflect on their own learning.
- g. Before starting new learning, teachers assess students' current knowledge and experience.

- h. Teachers provide students with feedback so that students understand their performance and grades, for the given task and for future learning.
- i. Reporting to parents is meaningful.

Teachers use subject-specific assessment criteria from the IB course guides and use a best-fit approach based on the strand descriptors in the DP subject assessment criteria when determining student performance.

The coordinator reviews and analyses assessment data to help drive professional development activities within the school.

Assessment data are shared with parents a minimum of two times per school year.

The assessment policy for the DP programme is made available to all members of the school community through a description of the process of assessment on course outlines as well as discussion of assessment practices within classes and at parent-teacher conferences.

RCS Assessment Practices

A. Formative assessment

Formative assessment involves the ongoing process of gathering and interpreting evidence to monitor progress in student learning. Teachers use the data to provide descriptive feedback that is clear, specific, and meaningful in a timely manner, in order to support improved learning and to adjust instruction to enhance learning and achievement.

A formative assessment might be:

- A homework probe or an assignment.
- A teacher asking a student a question in class
- Feedback and reflection

Formative assessments also provide opportunities for students to assess their own work, and that of peers, to help students identify their strengths and weaknesses, and develop strategies for improvement. Both formal and

informal formative assessments identify the learning needs of students, shape learning, and prepare students for summative assessments.

Formative assessments at RCS are held on a daily and weekly basis.

B. Summative assessment

Summative assessment involves the process of gathering and interpreting evidence to assess a student's understanding of the course material.

Summative assessments measure achievement based on established criteria used to assign a value to represent the quality of student learning at the end of a period of learning.

A summative assessment might be:

- A unit test
- End-of-semester examinations that, as much as possible, mimic the final IB examinations

Summative assessments play an important role in the final grade a student earns in a given course, and to determine the predicted grade (PG) that is provided to the IBO in April.

Summative assessments happen occasionally in class, perhaps 2 – 6 times each semester in each subject.

Many of the summative assessments take the form of mock IB examinations, using exams from years past.

Summative assessments are criterion-based and used to communicate information on student achievement to students, teachers, parents/guardians, and others.

Types of assessment that are used may include, but are not limited to:

- Class discussion and/or Socratic seminars
- Essays
- Experimental investigations
- Fieldwork
- Group and individual oral presentations
- Oral commentaries
- Multimedia presentations
- Multiple choice style questions and quizzes

- Online discussion forums
- Journals
- Studio work
- Class debates
- Tests and examinations
- Exhibitions
- Homework

Summative assessments are held at RCS by the end of each unit and at the beginning of each new trimester.

IB Assessments

IB teachers use a variety of formative and summative assessments to support and encourage student learning. The criteria for achievement are explained to students in each course and are the focus of class and homework activities. Internal Assessment

IB internal assessments allow teachers to assess some of the students' work during the IB course. Examples include English individual oral commentary, language presentations, historical investigations, laboratory reports, and math projects. Our teachers mark the internal assessments and this grade counts as a percentage of the student's overall final IB score. The marks for the internal assessments are submitted to the International Baccalaureate Organization (IBO).

Internal assessments provide students with opportunities to show mastery of skills outside of other final culminating assessment tasks. Students receive significant instruction and practice throughout their courses in order to effectively prepare for these challenging tasks.

In each IB subject, teachers are given a very specific list of criteria to assess and guidelines about how to mark each criterion. To determine a mark, the teacher chooses the level of achievement that best matches the work being marked. The criteria for achievement are clearly communicated to students well in advance of the internal assessments. IB assessments are graded on a scale of 1 (low) to 7 (high).

External Assessment

IB external assessments are assessments that are completed by students overseen by our teachers, and marked by external IB examiners. Final examinations are the main means of external assessment, but work such as Extended Essays, Written Assignment papers, and TOK essays are also externally assessed.

students write IB examinations in May. The dates for IB examinations are set by the IBO and given to students a year in advance of their exams. IB exams are conducted in strict accordance with IBO regulations. IB external assessments typically make up about 70% of the student's final course grade, but the exact number varies from course to course.

