



ASSESSMENT POLICY



June 2019

Assessment Policy

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1. WRITING THE ASSESSMENT POLICY

FMV Özel Ayazağa Işık High School – Science High School assessment policy is derived from the school's and IB's assessment philosophy and principles, and they are consistent with one another. While forming this assessment policy, utmost attention was paid to keep educational and pedagogical values in mind. This policy was written by a committee that consisted of the assistant principal, heads of departments, course teachers, guidance counsellor, testing and evaluation department, a representative student and parent.

The Assessment Policy is a living document and is shared by all the academic members of the school community.

2. THE AIM OF THE ASSESSMENT POLICY

The aim of this assessment policy is to describe the principles and practices for achieving educational goals relating to all aspects of assessment, to measure and evaluate all student behaviour in cognitive, affective, and psychomotor domains in accordance with the school's educational goals, to determine the suitability of assessment tools that are in use, and to define the methodology, authority and responsibility that will provide the reliability, versatility and validity of these tools.

Before FMV Özel Ayazağa Işık assessment policy was developed, all the related IB guides were read and understood by the members of the assessment policy steering committee. IB expectations and practices for assessment were compared to those of the schools by synthesizing its own expectations and practices most of which are determined by national requirements as IB is not the only educational programme that the school offers. The process involved some alterations to run the assessment of two educational programmes in parallel, in consistency with the requirements and expectations of both systems.

This assessment policy is a living document that was written collaboratively by a committee of the assistant heads, heads of departments and teachers of different subject areas, testing and evaluation department, and guidance and counselling

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service, and it reflects a common understanding.

3. PHILOSOPHY

There are three questions to be answered before writing the school's philosophy for assessment:

a. Why do we assess?

To what extent the school curriculum reaches the student, how good the student performance is within the provided content, and where the individual student development stands throughout the learning process are the three main reasons why we apply assessment measures in our school. During the assessment procedure, the student's ability to express himself / herself as well as his/ her questioning, analyzing, connecting, reflecting and language skills are taken into consideration.

b. What do we assess?

In measuring the student's development within a period of time, our main goal is to transform absolute knowledge into functional, to determine how well the students have learned what they were assigned to learn, to prepare the students for the upcoming steps of the learning process while expanding the boundaries of this process. With testing and evaluation, the efficiency of educational activities is determined and remedial work is planned, if and when necessary. How well the aims and goals have been achieved can be measured in this way. With the assessment policy that serves the purposes stated above, not only the interest, willingness and performance of the students can be measured, but the effectiveness of the education system and education programmes can also be evaluated.

c. How do we assess?

During the implementation of the assessment policy, students are informed with handbooks at the beginning of each academic year about the criteria for each course. Alongside the official written and applied exams, daily assignments, projects, presentations, research, performance tasks and teacher observation forms are also used in assessing student performance. In summative assessment, criteria is determined on course and topic basis, and in the exams besides students' knowledge, their interpretation, analysing and comparing skills are also measured. Following each exam, a detailed analysis is conveyed on each question by the testing and evaluation department to assess student performance, and the feedback is shared with the student. In addition, for self-evaluation, students answer the 'What

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did I learn? How much did I learn?’ sections in their MOE books for courses like Maths and Science.

Based on the answers to the three questions above, the school’s philosophy on assessment is as follows:

FMV Ayazağa Işık High School implements an assessment policy that shows regard to students’ differing skills and abilities, intelligences and individual learning styles while accepting academic honesty as a basic principal throughout the assessment process. According to this, our assessment philosophy is to build a shared understanding of the progress the student has made in order to find pointers for further development. That is, assessment for learning, not only assessment for a passing grade.

4. ASSESSMENT PRACTICES

The most important goal of the Diploma Programme assessment is to support curricular goals and appropriate student learning. Therefore, evaluations are based on assessing course aims and objectives. Assessment expectations, standards and practices, and the types of assignments should be introduced to students at an early stage.

- At FMV Ayazağa Işık Schools, when determining student achievement, summative assessment tools such as written exams, performance tasks, presentations and projects are used as well as formative assessment.
- In applied courses such as Visual arts, Music and PE, students’ achievement level is determined by taking into consideration testing and evaluation measures that exist in the education programme.
- In measuring students’ affective development, various psychometric tests with validity and reliability are referred to.

Some key features of Diploma Programme assessment are as follows:

- An emphasis on criterion-related assessment (work in relation to identified levels of attainment, rather than in relation to the work of other students)
- A distinction between formal IB assessment and the supporting formative assessment process that schools need to develop
- Valuing student demonstration accurately, rather than just averaging grades
- Examining student understanding at the end of the course, based on the whole course (Students must be able to recall, adapt and apply knowledge and skills to new questions and contexts).

