ASSESSMENT POLICY

Content

Our Mission

The primary guiding principle of FMV IŞIK Schools is to "raise good citizens".

To this end, it aims to educate its students as individuals who are adaptable thinkers, lifelong learners, able to apply new ideas and methods, with ethical and cultural values, critical thinking skills and with respect for diversity. it also aims to raise students who contribute to social well-being and universal development with productivity in accordance with their own interests and abilities, and who are environmentally aware of a sustainable world, harnessing the transformative power of reason and science through innovative programmes.

Our Vision

In light of our values from the past, we enlighten the future through education.

Aims

The foundation of the educational philosophy of FMV IŞIK Schools is to achieve the following goals in line with the principles set by Atatürk:

a) To ensure that our students acquire the knowledge and values related to the rights of all living beings, especially the rights of the child, within the framework of respect, peace and tolerance required by the culture of living in unity.

b) To support our students in becoming inquiring individuals through their thoughts and actions, self-awareness, entrepreneurial outlook, innovation in creativity and productivity, and balanced in their social relations and developed in their thinking skills.

c) To raise individuals who understand different cultures, have the skills to communicate effectively in a global context and understand the richness of diversity.

d) To raise individuals who use their language skills at the highest level, especially their mother tongue, who are competent in English, who have developed communication skills in a second foreign language, and who play an active role in international events.

e) To support our students' perception of national and universal knowledge and the values they have acquired through an active learning approach with a transformative perspective.

f) To create learning environments where students can use innovative digital skills effectively, while respecting ethical values.

g) To educate individuals who embrace universal ethics and academic integrity as a principle in all their endeavors.

h) To ensure that our students become individuals with a developed sense of responsibility, autonomy, versatility and sustainable life skills.

i) To enable our students to engage in national and international experiences with their scientific, social, artistic and sports skills through high quality education.

j) To equip our students far higher education by helping them develop self-awareness and set goals aligned with their interests and strengths.

IB (The International Baccalaureate®) Mission

The International Baccalaureate® aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programs encourage students worldwide to become active and sensible individuals who understand that other people can be right with their own differences and believe in lifelong learning.

1.0   Introduction

FMV Işık Schools has a regular and sustainable assessment system in order to record and evaluate the students' performance through various assessments via differentiated assessment tools. This system informs students on what they know and will learn, and enables their individual development to be monitored during the process with regards to all their skills. Students are informed about the rules and requirements of the assessment at the beginning of each academic year.

So as to obtain objective and reliable data on the students' performance, both the assessment tools used by the school with the results of national and international assessments also being included.

2.0 Purpose of the Assessment Policy and Its Writing Process

The purpose of FMV Işık Schools Assessment Policy is to define the rules and applications used in the planning, reviewing and reforming of all educational practices. Our schools use the assessment requirements on this policy while evaluating and assessing all educational objectives.

FMV Işık Schools Assessment Policy was prepared in order to provide detailed information on our assessment philosophy and applications, with the cooperation of foundation executives, school principals, International Programs (IB) Coordinators, academic heads of departments, class teachers, counseling service, librarians, and assessment specialists, and in accordance with the school mission and IB mission statement and assessment principles.

The school's educational values were taken into consideration as this assessment policy was compiled. The purpose of this policy is to identify the rules and applications used to reach educational goals regarding every aspect of the assessment process, to identify the assessment tools used at our school, and to define methods, authority and responsibility that shall ensure the reliability, usefulness and validity of these tools.

Before this policy was prepared, relevant Ministry of Education (MoE) and IB documents were read and understood. This policy contains the requirements and expectations of MoE and IB Diploma Program regarding assessment. School assessment policy is shared in writing and verbally with the school community.

To create a living document reflecting the common perception of our school assessment practices, the assessment policy was written by a committee of foundation executives, school administration, international program coordinators, teachers, assessment specialists and counseling service representatives.

3.0.   Our Assessment Philosophy

Assessment has an ongoing and cooperative structure that allows for regular feedback/feedforward processes. During the planning, reviewing and reforming of all educational works, assessment results play a crucial role in the assessment policy. Using the K12, Google Classroom and Toddle assessment systems, students are enabled to reach the highest level of information, skills and conceptual understanding at every field of development in accordance with their ages and potential.

4.0.   Our Assessment Principles

a) Compatibility with the teaching programmes and pedagogy
b) Authenticity and diversity of methods, techniques and tools
c) A holistic approach in accordance with all data, learning objectives, skills and requirements
d) Evidence-based recording
e) Continuity and growth
f) Transparency

g) Fairness
h) Reflection on feedback
i) Collaboration
j) Interaction
k) Reliability
l) Validity
m) Usefulness

5.0   Purposes of the Assessment Unit

The main purpose of the Assessment Unit is to give feedback to students, teachers, parents, and school administration regarding the students' learning levels and the effectiveness of methods used for teaching, and to increase the quality of teaching this way leading to a continuous learning and growth.

