



GKV Cemil Alevli College IB Assessment Policy

Philosophy of assessment

We believe that the purpose of assessment is to

- a. provide a fair and measurable method of determining student learning and progress,
- b. give teachers an opportunity to observe the effectiveness of their lessons,
- c. determine areas of student strengths and weaknesses,
- d. determine areas of program or curriculum strengths or weaknesses,
- e. enable parents to monitor their child's progress and development,
- f. enable students to reflect on what they have learned.

Formative Assessment (as defined by IBO)

Formative assessment aims to identify what the students need in their learning process and support the needs of them by providing detailed feedback to teachers and students to revise performance on the nature of students' strengths and weaknesses.

- Formative assessment engages students actively in the process of learning. Assessment should help students to learn to self-assess, peer-assess.
- Teachers should foster students' learning with the help of each subject teacher's periodically, detailed and supportive feedback.
- Formative assessment involves assignments, oral presentations, debate sessions, quizzes, tests.

Summative Assessment (as defined by IBO)

- Summative assessment is to determine the level of achievement of a student at the end of a teaching and learning process. Assessment is designed for learners to demonstrate knowledge and understanding in authentic tasks.
- Summative assessment should usually be modelled on those mandated by the IB and marked with the IB criteria accordingly.
- Summative assessment involves examinations, essays, projects, oral examinations, commentary, lab. Reports, written work and performances.

Peer-Assessment and Self-Assessment (as defined by IBO)

- Peer and self-assessment are essential parts of the teaching and learning process.
- Reflection is crucial for assessment in enabling students to take action for their personal development and help them take their responsibilities for their own learning.
- Clear and identified criteria should be given and explained orally by each subject teacher

Grade award system (as prescribed by the Turkish Ministry of Education)

In the Turkish national system, students generally receive three "written" grades per semester per course, which are based on their written exam scores. The also receive one or more "oral" grades, which constitute the cumulative average(s) of class assignments, homework, quizzes, projects, and participation or discretionary grades. In general, the grades that are entered into the nationwide system are based on the following values:

85-100%	Very good
70-84%	Good
60-69%	Average
50-59%	Pass
0-49%	Fail

The total number of oral grades awarded is determined by the departments and school administrators. All grades, when entered into the system, are averaged together to produce one final grade per semester per course.

Assessment practices

9th and 10th grade years (pre-IB)

As required by the Ministry, all students in all high school grades must be given three written exams per semester per course. The exact structure of the exams is not prescribed, which means that the exams may be designed to accommodate IB-type assessment styles. In English, for example, literature and language exams can be modeled off of past IB exams and graded using IB assessment criteria. The value of this is to familiarize students and teachers with the types of assessment they will see when they are in IB classes and to get them used to thinking along those lines.

The types of assessment used in 9th and 10th grade years include:

1. Unit quizzes
2. Homework
3. In-class essays
4. Science lab reports
5. Writing tasks in a range of different genres
6. Oral presentations
7. Participation in Socratic seminars and debates
8. Peer reviews
9. Project work
10. Intercultural projects with other schools outside Turkey
11. Articles in school newspapers and journals

In addition, students must submit one or more term projects at the end of the school year, in a subject area of their choosing. IB-bound students are encouraged to attempt a project that has many of the characteristics of either Extended Essay or CAS.

IB Year One and Two

With regard to assessment, merging the IB curriculum with the Turkish Ministry regulations for written and oral grades can easily be accommodated within the IB course guidelines. The three mandatory written exams per course per semester may be incorporated into internally-assessed IB projects, essays or reports, or they may be in addition to IB requirements.

The year-end term project requirement, as prescribed by the national curriculum, is satisfied by submitting certain components of the IB Extended Essay in draft form the first year and the finished product in the second year.

For Theory of Knowledge, one written exam per semester is sufficient due to only being three hours per week. The written exam is up to the teacher's discretion and may be an internally designed exam, a practice TOK essay (based on essay prompts from past years), or a copy of the externally-assessed TOK essay itself, submitted for a Turkish grade during the final semester.

IB Internal Assessments

All internal assessments prescribed by the IB will be facilitated and documented in accordance with the course and general guidelines.

