

# ISTANBUL PROF. DR. MÜMTAZ TURHAN SOCIAL SCIENCES HIGH SCHOOL

## ISBL Assessment Policy



**SEPTEMBER  
2022**

## İSTANBUL PROF.DR. MÜMTAZ TURHAN SOCIAL SCIENCES HIGH SCHOOL ASSESSMENT POLICY

### ASSESSMENT POLICY COMMITTEE

This measurement and evaluation policy was established in September 2022 by Prof. Dr. Mumtaz Turhan Social Sciences High School (ISBL) was formed by the members of the Executive Board.

	Name and Surname	Role
1	Hilal Alç	Assistant Principal
2	Erdoğan Akar	IBDP/ TOK Coordinator
3	Beyhan Orkun	CAS Coordinator
4	Volkan Bartık	EE Coordinator / Geography / TITC
5	Solmaz Çiçek	Turkish Literature
6	Yeliz Karakuş	Mathematics
7	Çağla Nikbay	English B
8	Sinem Göher	Biology
9	Ayşenur Gülen	History / TITC / Arabic Ab Initio
10	Volkan Ogun	French Ab Initio
11	Levent Gökkaya	School Counsellor
12	Ceren Kurşun	Librarian

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## 1. Statement of Philosophy

The main purpose of assessment and evaluation at Istanbul Prof. Dr. Mümtaz Turhan Social Sciences High School is the purpose of the IB undergraduate program and “to educate students who graduate as lifelong learners and responsible, productive citizens of our changing world”. Adhering to its principle, it has international consciousness for a livable world; To train young social scientists who respect, question and question people and nature in the light of scientific knowledge.

As the administrators, teachers, students and parents of our school, measurement and evaluation; We believe that it provides evidence-like feedback in ensuring the realization of learning goals, a basis for developing and organizing teaching and learning processes, and supporting students' self-realization, personal and professional development.

Istanbul Prof. Dr. Assessment at Mümtaz Turhan Social Sciences High School is the result of a merger between criterion-referenced assessment provided by the Diploma Program and norm-referenced assessment provided by the national system.

## 2. Program Goals

These goals can be listed as follows:

- Raising attentive and self-confident students
- To prepare individuals for higher education and life
- To prepare students physically, morally, socially and culturally to become democratic and respectful persons.
- Raising competent and self-confident people
- To gain imagination and critical thinking
- To teach foreign languages to students so that they can keep up with the changes and developments in the world.
- Supporting students to produce knowledge and projects using their newly acquired skills and competencies.
- Utilizing the latest technological developments to provide high quality education
- Following and using the latest international education standards
- To train and prepare people for the workforce needed according to current and future international standards.

### 3. Student Profile

IB learners must meet certain qualifications in order to make most of the studies and achieve the intended goals of the programme. These features enable students to become useful, productive and responsible members of both their own communities and international media.

#### **Curious**

Curiosity and questioning are crucial aspects to achieve meaningful results. The passion for learning and the ability to learn individually and as a group must be sustained continuously.

#### **Knowledgeable**

Knowledge is an essential attribute that must be used across disciplines and across a range of subjects to solve problems and events of global importance.

#### **Critical Thinking**

It is important to approach problems and analyzes with critical thinking in solving complex issues.

#### **Communicative**

Ability to think, act and communicate in different languages. Listening to each other and respecting the opinions of others significantly broadens one's perspective.

#### **Ethical**

Respect for others, the environment and the world is a must for raising responsible individuals. It should never compromise honesty, respect for rules and justice.

#### **Productive and Effective**

Working hard and working smart is an important characteristic of individuals who create outstanding results.

#### **Projection**

Understanding one's own strengths and weaknesses and acting accordingly provides personal development.

