İSTEK ACIBADEM SCHOOLS

ASSESSMENT POLICY



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İSTEK ACIBADEM HIGH SCHOOL

INTERNATIONAL BACCALAUREATE PROGRAMME ASSESSMENT POLICY

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1. Scope

This document explains the IB DP assessment and evaluation principles and philosophy at İSTEK Acıbadem High School

This document is prepared by the school administration and teachers and is regularly reviewed at the beginning of each academic year. The purpose of this document is;

● To provide information about measurement and evaluation types; such as "formative assessment" and "summative assessment",

● Explain how our school conducts assessments, reports them and records the results,

● To ensure compliance of İSTEK Acıbadem High School measurement and evaluation practices with IB Standards and policies,

● To provide information about school evaluation procedures for all school staff, students, and parents.

2. Philosophy

The Assessment Policy in İSTEK Acıbadem High School monitors the impact of each practice in the education and training process on the learning activities carried out by the students; It covers every stage from readiness to graduation.

Humans learn throughout their life. Every action he performs, reads, listens, or watches planned or unplanned actions; creates an explicit or potential effect on the knowledge and skills it possesses. Learning, sometimes immediately, sometimes after the passage of time, manifests itself as “a change in interpretation, expression and doing the job” and “Learning is a change of behaviour” finds itself in the definition. A planned education process cannot be considered separate from assessment and evaluation activities.

Students with different temperaments and academic orientations and coming from different prior experiences; and learning styles may also differ in the process of remembering, comprehending, applying, analyzing, synthesizing, interpreting, and evaluating information and transforming it into behaviour.

Measurement and evaluation activities at İSTEK Acıbadem Schools are coordinated by the Measurement and Evaluation Commission; It is carried out with the participation of school administration, measurement and evaluation experts, teachers and students. With peer and self-assessment inventories, the policy also considers a student who is the subject of learning as an active element of the assessment process.

Assessment Policy not only measures learning through exams and evaluates according to exam results, but also covers a holistic, broad framework with measurement and evaluation tools such as surveys, students' performance in class and portfolio studies, evaluation lists and observation forms applied during the education process.

3.IB DP Assessment Requirements

In the IB Diploma Programme, assessment is carried out throughout the process, starting before the learning process. In this context;

• Pre-Evaluation Applications

• Formative Assessment Practices

• Summative Assessment Practices are carried out.

Compliance with the differentiated assessment approach is essential in all applications. Evaluation studies are also handled according to the regulatory academic unit with the distinction of internal and external evaluation.

Differentiated Assessment:

At the heart of the appraisal policy is the fact that students' learning profiles, readiness levels and interests are different from each other, and can always vary. In all these applications, students are evaluated individually. These variations we create about the process, content, and product do not only show how successful the student is in the course; it also raises the differentiated level of learning processes.

Internal Assessment:

Teachers must take an active role in the evaluation of the students and grades according to the IB evaluation criteria. For this purpose, the teacher evaluates the students by making an internal evaluation. Internal evaluation is a study for each course prepared according to the procedures mentioned in the IB DP course manual and the directive handbook.

Such evaluations include written and oral presentations in the field of language, History-Geography-Sociology, laboratory work in science, research in the field of mathematics, portfolio and exhibition studies in the field of Visual Arts.

Internal evaluation studies contribute to the end of the year score, constituting between 20% and 30% of the total score. The studies selected arbitrarily by IBIS from the studies evaluated by the course teacher are sent to the IBO moderation in terms of the confidence-building factor. Internal evaluations are made to determine the final grade of the student.

They play a very important role in the profession and this process requires maximum attention.

At the beginning of the academic year, IB DP teachers and the IB DP coordinator determine the content, duration and deadlines of the internal evaluation of each course, and share it with students and parents on the ManageBac; this allows students to continue a balanced study. Teachers anticipate the estimated grades students will receive during the IB Diploma Programme, taking into account their achievements within the IB standards. Estimated grades are also awarded for TOK and an Extended Essay. Estimated grades are required or students' university application and admission before official exam results are announced by IB.

External Assessment:

It requires the exams prepared by international organizations and to be sent to the IBO in order to be applied and graded in schools. Such assessments include essays, structural problems, short answer questions, information answer questions, questions answered by writing texts, questions requiring case study, and multiple-choice questions.

In addition to these exams, there are other studies that are subject to external evaluation: World Literature assignments, Knowledge Theory essays, and graduation thesis. These studies are completed in a longer period of time under the supervision of the teachers and sent to the IBO electronically for external evaluation.

