TED USKUDAR COLLEGE ASSESSMENT AND EVALUATION POLICY

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# PURPOSE OF THIS DOCUMENT

This document is prepared in order to share the assessment/evaluation process, recording, and reporting of the assessment results. This policy is developed in line with the IB philosophy. The main aim of assessment in our school is to support the student learning process.

Within the scope of the individual differences of TED Üsküdar College students, the aim of this policy is to determine the appropriate assessment tools and practices.

TED Üsküdar College is a candidate school for the Diploma Programme (grades 11 and 12). TED Üsküdar College obeys the Ministry of National Education (MEB) examination regulations while planning the assessment and evaluation processes. We intend to conform to international standards, therefore we have started to use a criterion-based assessment model as well as meet national curriculum requirements.

We aim to help our students develop their reflection and self-assessment skills to grow as life-long learners. The assessment variables are divided into three subgroups evaluation/assessment, recording, and reporting.

The Assessment and Evaluation Policy will be revised annually with the contributions of administration, teachers, students, and parents in line with the requirements of IB DP Assessment Procedures and changing needs.

# IB MISSION STATEMENT

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who want to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization collaborates with schools, governments and international organizations to develop internationally recognized Programmes of outstanding education and rigorous assessment and evaluation. These Programmes encourage students from all corners of the world to become active, compassionate and lifelong learners who understand that the views of those who differ from them can also be true.

1. **TED ÜSKÜDAR COLLEGE VISION AND MISSION STATEMENT**

**TED Üsküdar College Vision**

As TED Üsküdar College, our vision is to raise individuals who take confident steps towards the future and to whom we can safely entrust the future.

**TED Üsküdar College Mission Statement**

\* As an institution founded through Atatürk's wishes and counsel, to maintain and uphold an institutional identity that adheres to the tenets of Atatürk and the republic.

\* To raise individuals who possess confidence and self-esteem, show respect for human rights, are aware of social and universal issues and willing to find solutions to them, and advocate peace, wisdom, and progress.

\* To be a school that any student would like to have the privilege to attend and that boasts a spirit and sense of community that endures long after graduation.

# TED USKUDAR COLLEGE ASSESSMENT PHILOSOPHY

TED Üsküdar College is a candidate school for the Diploma Programme (grades 11 and 12). Assessment is a key component of the student’s learning process. Assessment tools are used as a measurement of what students know and can do. Assessment procedures at TED Üsküdar College aim to support and encourage students to improve their learning. All teachers and administration use assessments and their results to make instructional decisions and to understand the academic needs, and abilities of students individually. These assessments are used to measure, record, and report student understanding to all stakeholders like students, parents, and teachers; provide feedback to students and teachers, and guide future decisions about instructional practices. Clarifying expectations is one of the necessary titles of assessment practices at TED Üsküdar College. Measurement and evaluation at TED Üsküdar College is based on a data analysis process of the assessment results. Assessments and their results are used to determine what students know, where they start from, where they have to go, and how to get there by using their preliminary assessments. The main aim is to help students develop their thinking, social, research, communication, and self-assessment skills in order to grow as lifelong learners in accordance to international standards.

TED Üsküdar College plans the assessment and evaluation processes aligned with the Ministry of National Education's (MEB) examination regulations. A school academic year consists of four academic semesters.

# RELATION TO OTHER POLICY DOCUMENTS

TED Üsküdar College Assessment and Evaluation Policy should be read in conjunction with the school policies listed below, which are available on the school website.

* + Inclusion Policy,
  + Language Policy,
  + Admission Policy,
  + Academic Integrity Policy

# 6. TED USKUDAR COLLEGE PRIMARY SCHOOL

**6.1 Assessment Goals in the Primary School**

The main purpose of measurement and evaluation practices at TED Üsküdar College Primary School is to support each student's learning process and to take their academic, social, and personal skills to the next level. In this direction, measurement and evaluation studies are mainly used for recognition, forming, and determining knowledge and skills, and variety of tools are used to reveal the different skills of the student.

