

20.08.2025

# İSTEK PRIVATE ATANUR OGUZ ANATOLIAN HIGH SCHOOL

## INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME

### ASSESSMENT POLICY

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## 1. Scope

This document explains the assessment and evaluation principles and philosophy of the IB Diploma Programme (DP) at İSTEK Private Atanur Oguz Anatolian High School.

The document is prepared collaboratively by the school administration and IB DP teachers and is reviewed regularly at the beginning of each academic year. Its purposes are to:

- Provide information about types of assessment, such as *formative assessment* and *summative assessment*
- Explain how our school conducts assessments, reports them, and records the results
- Ensure that assessment and evaluation practices at İSTEK Private Atanur Oguz Anatolian High School are aligned with IB standards and policies
- Provide clear information about school assessment procedures for all staff, students, and parents

## 2. Philosophy

The Assessment Policy at İSTEK Private Atanur Oguz Anatolian High School monitors the impact of each practice in the teaching and learning process on student learning, covering every stage from readiness to graduation.

Human beings learn throughout their lives. Every planned or unplanned action—what they do, read, listen to, or watch—creates an explicit or potential effect on the knowledge and skills they possess. Learning manifests itself, sometimes immediately and sometimes over time, as a change in understanding, expression, and performance; in this sense, learning can be described as “a change in behaviour”. A planned educational process cannot be considered separately from assessment and evaluation activities.

Our students come with different temperaments, academic orientations, prior experiences, and learning styles. They may differ in how they remember, comprehend, apply, analyse, synthesise, interpret, and evaluate information and transform it into action.

Assessment and evaluation activities at İSTEK Private Atanur Oguz Schools are coordinated by the Measurement and Evaluation Commission and are carried out with the participation of the school administration, measurement and evaluation specialists, teachers, and students. Through peer- and self-assessment tools, the policy recognises students—the subjects of learning—as active participants in the assessment process.

The Assessment Policy does not only measure learning through exams and evaluate according to exam results; it adopts a holistic and broad framework that includes tools such as surveys, classroom performance, portfolio work, checklists, rubrics, and observation forms used during the learning process.

## 2.1 Effective Assessment Practice

Effective assessment at İSTEK Private Atanur Oğuz Anatolian High School:

- supports continuous student learning and growth through criterion-related evaluation;
- uses a balanced combination of formative and summative assessment;
- provides timely, constructive, and actionable feedback;
- ensures transparency through clearly defined expectations and rubrics;
- promotes academic integrity by requiring authentic student work;
- encourages student agency, reflection, and goal-setting;
- aligns fully with the IB philosophy regarding teaching, learning, and assessment.

## 2.2 Assessment for Continuous Learning & Growth

Assessment at İSTEK Private Atanur Oğuz Anatolian High School is designed not only to evaluate achievement but also to continuously support learning. Assessment is considered an integral part of the learning process and provides ongoing opportunities for students to reflect on their progress, identify strengths and areas for development, and set meaningful personal goals.

Teachers use assessment outcomes to inform instructional decisions, adapt teaching strategies and provide targeted support where needed. Through the intentional use of formative and summative assessment, the school aims to:

- guide students in monitoring their own learning;
- help teachers tailor instruction to student needs;
- encourage regular reflection and self-regulation;
- foster a growth mindset by valuing progress over time.

Through this approach, assessment becomes a tool for continuous improvement, enabling students to take ownership of their learning and develop as independent, lifelong learners.

## 3. IB DP Assessment Requirements

In the IB Diploma Programme, assessment is continuous and begins even before formal teaching. In this context, the following are implemented:

- **Pre-assessment / diagnostic assessment**
- **Formative assessment practices**
- **Summative assessment practices**

In all applications, it is essential to respect a **differentiated assessment** approach. Assessment is also organised according to internal and external assessment structures.

### 3.1 Differentiated Assessment

At the heart of the Assessment Policy is the recognition that students' learning profiles, readiness levels, and interests differ from one another and can change over time. In all assessment practices, students are evaluated individually. Variations in process, content, and

product are used not only to show how successful the student is in the subject, but also to enrich and differentiate the learning process itself.

### 3.2 Internal Assessment (IA)

Teachers take an active role in assessing students' work and awarding grades according to IB assessment criteria. Internal assessment is conducted for each subject according to the procedures outlined in the relevant IB DP subject guide and IB regulations.