### 4. Assessment Principles

Istanbul Prof.Dr. Evaluation at Mümtaz Turhan Social Sciences High School:

- Monitors the progress of student learning and achievement.
- It is done with various tools and methods.
- It allows students and teachers to participate in the process.
- It ensures that students are aware of the criteria used by the IB while evaluating them and the objectives defined by the IB and the Ministry of National Education (MEB).
- Provides consistent feedback for students, teachers, parents and external agencies to assess students' progress relative to their national and worldwide performance.

- Encourages students to take risks and learn from their mistakes.
- Provides an opportunity to analyze assessment data to refine / revise the curriculum.
- It can give all stakeholders a chance to see evidence of learning.

## 5. Understanding DP Assessment

The following descriptions are provided from the official website of the IB;

<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>

The International Baccalaureate® (IB) Diploma Program (DP) uses components that are evaluated both internally and externally to evaluate student performance.

For most subjects, written exams at the end of the DP form the basis of assessment. This is because these reviews have a high level of objectivity and reliability.

Externally assessed assignments completed by students, which take place under teacher supervision over a long period of time, form part of the assessment for various program areas, including the theory of knowledge (TOK) paper and the final thesis (EE).

In most courses, students also complete in-school assessment tasks. These are either externally assessed or graded by teachers and then supervised by the IB.

How is the DP rating scored?

“In DP, students receive grades ranging from 7 to 1, with 7 being the highest grade. Students receive a grade for each DP subject experienced.

A student's final diploma score consists of combined scores for each course. The diploma is awarded to students who achieve a minimum of 24 points, subject to certain minimum performance levels, including successful completion of the three core elements of the DP core. " The setting of the IB rating system and national descriptors is given in Appendix 1: Rating Descriptors, page 15.

## 6. DP Core Component

"Theory of Knowledge (TOK) and extended essay (EE) components are given individual grades and jointly can contribute up to 3 additional points to the overall diploma score.

Creativity, activity, service (CAS), the remaining element in the DP core component, does not contribute to the overall score, but approved participation is a requirement for awarding the diploma”.

Coordinators have been appointed to fulfil TOK, EE and CAS requirements. The library's resources are enriched to help students prepare their articles effectively. A separate budget is created to contribute to the needs of CAS and TOK, and students are offered a mandatory workshop to develop their research skills and academic writing skills.

High level and standard level courses

“The IB awards the same number of points for higher level (HL) and standard level (SL) courses, reflecting IB's belief in the importance of achievement in a wide range of academic disciplines.

The scope of HL and SL courses differ, but are assessed against the same grade descriptors, and HL candidates are expected to demonstrate various elements of grade descriptors across a broader body of knowledge, understanding, and skills. ”

Since our school is a social sciences high school, the courses are mainly in the field of social sciences. In order to provide the appropriate environment for our candidates to demonstrate great knowledge and understanding skills, HL courses are offered for the selection of our candidates. These courses are Turkish, English, Biology, global politics, visual arts. Different combinations can be created in HL courses according to the preferences of prospective students.

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### **Obtaining a bilingual diploma**

“Candidates who complete and receive a grade of 3 or higher in two languages selected from the Language and Literature group of the DP course studies are awarded a bilingual diploma.

Students who complete 3 or higher in Language and Literature studies, 3 or higher in Individuals and Societies or Sciences, in a different language will also receive a bilingual diploma. ”

Career and Guidance Counsellors inform candidates about the immense usefulness of the IB bilingual diploma in both future education and careers.

## **7. Istanbul Prof.Dr. Evaluation Practices at Mümtaz Turhan Social Sciences High School**

Assessment practices at ISBL can be defined as follows;

### **a. Admission Assessment:**

İSBL is a high school that has an English preparatory class and accepts students with the number of students determined by the Ministry of National Education and the point threshold. In ISBL, the IBDP program is applied in 10th and 11th Grades. At the end of the 9th grade, students are accepted

to the IBDP program by taking the admission exams from Turkish Language and Literature and English administered by the admission committee.