The following implementations are carried out in line with this purpose:

a) Giving feedback to students, teachers, parents and school administration,
b) Determining the students' previous knowledge and skills on the class or subject in order to prepare a more efficient teaching program,
c) Ensuring that the assessment tools are reliable, valid and menaingful,
d) Working in cooperation with course teachers in planning, preparing, identifying and evaluating the assessment tools,
e) Supporting teachers in the development of differentiated assessment tools used in accordance with the process evaluation approach,
f) Monitoring updates on national exams, planning, preparing and evaluating testing exams to be held within the school with the purpose of exam preparation, in accordance with MoE regulations,
g) Supporting the differentiation of teaching and assessment tools in line with academic requirements,
h) Ensuring the implementation of necessary support tools, sources and process for a fair and valid assessment,
i) Organizing informative seminars/workshops in accordance with the teachers' needs by closely monitoring developments and new approaches to teaching and learning regarding assessment.
j) To take IEP (Individualized Education Plan) as a basis in assessment and evaluation practices for students who continue their education and training through mainstreaming.

6.0   Our Assessment Practices

6.1   Diagnostic Assessment Practices

These assessments enable the detection of students' readiness at the beginning of the learning process and necessary precautions to be taken. Some tools and activities to be used for diagnostic assessment are listed below:

a) Evaluation of Achievements and Skills to Assess Readiness at the Beginning of The Year
b) Previous Unit/Subject Result Evaluation Activity
c) IB PYP Inter-Disciplinary Pre-Assessment Activities Organized at the Beginning of Theme/Unit
d) Survey/Inventory Applications, Information-Gathering Polls and surveys
e) Examining Progress Records (ALİS – Information System from Kindergarten to the end of High School) From Previous Year

6.2 Formative Assessment Practices

Process assessments inform teachers and students on the learning process, increasing the quality and quantity of student success whilst creating self-awareness, and guide teachers on subjects where the student needs support. Learning difficulties of students are determined during the process and they are individually informed. Continuity and frequency are fundamentals of these types of assessments. Various learning styles and skill levels are taken into consideration as the process assessments are planned, and assessments can be made in different ways.

6.3 Level Specification Assessment Practices

Achievement / Diagnostic tests are carried out at the end of the units, in line with the exam schedule determined at the beginning of the year at the relevant levels based on the completion of the planned content. The student's success in achieving the course objectives determined mutually by teachers teaching the course at the same level is evaluated. Course outcomes and criteria, measurement and evaluation methods and grading are shared with students and parents.

Individual and group learning support is provided for the needs identified according to the evaluation results. These studies are carried out individually or in groups as online lessons during the distance education process.

At the end of all interdisciplinary themes in kindergarten and primary school, the the conclusion step is reached by evaluating the theme with the student group. At the end of the theme, students' action levels are evaluated with various measurement and evaluation tools. At the same time, presentations are made within the scope of portfolio studies. These presentations are planned online during the distance education process.

Before starting school at Anatolian High School, for the home language and foreign languages proficiency is assessed through the "Preparatory Proficiency Exam".

6.4 Differentiated Assessment Practices

At FMV Işık Schools, while the student's academic development is evaluated throughout the process, the student's strengths and learning needs are identified and support is given to the student in line with their needs. At our school, lessons and extracurricular activities are carefully prepared, taking into account the fact that high-achieving students also have the right to reach the best of their potential. Teachers support students, knowing that differentiated instruction (method-technique, etc.) will accelerate the students' learning process.

After determining the student's strengths and areas in need of reinforcement through formative evaluation methods, the course teacher plans and prepares individual studies and group studies, resulting studies such as surveys and projects, assignments, and performance tasks given within the scope of UbD according to the student's level. Throughout this support, students are evaluated individually for continuous learning and growth.

7.0 Assessment Procedures

Different assessment systems are used based on the MEB requirements and regulations in accordance with the schools' existing teaching programs such as IB PYP and IB DP. In our schools, vertical and horizontal plans are carried out by considering the level of students' achievement of the curriculum goals (MEB, IB PYP, IB DP) . Differentiated instruction is planned by taking different learning styles of each student into account.

7.1 IB PYP

In our kindergartens and primary schools, interdisciplinary theme meetings are held regularly before, during and after each theme. Pre-assessment, formative and summative assessment techniques are applied to shape learning experiences. The sections in the plan that include evaluation are regularly reviewed by teachers in meetings. In addition to conventional assessment methods, alternative evaluation methods are often applied. Students are not only evaluated by their teachers, they also evaluate themselves and their peers. Differentiated assessment and evaluation methods are applied according to the requirements of the Ministry of National Education and IBO.

7.2 IB DP

The most important aim of assessment and evaluation in the Diploma Program is to achieve the goals of the curriculum, and support the learning processes of students. Assessment and evaluation criteria, standards and practices, and all responsibilities are shared with students at the very beginning of the program.