School-Based Assessment

These school-based assessments are essential for student success and contribute to our students' report card grades. Report card grades during the course are based on unit tests using past IB exam questions, practice exams, and in-class assignments modeled on IB assessments. Teachers evaluate school-based assignments using IB rubrics and determine the IB 1-7 scores based on mark bands available in the yearly subject reports provided by the IB. In the final semester of a course, school-based assessments and subject-specific grade descriptors are used by the teacher to determine the student's predicted grade.

All students will participate in mock exams at the end of Year 1, and just prior to the May examination session of their final year.

Assessment submission

Late submission of assessments, or missing an assessment session, is not acceptable unless:

- Respective subject teachers have granted an extension, or have agreed to and rescheduled an alternative assessment session.
- The absence or missed assessment session is covered by a medical certificate, or for pastoral issues confirmed by the DPC.

Acceptable reasons are medical or extreme pastoral issues (to be confirmed by the DPC)

An explanatory note from a parent, on its own, is not considered sufficient for missing an assessment or for late submission.

Assessments that are submitted late, or missed, will receive a formal grade of 0. Evaluating the assessment in a formative way is at the discretion of the subject teacher.

Assessment task grading/marking

RCS IBDP Summative tasks will be graded, using the criteria prescribed in respective subject guides.

IBDP students will receive formal semester grades at the completion of semesters 1, 2 and 3. Students will receive a grade between 1 – 7. Semester grades are awarded in the context of the entire course expectation. Their marks are not to be averaged but are to be, in the professional judgment of the subject teacher, the current level of understanding of the student.

*See Appendix A/ B – Grading for academic reports for elaboration.

RCS Academic Support and Assistance

RCS Diploma Programme teachers recognize their role in preparing students to complete the required DP subject area assessments. As such,

teachers develop and adjust their curricula, according to the relevant DP subject area assessment criteria, with the DP assessments in mind.

The formative assessments teachers use to determine students' strengths and limitations in accessing the required content knowledge and skills, provide needed support in making progress toward mastery, and allow students to actively engage in and reflect on their educational experience in each class.

While preparing students for the summative assessments, teachers in each subject area use a variety of formative assessments to scaffold student development of content knowledge and skills.

Additionally, regular after-school tutorial sessions are run in each subject whereby students are able to get one-to-one or small-group support in meeting the course expectations. Care is taken to ensure that, to the degree possible, scheduled tutorials in one content area do not conflict with scheduled tutorials in another. Moreover, many teachers make themselves available through other means to assist students in their educational experience.

The DP Coordinator will identify and meet with specific students (and their families) who are deemed at 'risk' towards the end of Year 1. The Coordinator will use Year 1 mock exam results, Summative assessment results and feedback, and teachers' evaluations to identify students who are likely to receive less than a 4 in any subject. These meetings aim to positively and constructively reflect on students' strengths, weaknesses and approaches to learning, and develop an action plan for success in Year 2 and final assessments, with key evaluation and response timeframes included.

The IB Diploma Coordinator is available to meet with all DP students and their families to support student academic success at any time.

Teacher assistance and feedback for Internal Assessments and the Extended ToK

Essays

It is the job of DP teachers to scaffold and sequence learning to ensure DP students are prepared and able to complete work for Internal Assessments (IAs). IA requirements vary across subjects, and subject teachers need to be clear about the nature, type, and timing of the assistance and feedback they can reasonably give to students. Some examples:

The Business & Management IA: Teachers can give advice on improving the first draft but it must not be heavily annotated or edited by the teacher, and it is the only draft that can receive this treatment – the next draft must be the final draft.

The Math exploration IA: students should be encouraged to discuss and seek guidance on their explorations, however substantial support from the teacher needs to be noted on the IA submission form. As with the Business Management IA, the teacher can review the first draft (but cannot edit), the

next draft must be the final draft.

For the **Extended Essay**, supervisors should

- Read and comment on one completed draft only of the extended essay (but **not** edit the draft)
- Read the final version to confirm its authenticity
- And generally advise students on: access to appropriate resources (such as people, a library, a laboratory); techniques of information-/evidence-/data-gathering and analysis; writing an abstract; and documenting sources

For the **Theory of Knowledge essay** *there is only a final draft* – teachers should not review a ToK essay draft as they do for the Extended Essay or the IAs example above.