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It is also important that teachers report assessment in a way that aligns with Diploma programme assessment principles. Otherwise, it is likely that the teacher will refer to the practices that they have long been familiar with, which will impede the development of the IB programme.

Internal assessment timelines are used as instruments to help both students and teachers to plan ahead, reduce stress and allow ample time for feedback and revising. The timelines must be sensitive to their specific environment and include feedback from teachers and students.

4.1. Formative assessment

Formative assessment should aim to inform the teachers and students about the learning process, increase student performance and create self-awareness, as well as identify the students who need educational support so that the teachers and the students become a team working collaboratively for a fruitful outcome through planned activities that will help those students overcome any insufficiency or learning difficulty. Formative assessment is important for the teacher as it provides natural feedback of the students' strengths and weaknesses. The crucial point in formative assessment is to be able to make the students judge their own performances and help them to develop strategies to improve.

It is the teachers' responsibility to design formative assessment structures and practices to help improve students' excellence. Teacher supported self-evaluation, systematic use of assessment descriptors such as rubrics and matrices and teacher mediated peer evaluation are some of the formative assessment instruments that can be used. Measuring the students' readiness level at the beginning of the academic year is the first step for formative assessment. The students are encouraged to be active through the lesson with the activities such as group work, games, presentations, experiments. The directions for the worksheets, assignments projects, research and reading tasks that are given enable the students to self evaluate themselves. Handouts and weekend worksheets are extremely important in assessing student performance. Another tool for formative assessment is pop quizzes, through which the teacher can measure to what extent the students have achieved their objectives. Although the content of the lesson may require different methods and techniques, follow up activities are planned to clarify the points that were not well understood about the topic.

In order to see the work that is carried out during the learning process as a whole the students conduct portfolio work. Portfolios enable the students to self evaluate their own work, to follow their own improvement and they form a basis to evaluate student performance. In a way, portfolio work acts as a guide for the teacher to assist the teacher during the evaluation process. The teachers use the data obtained as a result of the portfolio work to determine the future educational goals in a more realistic way. In this manner, they can help motivate the students and take responsibility of their own learning while improving their thinking and writing skills.

4.2. Summative assessment

Formal assessment in the Diploma Programme refers to the final summative assessment practice. The aim of summative assessment is to evaluate and judge the student's achievement of the goals that were set at the beginning of the programme. Most formal assessment is external and includes examinations or work completed during the course and sent to an external examiner. Some formal assessment is internal, which is marked by the teacher before it is moderated externally.

Compulsory periodical written and applied testing in the national educational system is also an example for summative assessment. The explanation of the evaluation procedures in the national system can be found in appendix 1.

4.3 Self evaluation and peer evaluation

A supportive educational environment is formed in our school for students to evaluate their own studies and progress. Discussion platforms are created and in class activities are organized to help students clarify the points that were not learned well. Teachers have interviews with each student individually to give the student the opportunity for self evaluation. In addition, use of technology (virtual classroom notice boards, blogs, etc.) provides for peer evaluation. It has been observed that through peer evaluation, as students undertake the role of both the teacher and the learner, there is an increase in their success and confidence level. Students evaluate their peer's homework, experiments, presentations, pop-quizzes, and give feedback, which supports collaborative learning. Owing to teamwork, they develop their problem solving skills, derive a self model, and provide perpetual content in their learning experience.

The teachers are well informed about both summative and formative assessment tools, the relation between them and the procedures and expectations of the DP. In this way, they can shape their lessons accordingly for the students to achieve the knowledge and skills that they need to achieve throughout the process.

4.4 Differentiated Assessment

At the heart of FMV Ayazağa Işık High School assessment policy lies the principle that the readiness level, areas of interests and learner profile of our students always vary. Based upon the belief that learning is a form of art, we admit that the learning process can speed up and slow down at different stages for each and every individual. In this sense, in-service training for differentiated learning that we started two years ago will remain as an ongoing professional development for all course teachers. Although currently differentiated summative assessment is not implemented in our school, these trainings will eventually lead to a system in which differentiated assessment can be practised.

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As for formative assessment, after the course teacher has identified a student's patterns of strengths and needs, most in class activities including class handouts, pair and group work activities, product work such as projects and surveys, as well as some of the homework and some parts of the weekend worksheets are planned and designed according to our students' readiness level. In all of these practices, which can be counted as multiple measures, students are evaluated individually and based on the criteria for each of these practices, the student performance is counted as partial practice work grade at a varying percentage.