Student development in the IB Diploma Program is process-oriented. This development is determined by holistic and formative evaluation methods that include mock exams, academic research and writing studies, presentations and projects.

The main features of the evaluation types applied in the Diploma Program are as follows:

a) Providing the student with the opportunity for originality and freedom in the assessment and evaluation process
b) Assessing and evaluating according to different criteria determined in the content of each course
c) Skill-focused process evaluation
d) Using Approaches to Learning (ATL) and learner profile attributes
e) Summative assessment that is not based on memorization and can measure spiral learning.
f) Determining the student's diploma grade not solely with the final exams, but also with internal assessments and core components

In the Diploma Program, the candidate's performance is measured by internal and external assessment components. Internal assessment include studies evaluated by the course teacher and sent to IB for moderation. External evaluation is primarily IB final exams held at the end of the program. Apart from these exams, the Extended Essay (EE), Theory of Knowledge Essay (TOK), Turkish High Level Essay and Visual Arts Comparative Study are also within the scope of external assessment.

External assessments are the most crucial evaluation method of IB courses thanks to their validity and reliability.

Students and teachers are provided with the results after the administration of the exams. In this sense, IBO gives guidance and feed-forward to the coordinator, the teacher and the students. Along with the curriculum changes every five years, assessment and evaluation criteria are also updated and shared with DP schools.

All DP teachers follow subject guides thatare published in the IB Programme Resource Centre for Internal Assessment, EE and TOK, and use the grading criteria for all formative and summative assessment, and grade descriptors for feedback and feed-forward.

7.2.1 Internal Assessment

Internal assessmen components are the work that the student is responsible for, one for each course, throughout the program and is evaluated by the course teacher. Internal assessment grades contribute to the   final grade, typically ranging between 20% and 40% of the total grade. This type of assessment includes indiividual orals in language subjects, research projects in group 3 subjects, scientific investigation in science, exploration in mathematics, visual arts exhibition and TOK exhibition.

At the beginning of the academic year, DP teachers and the DP coordinator discuss and create a calendar for all internal and external assessment and deadlines for each subject, and share it with students and parents together with the assessment policy. This allows students to have an organized and balanced work schedule.

7.2.2   External Assessment

This practice involves the school administering the final exams prepared by IBO for IB Diploma Program students. Exams consist of structured questions that develop skills such as reading, writing, critical thinking, analysis and evaluation.

In addition to IB final exams, IB also evaluates the Extended Essay, the TOK essay, Language A HL Essay and Visual Arts comparative study components.

The submission dates of the internal and external assessment components are determined by IBO and shared with the school community.

7.2.3   Exams

The preparation stages of the 4-week final exams that students will take in May are written in detail in the "IB DP Assessment Principles and Practices" booklet. Points such as the conduct of exams, exam types and dates, preparation of the exam room, appointment of invigilators, end and start times, equipment to be used and illegal material, and adverse circumstances are explained in detail in the mentioned document. In addition, the exam calendar is shared with students, teachers and parents every year before the May exams.

7.2.4   Predicted Grades

Subject teachers give students predicted grades before final exams. Predicted grades are especially important for candidates' university applications. Predicted grades are also required for the Extended Essay (EE) and the Theory of Knowledge (TOK) course.

These grades, which are estimates of the grades the teacher expects the candidate to receive from the courses he/she studies. When giving a predicted grade, the following factors should be taken into consideration:

- All academic evidence of the candidate's work

- Teacher's understanding and use of the IB assessment criteria

To have a standardizaton, subject teachers review the IB Asssessment and Practices Guide with the IB Coordinator, and discuss the criteria relevant to their subject with the teachers teaching the same subject.

Predicted grades should be given as accurately as possible. Predicted grades are given not only by looking at the results of mock exams, but also by using students' internal and external assessment and all similar formative evaluation components, as well as other work they have completed until the moment the grade is given.

7.2.5 Non-Exam Route / Assessment in Adverse Circumstances

If the final exams cannot be held due to local or national restrictions, FMV Işık Schools follow the updates by IB such as non-exam route or administering the exams at a later date, etc.

The school's decision is officially notified to the IBO. If assessment without examination is preferred, the following evaluation methods are used:

- Internal assessment components for each course

- Predicted grades given by teachers

Predicted grades are used instead of students' exam grades, and the student's final grade is calculated by adding the weighted mark specific to each course.

7.2.6 Marking / Grading

Evaluations of the courses chosen by the student are made by combining internal and external assessment results according to the "Diploma Program Assessment and Evaluation Principles". Students take final exams administered by IBO at the end of the programme. Each subject is graded between 1-7.

