



**IŞIK SCHOOLS**



# **ASSESSMENT POLICY**

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## **Our Mission**

Illuminating both the past and the future through education.

## **Our Vision**

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, think scientifically, have analytical skills, are environmentally conscious and lifelong learners

## **Aims**

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of the democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic honesty as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood to prepare them for the next step of their education.

## **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' success data. This system informs students on what they know and will learn, and enable their individual development to be monitored during the process with regards to all their skills. Students and parents are informed about the rules and requirements of the assessment system during parent-teacher meetings and IB PYP parent workshops, and via the school's website. Class introduction letters are provided for high school preparatory class, as well as 9th, 10th and 11th grade students.

So as to obtain objective data on the students' success, both the assessment tools applied by the school and the results of national and international grades are used.

## **2.0 Purpose of the Assessment Policy and Its Preparation Process**

Purpose of FMV Işık Schools Assessment Policy is to define the rules and applications used in the planning, reviewing and reforming of all educational works. Our schools use the assessment applications on this policy while evaluating all educational targets.

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 assessment principles. All assessments conducted at FMV Işık Schools are based on the requirements of both national and international programs that are being conducted.

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 explain 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 verbally and in black and white with the school society.

A live document reflecting the common perception of our schools on assessment, 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 assessment system, 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**

- Compatibility with the teaching program and pedagogy
- Originality and diversity of methods, techniques and tools
- Comprehensiveness in accordance with all information, skills and requirements
- Evidence-based recording
- Continuity
- Transparency
- Fairness
- Briefing
- Collaboration
- Interaction
- Reliability
- Validity
- 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.

The following are carried out in line with this purpose:

- Giving feedback to students, teachers, parents and school administration,
- Determining the students' level of knowledge and skills on the class or subject in order to prepare a more efficient teaching program,
- Ensuring that the assessment tools are reliable, valid and useful,
- Working in cooperation with department teachers in planning, preparing, resolving and evaluating the assessment tools,
- Supporting teachers in the development of subsidiary assessment tools used in accordance with the process evaluation approach,
- Monitoring reforms 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,
- Supporting the differentiation of teaching and assessment tools in line with requirements,
- Ensuring the implementation of necessary support tools, sources and process for a fair and valid assessment,
- Organizing informative seminars/workshops in accordance with the teachers' needs by closely monitoring developments and new approaches regarding assessment.

#### **6.0 Our Assessment Practices**

##### **6.1 Diagnostic Assessment**

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:

- Readiness Works conducted at the beginning of the year

- Previous Unit/Subject Result Evaluation Activity
- IB PYP Supra-Disciplinary Pre-Assessment Activities organized at the beginning of theme/unit
- Survey/inventory applications, Information-gathering forms

## **6.2 Formative Assessment**

Process assessments inform teachers and students on the learning process, aim at forming teaching, increasing the quality and quantity of student success whilst creating self-awareness, and guide teachers on subjects where the student needs support. Learning deficiencies 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 Based Assessment**

In case the student has no BEP report, differentiated assessment cannot be made on the exams held according to MoE regulations.

During the distance learning process, live classes, as well as hybrid individual and group studies are organized based on requirements.

Level specification (result) assessment works are conducted at the end of the educational process in accordance with the exam calendar prepared in the beginning of the year for relevant levels and by considering the completion of the planned content. Student's success in achieving the class accomplishments previously decided on by teachers of the same level. Class accomplishments and criteria, as well as assessment methods and grading are shared with students and parents.

At the end of every supranational questioning unit at kindergarten and primary school, a unit assessment and summary is prepared by the student group. Assessments made with regards to action-taking cases at the end of all targeted achievements and conceptual understanding are handled within the scope of result assessment. Moreover, face-to-face/digital presentations are made within the scope of portfolio work.

Before starting the Anatolian High School, proficiency of mother tongue and foreign language is measured via the Preparatory Class Qualification Test.

Tools and activities that may be used for assessment Works are as follows: Appendix-1

## **6.4 Differentiated Assessment**

At FMV Işık Schools, students' academic development is assessed within the time period, their strengths and weaknesses are determined, and they are supported in line with their needs. Courses and extracurricular activities at our school are carefully prepared by taking into consideration that high achieving students also have the right to reach a higher level. Teachers support students based on the knowledge that different choices will accelerate students' learning process.