The implementation of the IB Diploma Programme exams applied in May and lasting three weeks (the time and type of the exam, the appointment of the exam supervisor, the determination of the exam hall, the start and end times of the exam, the materials to be used and not used, the violation of the rules) It is managed with great care according to the rules. Internal and external evaluation practices and deadlines are shared with students and their parents via email.

We remind that;

- Some of the assessment required by the IBO is carried out by the subject teachers who score students' individual work. These include oral presentations, commentaries, laboratory work, investigations and performances.

- Teachers receive training to use rubrics provided by IB and their scores are moderated outside the school to assure reliability and equity.

- Teachers are responsible for designing and providing formative assessment structures, and practices. Teachers should work collaboratively in their formative assessment structures and they should share their practices to improve their experiences in IB DP assessments.

- While some of the students' works are evaluated by their own course teachers, some works are scored only by the IBO external examiners. These include the Extended Essay, essays for the Theory of Knowledge, and others.

- The annual May examinations are externally scored. These include multiple-choice and open-ended essay questions. Most of the grading for each course belongs to external evaluation due to its reliability and impartiality.

- Students must be informed by teachers about their formative and summative assessment reports in a positive way, which will improve teaching and learning. The results of Internal Assessment and Final Exams will be reported to the subject teachers and students, by IB DP Coordinator on time.

- The school calendar should be prepared collaboratively by the Leadership Team of the IB DP and subject teachers. The appropriate internal assessment timelines will be written and announced by IB DP Coordinator at the beginning of each Academic year.

4. Reporting in Diploma Programme

At the end of the second year of the IB DP programme, mandatory final exams are applied for each course held on the dates and times previously announced by IB. Student's work, such as all external assessments, essays, and reports, are scored by IB auditors.

• To have an IB DP diploma, a student must have at least 24 points out of 6 courses. Each lesson is scored out of 7. TOK and Extended Essay courses are evaluated according to the matrix, where the highest score to be added to the total score will be 3. CAS (Creativity, Action and Service) Project must be completed.

5. International Baccalaureate Diploma Criteria

- The scale of each course is between 1 (minimum) to 7 (highest).

- The rating scales of Theory of Knowledge and Extended Essay range from A (highest) to E (minimum).

- Theory of Knowledge and Extended Essay scores must be at least D.

- The highest grade for Theory of Knowledge and Extended Essay is 3.

- The highest diploma score is 45.

IB DP Grading Scale:

The IB DP uses a scale from 7 (excellent) to 1 (minimal), with a score of 4 as worthy of recognition by most colleges and universities.

7= excellent
6= very good
5= good
4= satisfactory
3= medicore
2= poor
1= very poor

Core Subjects:

Points are then available to use for Theory of Knowledge and the Extended Essay.

A = Excellent
B = Good
C = Satisfactory
D = Mediocre
E = Elementary

The Core Points Matrix:

		EXTENDED ESSAY					
		EXCELLENT A	GOOD B	SATISFACTORY C	MEDICORE 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	
	MEDICORE D	2	1	0	0	FAILING CONDITION	
	ELEMENTARY E	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	FAILING CONDITION	

If a student has not completed any of the IB DP core subjects, such as the Extended Essay, Theory of Knowledge and CAS, regardless of the grades received from other courses, he/she will not be eligible for the diploma.

To Deserve an IB Diploma the Following Conditions Should be Met:

- All evaluation conditions of 6 courses and additional diploma requirements are met,
- CAS Studies that require at least 150 working hours to be completed,
- Candidate's total diploma score of 24 or above from all courses,
- Not having invalid grade "N" from Theory of Knowledge, Extended Essay and any selected course,
- Not having E from the Theory of Knowledge and Extended Essay
- Not getting the score “1” from any course at any levels
- The number of subjects with grade “2” points are not more than two (HL / SL)
- At least 12 points in total from High Level courses
- At least 9 points in total from Standard Level courses.
- It is necessary to comply with the principles of Academic Honesty, stated in the Academic Honesty Policy.

6. The Rights of Candidates Who DO NOT Get a Diploma

Students who fail to fulfill all the conditions in order to obtain an IB Diploma and who have obtained IB DP Certificate only from the subject courses they have passed, have the right to re-take the exam two more times.

Students who cannot complete all requirements in the studies such as the essay of the Theory of Knowledge, Internal Evaluation Studies and Extended Essay can also receive a diploma if they are successful as a result of the evaluation of the authorities determined by the IB Organization after completing such studies.

However, the IB Organization is again charged for evaluation of the missing studies and re-taking the exams from the courses they want to increase.

7. The Diploma Programme Components

Coursework:

Full IB Diploma students must take five courses—one from each of the first five groups plus an additional course, either from group 6 (the Arts) or another course from groups 1-5.