Apart from the final exams, students also receive grades from the Extended Essay and Theory of Knowledge essay, which are two of the three core components. The extended essay and theory of knowledge course, which are graded from A to E depending on the combinations created on a matrix, (see appendix - 2) contribute up to three points to the final grade. To be eligible to receive a diploma, a student must receive a grade of "D" or higher in the Extended Essay and Theory of Knowledge course.

The third core component Creativity-Activity-Service (CAS) is not graded by external examination. Schools are responsible for evaluating candidates CAS performance and accomplishments according to the criteria included in the CAS guide and the school CAS handbook. Candidates regularly upload their CAS work on a digital platform (Toddle) with the evidence and reflecitons to form their CAS portfolio.. At the end of the program, the CAS coordinator evaluates and approves the candidate's performance against these criteria. Candidates who fail the CAS studies cannot receive the diploma even if they pass all their exams.

The highest diploma grade the candidate can get is 45, including the 3 points they can get from core components of the Extended Essay and TOK.

A candidate has the right to request their examination paper to be moderated again (Inquiry upon results). In this case, the school or the candidate requests the IB to re-evaluate the study. As a result of a second evaluation, the candidate's grade may not change or may result in a higher or lower grade.

7.2.7 Requirements to Receive the IB Diploma

The following conditions are required for the candidate to receive the IB diploma:

a) Receiving a diploma grade of minimum 24
b) Not having received a 1 in any course.
c) Not having received a 2 in more than two standard or advanced level courses.
d) Not having received a grade of 3 or lower in more than two standard or advanced level courses,
e) Having received a total of 12 in advanced courses.
f) Having received a total of 9 in average level courses, (For candidates who have taken 2 average level courses, the sum of these two course grades must be at least 5.)
g) Having submitted TOK and EE studies and received at least D in these courses.
h) Having completed the CAS requirements.
i) Not having acted in a way to violate the academic integrity principles

Candidates who meet one or more of the following criteria are eligible to receive a Bilingual Diploma:

1. Having completed two group 1 language courses or a group 3 or 4 course in a language other than their native language.
2. Having received 3 or more grades from both the Group 1 language course and the Group 3 or 4 course.

Candidates who have registered to the Diploma Program but have not received the diploma are given a Diploma Program Course Results Certificate (DPCR), previously known as a "Certificate", for each course they have taken in grades 3-7.

7.2.8   Retake

If candidates cannot receive the diploma or want to improve their course grades they obtained in the final exams, they can retake the exams of the courses they wish in the following May or November exam cycle. If the candidate will take the exam in November, they must register for the exam at an IB school in November/May where the course or courses in which they will take the exam are offered.

Candidates have the right to rewrite their internal assessment work, the Extended Essay and the TOK essay in the next cycle. If a candidate wants to do a retake, they are responsible for the new curriculum if there have been any updates or changes.

8.   Assessment Strategies in Distance Learning

With the experience of the distance education process, the fact that teaching activities take place in technology-supported environments has caused assessment, evaluation and feedback procedures to be moved to electronic environments. As FMV Işık Schools, it is important and necessary for all our teachers to use assessment and evaluation techniques and tools that will provide a source of feedback, which is pivotal in the continuity of students' learning processes, within a certain system and in accordance with its purpose, and to guide student monitoring.

In the distance education process - synchronous (online), asynchronous (offline) and hybrid education models - it is important to constantly monitor students in terms of both academic success and social skills, and to share the results with the student, teacher and parent continuously, as in face-to-face education.

8.1. Assessment in Distance Learning

8.1.1   Kindergarten

a) Observations done regarding activities and acquisition of skills during the process in kindergarten, and evaluations made with rubrics prepared for activities determined in line with the themes within the scope of IB PYP activities are recorded in the ALIS process.
b) Asynchronous studies are delivered to parents via K12NET. The student's completed work is forwarded to the relevant teacher by the parent via e-mail/K12NET. Asynchronous activities (worksheet, preparing a presentation/poster/banner on the determined questioning topic, doing research, etc.) are archived separately for each student by the homeroom teacher.
c) An e-portfolio file is prepared for students receiving distance education. A portfolio presentation (product presentation) is made at the end of the year.

d) In kindergarten, students are given frequent situational/instant feedback/feedforward. As a result of this, students have the opportunity to express their feelings and thoughts about themselves.

e) At the end of each transdisciplinary inquiry unit, the unit is evaluated and summarized within the student group. In addition, the student's self-assessment of their holistic development in the process (self-assessment) is achieved by questioning their feelings and consulting their thoughts on issues such as what/how they want to change or organize before/during/after the study.

f) The data obtained is recorded on the relevant forms and stored in the student's digital file.