The variables we create on process, content and product basis not only provide the students with liberty to show how much they have achieved but also raises the differentiation level in the learning process. Our lessons and extra-curricular activities are planned with utmost care taking into consideration the fact that the students with high levels of achievement also have a right to move onto a higher platform. Being aware that correct choices accelerate the students during the learning process, it is the teachers' responsibility to supply them with the opportunities in which they will not feel intimidated. We must remember that we are not just measuring our students' progress; we are trying to track their learning, identifying their strengths and weaknesses and giving them support where needed.

While evaluating students, characteristics of learning disabilities in the course of the assessment and evaluation processes should be taken into account by all teachers and the administration. These characteristics are as follows:

1. Learning disabilities, like other disabilities, vary with the individual. Intra-individual differences may include strengths and weaknesses in performance, achievement, or both. In addition, each of these differences must be considered relative to age, grade, or intellectual level across and within areas pertinent to learning (e.g., listening, reading, writing, reasoning, and mathematics).
2. Learning disabilities exist on a continuum from mild to severe.
3. Learning disabilities can appear differently in various academic and nonacademic settings.
4. Learning disabilities vary in their manifestations depending on task demands and may include difficulties in language (i.e., listening, written and oral expression, spelling, reading), mathematics, handwriting, memory, perception, cognition, fine motor expression, social skills, and executive functions (e.g., attention, organization, reasoning).

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5. Learning disabilities can occur in students who are also gifted and/or talented.*

*(Paper Prepared by the National Joint Committee on Learning Disabilities- June 2010)

As an institution that has recently begun differentiated learning practises, it is our goal to proceed with this vision and to have our teaching staff and our school culture support it.

4.5 Analysing, recording and reporting

At FMV Ayazağa Işık High School, according to the MOE rules and regulations the reporting of student performance takes the form of teachers' meetings with parents and a written transcript twice a semester, in which only the written marks are listed for each subject, with each subject showing the average mark for all written and practice work marks earned within this period. Furthermore, each student's performance is summarised by an average mark over all subjects for the reporting period, weighted by the number of teaching periods per week for each subject. Individual student performance is reported both internally and externally by the weighted averages, which also determine rankings. Class performance in a subject is reported internally by the marks averaged over all students in the class. There is no requirement for moderation of marks. Marks may be (and occasionally are) contested legally by students' family. Failure in a subject allows the students to re-take tests in the subjects. Finally, irrespective of the achievement, all students have the right to take grade raising examinations at the end of a semester.

Apart from tests and other performance tasks which may earn practice work marks, each student is also required to undertake an inquiry project during each academic year based on topics chosen by the teachers. This also earns a mark that is recorded separately as a Year Project Grade. For IB diploma students the extended essay is counted as a Year Project based on a report of their research plan in grade 11 and on the final version in grade 12.

Course teachers keep extensive observation reports for the IB candidates. In these reports there is information about the aims of the course and the achievement level of the candidate. These reports are compiled and shared with the parents twice a year. Students' marks should be transparent to both the candidate and parents at all times.

Assessment results are marked and evaluated by the guidance and counselling department in relevance with the assessment tool. At the beginning of each term the testing and measurement department is informed about the assessment tools that are required to be analyzed.

During this process:

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- a) Exams with matching questions, questions that require short answers, and questions with open ended answers are evaluated by the course teacher.
- b) Every answer is marked according to the marking scale in the answer key.
- c) Exam papers are marked over a 100 and the evaluation procedure prescribed by MOE is taken as a basis.
- d) Questionnaires are marked by the testing and evaluation department.
- e) Daily assessments, mid-term evaluations and similar applications are checked and recorded by the teacher on a regular basis.
- f) Each academic year students prepare at least one individual or group project from one course or more under the teacher's guidance .

After completion of the marking of the exams, each teacher fills out an 'Exam evaluation Form' (Form No: P8.2/05-06 F17) and hands it to the head of department.

The following are found in an evaluation report:

- General and classroom based mark lists
- General, classroom and student based subject achievement analysis
- Item analysis
- *General and classroom based mark frequency bar chart
- *General Net Distribution
- *Detailed result statement

(* optional)

At the end of each mid-term Exam Achievement Analysis chart (Form No: P8.4 F08) is prepared and sent to the department heads. KIOS (In-school common exam) results are written as a report by the responsible testing&evaluation expert . After presenting the report to the school principal, the general manager of the faculty and , the general manager of the foundation, a decision for corrective action is taken and implemented where necessary.