IB Grade Award System

The IB Diploma subjects are marked according to the following scale:

- 7 Excellent
- 6 Very good
- 5 Good
- 4 Satisfactory
- 3 Mediocre
- 2 Poor
- 1 Very poor
- N No grade

The TOK course and the extended essay are graded according to the following scale:

- A Excellent
- B Good
- C Satisfactory
- D Mediocre
- E Elementary
- N No grade

Grades for IB internal assessments will be awarded according to the IB scales above. If those papers, projects, essays or presentations also fulfill requirements for the national curriculum, they will be awarded additional marks according to the national grade scales.

IB External Assessments

All externally assessed items as prescribed by the IB will be collected and documented in accordance with the course and general guidelines in a timely manner.

Exams will be administered in a dedicated testing area and conducted in the manner specified in IB guidelines.

Mock Exams

Mock IB exams are given four times during the two years of DP, in order for students to experience formal examination conditions and procedures as well as to assess their progress. Exams are taken from published old IB papers and are scheduled in May and January for DP year 1, and in May and October (just before official IB exams) in year 2. The exams are held over a two-week period, and scheduled as if official exams. The schedule is published and disseminated at the beginning of each year in our first collaborative meeting with IB Faculty, shared with parents at the first parents meeting, and sent to parents via the e-mail group. After the exams are marked, we prepare grade report cards for students. Calendars and report cards are stored in our Google team drive.

Turkish National Curriculum exams

Once a month, practice exams are given in the Turkish national curriculum subjects for all IB year one and two students.

Assessment Deadlines

Students are expected to comply with all internal assessment in accordance with the deadlines in their internally published calendar; this is for their own benefit and may allow time for revising work that may be insufficiently paraphrased and/or cited, before the submission of the final version.

Meeting deadlines (whether draft or final work) is an important key to success in IB courses. If students do not meet the deadlines they risk not being able to complete the IB Diploma.

Students are requested to hand in the original, plus two additional copies, when handing in final written assignments, EEs and portfolios. They may be asked to provide another copy at a later point.

Draft deadlines are opportunity to get feedback on work-in-progress. **Final deadlines** are the day when teachers expect to have a final copy of the work for assessment. Submission deadlines are the final day on which teachers or coordinator will be accepting work for submission to the IB.

Students are ultimately responsible for ensuring that all work submitted for assessment is authentic, with the work or ideas of others fully and correctly acknowledged.

Academic Honesty

Academic honesty is expected to be practiced and enforced according to IBO standards, as specified in the GKV Cemil Alevli College Academic Honesty policy.

Communication with colleagues

Teacher meetings are held once per semester ahead of parent meetings in order to discuss the progress of each student. Teachers of all subjects, the guidance counselor/psychologist, and a school administrator attend the meetings and provide individual feedback on each student's strengths, weaknesses, interests, goals, and challenges in order to gain an understanding of the child's educational needs and take the necessary steps toward meeting those needs.

Teacher meetings are also held before the beginning of the IB Year 1 (in January) in order to make recommendations regarding whether or not a given student should enter the Diploma Programme, based on his/her current performance. Meetings take place again at the end of the first IB year, during which teachers will submit estimated grades which are used solely for the purpose of determining a student's chances of success or risks of failure before registration of IB exams.

Communication with parents

Parent-teacher meetings are held once per semester at the mid-term in order to exchange feedback on student progress in all subjects. In addition, all teachers have scheduled weekly office hours if a parent wishes to have a consultation.

Parents are called into special meetings as needed to discuss issues regarding IB eligibility, problems with performance, or missed or incomplete assignments.

A Google Drive team group has been created for parents on which schedules, policies, handbooks, and other documents are shared.

Communication with students

Teacher-student consultations are held each semester or as necessary to discuss issues related with learning, the learning environment, teaching methods, and/or personal issues that may be affecting progress.

Other methods of student feedback are available, such as reflection papers, questionnaires, tutoring and mentoring sessions, and an open-door policy with regard to teacher availability to answer questions and discuss any problems or challenges that the student may experience.