Assessment – roles and responsibility

- The timely setting, development, details, submission and collection process, grading, grade and feedback recording and safe storage of students' IA work is the responsibility of the individual class teacher.
- The DP Coordinator is responsible for facilitating the collaborative document 'Key dates calendar', for Year 1 and Year 2 separately at the beginning of the academic year.
- Developing or sourcing IA tasks that will appropriately allow students to achieve the highest grades is the responsibility of the subject teacher.
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- The DP Coordinator is responsible for informing individual subject teachers of which IA work is needed for external moderation.
- The timely and correct completion of the required IA forms for students' IA work is the responsibility of the individual subject teacher.
- The DP Coordinator is responsible for the collecting, storing and sending to the relevant location, of all IA subject samples, IA work (such as Extended Essays) and IA documentation by the deadline specified in the IBDP Handbook.
- The Theory of Knowledge Coordinator (TOKC) is responsible for the confirmed submission via the electronic/online portal of TOK essays by the deadline.
- The DP Coordinator is responsible for the confirmed receipt, safe and secure storage, of exam papers and exam material. The DP Coordinator will organize the scheduling, resourcing, and staffing of the exam session, and communicate this to the RCS IBDP community via a published exam timetable.
- The DP Coordinator is then responsible for the sending of completing exam papers to the relevant locations by the deadline.

Teacher Responsibilities

- Ensure that assessment tasks support the curricular goals of the IB Diploma Programme.
- Inform students of the assessment criteria both of their subject and of all work that is assigned.
- Design formative assessment activities to help students understand what is expected and how they can progress
- Follow deadlines outlined by the IB Assessment Calendar.
- Submit appropriate documentation to the IB Coordinator by prescribed deadlines.
- Maintain appropriate communication with the IB Coordinator regarding student progress
- Communicate with students and parents frequently regarding student progress.
- Focus on the assessment of student learning outcomes more so than covering subject content
- Analyze assessment data to identify patterns of student performance and need
- Incorporate results of formative assessment activities into their everyday planning
- Provide and discuss exemplars with students to illustrate different levels of achievement against set criteria
- Use a variety of instructional and assessment strategies to differentiate instruction
- Utilize the IB Resource Center often in order to stay current on curriculum and assessment changes.
- Provide meaningful and timely feedback on assignments and assessments.

Student Responsibilities

- Students' assignments in all types of assessment are governed by the academic honesty policy, while absence or lateness of all assignments are governed by the discipline policy.
- Successfully complete all diagnostic formative, summative, standardized and end of course assessments by the given deadline
- Produce work of a high quality that accurately reflects their best
- Develop effective time management and study skills
- Adhere to the requirements for academic honesty as outlined by the Academic Honesty policy of RCS
- Demonstrate characteristics of an IB Learner
- Be proactive in seeking help, monitoring their progress and identifying areas for improvement.
- Maintain a positive, working relationship with CAS and EE supervisors.
- Meet all deadlines on the RCS IB Assessment Calendar
- Students who do not meet the conditions in the Diploma Promotion Policy by the end of DP1 will be presented with their parents, to the review committee to discuss measures to be taken.
- Students with less than 24 points by the end of DP1 will not be promoted to DP2.

Parent/ Guardian Responsibilities

- Using the GOOGLE CLASSROOM, monitor their student's progress weekly
- Discuss assignments and assessments with students frequently to show support and encourage student achievement
- Contact the teacher if questions or conflicts arise so that the teacher can address the issue in a timely manner
- Attend all parent meetings and information evenings to ensure that information needed for exam registrations and Diploma requirements is received and completed on time
- Support students in the educational process and be mindful of the learning process instead of focusing solely on grades.

Completion of IB Work and Deadline Procedures

Meeting deadlines is an important skill that a student should develop in academic and career settings.

We are determined to support the students in organizing their time and in planning their work wisely, in order for them to meet the deadlines outlined on the internal school calendar, as well as the submission of externally assessed work to IBO. Teachers have individual policies about deadlines for their subjects. Therefore, this procedure only applies to Internal Assessments, Extended Essays, TOK, and externally marked IB components.

The student will receive an internal calendar that clearly outlines the due dates of the different parts of the assessments. It is an expectation that the student submits his/her work on time.