Typically, Full IB Diploma students take the following courses:

Group 1: IB Turkish A: Literature SL&HL
Group 2: IB English B HL
Group 3: IB Turkey in 20th Century SL / IB Business Management SL&HL / IB Psychology SL&HL
Group 4: IB Physics SL&HL **/** IB Chemistry SL&HL / IB Biology SL&HL / IB ES&S SL
Group 5: IB Mathematical Analysis and Approach HL&SL
Group 6: IB Visual Arts SL

Core Subjects:

- Extended Essay - EE
- Theory of Knowledge - TOK
- Creativity, Activity and Service - CAS

HL = higher level (students must take at least three classes at the higher level)
SL = standard level

8. Internal Assessment Procedures

- Electronic back up is vital. (In case of losing pieces of work; not to do them again candidates' save work on their school Drive account so that they can access it from all devices.)

- When candidates' use the ideas or words of others, they should reference their work using the proper citation technique. Their work will be detected through the programme "turnitin" for any plagiarism. IB will also use software to detect plagiarism. All needed regulations can be found in the Academic Integrity Policy.

- To not lose credit; it is important to stick to the final submission deadlines.

- All IA (Internal Assessments) should follow a professional and academic format including a reasonable font (12 point), double-spacing, page numbers, section headings, citations, and a works cited page. Certain subject areas may have additional formatting rules. IB teachers will inform candidates' about specific formats.

- Candidates' should include a title page for all IAs on which you ONLY put the title of the IA, the IB course, the date and their personal code (which will be provided to them by the IB DP Coordinator and/or their IB teacher). No other identifying information (name, candidate number) should appear anywhere on their IA. Their teacher will know it is their work because they will submit it electronically via ManageBac or IBIS.

9.IB DP Exam Schedule

Internal Assessment Calendar will be published on the ManageBac of İSTEK Acıbadem Schools at the beginning of the academic year DP 1 by the Diploma Programme Coordinator.

IB Final exams are held during the month of May. Most subjects have two exams (called Paper 1 and Paper 2), although some courses have three papers and other subjects have no exams, just internal assessments.

Exams range from 45 minutes to 2.5 hours in length. Exams for courses with large enrollments are held in the IB DP classrooms.

The sanctions and procedures to be applied as a result of any incorrect application made in the assessment applications are specified in the Academic Honesty Policy document.

10.Core Subjects Assessment Procedures

Extended Essay (EE):

A 4,000 words paper describing the results of an original research project. The EE offers students an opportunity to explore a topic of personal interest while learning the research and writing skills required in college. It is the result of approximately 40 hours of work done by the students. During the thesis, at least 3 official meetings are held with the Supervisor. After the interview called Viva Voce, a feedback letter is written to be sent to IB.

The thesis work is evaluated with common criteria interpreted in accordance with each course. Resources for students and parents can be found in the IB Guide to the Extended Essay.

Theory of Knowledge (TOK):

TOK articles consist of between 1400-1600 words. An interdisciplinary class that is designed to foster critical thinking while giving students an opportunity to understand and reflect on the interrelationship of knowledge gained in the classroom. Each student must create an individual exhibition. Group work may not be undertaken by students. Multiple students in the same TOK class are permitted to create exhibitions on the same IA prompt. However, students in the same class are not permitted to use any of the same objects.

Creativity, Activity and Service (CAS):

An extracurricular component of the programme. The goal of IB is to educate the whole individual while cultivating an enlightened and compassionate citizenry. To that end, IB requires students to participate in extracurricular activities that strengthen their creative skills, community involvement, and physical development. Students are expected to complete approximately 150 hours over the course of 2 years.

11. Registration and Reporting in IB Diploma Programme

All the evaluation results of each student from the 4th grade to the end of the 12th grade, that is, all written exam results specified in the Ministry of Education regulation, are stored in an assessment evaluation program called e-school to obtain formative data.

Exam analyzes made by our measurement and evaluation experts are shared with the relevant departments and groups.
Departments / groups review their education and training activities in line with these reports and take necessary precautions such as work to be done, additional work papers and homework. Exams made to prepare for the IB exams are not sent to the evaluation department.

All interviews and IA presentations are conducted by relevant IB teachers. These studies will be evaluated as a performance grade in the Ministry of National Education.

IB mock exams will be held in DP year 1 June, September and March in the second year of DP.

12. Revision of the Assessment Policy

The Assessment Policy Document has been prepared by the İSTEK Acıbadem High School IB DP team members and is a live document that will be reviewed and updated every August.

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