For non-IB students graduation from school is not dependant on external examinations, but only on the school's internally awarded grades.

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5. ASSESSMENT IN IB DIPLOMA PROGRAMME

5.1. Basic Principals

5.2 Internal Assessment

It is substantial that the teachers are active participants in student evaluation and marking with regards to the IB assessment process. To that end, the teachers evaluate their students using internal assessment. Internal assessment is the work conducted by the teachers of each course offered according to the procedures that are mentioned in the handbook of procedures and DP course guides. This kind of assessment include oral work in languages, fieldwork in geography, laboratory work in the sciences, investigations in mathematics, portfolios, oral presentations, projects and artistic performances.

Marks for internal assessment contribute to the final grade at varying rates, usually between 20% and 30% of the total mark. Some of the students' work that is marked by the course teacher is sent to IBO for moderation to provide a confidence factor. Internal assessment holds a significant place in determining the students' final diploma grades and the process requires utmost care. At the beginning of the academic year, DP teachers and the DP coordinator get together to set down the content, duration and deadlines for internal assessment practices for each course offered so that the students are encouraged to build a balanced schedule..

Additionally, the teachers give the students a predicted grades, which are teacher's prediction of the grade the candidate is expected to achieve in the subject taking into consideration the candidate's performance in the duration of the programme and the IB standards. Predicted grades are also required for theory of knowledge and the extended essay. Whether predicted grades should be released to candidates or not is left to the discretion of the school.

5.3 External assessment

This application involves the exams that are prepared by the IBO, implemented in the school, and sent to IBO for marking. This type of assessment includes essays, structured problems, short-response questions, data-response questions, text-response questions, case-study questions, multiple-choice questions (limited use of these).

In addition to these exams, there are also other externally assessed pieces of work; world literature assignments, theory of knowledge essays and extended essay that students write for any one of the six courses they have chosen. These are completed by students over an extended period under teacher supervision, and are then marked by external examiners. The school is responsible for confirming to the IB that all components of the core have been achieved.

Internal and external assessment implementation and submission dates are determined by the IBO and shared with the school community.

IB internal and external assessment procedures can be found in appendix 2.

5.4 Grading / Marking

The chosen Diploma Programme courses are assessed in accordance with the standard Diploma Programme assessment process combining external and internal assessment. Students take written examinations at the end of their courses, which are marked by external IB examiners. The marks awarded for each course range from 1 (lowest) to 7 (highest).

Within the core, approaches to learning, language development and community service will be assessed and authenticated by the school. The reflective project is assessed by the school and moderated and graded by the IB (grades A to E with A being the highest).

IB Marks (1-7)	Performance Descriptor
7	Excellent
6	Very Good

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5	Good
4	Satisfactory
3	Mediocre
2	Poor
1	Very Poor
N	No Grade

For theory of knowledge and the extended essay the grades are on a scale of A to E, with A being the highest grade.

A	Excellent
B	Good
C	Satisfactory
D	Mediocre
E	Poor

CAS is not evaluated by means of an exam. Schools are responsible for evaluating candidates' CAS activities and performance according to the performance criteria given in the Creativity, action, service guide. Candidates who fail to complete the CAS requirement in their diploma year are allowed one further year only in which to complete it.

All of the candidate's marks are placed on a matrix, with the core subjects earning maximum 3 marks. Therefore, the maximum diploma grade a candidate receive will be 45. Some students may take individual courses rather than taking the whole diploma programme. In this case, these candidates will not be awarded an IB diploma, but only a certificate on that course. However, at FMV Ayazağa Işık High School all IB candidates are encouraged to take the Diploma Programme.

3.9. Reviewing the assessment policy

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The assessment policy is reviewed at the end of each academic year by the members of the assessment policy steering committee and changes are made where necessary. It is the role of the members of this committee to make sure that the policy is implemented, evaluated and reviewed, and new teaching staff is trained.

To ensure that this assessment policy is a working document, in addition to the work done by the steering committee, how well the aims have been achieved is discussed in regular departmental meetings. For the aims that have not been achieved, remedial work is planned and implemented. It is also considered how best to communicate the policy to the school community.

6. ASSOCIATING THE ASSESSMENT POLICY TO OTHER DOCUMENTS

6.1. Academic honesty policy

Teachers often have to deal with cases or at least suspicions of malpractice. Malpractice may include plagiarism, collusion, copying, duplication, or disturbing an assessment activity in a way that disadvantages other students or interferes with the ability of the teacher to conduct it.