Class teachers plan and prepare in-class and extracurricular activities, which include individual and group work, works with outcomes such as surveys and projects, homework and weekend homework, according to the students' level after identifying

their strengths and weaknesses by means of formative assessment methods. All students are individually assessed during all these applications.

With regards to written exams held according to MoE regulations, no differentiated assessment can be made unless the student has a BEP report.

During the distance learning process, live classes, as well as hybrid individual and group studies are organized based on requirements.

## **7.0 Assessment Procedures**

Different kinds of assessment are conducted at our schools according to the programmes implemented such as the IB PYP and the IB DP. In middle and high schools, the students' levels of program acquisition are handled during the meetings held after the written exams, and vertical and horizontal teaching program tasks are planned accordingly. Differentiated teaching is planned for each student as every one of them has a different way of learning.

### **7.1 IB PYP**

Transdisciplinary theme meetings are held regularly before, during and after each theme both in our kindergarten and primary schools. Pre, formative and summative assessment techniques are applied to shape learning experiences. The parts that include assessment in the plan are regularly revised by the teachers in the meetings. In addition to the traditional assessment strategies, alternative assessment strategies are usually applied. Students are not only assessed by their teachers but also they assess themselves and their peers. Differentiated assessment and evaluation strategies are applied according to needs and preferences of the students, the requirements of the Ministry of Education and IBO.

### **7.2 IB DP**

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 are introduced to students at an early stage.

At FMV 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.

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).

- Application of ATL skills (teaching differentiated, teaching informed by assessment)

In the diploma programme candidate performance is measured via internal and external assessments. Internal assessments include the work assessed by the course teacher and sent to IB for moderation purposes. External assessment is the basic assessment method for IB courses due to its objectivity and reliability. Other than the IB final exams held at the end of two years, external assessment also contains The Extended Essay, The Theory of Knowledge Essay, Visual Arts Comparative Study, and Process Portfolio.

The assessment criteria of internal and external assessments of each class within the DP are shared beforehand with students and teachers. Students and teachers can easily access their personal reports after the exams are assessed. In this regard, IBO guides the coordinator, teacher, and the students. Assessment criteria are updated every five years together with the changed curriculum, and shared with the DP schools. IBO places great value on validity and consistency principles as all DP students worldwide take the same exam.

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. 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.

### **7.2.1 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 includes essays and oral performance in languages, fieldwork in group 3 subjects, laboratory work in the Sciences, exploration in Mathematics, a Visual Arts exhibition and the TOK exhibition.

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. 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.

At the beginning of the academic year, DP teachers and the DP coordinators get together to set down the content, duration and deadlines for internal assessment practices for each course offered and share the deadline calendar with the

students and parents so that the students are encouraged to build a balanced schedule.

### **7.2.2 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; literature assignments, theory of knowledge essay and the 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.

### **7.2.3 Exams**

The preparation for the exams that will be given at the end of the diploma programme in May are held according to the rules and practices mentioned in the 'Assessment Principles and Practices'. The implementation of these exams (the dates and types of the exams, appointing invigilators, preparation of the exam halls, the starting and finishing times of the exams, the material that will and will not be used, infringement of the rules) is handled with meticulous care as specified in the document.

### **7.2.4 Non-Exam Route**

If at any time before or during the IB examinations Işık High Schools are no longer able to administer examinations due to local or national restrictions, they will be offered the options to; withdraw, defer or change to the non-examination route for students. Once Işık High Schools inform the IB that they cannot administer examinations, the decision is considered final and instructions for the non-examination route will be issued.

Without the written examinations, the IB will use the following data points for grade awarding:

\* Coursework mark / IA

\* Predicted grade

The PG will be used in place of an exam score so the students total mark will be the combination of the coursework mark and predicted grade, using the usual weightings placed on coursework and examinations for each subject and component.

### **7.2.5 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).

<b>IB Marks (1-7)</b>	<b>Performance Descriptor</b>
<b>7</b>	Excellent
<b>6</b>	Very Good
<b>5</b>	Good
<b>4</b>	Satisfactory
<b>3</b>	Mediocre
<b>2</b>	Poor
<b>1</b>	Very Poor
<b>N</b>	No Grade

For theory of knowledge (ToK) and the extended essay (EE) 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. The CAS coordinator of the school evaluates the candidate's performance and the IBO is notified whether the student has fulfilled the studies. 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 a maximum 3 marks. Therefore, the maximum diploma grade a candidate receives 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 Işık High Schools all IB candidates are encouraged to take the Diploma Programme.