Examples of internal assessment tasks include:

- Written and oral presentations in language subjects
- Investigations and projects in Individuals and Societies
- Laboratory work in the sciences
- Explorations in mathematics
- Portfolio and exhibition work in Visual Arts

Internal assessments contribute between 20% and 30% (depending on the course) to the final subject grade. Selected samples of internal assessment work, initially marked by teachers, are uploaded and sent to IB examiners for moderation in order to ensure standardisation and reliability.

At the beginning of the academic year, IB DP teachers and the IB DP Coordinator determine the content, duration, and deadlines for the internal assessment of each course and share these with students and parents. This enables students to plan a balanced workload.

Teachers also predict the grades students are expected to achieve in each subject, taking into account their performance according to IB standards. Predicted grades are also given for Theory of Knowledge (TOK) and the Extended Essay (EE), as these are often required for university applications and admissions before official IB results are released.

At our school, predicted grades are determined after the official DP mock examinations using a transparent, evidence-based process that draws primarily on mock exam performance, supported by internal assessments, homework, and ongoing classwork and quizzes, with limited professional judgement to recognise sustained effort and improvement. Subject groups such as Visual Arts may adapt these criteria where mock examinations are not applicable, while maintaining clear and documented standards. Teachers are also encouraged to use predictive analysis tools (e.g. [ibpredict.org](http://ibpredict.org)) to cross-check and calibrate their judgments so that predicted grades are realistic, consistent, and aligned across the cohort.

### 3.3 External Assessment

External assessment refers to exams and coursework that are marked by IB examiners outside the school.

Examples include:

- Examination papers with essay questions, structured problems, short-answer questions, case-study questions, and multiple-choice questions
- Extended Essay

- TOK essay
- Other externally assessed components specified in subject guides

These tasks are completed over a defined period, under teacher supervision when required, and then submitted electronically to the IB for external assessment.

The implementation of the IB Diploma Programme examinations in May, which last three weeks, is managed with great care and in accordance with IB regulations. This includes:

- Exam scheduling (time and type of each exam)
- Appointment and training of invigilators
- Allocation and preparation of exam rooms
- Start and end times of exams
- Regulations regarding permitted and prohibited materials
- Procedures for managing alleged academic misconduct

Internal and external assessment practices and deadlines are shared with students and parents via ManageBac.

### 3.4 Roles and Responsibilities in Assessment

- Some IB assessments are conducted by subject teachers who mark students' individual work. These include oral presentations, commentaries, laboratory work, investigations, performances, and other internal assessments.
- Teachers receive training in using IB-provided assessment criteria and rubrics, and their marks are moderated externally to ensure reliability and fairness.
- Teachers are responsible for designing and implementing formative assessment structures and practices. They are expected to collaborate, share good practice, and continuously improve their assessment strategies.
- Some student work is assessed solely by IB external examiners (for example, the Extended Essay and the TOK essay).
- The annual May examinations are externally marked. For most courses, the majority of the overall subject grade comes from externally assessed components.
- Students must be informed of their formative and summative assessment results in a constructive way that supports learning and progress. The IB DP Coordinator reports IA and mock examination results to subject teachers and students in a timely manner.
- The school calendar for assessment is prepared collaboratively by the IB DP Leadership Team and subject teachers. Internal assessment timelines are written and published by the IB DP Coordinator at the beginning of each academic year.

### 3.5 Use of Digital Platforms for Recording, Tracking and Authenticity

To ensure transparency, consistency, and secure record-keeping:

- **ManageBac** is used as the official platform for managing assessment calendars, uploading internal assessment tasks, recording deadlines, storing student submissions, and communicating feedback.
- **Turnitin** is used for all written assessments (IAs, EE, TOK essay, and other coursework) to verify academic integrity and detect plagiarism, in alignment with the Academic Honesty Policy.



These platforms are the primary tools for ensuring the authenticity, reliability, and traceability of assessment processes in the Diploma Programme.

### 3.6 Internal Moderation and Standardization

To ensure reliability and consistency across all DP subjects:

- teachers engage in regular standardization meetings using IB exemplars and criteria;
- discrepant marking is identified, discussed, and resolved collaboratively;
- moderation procedures are recorded and overseen by the IB DP Coordinator;
- internal assessment marks reflect IB standards before submission;
- outcomes of moderation processes inform future assessment design and teaching practice.