Application documents and exam results are evaluated by the committee to promote fairness for all students. Successful students admitted to DP are announced on the school's official website. For more information, read our admission policy.

### **b) Formative Assessment**

Formative assessments prepare students for the final assessments administered by the IBO, and scorecards are generated by national curriculum grading. These grades are at the discretion of the teachers of each subject.

It is the process of analyzing, interpreting and using evidence to monitor students' learning and help students reach their potential. It is also considered a component of classroom practice and needs to be integrated into both curricula. It is important for the teacher because it provides natural feedback on the learning process, including students' strengths and weaknesses. The key to formative assessment is to help students monitor their own performance and provide opportunities for them to develop strategies for self-improvement.

Teachers can use a variety of assessment forms; oral assessment, quizzes, self-grading quizzes, written assignment, self-grading written term paper, homework, yes/no graph, resume question, class discussion, single sentence summary, teach a friend, peer review, matching activities, checklist, listing the 10 elements, open-ended questions, concept maps, activity activation to monitor student learning. It is the teachers' responsibility to design and provide formative assessment forms. Therefore, teachers need to be aware of the outcome/summative assessment expectations for their courses and use formative assessments to help students improve their performance (i.e. learning processes) in final exams evaluated externally by the IB.

The assessment policy will make it transparent to the entire school community what the practice and expectations of formative assessment in the school are.

### **c) Summative Assessment:**

Estimated grades and moderation samples are sent to the IBO as well as the articles to be graded submitted to the IBO for evaluation by an external mechanism through oral presentations or exam papers.

Teachers use different assessment methods such as presentations, final projects and IB preparation exams. Before assigning a task, students are made aware of the evaluation criteria. It will give both students and teachers an advantage while working on the task during the assessment.

Achievement levels should be based on grade range, not comparison with other students.



**d) Internal Assessment**

According to MEB regulations, students' performances are reported twice a year. That is, each student's performance is summarized by an average grade over all subjects for the reporting period and weighted by the number of lessons per week for each subject.

Grading, written exams, performance studies, projects and practices are all evaluated out of a total of 100 points. All exam papers / tests and answer keys are jointly produced by the teachers of the relevant departments, taking into account the standardization procedure of the school. The results of the evaluation are listed in the E-School (MEB's parent information program).

Grading scales are as follows:

- 85.00-100 - Excellent
- 70.00-84.99 - Good
- 60.00-69.99 - Intermediate
- 50.00-59.99 - Pass
- 0-49.99 – Failed

Regarding IBDP regulations, internal assessments are mandatory assessments completed during the 10th and 11th grades. These assessments are graded by the classroom teacher using criteria offered by the IB. Internal evaluation scores are submitted to the IB for approval to ensure that all internal evaluation scores worldwide are consistent.

Internal assessments can be used both as coursework that contributes to students' school grades (for MEB) and as assignments that contribute to students' IB score for that subject.

**e) External Assessment**

The IB uses a variety of ways to assess students' knowledge and understanding of their coursework. Exams are held at the end of the program and students' answers are graded by the examiners.

Besides the exams, students also complete assessment tasks at school under teacher supervision. These tasks are evaluated both internally, that is, by our teachers for periodic grading of the national report card, and also these tasks are sent directly to the IB for external grading by the examiners.

<p>Examples of work sent directly to examiners for grading:</p> <ul style="list-style-type: none"> <li>• exams</li> <li>• Extended Essays</li> <li>• written assignments / term papers</li> <li>• Theory of Knowledge Essays</li> <li>• Oral presentations</li> </ul>	<p>Within each component there are various assessment tasks, which may include:</p> <ul style="list-style-type: none"> <li>• multiple choice questions</li> <li>• short answer questions</li> <li>• broad answer questions</li> <li>• papers</li> <li>• presentations</li> <li>• performances</li> </ul>
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Exams form the basis of assessment for most courses. This is due to a high level of impartiality and reliability.