### **7.2.6 Predicted Grades**

Additionally, the teachers give the students predicted grades, which are the 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.

### **7.2.7 Other Requirements**

The following conditions must be met in order for the candidate to receive the IB Diploma (Diploma Program Assessment Procedures, 27-28):

- Completion of CAS requirements
- Submission of ToK and EE task, and not receiving an E for them,
- Not receiving 1 point from any course,
- Not receiving 2 points from more than two courses at the standard or high level,
- Not receiving 3 points or lower from more than two courses at the standard or high level,
- Receiving total 12 points from high level courses,
- Receiving total 9 points from standard level courses (for candidates with 2 standard level courses, grades of these two courses must be at least 5),
- No breach of the academic integrity principle.
- Candidates meeting one or more of the criteria below have the right to receive a Bilingual Diploma:
- Completion of two Group 1 language courses or one Group 3 or 4 course other than the mother tongue,
- Receiving 3 points or higher from both Group 1 and Group 3 or 4 courses.
- Candidates are given a Diploma Program course results (DPCR) document, previously known as "certificate", if they were enrolled in the diploma program but unable to receive the diploma for each course where they received 3 to 7 points.

## **8.0 Assessment Strategies for Distance Learning**

During the distance learning process (hybrid, face-to-face and blended learning), just like the "Formal Education" process, it is important for students to be continuously monitored regarding academic success and social skills, and the students, teachers, and parents to be notified about the result at the right time.

The start of the distance learning process resulted in the teaching activities to be carried out on technology-based environments, and the assessment and feedback works to be moved to electronic media. For FMV Işık Schools, it is important and necessary for all our teachers to use the assessment techniques and tools that will resource the feedback process, which is a crucial issue in the continuity of the students' learning process, within a certain system and in an appropriate manner, and to guide the student monitoring process.

## **8.1 Assessment Practices for Distance Learning**

### **8.1.1 Kindergarten**

- In kindergarten, the observations regarding activity and skill acquisition, as well as the assessments made with rubrics prepared for activities determined in accordance with the themes within the scope of IB PYP activities are recorded during the ALIS process.
- Asynchronous work is forwarded to parents via K12NET/Google Classroom. The student's incomplete work is sent to the relevant teacher via e-mail/K12NET. Asynchronous activities (worksheet, presentation/poster/banner preparation on the determined query subject, researching, etc.) are archived separately for each student by the class teacher,
- E-portfolio files are prepared for distance learning students. Portfolio presentations are done at the end of the year.
- Kindergarten students are given extensive situational/instant feedback/feedforward. As a result of the feedback/feed forward, processes are created in which students may have the opportunity to express their feelings and thoughts about themselves.
- At the end of each supra-disciplinary query unit, a unit assessment and summarization is made with the student group. Moreover, in order for the students to assess their own holistic development within the process (self-assessment), they are questioned regarding their emotions, and their opinions are sought on what/how they want to change or arrange before/during/after a task.
- The obtained data is recorded in the relevant format and archived in the student's digital file.

### **8.1.2 Primary and Middle School**

- In elementary school, ALIS records are created based on IB PYP themes. In middle school, readiness applications are conducted for students and recorded on the ALIS file.
- In 1st to 4th grades, the data obtained from the assessment tools used during the IB PYP process is written on the feedback areas on the IB PYP supra-disciplinary theme plans and used as feedback on the IB PYP Development Report.
- In middle school, digital platforms are used within the scope of process assessment, and works are planned in order to eliminate under-learning in line with the data obtained from the Subject Screening, Unit Screening, Process Assessment tests that are applied online via Google Forms or K12NET system. During live classes, branch teachers use the web 2.0 tools, which are different alternative assessment tools, in accordance with the learning targets of their own classes. During the assessments made on the K12NET system, subject- and student-based result documents are shared with students and parents.
- In primary school, a Development Report is prepared in line with IB PYP themes. At middle school, a Student Development Report is prepared at the end of each semester. A Student Development Report is shared as feedback with the student

during student-teacher meetings, and with the parents during individual meetings. These reports are shared with parents and students via K12NET.

- In middle school, Turkey-wide online general assessment tests are applied. Students are given feedback regarding their areas needing improvement as a result of these exams.
- The most unanswered or incorrectly answered questions are solved with students during live classes. Exam booklets and answer keys are digitally shared for students that were unable to attend those classes.