### 3.7 Use of IB Assessment Criteria

- IB criteria are introduced at the start of each task or unit;
- rubrics are shared with students before submission;
- teachers apply descriptors exactly as defined in IB documentation;
- all feedback is criterion-referenced and improvement-oriented;
- grades are awarded solely based on IB achievement descriptors;
- collaborative planning ensures common interpretation of criteria.

### 3.8 Alignment of Local (MEB) and IB Assessment Requirements

İSTEK Private Atanur Oguz Anatolian High School adheres to both IB and MEB regulations. The Assessment Policy ensures that:

- IB assessments follow IB procedures, deadlines, academic integrity rules, and digital submission systems;
- MEB-written exams are administered according to national legislation;
- mock IB exams are recorded as MEB written exams;
- reporting systems differ (IB = criterion-based / MEB = numerical);
- ManageBac supports IB assessment; e-Okul & K12 support national reporting;
- differences between the two systems are communicated clearly to students and parents.

## 4. Reporting in the Diploma Programme

At the end of the second year of the IB Diploma Programme, mandatory final examinations are held for each course on the dates and times announced by the IB. Student work for all external assessments, essays, and reports is marked by IB examiners.

To be eligible for the award of the IB Diploma, a student must:

- Achieve a minimum of **24 points** from six subjects (each subject is graded on a scale of 1–7)
- Obtain between 0 and 3 additional points from the combination of **TOK** and **Extended Essay** according to the IB core points matrix

- Successfully complete the **CAS (Creativity, Activity, Service)** requirements

## 5. International Baccalaureate Diploma Criteria

- Each subject is graded on a scale from **1** (minimum) to **7** (maximum).
- TOK and the Extended Essay are assessed on a scale from **A** (highest) to **E** (lowest).
- The minimum acceptable grade for both TOK and EE is **D**.
- Up to **3 additional core points** may be obtained from the combined performance in TOK and EE.
- The maximum possible Diploma score is **45 points**.

### 5.1 Student Rights

Students have the right to:

- fair, objective, and transparent assessment based on IB criteria;
- access to rubrics, expectations, and assessment timelines in advance;
- receive timely, constructive feedback;
- be assessed without bias or discrimination;
- request clarification regarding assessment requirements;
- be informed if concerns arise related to academic integrity and provide a written defense;
- equitable access to assessment conditions and support as appropriate.

### 5.2 Teacher Rights

Teachers have the right to:

- professional development aligned with IB assessment expectations;
- access to IB subject guides, exemplars, and official materials;
- administrative support in managing assessment workload and deadlines;
- participate in moderation and standardization meetings;
- expect students to demonstrate academic honesty and meet submission deadlines.

### 5.3 IB DP Grading Scale (Subjects)

7 = Excellent  
6 = Very Good  
5 = Good  
4 = Satisfactory  
3 = Mediocre  
2 = Poor  
1 = Very poor

### 5.4 Core Subject Grade Scale (TOK & EE)

A = Excellent  
B = Good



C = Satisfactory

D = Mediocre

E = Elementary

**5.5 Core Points Matrix (TOK + EE)**

TOK and EE grades are combined on a matrix that can add up to a maximum of 3 core points to the total score from subjects. (The matrix is retained as per IB documentation in the school's internal records.) If a student has not completed any of the IB DP core components—Extended Essay, Theory of Knowledge, or CAS—regardless of the grades obtained in other subjects, they will not be eligible to receive the IB Diploma.

		EXTENDED ESSAY					
		EXCELLENT A	GOOD B	SATISFACTORY C	MEDIOCRE D	ELEMENTARY E	NOT SUBMITTED N
THEORY OF KNOWLEDGE	EXCELLENT A	3	3	2	2	FAILING CONDITION	
	GOOD B	3	2	2	1	FAILING CONDITION	
	SATISFACTORY C	2	2	1	0	FAILING CONDITION	
	MEDIOCRE D	2	1	0	0	FAILING CONDITION	
	ELEMENTARY E	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	

**5.6 Conditions for the Award of the IB Diploma**

To be awarded the IB Diploma, the following conditions (in line with current IB regulations) must be met:

- All assessment requirements in six subjects and core components are completed
- CAS requirements (approximately 18 months of sustained CAS, equivalent to about 150 hours by school expectation) are fulfilled
- The total Diploma score is **24 points or above**
- No grade of **N** (no grade) is awarded in TOK, EE, or any subject
- No grade of **E** is awarded in TOK or EE
- No grade of **1** is awarded in any subject
- No more than **two** subjects have a grade of **2**
- At least **12 points** are obtained in HL subjects

- At least **9 points** are obtained in SL subjects
- The student adheres to the principles of academic integrity as stated in the Academic Honesty Policy

## 6. Rights of Candidates Who Do Not Receive a Diploma

Students who do not meet all the requirements for the award of the full IB Diploma but have obtained passing grades in one or more subjects may receive IB DP Course Certificates.

There is **no longer a restriction** on the number of examination sessions in which a candidate may retake a subject, provided that the subject continues to be offered by the IB and the candidate meets all registration and fee requirements.

Students who have not completed core components (such as the Theory of Knowledge essay, Internal Assessment tasks, or the Extended Essay) may still be eligible to receive the Diploma if they complete the missing work and it is subsequently accepted by IB examiners in a future examination session, in accordance with IB regulations.

In all such cases, additional fees will be charged by the IB Organization for re-marking, re-submission, or examination retakes.

## 7. Diploma Programme Components

### 7.1 Coursework (Subjects)

Full Diploma students must take six subjects—one from each of the first five groups and one additional subject from Group 6 (The Arts) or another subject from Groups 1–4.

At İSTEK Private Atanur Oğuz Anatolian High School, typical subject offerings are:

- **Group 1: Studies in Language and Literature**
  - Turkish A: Literature SL/HL
- **Group 2: Language Acquisition**
  - English B SL/HL
- **Group 3: Individuals and Societies**
  - Turkey in the 20th Century (TITC) SL
  - Global Politics SL/HL
- **Group 4: Sciences**
  - Physics SL/HL
  - Chemistry SL/HL
  - Biology SL/HL
- **Group 5: Mathematics**
  - Mathematics: Analysis and Approaches SL/HL
- **Group 6: The Arts**
  - Visual Arts SL/HL (as offered)

### 7.2 Core Components

- **Extended Essay (EE)**

- **Theory of Knowledge (TOK)**
- **Creativity, Activity, Service (CAS)**

Students must take at least three subjects at **Higher Level (HL)** and three at **Standard Level (SL)**.

## 8. Internal Assessment Procedures

- **Electronic backup is essential.** To prevent loss of work, students must save all assessment tasks on their school Google Drive or equivalent cloud storage so that they can access them from any device.
- When students use the ideas or words of others, they must reference their sources using an appropriate citation style. All written work is checked using **Turnitin** for potential plagiarism. The IB also uses software to detect academic misconduct. Related regulations are detailed in the **Academic Honesty Policy**.
- To avoid losing credit, students must respect all **interim and final submission deadlines**.
- All Internal Assessments should follow a professional and academic format, including:
  - A clear, legible font (e.g. 12-point)
  - Double spacing (unless the subject guide specifies otherwise)
  - Page numbers
  - Section headings, where appropriate
  - In-text citations and a bibliography / works cited pageCertain subjects may have additional formatting rules, which IB teachers will explain to students.
- Students must include a **title page** for all IAs on which they only write:
  - The title of the IA
  - The IB subject
  - The Research Question
  - Word Count

No other identifying information (such as full name) should appear anywhere in the IA. Teachers will identify student work through the electronic submission via ManageBac or IBIS.

## 9. Diploma Programme Examination Schedule

The Internal Assessment Calendar is shared with parents through the K12 system and with students and teachers through Classroom and ManageBac by the IB Diploma Programme Coordinator at the beginning of DP Year 1.

**IB final examinations** are held in May. Most subjects have two written examination papers (Paper 1 and Paper 2), although some courses have three papers and a few subjects have no written exams (relying instead on internal assessment).

- Exams range from approximately **45 minutes to 2.5 hours** in length.
- Exams for courses with large cohorts are usually held in designated IB DP examination rooms.

Sanctions and procedures to be applied in cases of misconduct or irregularities in assessment applications are specified in the **Academic Honesty Policy** and relevant IB regulations.