When a deadline has been missed the parents are notified and the student will stay for 4 consecutive days to serve two-hour after-school detentions each day. The parents are responsible for the student's transportation. If the work is completed before the 4th day, it is handed in and evaluated. The 4 days are consecutive so if he/she has an appointment on day 2, it counts as a day. The weekend counts as two consecutive days because it allows the student to complete the late work at home.

Missed deadlines will impact the assignment completion grade.

*Students who have consistently missed deadlines will be subject to administration review of their position in the IB and other consequences
Recording and reporting procedure*

Summative exams are used to inform teachers, schools, and parents about students' achievements by the end of each term. The system of reporting to parents can be summarized in the following steps:

- Teachers use a reporting form to write their final grades and comments about the student's level in each subject. The DP coordinator may add a comment about the student in general.
- Results are analyzed to specify weak areas to design an action plan for development.

- A date is set for an assessment day (parent meetings) once parents and students have access to the assessment reports. On that day each student with his/her parents come for a short conference with each teacher to discuss the student's level and suggest actions for improvement.
- For students with behavior or academic problems (students who got less than 24/42 in their final marks) a meeting is set with the Diploma coordinator and teachers to discuss the student's situation and sign a written report with expected future actions for improvement.
- IB summative assessment results are communicated to the students through mail once the IB releases them.
- These results are subject to statistical calculations to be used as a base for setting an action plan for future curriculum development.

Recording and reporting DP assessment:

Diplomas Earned

All assessment components for each of the six subjects and the additional IB diploma requirements must be completed in order to qualify for the award of the IB diploma.

A. The IB Diploma is awarded when a candidate meets the conditions outlined below:

- **CAS** requirements are met.
- The candidate has earned at least **24** points.
- An **N** is not awarded for TOK, EE, or any subject (HL/SL).
- A grade **E** is not awarded for one or both of **TOK/EE**.
- There is no grade **1** awarded in any subject.
- Grade **2** has not been awarded *three or more times* in any subject (HL or SL).
- Grade **3** or below has not been awarded *four or more times* in any subject (HL or SL).
- The candidate has earned *at least 12 points in HL* subjects (for candidates who register for four HL subjects, the three highest grades count).

- The candidate has gained at least 9 points on SL subjects (for candidates who register for two SL subjects, they must gain at least 5 points at SL).
- The final award committee has not judged the candidate to be guilty of *academic misconduct*.

C. An IB Diploma candidate who fails to satisfy the requirements for the IB Diploma will be awarded course results for individual DP subjects and will earn the AD as long as the above-stated criteria are met.

- For DP1 Students to be promoted to DP2 they have to:

Fulfill all the above-mentioned conditions with a minimum of 24 overall.

- DP1 Students overall from 20 to 24.
 1. The student is allowed a maximum of 3 retakes in order to be able to fulfill the conditions of the award of the diploma (mentioned above).
 2. The student will repeat DP1 and not be promoted to DP2 if he has more than 3 retakes.
- DP1 Students with overall less than 20 will not proceed in the Diploma and had to find an alternative.

Appendix A: Grading for academic reports

Grade	Descriptors
7	Excellent performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality
6	Very good performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight
5	Good performance: A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight
4	Satisfactory performance: A good general understanding of the required knowledge and skills, and the 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 required knowledge and skills and is only able to apply them fully in normal situations with support
2	Poor performance: Very limited achievement against all the objectives. The student has difficulty understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support

1	Very poor performance: Minimal achievement in terms of the objectives.
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An assessment grade is provided from 1 to 7 corresponding to the following IB Diploma grading system:

IB level	Percent range	+ OR -	
7	97% - 100%	100	7+
		99	7
		97	7-
6	93% - 96%	96	6+
		94	6
		93	6-
5	84% - 92%	92	5+
		88	5
		84	5-
4	72% - 83%	83	4+
		78	4
		72	4-
3	61% - 71%	71	3+
		66	3
		61	3-
2	50% - 60%	60	2+
		56	2
		50	2-

1	Failing	45	1
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Appendix B: RCS grade scale

Grade	GPA	IB percentage range
A	4.0	80 - 100
A-	3.7	70-79
B+	3.3	65-69
B	3.0	60-64
B-	2.7	55 - 59
C+	2.3	50 - 54
C	2.0	45-49
C-	1.7	40-44
D+	1.3	35-39
D	1.0	33-34
D-	0.7	32
F	0	Below 32

References

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