### **8.1.3 High School**

- At the beginning of the academic year at high school, readiness applications are made with students via digital platforms. Results of these applications are recorded on ALIS.
- Following the Subject Screening Tests (KTT) and Process Assessment Applications (SDU) applied in high schools, the asked questions are resolved with students and they are given feedback on their learning deficiencies. Students are directed to after-class studies based on their needs.
- In high school, students and parents are shared a subject- and student-based result document after assessments are done via K12NET system.
- In high school, students are asked to interpret and answer (verbally and on paper) the written, visual and audio sources shared with them before and during class or they are given to the students as homework.
- In high school, Turkey-wide digital platform exams are reported at the end of the exam via their own systems.
- Following all exams held at high school, questions are solved by our teachers during live classes or after-class studies.
- During live classes at high school, branch teachers use the web 2.0 tools, which are different alternative assessment tools, in accordance with the learning targets of their own classes. Students are given feedback during class.
- In high school, Distance Learning Process Assessment Exams are held.

## **8.2 One-to-One Practices**

### **8.2.1 After-School Studies**

#### **8.2.1.1 Kindergarten**

While there are no after-class studies at kindergarten, necessary individual one-to-one and online support is given to students requiring individual assistance on all development areas, especially socio-emotional, by branch teachers and/or the psychological counselor.

#### **8.2.1.2 Primary and Middle School**

In primary school, individual or group online or one-to-one after-class studies are organized for students during the distance learning process based on their

requirements. These students usually receive individual support during formal education.

### **8.2.1.3 High School**

In high school, students below the success threshold, determined by exams in accordance with the needs of relevant levels, are invited to after-class studies by the relevant course teacher.

## **8.2.2 Academic Coaching System**

### **8.2.2.1 Primary and Middle School**

- Targeting works are conducted for 7th and 8th grade students.
- Academic coach teachers monitor students' work towards their goals. Online or one-to-one meetings regarding the students' needs are held at the day and hour decided by the student and teacher.
- Teachers fill in, record, and file the Coach Follow-up Forms at every meeting.
- Teachers, who are part of the Academic Coaching System, meet at regular intervals during the year under the chairmanship of the academic coaching coordinator and the process is reviewed.

### **8.2.2.2 High School**

Under the leadership of the academic coaching coordinator and the level vice-principal, 11<sup>th</sup> and 12<sup>th</sup> grade students are prepared academically by coach teachers. Using the assessment and monitoring forms on the digital media, coach teachers, level vice-principals and coordinators monitor students' monthly targets and academic developments, as well as their study schedules, motivation, and individual needs. When necessary, the vice-principal and counseling teacher meet the students who were directed to them. Academic coaching coordinators exchange information and hold regular meetings with coach teachers in order for the system to function smoothly.

## **8.2.3 Teacher-Student Meetings**

### **8.2.3.1 Kindergarten**

- At kindergarten, teacher-student meetings are held face-to-face and/or via live connections. During these meetings ideas are exchanged regarding activities, self-assessment tasks are arranged, and content is organized using observations based on playtime in which students can share their socio-emotional processes.
- ALIS records are referred to for teacher-student meetings.

### **8.2.3.2 Primary and Middle School**

- In primary school, teachers and students individually meet online as frequent as is required according to the needs of levels.
- Teacher-student meetings are conducted based on data such as the teacher's observations, student's self-assessments regarding various tasks,

and exam results. Teacher's observations and anecdotes from these meetings are recorded on ALIS.

### **8.2.3.3 High School**

- During this process, high school students' class participation, homework, exam participation and development are closely monitored by the vice-principal, level counselor, class counseling teacher and course teacher. Feedback is given via e-mail, over the phone and during online meetings. Parents are informed if necessary.
- A meeting calendar is prepared every semester for teacher-student meetings, and teachers give their students feedback/feedforward using the ALIS records. Teacher's observations and anecdotes from these meetings are recorded on ALIS.
- The vice-principal responsible for 12th grade students, who are in the university exam preparation period, conducts individual online meetings with all those students, together with the psychological counselor. Students are given feedback on the university exam preparation process and choice of profession.
- In high school, teachers and students individually meet online as frequent as is required according to the needs of levels.

## **9.0 Informing**

Data obtained during the assessment processes offers feedback about learning that exists to support future learning, and the feedforward aims at increasing learner motivation.