**6.2 Assessment Tools in the Primary School**

Pre-Assessment Tools

- Brainstorming

- Mind Map

- Yes / No Card

- Question Box(ppt, word wall. learning apps)

- Forecast Card(word wall, ppt)

- Teacher Observation Checklist

- Games (digital games)

- Student Interviews

- Image Interpretation(ppt, pawtoon)

- Mind maps and mind master

Formative and Summative Assessment Tools

- Self/Peer and Group evaluation forms

- Checklists

- Input/Output cards

- Observation forms

- Experiment sheets

- Rubrics (Rubrics)

- Projects

- Concept maps

- Student product file (Portfolio)

- Open-ended Questions

- Frayer Diagram

- 3-2-1 Bridge

**6.3 Assessment Practices in the Primary School**

At TED Üsküdar College Primary School, assessment and evaluation practices are applied as pre-assessment, formative and summative assessment to determine students' readiness levels, monitor the learning process, and progress of students and to decide their level of learning.

Turkish and Mathematics readiness assessments are conducted at the beginning of the school year to check the presence of the prior knowledge and skills/competencies required for learning a course. As a result of this practice, necessary updates can be made in the annual plans to overcome the missing prior learning. The results of the readiness exam/assessments are not processed as grades. Comments are shared to give healthy feedback to the students.

**Recording, Reporting and Parent Teacher Conferences**

Teachers develop and use answer keys, rubrics and checklists according to the learning outcomes. In addition to the examples given, teachers document student learning by recording students' speeches, videos, photos and audio materials on Google Drive.

At the end of each quarter, teachers fill out progress reports that include the criteria for all subjects in the primary school and share them with both parents and students. At the end of the first and second semesters, official report cards are issued by the Ministry of National Education (MEB).

At the beginning of the year, all class teachers invite parents to individual meetings. This is in order of need, and to gain information about out-of-school life. Teachers will share their first observations about the student with the parents and meetings are renewed with the set goals. This enables the progress of the students’ to be monitored together with the parents.

**K12Net school management system**

K12Net school management system is used for primary, middle and high school. Unlike E-School, this system is designed to monitor students' learning outcomes, primarily written exams. In this way, it is possible to monitor the current status and past performance of all students online in any stage, content and outcome of learning. This Programme also allows for the reporting of student records in various formats. At the same time, this system includes parent appointment times for all teachers. Our parents have the opportunity to receive feedback about their child by choosing the day and date they want from the specified hours.

# 7. TED USKUDAR COLLEGE MIDDLE SCHOOL

**7.1 Assessment Goals in the Middle School**

The purpose of assessment and evaluation at TED Üsküdar College Secondary School is to determine how students achieve their knowledge, skills, abilities and other learning objectives and to use this information to improve learning processes. This process is followed at our school to identify students' strengths and weaknesses, identify student-specific learning needs, develop strategies to achieve learning goals and improve curricula.

**7.2 Assessment Tools in the Middle School**

Traditional Asessment Tools

- Written Exams

- Short answer tests (Quiz and objective monitoring tests)

- Multiple Choice tests

- Homework assignments

Alternative Assessment Tools

- Performance Evaluation

- Project work

- Portfolio

- Self-assessment

- Peer Assessment

- Group Evaluation

- Rubric

- Oral presentation and interviews

**7.3 Assessment Practices in the Middle School**

Measurement and evaluation practices at TED Üsküdar College Secondary School are applied as formative and summative assessment by determining the readiness levels of students. Assessment practices are used to assess the learning processes of our students and to use these assessments to improve the educational practices in understanding how successfully students have achieved their knowledge, skills, attitudes and other learning goals. It is intended to help teachers better understand students' learning needs and monitor progress, enabling them to direct teaching strategies and curricula more effectively.

**7.4 Recording, Reporting and Parent Tacher Conferences**

Teachers develop, use and record rubrics and checklists in the process according to the outputs obtained from the measurement practices. All activities determined in the students' lesson plans are monitored and controlled by the heads of departments in all in-school and out-of-school areas (for the curriculum and extra curricular activities).

In addition to the curriculum taught in the 2023-2024 academic year, 19 different clubs in the fields of sports, arts, foreign languages, and culture are organized to support the physical and psychological development of students during the two-hour club activities that middle school students choose in line with their own interests. In addition to traditional and alternative assessment and evaluation practices, development reports are organized twice a year with rubrics developed and recorded through a digital platform, and the process is notified to parents and students.

In order to monitor academic processes, MEB report cards are issued at the end of the semester in line with the official regulations. Progress reports for English and elective second foreign language (German/French) courses are also shared. In addition, students are supported to take part in all official ceremonies and Programmes, exhibitions and national and international competitions held throughout the year. This aims to maximize their performance and support their development with the tasks assigned. This process, in which student development is targeted, is followed by parent-teacher meetings held twice a year, once a semester, and individual interviews that continue throughout the year to provide feedback on the work done.