8.1.2   Primary School

a) In primary education, the basic development areas of the student are determined according to the level and field, and the student is observed in the light of these skills. In primary school within the scope of PYP themes, in secondary school, course skills, attitudes and behaviors, areas of development and studies carried out with the student are observed and recorded on the digital platform (K12NET etc.). In primary schools, the homeroom teacher and the English teacher make at least three entries on the dates determined by the school, and teachers of applied courses (visual arts, music, physical education and informatics) make two entries. In secondary school, teachers of academic courses have at least three entries on dates determined by the schools, and teachers of religion and ethics, second foreign languages and applied courses (visual arts, music, physical education and informatics) have two entries.

b) A progress report is written after completion of every two themes according to the IB PYP themes in primary school, and at the end of each term in secondary school. Student progress reports are shared individually with students as feedback in student-teacher and parent-teacher conferences. These reports are also shared with parents and students via K12NET.

c) The data obtained from the assessment and evaluation tools implemented during the IB PYP process in primary school are written in the feedback slots in the IB PYP transdisciplinary theme plans, and used as feedback in the Progress Report.

d) Within the scope of process evaluation in secondary schools, studies are planned to eliminate missing learning in line with the data obtained from subject scanning, unit scanning and process evaluation tests implemented online via Google Forms or K12NET system using digital applications. During live lessons, teachers of each branch use web 2.0 tools, which have different and optional assessment and evaluation tools in accordance with the learning objectives of their own lesson. In the evaluations made through the K12NET system, an individual result document is shared with the student and their parents.

e) In secondary schools, online general assessment exams are administered throughout Turkey. At the end of these exams, the student's missing achievements are determined and feedback is given to the student.

f) Questions that cannot be answered by the majority of the class in all exams are solved with students in live lessons. For students who have not been able to attend the course, question booklets and answer keys are shared digitally.

8.1.3 High School

a) In high school, course content, students' participation and performance in the course, areas of development and assessment results are reported and recorded on the digital platform (k12NET). Teachers of academic courses, religious studies and second foreign language courses must have at least three entries on the dates determined by the school, and teachers of applied courses (visual arts, music, physical education and computer science) must have two entries.

b) At the beginning of the year, students are assessed for their readiness through digital applications. The results of these assessments are recorded in ALIS.

c) Feedback is given to students after process evaluation practices implemented on digital platforms. Students are directed to remedial classes and individual studies, and additional work is given to them from various platforms.

d) The results of the assessments made in high school through digital platforms (k12NET, EDESIS) are shared with the student and parents.

e) Students are asked to interpret and respond to written, visual and audio resources shared with them before or during the lesson, in written or oral form. If necessary, these studies can also be assigned as homework.

f) Exams administered via digital platforms throughout Türkiye are reported through their own systems.

g) In light of the analyzes at the end of all exams, the questions are solved by our teachers in synchronous (online) lessons or remedial classes.

h) Teachers of each discipline use web 2.0 tools that contain different options in accordance with the learning objectives of their own course. Feedback is given to the student during the lesson.

8.2 Individual Practices

8.2.1 Remedial Courses

8.2.1.1 Kindergarten

Although there are no remedial courses in kindergarten, the necessary support is provided individually through online meetings by classroom teachers, branch teachers and/or psychological counselors for students who need individual support for academic, social and emotional development.

8.2.1.2 Primary school

Students who receive individual support during the face-to-face education process in primary education are also offered remedial courses in individual or group online lessons, in line with their needs during the distance education process.

8.2.1.3 High School

Students who fall below the success threshold determined in the exams in line with the requirements of the relevant levels are invited to study by the teacher of the relevant course, and the parents are informed about the situation.

8.2.2 The Academic Coaching System

8.2.2.1 Primary School

a) The Academic Coaching System is implemented in the 8th grades of primary education based on the voluntariness of the students.

b) It is a trust-based partnership with the coach teacher for students to set goals, recognize their strengths and areas that are open to development, and improve their self-management skills. Depending on the needs of the students, online or face-to-face meetings are held on the day and time determined by the student and the coach.

c) Each meeting is documented with "coach follow-up forms" that are filled out and filed by the teacher.

d) Teachers in the student coaching system meet at regular intervals throughout the year under the leadership of the coaching coordinator. Every semester, the process is reviewed through a survey shared with students and teachers who are in the system.

8.2.2.2 High School

Academic coaching is provided to students by coach teachers at the levels determined by the schools, under the leadership of the academic coaching coordinator and the level assistant principal. Through evaluation and monitoring forms available in the digital environment, students' monthly goals are set, their academic development, as well as their study patterns, well-being and wishes, and individual needs are monitored by the coach teachers, level assistant principal and coordinator. The assistant principal and the guidance counselor meet with the students who refer to them when necessary. The academic coaching coordinator exchanges information with coach teachers, and organizes online meetings at regular intervals for the system to run smoothly.

8.2.3 Teacher-Student Conferences

8.2.3.1 Kindergarten

a) Teacher-student conferences take place through live connections with students in kindergarten. During these meetings, contents for evaluation of the activities carried out, exchange of ideas, self-evaluation work, and observations of play times where students can share their social and emotional processes are reviewed and edited.

b) ALIS records are referred to in student-teacher meetings.