In student-teacher meetings, students are given feedback and feed forward in light of the information on the ALIS system and in-class instant assessments and they are directed on which path to choose. For instance, they are advised on sources and provided additional questions.

Self-reflection is a tool that assists self-assessment. Students are expected to present self-reflection at the end of subjects, they are enabled to think about their work in order to determine their level of deep learning. Students are allowed to better understand their success levels and become informed.

## **10.0 Recording and Reporting**

Results of all written exams and multiple-choice tests held at our schools at K12 level, as indicated by the legal regulations of the Ministry of Education (MoE), are archived within the assessment program. Our assessment specialists share reports of these exams with relevant department executives and teachers, and students' acquisition-based success with students and parents.

Starting from pre-school, student-specific learning approaches and learner profile development records are kept at the primary school level. Our teachers record the working samples regarding the formative assessment activities that portray the student's development, short comments, and results obtained from assessment tools (control list, development reports, rubrics, etc.) and archive them on ALIS.

Exam result analyses made by our assessment specialists are shared with the department. In accordance with these reports, departments review their educational work and take the necessary precautions, which are shared with relevant persons and units in order to enable cooperation.

## **11.0 Roles and Responsibilities**

### **11.1 School Administration**

School administration places importance on its duties and responsibilities regarding the selection of staff members, making plans, supporting the process and detecting the faults in order for the assessment processes to be carried out in accordance with the school mission and vision.

School administration executes the work, meetings and directives to strengthen teacher, student and parent cooperation in order for the assessment to be process-oriented, not result-oriented. It also supports the informing and organizing of heads of departments in order for other branch teachers to be also notified about different assessments applied during classes.

School administration prepares the exam and make-up exam calendar, and ensures that they are applied. It monitors the execution of exams. Moreover, it prepares and ensures the application of preparation class preliminary exams and responsibility exams for students enrolling in high school.

School administration monitors the review and assessment of course success analyses. In case the results are below or above the expected level, it ensures cooperation with heads of departments in order for the necessary academic work to be conducted.

School administration monitors and controls the entry of grades on the digital system (k12, e-school, etc.), and completes the year-end report card and documentation work.

### **11.2 IB Programme Coordinators**

They support Heads of Departments, Librarians, Pedagogical Leadership Team and relevant staff regarding the determination of main curricular sources and other needs for career development and the demanding of sources. They ensure that IB standards and requirements are followed on the policy. They work in cooperation with Heads of Departments, Librarians, and Pedagogical Leadership Team for the policy to be introduced to the school community. They ensure that the internal and external assessment applications are conducted and completed in accordance with academic integrity principles.

### **11.3 Teachers**

Teachers assess students by means of readiness applications, written exams, practice exams, performance works and projects. These assessments enable them to determine whether the students gained the knowledge and skills intended by the programs. Other than these applications, teachers enable students to assess themselves and their peers, and to write on alternative thinking. Within the scope of process assessment, they apply differentiated assessment methods in accordance with the students' individual differences and learning pace.

#### **11.4 Assessment Unit**

The assessment unit plans and develops the educational programs that are compatible with the school targets, collects and assesses data for decisions to be made before, during and after the educational process. It ensures the reliability, validity and usefulness of applied assessment tools. It works in cooperation with department teachers in the planning, preparing, resolving and evaluating of assessment tools. Together with the teachers and school administration, it contributes to the regular reviewing of educational programs and improving of them in time. In line with MoE regulations, it monitors developments regarding national exams, and plans, prepares and assesses the testing exams to be held within the school for the purpose of exam preparation. It gives feedback to the student, teacher, parent and school administration regarding the students' learning levels based on the results of all assessments applied, and thus, supports the works to increase the quality of education.

#### **11.5 Psychological Counseling and Guidance Unit**

The psychological counseling and guidance unit detects and analyzes the students' academic and psychological condition by means of assessments, and collects information on the students. It prepares a student-based action plan regarding the measures to be taken accordingly. It monitors the progress of the measures, and shares them with the school administration, teachers and parents.

It gives feedback to the school administration and teachers on the comprehensiveness of assessment, frequency of assessment tools, and their pedagogical appropriateness. It evaluates the problems the students face during the preparation process for national and international exams, and gives the necessary support. It monitors the students' exam performance, and informs the relevant student and parent about the exam results.