In the event that a teacher has reservations about a student's work regarding academic malpractice or infringement, the following procedure will be adopted.

1. The committee:

A committee of teachers, and not the teacher alone, should handle any case of academic malpractice. This committee of teachers will consist of:

- A teacher from the department, other than the teacher who detected the malpractice, OR the level leader
- The department head
- The dean concerned
- The IB coordinator (if the work is in an IB subject)

The teacher detecting the malpractice must submit the work containing it with evidence or documentation of his/her reservations.

2. The student's right of defence:

The committee can call the student to defend his/her work. The minutes of the meeting are recorded by one of the teachers. This document should also be signed by the committee and the student.

3. The investigation period:

A period of two working days should be given to read the commentary, the documents for evidence and the student's defense, and any other work required to determine or deny academic malpractice.

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4. Documentation

After the analysis period, the committee discusses the case and gives a final decision. The decision is submitted to the school administration, the teacher and the student as a written document. Documentation is helpful for the administration to assess the student's behavior at the school all through the academic year.

5. The consequences

If the committee's decision confirms malpractice, the written document to the principal should clearly state the consequences.

The following penalties will apply:

1. If the work is a draft of either part or the whole of an assessment, the student is given the opportunity to re-submit the work after removing the malpractice within two working days.
2. If the malpractice is detected in the final version, the assessment receives a zero.
3. If the final version is part of an IB external assessment, the work is not submitted to the IB for assessment.
4. If the final version is the whole of an IB internal assessment, then the assessment is regarded as not submitted, and the internal assessment mark on the whole submission is recorded as F (NOT SUBMITTED),
5. If the final version is part of an IB internal assessment, it is treated as not submitted for the purpose of the whole assessment, and the mark on the internal assessment is reduced accordingly.
6. No school award can be given in that academic year to the student. In addition, the student may not be (or continue as) a member of the student council.
7. The student may be sent to the honor board or the discipline committee, depending on the decision of the committee.
8. If a student has committed malpractice on more than two occasions during his/her high school years then no letter of recommendation will be written by any teacher from the school. The school administration will not support the student's overseas college application if the malpractice has been detected or committed twice or more often before the student has applied to universities or colleges abroad.
9. If the malpractice has occurred a third time (or more often) after the college application process, or after the student has received the offer of a place, the Principal of the High School will report the malpractice to any overseas universities to which the student has applied, or from which the student has received admission offers.
10. For students applying to Turkish universities, a punishment of equivalent severity can be given by the discipline committee.

6.2. Language policy

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At FMV Ayazağa Işık schools various summative and formative performance measures are applied both for mother tongue and foreign language instruction. The proof of students' language development is shared with the teachers, parents and students themselves, as well as being shared with the teachers who will be teaching in the next academic year. Apart from the official report cards given at the end of each semester, exhibitions, work on the school bulletin boards, individual project work, portfolios, presentations, diaries and performance tasks are examples of forms of evaluation.

While linking the language policy with the assessment policy, the way local and national regulations support the methods of language assessment was also taken into account.

Ministry of Education procedure for foreign language education :

Part 2

ARTICLE 5 – (1) The goal of foreign language education in educational institutions is to enable the student to become skillful in the foreign language taught in the areas of Listening-Comprehension, Reading-Comprehension, Speaking and Writing, and to be able to communicate in this foreign language while they develop a positive attitude towards foreign language education in compliance with the general aims and principles of the Ministry of Education, and taking into consideration the goals and levels of schools and institutions

6.3. Admission policy

The requirements for admissions to FMV Ayazağa Işık High School are as follows:

- a) FMV Ayazağa Işık Secondary School graduates are listed according to their diploma grade.
- b) Those who are coming from other other schools become entitled to enroll on condition that their High School Placement Test results are above the point that is determined by the school.
- c) Should a student wish to continue directly from grade 9 without studying the preparatory year sit a Turkish and English exam during the first week of the new academic year.
- d) For the admission of transfer students to grades 10, 11 and 12, there is a student selection examination.
- e) For students who would like to attend the IB Diploma Programme in grades 10 and 11, the student's grade 9 overall average must be 3 and above, and grade 9 English average must be 4 and above.
- f) Potential IB candidates will not sit an exam to be accepted to the Diploma

programme.

6.4. SEN policy

It has been stated in the FMV Ayazağa Işık SEN policy that all students have the right to be assessed under fair conditions. That is to say, all students who have enrolled to our school receive meaningful and equitable education. The arrangements that are required for the students who have special educational needs have clearly been defined in the SEN policy.

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