8.2.3.2 Primary School

a) In primary education, teachers and students hold individual online meetings at a frequency determined in line with the requirements of the levels.

b) Student-teacher conferences are conducted based on data teacher's observations, student's self-evaluation in various courses, and exam results. The teacher's observations and brief comments during these interviews are reflected in the ALIS records.

8.2.3.3 High School

a) In distance education, students' participation in classes, homework, participation in exams and their progress are monitored throughout the process by the assistant principal, level guidance counselor, home room teacher and course teacher. Feedback is given via email, telephone and online interviews. Parents are also informed when deemed necessary.

b) A meeting calendar is formed every semester for teacher-student conferences, and teachers give feedback/feedforward to the students they teach, using ALIS records. The teacher's observation and evaluation anecdotes during these interviews are also reflected in the ALIS records.

c) Individual interviews are held with all students at the level through online applications by the assistant principal responsible for the 12th grades during the university preparation period and the guidance and psychological counselor. At the end of the interview, students are given feedback (university preparation studies, career choice, etc.).

d) In high school, teachers hold individual meetings with their students through online applications at a frequency determined in line with the requirements of the levels.

9   Recording and Reporting

All assessment and evaluation results in our schools are reported and recorded electronically on k12.net at the k12 level, and on Toddle platforms for IB sclasses, and also as printed documents. While the evaluation reports are shared with the relevant department heads and teachers by our measurement and evaluation experts, the achievements of the students based on their achievements are also shared with the students and parents.

At the K12 level, student-specific learning approaches and learner profile development records (ALIS) are kept. Our teachers document and store in ALIS the work samples of formative assessment activities that show student development, short comments, and the results obtained from assessment tools (such as checklists, progress reports and rubrics).

The analysis of the exam conducted by our assessment and evaluation experts is shared with the relevant department. Departments review their educational activities in line with these reports and take the necessary precautions. The measures taken are shared with relevant people and units, and cooperation is ensured.

The data obtained during assessment and evaluation processes aim to increase learner motivation by providing feedback and feedforward about existing learning in order to support future learning.

During student-teacher conferences, the student is provided with feedback and feedforward in the light of the information in the ALIS system and instant in-class evaluations, and guidance is given on what path to follow. E.g. Resources are recommended, additional questions are given, etc.

10   Roles and Responsibilities

10.1   School Administration

Setting up the pedagogical team, making plans, supporting the process and detecting any disruptions in order to carry out the assessment and evaluation processes in accordance with the school's mission and vision are among the most important duties and responsibilities of the school administration.

School administration carries out work, interviews and guidance to strengthen the cooperation of teachers, students and parents in order to ensure that assessment and evaluation is process-oriented rather than only result-oriented. It supports department heads in sharing, editing and reviewing activities so that teachers in other branches can also be informed about different assessment and evaluation practices applied in different disciplines.

School administration ensures that the exam and make-up exam schedules are prepared and implemented; it observes and monitors the functioning of the exams. It also ensures that

preparatory proficiency exams and conditional pass exams are prepared and administered for students enrolled in high school.

School administration observes and monitors the examination and evaluation of course achievement analyses. In case the results are below or above expectations, it ensures cooperation with department heads to carry out the necessary academic studies. It monitors and ensures that grades are entered into the digital system (k12, e-school, etc.), completes year-end report cards and document procedures.

10.2   IB Programme Coordinators

IB Programme Coordinators assist department heads, librarians, the pedagogical leadership team, and all relevant staff in identifying core curriculum resources and other needs for professional development, and identifying requests for resources. They ensure that IB standards and requirements are adhered to in the policy. They work collaboratively with the department heads, librarians, and pedagogical leadership team to promote the policy to the school community. They ensure that internal and external assessment practices are carried out and completed in accordance with the principles of academic integrity.

10.3   Teachers

Teachers evaluate the students and the efficiency of the applied programme within the framework required by the Ministry of National Education regulations, IB PYP, IB DP international programs (readiness practices, written exams, practice exams, performance tasks and project work, etc.). Based on these evaluations, they determine whether the student has acquired the knowledge and skills aimed in these programmes. Apart from these practices, teachers also involve the students in self-assessment, peer assessment and reflection procedures. Within the scope of Formative assessment, they apply differentiated evaluation methods according to the student's individual differences and learning speed.

10.4   Assessment and Evaluation Department

The Assessment and Evaluation Unit carries out work to create and develop educational programs appropriate to school goals, and to collect and evaluate data for decisions to be made before, during and after the education process. It ensures that the assessment tools applied are reliable, valid and useful. It carries out the identification, preparation, analysis and evaluation of assessment tools by working together with department teachers. It contributes to regular evaluation and improvement of curricula over time, with the participation of the pedagogical team and school administration. It determines, prepares and evaluates the mock exams to be administered within the school for exam preparation by monitoring the innovations regarding national exams in line with the Ministry of Education Regulations. Based on all the assessment results, it gives feedback to students, teachers, parents and school administration about the learning levels of the students, and in this way supports the efforts to increase the quality of education.