#### **11.6 Library**

Librarians support the school community to adopt academic integrity principles and contribute to the smooth performance of the assessment process. They encourage students to reflect these principles in their own work, as well as their attitudes and behaviors. In this context, they plan the scientific research methods course that is given during the academic year, and inform parents about the content, scope, and target of this course at the beginning of each semester. They check the tasks prepared by students (project, research homework, etc.) within the scope of the research methods course, and give feedback to the students and relevant units.

They check the originality of students' internal and external assessment work within the scope of the IB Diploma Program. They share any plagiarism observed on the homework with the student, teacher, and IBDP Coordinator. They check whether the submitted homework was prepared in accordance with the bibliography and footnote rules, and give feedback to the course teacher accordingly.

#### **11.7 Students**

Students complete the homework, performance tasks and projects in line with the determined criteria, and participate in the exams. They cooperate with their teachers during these processes. They meet the deadlines. They complete their works by taking into consideration the feedbacks and feed forwards. They participate in self- and peer

assessment work. They abide by the academic integrity principle in all their assessment works.

### **11.8 Parents**

Parents monitor the assessments made with the cooperation of the school administration and students. They cooperate with the school administration and teachers, participate in the parent-oriented events (parent-teacher meetings, meetings organized by the counseling unit, etc.). They play a supportive role in the students' educational process by taking into consideration the information given regarding the students' duties and responsibilities.

### **12.0 Policy Review Process**

Assessment policy is reviewed by a predetermined commission at the end of each academic year in order for it to be an up-to-date and live document, its compatibility with other policies is examined, and when necessary, changes are made on it by the assessment committee composed of campus representatives. The duty of this committee is to ensure that this policy is applied, assessed, and the incoming teachers are informed about it. Changes made on this policy are announced to the school society at the beginning of the new academic year.

### **13.0 Linking the Assessment Policy with Other Policies**

The assessment policy is associated with the following policies:

#### **13.1 Admission Policy**

Assessments for applying to FMV Işık Schools are designed using MoE regulations, our school's admittance regulations and admission policy:

- Graduates of FMV Işık Middle School are accepted to FMV Işık High Schools based on a ranking according to their diploma grades.
- Students of different schools gain the right to enroll in the high school preparatory class in case they received the base point determined by the school from the high school entrance exam (LGS).
- Students enrolling in high school preparatory class continue to the 9th grade if they are successful in the preparatory class omission exam.
- A student selection exam is organized for students desiring to transfer to middle school, as well as 10th, 11th, and 12th grades of high school.
- Students desiring to transfer to 11th or 12th grade IB Diploma Program must have taken the equivalent classes in their previous schools. Transferring students must have completed all internal and external assessment requirements they were obliged to complete until that date.
- Prospective IB candidates do not need to take an exam to be accepted to the diploma program. Diploma program application criteria are explained in detail on the Admission Policy.

#### **13.2 Language Policy**

At FMV Işık Schools, many process and result performance measurements are performed, both for mother tongue and foreign language education. Development in

the students' language skills are shared with teachers, parents, and students, as well as teachers of the next academic year. Along with development reports, mid-term report cards, and official report cards which are given at the end of each semester, work displayed on school billboards, individual projects, presentations, diaries and performance homework are other elements of assessment.

### **13.3 Inclusion Policy**

Inclusion Policy indicates that each student has the right to be assessed under fair conditions. All students enrolling in our school deserve a meaningful and fair approach. Applications necessary for students with special educational needs are indicated in the Comprehensiveness Policy. Success of students is assessed according to their BEPs created based on the educational program used at the school.

For all assessment processes, corrections are made with regards to duration, environment, method, tool, and materials in accordance with the students' disability type, developmental features, and educational performances, and necessary measures are taken. Necessary measures are taken during central examinations for students requiring special education.

Students at any level with hearing disabilities, mental deficiencies or autism may be exempt from foreign language courses based on the written demand of parents and the decision made by the BEP development unit. These students may be exempt from central foreign language examinations. In case the students are exempt from central examinations, this is recorded on the e-school system by the school administration.

In assessing students with visual disabilities, questions including pictures, shapes and graphs are depicted as embossments or equivalent questions are prepared instead of them.

Students lacking motor skills are exempt from the applied sections of courses requiring motor skills in line with the written demand of parents.

