



ASSESSMENT POLICY

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Philosophy

Educational assessment aspires to determine to what extent students are learning the material covered during instruction and it is a fundamental part of teaching and learning. It also provides information for decisions about students, curricula, programs and educational policies embraced by the school (Hanaor, 2002). Assessment is an integral part of the teaching and learning process at BELS. As a school, we ensure that assessment is meaningful, fair, and serves the best interests of the students in all divisions. This policy will help teachers, students, parents and administrators to have a strong understanding of features of different assessment techniques that are used to assess teaching and learning at BELS.

Goal of Assessment:

Assessment of students' work aims at being a supportive and positive mechanism, enabling students to improve their learning, teachers to improve their teaching and contribute to the efficiency and continued refinement of the program. Parents can use assessment results to follow their child's progress and provide support to their child's achievement.

Purpose of Assessment

- to provide information for, as and of learning.
- To provide information about how students learn and to determine what knowledge and skills they have acquired, understood and applied.
- To diagnose specific learning needs
- To ascertain that the learning outcome is in alignment with curriculum objectives and school guiding statements.
- To act as a feedback mechanism for instruction and curriculum development
- To prepare students for future performance; specifically, internal school examinations, high school entrance Examination, external national and international exams
- To motivate and improve their academic achievement
- To grade students' performance

Assessment should allow <u>students</u> to:	Assessment should allow <u>teachers</u> to:
<ul style="list-style-type: none"> • Know and understand assessment criteria in advance • Analyze their learning and understand what needs to be improved 	<ul style="list-style-type: none"> • Set, know and understand assessment criteria

<ul style="list-style-type: none"> • Synthesize and apply their learning, rather than acquiring rote learning • Highlight their strengths and demonstrate progression • Be reflective and partake in self and/or peer evaluation • Express different points of view and interpretations • Be responsible for their learning including meeting deadlines • Perform at a higher level when challenged. 	<ul style="list-style-type: none"> • Use assessment results to enhance teaching and learning- <ul style="list-style-type: none"> * Analyze and reevaluate their teaching to identify areas that may need to be retaught, reinforced or accelerated. • Highlight student ability and differentiated teaching. • Offer feedback to students on their own performance.
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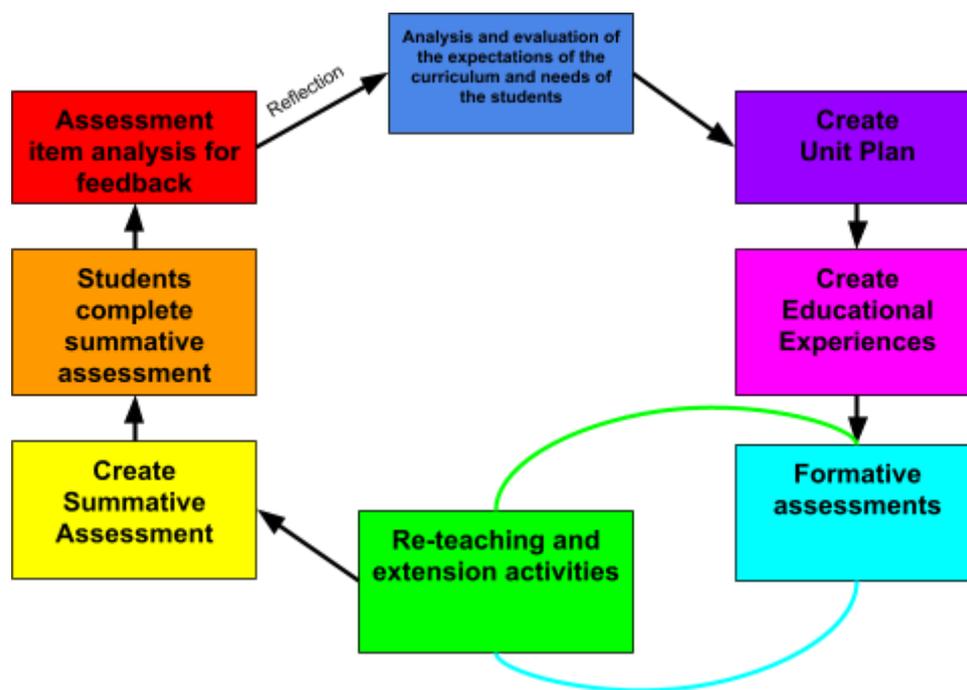
Practices in Assessment:

- Assessment should
 - take place at every grade level and every subject.
 - reflect skills applicable to content and course objectives.
 - consist of a range of formative and summative activities applicable to the year and/or course
 - be used to diagnose individual differences and needs
 - encourage students to take responsibility for their own learning
 - impact on teaching and learning

Expectations with regards to assessment:	
<i>Students will:</i>	<i>Teachers will:</i>
<ul style="list-style-type: none"> ● Have a clear idea of the knowledge and/or skills that are being assessed and the criteria against which they are being assessed ● Be aware of the weighting of each assessment in the overall assessment scheme ● Receive clear and timely feedback regarding assessment outcome ● Be given advance warning of any assessment for which preparation is necessary and be clear about the date of the assessment ● Be aware that assignments need to be submitted in a timely fashion ● Display academic integrity 	<ul style="list-style-type: none"> ● Agree to deadlines in light of the students' other workloads and give adequate time for the completion of out-of-class assignments, appropriate to course and grade level ● Clearly define common assessment tasks within subjects for each grade level ● Use student performance as a feedback mechanism to initiate development or changes in the curriculum and its delivery ● Use a variety of assessment tools ● Provide meaningful assessment feedback within a maximum of 10 work days, sooner if possible, of the assignment being submitted ● Enter grades into e-school within 10 work days of internal written examinations ● display, reinforce and facilitate academic integrity ● Use software programs to detect plagiarism in the assessed work.
<i>The School will:</i>	<i>Parents will:</i>
<ul style="list-style-type: none"> ● Monitor a master calendar to ensure an even distribution of assessments with a minimum of one week's notice for students. ● Keep records of achievement to include previous school experience and other contextual information. ● Promote professional development that ensures all the teachers are trained on good assessment practices and the assessment policy ● Analyze and evaluate the assessment data to set school-wide goals and create an action plan. 	<ul style="list-style-type: none"> ● Support all policies of BELS ● Support students to meet academic deadlines ● Help motivate their children ● Help create an informative, open minded and inter-cultural environment that is to the benefit of their children ● Collaborate with the school to maximize their child's performance. ● Attend general and individual meetings called by the school ● Use data based on standards of performances for personal reflection

<ul style="list-style-type: none"> ● Display, reinforce and facilitate academic integrity ● Provide software programs to detect plagiarism in the assessed work. 	<ul style="list-style-type: none"> ● Encourage and support academic integrity
<i>Counselors will</i>	
<ul style="list-style-type: none"> ● Hold meetings with teachers about the academic, social and emotional development of students. ● Create and implement a counseling program to meet the needs of students. During the counseling hours, regularly collect feedback and make revisions to the programme as necessary. ● Follow the emotional, social, behavioral and academic development of students through: <ul style="list-style-type: none"> ○ individual meetings ○ teacher observations ○ parent and student interviews ○ questionnaires, surveys and inventories (RIBA, ability and interest inventories, values inventory, personality tests, learning styles etc.) ● Provide feedback to parents and students about student progress. 	

Planning Cycle for Assessment



The above diagram represents the process that teachers will complete in order to meet the needs of the students and the expectations of the curriculum.

Examples and Definitions of Assessment Tasks at BELS:

Pre-Assessment	Students are given a pre-assessment to gather evidence of students' readiness and what is already known about a topic.
Formative assessment	Blends with daily instruction. It helps teachers to plan the next stage of the students' learning. Formative assessment provides constant assessment data for teachers to differentiate and tailor their lesson plans for the individual needs of the students. The frequency of formative assessment can vary, depending on the units of study, and decided by teachers, according to the needs of the students.