10.5   Psychological Counseling and Guidance Department

The Psychological Counseling and Guidance Unit obtains information about the student's academic and psychological status, taking into account the results shared by the Assessment and Evaluation Unit regarding evaluation practices, and collects information about the student by analyzing these results. If there are precautions to be taken in this direction, a student-based action plan is created. It shares these studies with the school administration, pedagogical team and parents, and ensures the execution of the action plan.

The Psychological Counseling and Guidance Unit gives feedback to the school administration and teachers about the comprehensiveness, frequency and pedagogical suitability of assessment and evaluation tools. It provides the necessary support by evaluating the situations experienced by

the student during the preparation process for national and international exams. It monitors the student's exam success, and informs the student and parents about the exam results.

10.6 Library

The librarians contribute to ensuring that the entire school community adopts the principles of academic honesty and that the evaluation process is carried out in a healthy manner. They support students in reflecting these principles both in their own work and in their attitudes and behaviors. In this context, they plan the academic and scientific research methods throughout the academic year in accordance with the high school IBDP program. They check the work given to students within the scope of their selected courses, essays and research papers, and provide feedback to the student and the relevant parties.

They check the originality of students' internal and external assessment components within the scope of the IB Diploma Programme. They share any plagiarism encountered in the assignment with the student, teacher and IB DP coordinator. They check whether the submitted assignments are prepared in accordance with the bibliography and footnote rules, and give feedback to the student and the course teacher on this issue.

10.7 Students

Students complete the assigned homework, performance tasks and project work in accordance with the criteria for each task, and they participate in exam practices. They cooperate with the teachers while performing these duties. They comply with internal and external assessment calendar. They follow up their responsibilities by taking into account the feedback and forward feedback made by teachers. They participate in self and peer evaluation. They adhere to the principle of academic honesty and think reflectively in all the assessment tasks.

10.8 Parents

Parents are informed about the assessment procedures implemented by the school administration and teachers. Parents are expected to cooperate with the administration and the teachers, and participate in activities for parents (parent meetings, meetings organized by the guidance unit, etc.). Parents play a supporting role in the education process of students by taking into account the information provided about the student's duties and responsibilities.

11 Policy Review Process

In order to ensure that the Assessment and Evaluation Policy is an up-to-date and living document, its compliance with MoE (Ministry of Education) regulations, international programs, operational needs and other policies is examined, and when deemed necessary, changes are made to the policy by the assessment committee consisting of representatives from each campus.

The responsibility of this committee is to ensure that this policy is implemented, evaluated and that new teachers are informed about it. Any amendments to this policy are announced to the school community at the beginning of the new academic year. These review cycles take place every year.

12 Linking the Assessment Policy with Other Policies

Assessment Policy is associated with the following policies:

12.1 Admission Policy

The evaluations applied for admission to FMV Işık Schools are explained in detail in the Ministry of Education regulations, our school's recruitment guidelines and admission policy. According to this:

a) Students who graduate from FMV Işık Secondary School are enrolled in FMV high schools, ranked according to the average of their 5th, 6th, 7th and 8th grade year-end weighted grades or their secondary education.

b) Students coming from different schools are entitled to enroll in the high school preparatory class if they have received the base score determined by the school in LGS (High School entrance Exam) exam.

c) Students enrolled in the high school preparatory class continue to the 9th grade when they are successful in the preparatory skip exam.

d) Students who want to transfer to the 10th, 11th and 12th grades of secondary school and high school sit an admission exam.

e) For students who want to transfer to the 11th or 12th grade IB Diploma Program, the courses they have chosen at their previous school must be equivalent. The student transferring to the Year 2 of the Diploma Program must have completed all internal and external evaluation requirements by that date.

f) Potential IB candidates do not need to take an exam to be accepted to the Diploma Programme. Application criteria for the Diploma Program are detailed in the schools' Admission Policy.

12.2 Language Policy

At FMV Işık Schools, various formative and summative assessment procedures are developed for native and foreign language courses, and evidence of the student's language development is shared with parents, administrators, course teachers and students. Apart from the report cards given at the end of the semester, exhibitions, student works on the bulletin boards, personal projects, portfolio works, presentations, diaries, progress reports and performance tasks are examples of this evidence. Course teachers enter data about student development into the "Student Tracking System from Kindergarten to High School (ALIS)" at regular intervals during the semester. Throughout the semester, feedback is given through student-teacher and parent-teacher conferences, and this feedback is recorded.

12.3 Inclusion Policy

Inclusive education is defined as an ongoing process that aims to provide quality education for all by eliminating all forms of discrimination, respecting diversity and the different needs, abilities, characteristics and learning expectations of students and communities.