It includes:

- papers
- structured problems
- short answer questions
- data answer questions
- text answer questions
- case study questions
- multiple choice questions - these are rarely used.

It is the school's responsibility to submit all components of the core performed by students to the IB for approval. The fulfilment and delivery dates of internal and external evaluations are determined by the IBO and shared with the school community by the IBDP Coordinator.

**f) Grading / Marking**

At ISBL, the MEB grading system is used together with the IB assessment directive as specified in the guide for each course. These documents are distributed to students at the beginning of the program.

In the Diploma Programme, students take written exams graded by external IB exam readers at the end of their coursework. Performance in each lesson is graded between 7 points (maximum) and 1 point (minimum). The maximum total points a student can get from their courses is 42. Performance in Theory of Knowledge and the Extended Essay is each graded on a scale of A (maximum) to E (minimum).

Students receive the following rating for each DP subject;

- 7 - Perfect
- 6 - Very good
- 5 - Good
- 4 Satisfactory
- 3 - Mediocre
- 2 – Bad
- 1 - Very Bad

Evaluations for Theory of Knowledge and Extended Essay follow the letter grading system from A to E. But the following can be used as a idea as to what might happen. Grade scales are valid in all courses.

**Extended Essay Grade Scales**

Grade	Grade range
A	27-34
B	21-26
C	14-20
D	7-13
E	0-6

There are three points available for the combination of the Extended Essay and Theory of Knowledge. The additional points are allocated as follows:

TOK/EE	A	B	C	D	E
A	3	3	2	2	Failing Condition
B	3	2	2	1	
C	2	2	1	0	
D	2	1	0	0	
E	Failing Condition				

All the candidate's grades are placed in a matrix, with the required core courses gaining a maximum of 3 points. Therefore, the highest diploma grade a candidate can achieve will be 45. Some students may request to take individual courses rather than the entire diploma program.

However, ISBL encourages all IB students to take the Diploma Programme.

### Awarding the IB Diploma

To qualify for the IB Diploma, all assessment components and additional Diploma requirements must be met for each of the six courses.

The IB Diploma will be awarded to each candidate provided the following requirements are met.

- Must have met CAS requirements,
- The candidate's total score must be 24 or more,
- Have not received an “E” grade for Theory of Knowledge, Extended Essay, or a contributing course,
- Did not get an E grade for Theory of Knowledge, Extended Essay,
- Did not get 1 grade from any course,
- Have not received more than 2 grades (from HL or SL courses),
- Have not received more than three grades of 3 or lower (from HL or SL courses),
- The candidate has earned 12 or more points in HL courses (for applicants enrolled in four HL courses, the highest three grades are taken into account).
- Candidate has gotten 9 or more points in SL courses (candidates enrolled in two SL courses must score at least 5 in SL).
- The nominee must not have received a penalty of academic misconduct from the Award Committee.

A maximum of three examination sessions are allowed to meet the requirements for awarding the IB Diploma. Exam sessions do not need to be consecutive.

### **g) Register and reporting**

The academic year is divided into two terms. For the national curriculum, a report is prepared at the end of each semester to show students' evaluation of their exams, projects, performance and attendance from each subject.

In addition, each student's performance is evaluated with an average grade over all courses for the semester, weighted by the number of course hours per week for each course. Students' performance in a course is evaluated internally by a rubric/directive prepared in collaboration by the teachers' board. If a student fails, he or she is allowed to retake the exam from the failed courses. Finally, regardless of success, all students have the right to take grade-raising exams at the end of each semester.

Each student is required to make a project based on the topics suggested/presented by the teachers during each academic year. This is also recorded separately as an Annual Project Note. For IB Diploma students, the Extended Essay can count as an Annual Project based on the report of their research plan in Year 10 and its final version in Year 11.

Teachers share their evaluations of students' work and exam results with parents in a meeting form every semester. Branch teachers' board meetings are held four times a year to evaluate success rates in order to take precautions and improve the curriculum.