Summative assessment	<p>Occurs at the end of units/learning activities and provides teachers and students with opportunities to show what they have taught and learned respectively. The students from grades 4-12 are given at least two summative assessments each semester and the assessment data are put into the e-school system (e-school is the Ministry of National Education monitored student data management system). All students enrolled in the same course must take the same summative assessment.</p> <p>Summative assessments may also be used formatively. There are no summative assessments in K-3; there are success criteria which are assessed at the end of each unit.</p>
Additional Information	<ul style="list-style-type: none"> ● The success criteria and the assessment tools are defined at the beginning of each unit based on the ATLs and the content of the unit. ● Assessment can be oral, written, practical, practices, project-based or performance ● For SEN students, the assessment may be adjusted based on the students' individual needs aligned with the national and international curricula.
Types of assessments	<ul style="list-style-type: none"> ● Major tests including Midterm and Semester Examinations ● Tests ● Lesson reviews ● Short verbal or written questions to assess student understanding ● Investigations: a piece of structured work not necessarily linked to specific course content ● Research and Projects ● Journal Writing ● A continuous-assessment activity, which can be part of class work or homework ● Field Work, including Off-site data collection for analysis and interpretation ● Group Work and/or Class Activities ● Classwork and/or homework ● Practical applications ● Online and/or electronic forms of assessment ● Student Reflections ● International exams ● Performances and Art Work ● Lab Reports ● Portfolios

Definitions of Assessment Tools	
Rubrics	An established set of criteria for rating students with descriptors that describe what characteristics or things to look for in students' work and how to rate them on a predetermined scale.
Exemplars	Student work that serves as a benchmark against which other samples of work are judged.
Checklists	A list of information, data, attributes or elements that should be present in any assigned task.
Anecdotal Notes	Teachers notes that explain the student's achievements in specific areas or skills.

Dissemination of Information on Student Expectations and Performance		
<i>Individual Student Reports</i>	<i>Parent Teacher Communication</i>	<i>Course Literature</i>
<ul style="list-style-type: none"> ● Midterm reports that reflect commendable performance, expected performance or performance that causes concern ● Monitoring letters ● E-school Report Cards ● Daily communication books (grades K – 4) ● Unit Progress Report Cards ● BELS Progress Reports 	<ul style="list-style-type: none"> ● Parent-teacher conferences ● Individual meetings with a teacher and administrators by appointment, to discuss student performance and progress ● Teachers’ office hours for K-8 that can be scheduled, during working hours via their school email. ● Parent Seminars and meetings ● Publications ● Informative Parent Letters ● SMS messages ● School website ● Parent emails 	<ul style="list-style-type: none"> ● Curriculum Brochures/Overviews ● Course Syllabi ● Weekly / Yearly Plans ● Lesson Plans ● Unit Planners

Publication and Understanding of the Assessment Criteria

Teachers are responsible for presenting assessment outlines specific to their subject at the beginning of each academic year. Criteria, specific to different components, must be reviewed with the students prior to the assessment. The Diploma Program “Grade descriptors” document published by the IB has been incorporated into the student handbook, so it is provided to all the students in the Diploma Program. The middle school also publishes the MYP grading criteria in the student handbook. It allows students to see what will be expected of them in the Diploma Program. Students are given a predicted grade at the end of the two year program and these predicted grades are sent to the IB. The predicted grades are given considering students’ overall performance in mock examinations, internally and externally assessed components. These predicted grades are not shared with students. Students are given estimated grades in their progress report cards. Estimated grades are not predicted grades and they can be a combination of grades such as 4-5 or 6-7.

Standardization of Student Work

Internal standardization takes place before awarding the final grades of the students. Internal standardization is a requirement for every department (5-12) and includes both internally and externally assessed (in the Diploma Program) components. Heads of the departments (5-12) are responsible for the organization of the process. The process involves meetings of the teachers and coming to a mutual understanding of the assessment criteria used for a specific assessment. The process allows teachers to increase the reliability of their marking and promotes consistency throughout the school. Standardization of marking takes place through blind-marking and having multiple teachers mark the same paper.

The Role of Approaches To Learning (ATLs) in Assessment

As we are implementing the PYP, MYP, and DP programs, it is essential to include the ATL skills into the curriculum, instruction, and informal assessments. Though it is not recommended to formally assess ATL skills, they should be assessed informally through anecdotal records, checklists, student reflections, and other informal assessment types. As an added benefit, when ATL skills are implemented effectively, then students will be able to gain skills and strategies to take effective notes and develop study habits

PYP Exhibition

PYP Exhibition is a final year culminating project that students complete at the end of the Primary Years Programme. Students are required to analyze and propose solutions to real world issues drawing on what they have learned during their PYP journey. The Exhibition is a collaborative project that includes written work, oral presentations, use of technology and performances in one or more of the arts. Students are assessed and evaluated on their ATLs and learner profile traits by the stakeholders including parents and outside subject experts.