FMV Işık Schools, in line with its inclusive education philosophy, takes into consideration the principle of "raising good citizens", and emphasizes the importance for students being "individuals who have adopted ethical values, are tolerant towards different cultures, and are lifelong learners". In this context, all emotional, social, cognitive and psychomotor developmental areas are supported in our school, taking into account the individual diversity of students.

Apart from the Individualized Education Program, necessary support is provided by making arrangements in duration, environment, method and equipment in line with the development characteristics and learning circumstances of the students (hearing aid use, vision problems, different medical conditions, etc.).

A gifted individual refers to a student who learns faster than his peers, is ahead with his potential for creativity, art and leadership, has special academic talents, likes to act independently in his areas of interest and demonstrates a high level of competence. In the education of gifted students, enrichments are included that will enable them to gain high-level skills related to the fields in which they are educated.

12.4   Academic Integrity Policy

Ensuring authenticity in process evaluation, not evaluating student work that does not comply with academic integrity principles, the principle of equality in assessment, including the principle of academic honesty in evaluation criteria, and grading are directly related to the academic honesty policy. Plagiarism detector Turnitin is used in all kinds of written assignments and other assessment components. The measures taken to ensure exam security and validity are implemented according to the criteria specified in the Academic Integrity Policy.

12.5   High Quality Education Policy

FMV Işık Schools is an institution whose first and most important guiding principle is "raising good citizens". It aims to raise citizens who have adopted ethical values, are proficient in their native language, active in more than one foreign language, tolerant of different cultures, have historical awareness, have a scientific mindset, have developed analytical skills, are sensitive to the environment, and are lifelong learners.

International Baccalaureate (IB) Programme aims to raise inquiring, knowledgeable and caring young people who will help create a better and more peaceful world with intercultural understanding and respect.

In line with this purpose, the institution works with schools, governments and international organizations to develop seminal international education programs and rigorous evaluation methods.

13   Conclusion

As an educational institution that includes differentiated learning practices, our goal is to maintain our vision regarding assessment procedures and practices, and ensure that our faculty members and school culture support it.

In order for the Assessment and Evaluation Policy to be an up-to-date and living document, the issue of how well the targets are achieved is discussed at regular school board and department meetings. Corrective work is planned and implemented for the goals that have not been achieved.

The Assessment and Evaluation Policy is reviewed by committee members at the end of the academic year with changes made when deemed necessary. Amendments to the policy are announced to the school community.The assessment committee ensures the implementation and evaluation of this policy, and keeps the new teachers informed about it.

14 Assessment Policy Committee Members

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Işık Schools Educational Institutions Director and Founder Representative
Hakan KULABER	School Principal- 05N
Gülay EROL	School Principal- 06E
Alkım KÖKSAL ÖZER	FMV Academic Coordinator
Didem ŞİRANUR	FMV Educational Projects Coordinator
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
İsmail Süha HAYAL	FMV Research, Development and Educational Technologies Coordinator
Gültuğ ŞAHİNOĞLU	Assistant Principal- 05N
Serdar KORKUT	Assistant Principal 05A
Zübeyde DİYKAN	Assessment and Evaluation Specialist - 06N
Nazlı GÖKÇE	Assessment and Evaluation Specialist - 06A
Gülten ŞAHİN	Assessment and Evaluation Specialist - 06E
Görkem AKGÜN	Assessment and Evaluation Specialist - 06I
Lale MÜFTÜOĞLU	Assessment and Evaluation Specialist - 05F, 06F
Edanur GENÇ	Assessment and Evaluation Specialist - 05N
Veliaht DİPÇİN	Assessment and Evaluation Specialist - 05A
Nurten KANBİR	Assessment and Evaluation Specialist - 05E
Furkan ÇOBAN	Assessment and Evaluation Specialist- 05I
Jenny CHAVUSH	IB-DP Coordinator- 05N
Nabi PAKMAN	IT Coordinator- 05F, 06F
Şebnem ÖZHAL	PYP Coordinator- 06A
R. Yiğit YILMAZ	Mathematics Head of Department- 06E
Oğuzhan EREN	Mathematics Head of Department- 06F
Hatice ÇEVİK	Social Sciences Head of Department- 05E
Filiz ÇALIK	Sciences Head of Department- 05N
Öznur KIZILDAĞ İMANLI	Mathematics Teacher- 05F
Aylin AY SARI	Home Room Teacher- 06I
Gonca ÇETINKAYA	Home Room Teacher- 07A

05: FMV Işık High School– Science High School   N: Nişantaşı Campus   A: Ayazağa Campus
06: FMV Işık Primary School   E: Erenköy Campus   I: Ispartakule Campus
07: FMV Işık Kindergartn   F: Florya Campus

This policy was reviewed by committee members in March 2024.

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13. *MEB Ölçme ve Değerlendirme Yönetmeliği*