Course teachers regularly upload notes to E-School after each exam to be shared with students, parents and the governing body.

During this process:

- a) The answers are evaluated according to the grading scale in the answer key prepared by the teachers' board.
- b) Exam papers are graded out of 100 and the evaluation procedure determined by the Ministry of National Education is taken as a basis.
- c) Daily assessments, exams and similar practices are regularly checked and recorded by the teacher.
- d) Each academic year student prepares at least one individual or group project from one or more courses under the guidance of a teacher.

### **g) Assignments**

The assignment aims to reinforce the work covered in the classroom and help students develop important habits of discipline, organization, and self-confidence.

To encourage independent learning and develop the trends of the IB Learner Profile, a collaborative approach is followed by teachers to plan the preparation of homework schedules at regular curriculum planning meetings. The prepared charts are shared with the students and rearranged with their feedback. The aim is to make the student a stakeholder of this schedule and to give them time

management skills for long-term projects. Students are expected to comply with the schedules prepared by determining the deadlines for the assignments.

### **h) Late Assignment Submission**

Deadlines for assignment submission of IB are different from ISBL. In case of late submission of homework, parents are informed to support the students. If the work is not submitted on time, the school has the discretion to grant additional time.

## **8) Associating the Evaluation Policy with Other Documents**

### **a) Academic Integrity Policy**

Students are expected to adhere to the school's Academic Integrity Policy when completing their assessment work. If a student is engaged in academic corruption, such as plagiarism, fraudulent dealing, copying, duplicating, or disrupting an assessment activity in a way that causes other students' disadvantage or interferes with the teacher's ability to execute, the following procedure will apply.

- A disciplinary committee made up of the teacher, vice principal and DP Coordinator can handle any case of academic corruption
- The student is called by the committee to take his personal statement.
- The investigation process is implemented,
- After the investigation, the final decision of the committee is formed as an official document,
- After the decision is made, the School Principal indicates the penalties issued by the Ministry of National Education,
- If academic corruption is approved, no grade is awarded for the course(s). In such a case, the candidate cannot obtain an IB diploma, but a certificate can be issued for courses that do not involve academic corruption. The candidate can re-register for future exams. However, re-registration for the exam period may be permitted by the award committee.

### **b) Admission Policy**

The conditions for admission to ISBL are as follows:

- a) Students who want to attend IBDP have to take some academic exams called "English / Turkish (Written and Oral) Exam for Prospective IBDP Students" for 9th grade students. In addition, students who will choose the visual arts course are required to take the aptitude test.
- b) Students must get at least 70 out of 100 from each written and oral exam and aptitude test.
- c) To enroll in HL courses (biology, global politics, visual arts), students must achieve a minimum grade point average of 60/100 on their 9th grade transcript. The minimum grade point average in the 9th grade transcripts in Turkish and English courses should be 70/100.

### **c) Inclusion Policy**

All students have the right to be evaluated under fair conditions. Special arrangements are permitted by the IB if standard assessment requirements put candidates with special educational needs at a disadvantage by preventing them from demonstrating their attainment level.

Students' mother tongue and foreign language development is shared with teachers, parents and students. All IB subject teachers are responsible for the language development of students as well as their discipline.

### **d) Language Policy**

As stated in the Learner Profile, international thinking should be encouraged so that students can develop their language skills and become successful communicators embracing other cultures.

## **9) Roles and Responsibilities for Implementation, Evaluation and Review of Evaluation Policy and Training of New Teachers**

### **a) Roles and Responsibilities of a Student**

- to have a clear idea of the knowledge and/or skills being evaluated and the criteria by which they are evaluated.
- to complete any formative, summative, successfully classwork.
- to get at least 50/100 in each course according to the MEB regulations,
- to follow the deadlines for first and last draft work and in-class assignments for IB assessments specified in the IB assessment calendar.
- to fulfil the graduation thesis and CAS requirements with the help of supervisors.
- to internalize all the requirements for academic honesty as stated in ISBL's Academic Integrity.