MYP Community Project

The MYP Community Project is a requirement of the IB, to be completed by all students in grade 8 at BELS. Students will work in small groups to use the design cycle to solve a problem in the community. Students will present their work and learning to the larger school community.

IB Diploma Program Theory of Knowledge (TOK) Exhibition

The Theory of Knowledge (TOK) Exhibition is a key internal assessment component of the Diploma Programme. It enables students to demonstrate how TOK concepts are applied to real-life contexts through the selection of three objects that they connect to one of the prescribed prompts provided by the IB. The exhibition allows students to engage in critical thinking, personal reflection, and communication of abstract ideas in a concrete and meaningful way.

At BELS, the TOK Exhibition is organized as a public event where Grade 11 students present their exhibitions to Grade 10 students, Grade 11 parents, and all teachers. This practice encourages cross-grade learning and supports the development of TOK understanding among future Diploma Programme students. It also fosters a sense of community engagement and shared appreciation of knowledge inquiry.

Students are assessed according to the IB TOK Exhibition criteria, focusing on the strength of their justifications linking chosen objects to the selected prompt. The exhibition experience further reinforces essential Approaches to Learning (ATL) skills, particularly critical thinking, communication, and reflection, which are central to the philosophy of the IB Diploma Programme.

IB Diploma Program Extended Essay

The extended essay in the Diploma Program is an in-depth study of a focused topic from the list of available subjects for the session. Students can normally choose an extended essay subject from the chosen six subjects in each student's Diploma Program combination. The extended essay intends to promote academic research skills, academic writing skills, providing students with an opportunity to engage in a research topic of their choice. More information about extended essays at BELS can be found from the link [here](#).

International Program Assessment and National Requirements

The students are assessed regularly throughout the year with different means of assessment. Teachers design exams in the style of IGCSE and DP exams and papers. Student work is assessed by using the assessment criteria of the respective programs. The assessment outline differs for each subject group. Subject teachers are responsible for mastering the assessment outline for the subject that they are teaching. Heads of departments are responsible for supervision of the implementation of the specific assessment requirements. Further information about the assessment principles and practices can be found from the [Assessment Principles and Practices—Quality assessments in a digital age](#) document by IB.

In order to comply with the national requirements, the grades awarded for subjects in the international programs are converted into percentage grades with the help of a specific conversion table provided by the school administration. Conversion tables are only used in grades 10 and 12 in science and mathematics subjects. Due to the volume of topics covered up to the second year of the IGCSE and IBDP programs the conversion tables are used in order to provide a fair assessment opportunities for the students. The conversion tables are prepared by using the grade boundaries specific to each subject. Heads of departments are responsible for the verification of conversion tables.

Academic Achievement Awards:

PYP Exhibition Certificates: Students are awarded with the PYP Exhibition Certificates for the completion of the PYP Programme at the end of the Elementary School.

BELS MYP Completion Certificates: In order to celebrate student achievement in the MYP, students completing the BELS requirements will receive a certificate at the end of grade 8.

Ministry of National Education (MoNE): BELS awards academic achievement certificates at the end of every semester in grades 5-12. To qualify for these awards, must satisfy the following criteria:

Students whose term GPA is greater than 70% are awarded an Honours Certificate. Students whose term GPA is greater than 85% are awarded a High Honours Certificate. Students who can gain high honors certificates four times in a row are awarded an Academic Excellence certificate.

Policy Review Cycle:

The Assessment Policy is reviewed at the start of each even numbered academic year by the Curriculum Committee in line with the Academic Integrity Policy, Language Policy, Admission Policy, and the [SEN Policy](#) shared with the faculty for input. Final approval is made by the BLT.

References

International Baccalaureate Organization. (2018). *Assessment principles and practices: Quality assessments in a digital age*. International Baccalaureate Organization.

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10.02.2025

Approved by BLT

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