### **13.4 Academic Integrity Policy**

Academic integrity policy is directly associated with ensuring originality in process assessment, not assessing work that does not comply with academic integrity principles, and including and grading the equity and academic integrity principles in the assessment criteria. Turnitin and other plagiarism detectors are used in the evaluation of any written exams and the assessments made. Measures to ensure exam safety and validity are taken in accordance with the criteria indicated on the academic integrity policy.

### **13.5 High Quality Education Policy**

Our school's High Quality Education Policy, which suggests that "Our students can assess their educational results. Each product and learning are assessed in terms of quality and quantity, with versatility and within the process. Assessment actively affects learning. The teaching process is carefully planned, built on what was previously learned, and evaluated in a process-focused manner. Parents are constantly communicated with to be included in the educational process by means of regular feedback, sharing of targets, and educational seminars," is compatible with the Assessment Policy.

## 14.0 Conclusion

As an institution benefiting from differentiated learning applications, our target is to continue this vision, and ensure that our teachers and school culture support it.

In order for the Assessment Policy to be an up-to-date and live document, the subject of reaching the targets is regularly discussed during school board of directors and department meetings. Corrective work is planned and applied for unmet targets. Changes made on this policy are announced to the school society.

The assessment policy is reviewed and changed, if necessary, by the committee members at the end of every academic year. Committee members ensure that this policy is applied and assessed, and new-coming teachers are informed about the assessment policy.

## 15.0 Assessment Policy Committee

NAME	POSITION - SCHOOL
Müge YALIM ALPAN	FMV Director of Educational Institutions & Founder Presentative
Gülay EROL	School Principal – 06E
Emir BORU	School Principal – 07E
Ergun KARAHASANOĞLU	FMV Process Development Coordinator
Didem ŞİRANUR	FMV Educational Projects Manager
Songül ERDOĞAN	FMV Işık Schools International Programmes Coordinator
İsmail Süha HAYAL	FMV R&D and Education Technologies Coordinator
Gamze ARSAL	Homeroom Techer -07N
Edanur GENÇ	Assessment Specialist – 05N
Gültuğ ŞAHİNOĞLU	Head of Science Department – 05N
Nil ŞAHİNOĞLU	Science Teacher - 06N
Melek KÖKSALAN	Head of the Homeroom Teachers Dept. - 07A
Nilgün PAMUK	Assessment Specialist - 05A
Serdar KORKUT	Assistant Principal – 05A
Özlem MİZRAHI	IB PYP Koordinatörü – 06A
Seden MIHÇIOĞLU	Assistant Principal – 06A
Nesrin HOT	Homeroom Teacher – 07E
Hale ÇELİKÖRS	Assistant Principal – 05E

Ayfer ÇAMURDAN	Assessment Specialist – 05E
Ayten ÖZTÜRK OKÇUOĞLU	Head of Science Department – 05E
Müge TÜRESİN YÜCEL	Assistant Principal – 05E
Elif ÖZKAN GÜNEŞHAN	CIS Coordinator– 05I
Pelin EREN	Head of Maths Department - 06I
Hazal Duygu KILIÇ	Homeroom Teacher – 06I
Görkem AKGÜN	Assessment Specialist - 05-06I

05: High School

06: Primary & Middle School

07: Kindergarten

A: Ayazaga Campus

I: Ispartakule Campus

E: Erenkoy Campus

N: Nisantasi Campus

This policy was reviewed by this policy committee and necessary changes were made in May 2021.

## References

<https://www.ibo.org/programmes/>

<http://mufredat.meb.gov.tr/>

<http://fmvisikokullari.k12.tr/>

<https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>

[Guidelines for developing a school assessment policy in the Diploma Programme 2010](#)

<https://resources.ibo.org/dp/topic/General-resources/resource/11162-occ-filed0dpyyyass11011e?c=95ad6b57&lang=en>

[Assessment principles and practices—Quality assessments in a digital age](#)

[https://resources.ibo.org/data/edu\\_AssessPaP-en.pdf](https://resources.ibo.org/data/edu_AssessPaP-en.pdf)

[Diploma Programme: From principles into practice](#)

<https://resources.ibo.org/dp/resource/11162-33702/?lang=en>

[Diploma Programme Assessment procedures \(PRC\)](#)

## Appendices

1: Formative and Summative Assessment Practices

2: Distance Education Feedback and Student Tracking Guidelines (Guidelines of all campuses)

3: Policy Additional Documents

4: Pre-School Education and Primary Education Institutions Regulation of Ministry of National Education

5: Regulation of Secondary Education Institutions of Ministry of National Education