### **b) Roles and Responsibilities of a Teacher**

- to follow the deadlines specified by the IB Evaluation Calendar to plan key assessments and projects.
- to submit appropriate documentation, eg verification reports, data collection forms, internal evaluation samples, estimated grades, to the IBDP Coordinator in a timely manner.
- to communicate openly with the IBDP Coordinator and parents about student progress to adequately monitor student progress.
- to focus more on assessing students' learning outcomes rather than covering subject content.
- to analyze assessment data to evaluate student performance and needs.
- to upload grades to E-okul within two weeks.
- to work with other teachers; For example, they identify strategies that lead to student success by agreeing on internal deadlines in light of students' other workloads.
- to provide students with written and/or oral assessment feedback and teaches about changes or improvement in the curriculum.
- to refer frequently to the IB Program Resource Center to stay current on curriculum and assessment changes.
- To take part in IBDP exam sessions as an exam invigilator when needed.

### **c) Roles and Responsibilities of the IBDP Coordinator**

- to provide teachers with IB assessment materials.
- to organize IB training for all new IB teachers,
- to schedule IB training and Professional Development programs for IB Diploma teachers when the course curriculum is revised.
- to plan teaching and assessment strategies and organizing regular IB teacher collaboration meetings on these strategies.
- to develop a culture that prioritizes assessment for learning and assessment of learning.
- to register students in IBIS for IB exams.
- to supervise IB exams and observe exam conditions.
- to observe the progress of the dissertation, process and CAS,
- to set deadlines to avoid stress on students and to ensure that all internal assessments, Extended Essay and sample sets are uploaded to the IBIS.
- to ensure that all exam papers reach the appropriate places on time.

### **d) Roles and Responsibilities of a parent**

- to monitor student progress and motivate their children.
- to support students to meet the deadlines set for their work.
- to attend general and individual meetings/conferences invited by the school to monitor student progress.

## **10. Policy Distribution and Review**

ISBL policies will be distributed to parents of students who have been accepted to DP. The Evaluation Policy is reviewed by the Evaluation Committee at the beginning of each even-numbered academic year and is also published in a downloadable, printable format on the ISBL website.

## **11. Appendixes**

### **Annex 1: Rating Descriptors**

For the sake of consistency, our scale is an adaptation of the IB Diploma Program 7 point scale in the process of becoming an International Baccalaureate school. Our own assessment principles also require that students' performance be compared against agreed standards and criteria.

Each level on a 7-1 scale has a set of statements that describe the quality of work required (descriptors).

To give predicted grades, subject teachers study the results of students' work. During the two-year program, practice exams are applied in every subject, as in the IB criteria, and the results are evaluated out of 7 and students become familiar with the IB grading system. The results of the exams made out of 7 are shared with parents and students with a transcript at the end of each semester.

At the end of each semester, grades are converted to a scale of 100-0 according to national requirements and recorded for MEB. At the end of the second year, the estimated grades are given by the teachers in the following numbers:

IB Rating	7	6	5	4	3	2	1
National rating	100-85,00	84,99-78,00	77,99-71,00	70,99-64,00	63,99-57,00	56,99-50,00	49,99-0

Although ISBL provides clear guidance and support to students entering schools or colleges that use the 100-0 grading system, there is no universally accepted direct conversion. In order to know what the 7-1 grade means, the descriptive table is shared as above.

## 12. References and resources

1. guidelines for Developing a school assessment policy of the Diploma programming
2. Diploma programming assessment Principles and practice , International Baccalaureate Organization .
3. Diploma programming assessment Procedures . international baccalaureate Organization .
4. assessment Principles and Practices : quality assessments of A digital age.
5. The International Baccalaureate ® (IB) Diploma Programme  
<https://www.ibo.org/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>