## 10. Core Subjects Assessment Procedures

### 10.1 Extended Essay (EE)

The Extended Essay is a **4,000-word research paper** on a topic of personal interest, chosen by the student within an approved IB subject. It provides opportunities to develop university-level research and academic writing skills. It represents approximately **40 hours of student work**.

- Each student is assigned a **Supervisor**.
- At least **three formal supervision meetings** are held, including the final reflection session known as **viva voce**.
- After the viva voce, the supervisor writes a **report/reflection** on the student's engagement, which is submitted to the IB.
- The Extended Essay is assessed against common criteria (interpreted for each subject) and is graded out of **30 points**, resulting in a letter grade from A–E.

Resources and guidance for students and parents can be found in the **IB Extended Essay Guide**.

### 10.2 Theory of Knowledge (TOK)

TOK is an interdisciplinary course designed to foster critical thinking and help students reflect on the nature of knowledge and the interrelationships between the knowledge gained in different subjects.

Assessment components:

- **TOK Essay**
  - 1,200–1,600 words
  - One essay on a prescribed title chosen from a list of six issued by the IB for each examination session
  - Externally assessed
  - Contributes **67%** of the TOK grade
- **TOK Exhibition**
  - Each student creates an individual exhibition based on one IA prompt from the TOK guide
  - Students select and justify three objects (or images of objects) that connect to their IA prompt
  - Internally assessed and externally moderated by the IB
  - Contributes **33%** of the TOK grade

Group work is not allowed for the exhibition itself, although students may discuss ideas collaboratively during preparation.

### 10.3 Creativity, Activity, Service (CAS)

CAS is an essential, experiential core component that supports the IB aim of educating the whole person and developing socially responsible, reflective, and active citizens.

- Students engage in **Creativity, Activity, and Service** experiences on a regular basis over a period of **18 months**.
- The school expects students to complete approximately **150 hours** across CAS experiences and a **CAS Project**, in line with school expectations.
- CAS encourages students to:
  - Develop creative skills
  - Engage in physical activity and pursue a healthy lifestyle
  - Take part in service activities that address real needs in local and global communities

All CAS experiences, reflections, and evidence are recorded and tracked through **ManageBac**.

#### 10.4 Subject-Specific Summative Assessments (Overview)

Below is a brief overview of the main summative assessment components and their weightings. (The detailed, official breakdown is always found in the latest IB subject guides.)

##### GROUP 1 — Turkish Language & Literature HL

Component	Type	Description	Duration	Weighting
Paper 1	External	Guided textual analysis	2h 30m	35%
Paper 2	External	Comparative essay	1h 45m	25%
HL Essay	External	1200–1500-word coursework essay	—	20%
Individual Oral	Internal	Literary analysis	15 min	20%

##### GROUP 2 — English B HL

Component	Type	Description	Duration	Weighting
Paper 1	External	Writing task (450-600 words)	1h 30m	25%
Paper 2	External	Listening + Reading comprehension	2 hours	50%
Individual Oral	Internal	A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by a discussion based on one or more of the themes from the syllabus.	12-15 min	25%

##### GROUP 3 — TITC SL, Global Politics

Component	Type	Description	Duration	Weighting
Paper 1	External	Structured questions	1 hour	30%
Paper 2	External	Two essays	1h 30 min.	45%
IA	Internal	Investigative project	20 hours	25%

### Global Politics SL

Component	Type	Description	Duration	Weighting
<b>Paper 1</b>	External	Structured questions	1 hr 15 min	30%
<b>Paper 2</b>	External	Extended response(students answer 2 questions, one from each section (sections A and B).	1 hr 45 min	40%
<b>IA Engagement Activity</b>	Internal	Students engage with a political issue through real-life experiences and produce a written report	25 hours	30%

### Global Politics HL

Component	Type	Description	Duration	Weighting
<b>Paper 1</b>	External	Structured Questions	1 hr 15 min	20%
<b>Paper 2</b>	External	Extended response(students answer 2 questions, one from each section (sections A and B).	1 hr 45 min	30%
<b>Paper 3</b>	External	3 questions drawing from students' researched case studies	1h 30 min.	30%
<b>IA Engagement Project</b>	Internal	Engagement with a political issue and produce a written report	35 hours	20%

## GROUP 4 —Sciences

### CHEMISTRY SL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	1h 30 min	36%
Paper 1B	External	Data-based questions		



Component	Type	Description	Duration	Weighting
Paper 2	External	Short + extended response	1h 30m	44%
IA	Internal	Investigation	10h	20%

## CHEMISTRY HL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	2 hours	36%
Paper 1B	External	Data-based questions		
Paper 2	External	Short + extended response	2h 30m	44%
IA	Internal	Investigation	10h	20%

## PHYSICS SL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	1h 30 min	36%
Paper 1B	External	Data-based questions		
Paper 2	External	Short + extended response	1h 30m	44%
IA	Internal	Investigation	10h	20%

## PHYSICS HL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	2 hours	36%
Paper 1B	External	Data-based questions		
Paper 2	External	Short + extended response	2h 30m	44%
IA	Internal	Investigation	10h	20%

## BIOLOGY SL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	1h 30 min	36%
Paper 1B	External	Data-based questions		
Paper 2 Section A	External	Data-based questions Short- answer questions	1h 30m	44%

Component	Type	Description	Duration	Weighting
Paper 2 Section B	External	Extended- response questions		
IA	Internal	Investigation	10h	20%

## BIOLOGY HL

Component	Type	Description	Duration	Weighting
Paper 1A	External	Multiple-choice	2 hours	36%
Paper 1B	External	Data-based questions		
Paper 2 Section A	External	Data-based questions Short- answer questions	2h 30m	44%
Paper 2 Section B	External	Extended- response questions		
IA	Internal	Investigation	10h	20%

## GROUP 5 — Mathematics AA SL

Component	Type	Description	Duration	Weighting
Paper 1	External	No calculator	1h 30 min	40%
Paper 2	External	With calculator	1h 30 min	40%
IA	Internal	Mathematical exploration	10-15 hours	20%

## GROUP 5 — Mathematics AA HL

Component	Type	Description	Duration	Weighting
Paper 1	External	No calculator	120 min	30%
Paper 2	External	With calculator	120 min	30%
Paper 3	External	With calculator	1h 15min	20%
IA	Internal	Mathematical exploration	10-15 hours	20%

## GROUP 6 — Visual Arts SL

Component	Type	Description	Submission	Weighting
Comparative Study	External	Comparison of 3 artworks	10–15 screens	20%

Component	Type	Description	Submission	Weighting
Process Portfolio	External	Art-making process	9–18 screens	40%
Exhibition	Internal	Curatorial rationale + artworks	400 words + 4–7 works	40%

## 11. Registration and Reporting in the IB Diploma Programme

All assessment results for each student from Grade 4 to Grade 12, including all written exam results specified by the Ministry of National Education (MEB), are stored in a national assessment and evaluation system called **e-Okul** to provide formative and summative data.

- Exam analyses prepared by the school's measurement and evaluation specialists are shared with relevant departments and subject groups.
- Exam reports (overall achievement rates and item-based performance analyses) are sent to parents via email.
- Departments review their teaching and learning practices in light of these reports and take necessary measures, such as providing supplementary materials, assigning additional worksheets, or organising targeted homework and support sessions. Exams conducted solely for IB preparation are not submitted to the national evaluation department.

All interviews and IA presentations are conducted by the relevant IB teachers and are graded as performance evaluations in accordance with MEB regulations. **K12** and **Classroom** platforms are also used for national record-keeping and reporting.

For IB purposes:

- All IB-related assessment records, deadlines, IA submissions, teacher feedback, mock exam schedules, and progress tracking are managed and stored on **ManageBac**, the school's official IB learning management platform. ManageBac ensures transparency, secure documentation, and continuous monitoring of student performance throughout the DP.
- All written academic work (IA drafts and final versions, TOK essays, EE submissions) uploaded to ManageBac is checked through **Turnitin** to ensure academic integrity in accordance with the Academic Honesty Policy.
- IB mock examinations are held in November and March of the second DP year and are evaluated as the 1st and 2nd Ministry of Education (MEB) written exams for each term.

## 12. Revision of the Assessment Policy

This Assessment Policy has been prepared by the IB DP team members of İSTEK Private Atanur Oğuz Anatolian High School and is considered a **living document**.

It is reviewed and, where necessary, updated **every August** in light of:

- New or revised IB publications and regulations
- Feedback from teachers, students, and parents
- Findings from self-evaluation and external evaluation processes

Any significant changes are communicated to the school community at the start of the academic year.

The most recent review of this policy was completed on 20.08.2025.

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