# DIPLOMA PROGRAMME (DP)

* 1. **Roles and Responsibilities**

**Roles and Responsibilities for implementing, evaluating and reviewing the Assessment Policy**

Students need to have the responsibilities written below

• meet the requirements of the Diploma Programmeme including both Internal and External

Assessments;

• recognize each assessment done is for learning;

• meet the interim calendar deadlines;

• create original work or cite sources correctly;

• evaluate and reflect on their own performance

Teachers are expected to:

• apply the subject-specific criteria while assessing students’ work as mentioned in the

subject guides;

• prepare students for each type of assessment and provide several types of assessment

opportunities;

• provide students regular feedback on their progress;

• reflect on the assessment and evaluation results in order to guide teaching and learning

Administration is expected to:

• assist the teaching staff in the best way to implement the Programmeme for students;

Parents are expected to:

• assist their children in their learning journey;

• assure their children meet the assessment deadlines and respect academic honesty rules;

• provide feedback to the school to facilitate the student’s and the Programmeme’s development.

**Roles and responsibilities for training new teachers**

All new DP teachers have to have professional development training on the IB standards, practices and requirements with a practical insight into how they are implemented at the school. This is the DP Coordinator’s responsiblity to provide workshop opportunities on their own subject, curriculum, assessment, ATL, TOK integration etc. The new DP teachers should be also guided by DP subject or core teachers for the practices of particular requirements. DP Coordinator is responsible for registering the new teachers for the first workshop available given by the IB Professional Development service.

* 1. **Assessment and Evaluation Practices**

TED Uskudar College is an IB DP candidate school and intends to be an IB Diploma Programme May session school. TED Uskudar College follows the Ministry of National Education (MEB) examination regulations while planning the assessment and evaluation processes. To conform to international standards, we have started to use the necessary assessment tools for the International Baccalaureate Diploma Programme as well as meeting national curriculum requirements. The main aim of TED Uskudar College is to support students in developing self-evaluation and reflection skills to grow up as lifelong learners. The assessment process at TED USkudar College is divided into three steps as evaluation/assessment, recording and reporting.

Assessment Procedure

1. Pre Assessment
2. Formative Assessment
3. Summative Assessment
4. **Pre Assessment**

Pre Assessment process at TED Uskudar College includes learning and analyzing the students' current knowledge, what they can do and how they feel at the beginning of the learning process. Besides observing the achievements of the students at the learning process, the students’ prior knowledge and experiences are also evaluated within the scope of the pre-assessment to ensure that the teachers make their plans and organize their teaching styles accordingly. TED Uskudar College implements readiness tests for each subject at the beginning of the academic year. These practices include multiple-choice questions to assess students’ pre-knowledge. During the learning process at the beginning of each unit, teachers use various techniques (KWL, wonder wall, etc.) in order to assess students’ pre-knowledge and to plan as necessary.

1. **Formative Assessment**

At TED Uskudar College, formative assessment provides the required knowledge to plan the next level of learning. Formative assessment and the learning process are directly connected and develop together. The main objective of formative assessment is to improve students' learning through feedback. We believe effective feedback is more important than teaching by direct instruction in the student's development process. Therefore, after every activity, students are assessed using various strategies and tools such as observation, performance assessment, formative assessment, open-ended tasks, and checklists (self-assessment, peer assessment, teacher assessment, etc. The formative assessment tools are applied four times a year in all subjects. The students and the parents are informed about the notification of the formative assessment and their results by k12. Parents are informed especially for students which are not improving as expected. Parents are informed by either indivudial meetings or the results published on k12.

1. **Summative Assessment**

With summative assessment, TED Uskudar Colege wants to give teachers and students a clear picture of what students have learned. They give students a chance to check how well they understand the main idea and ensure they have the skills they need.

These findings are compared to the results of the previous assessment practices used to see how students develop.

**Assessment Tools**

Assessment is done to show whether the learning process has been successful. Assessment is a process used to measure improvement over time, motivate the students to study, evaluate the teaching methods, and rank the students in the whole group.

TED Uskudar College High School is planning to be an IB Diploma Programme May session school. Preparatory English, Preparatory Turkish, 9th and 10th grade subjects, timetables and schedules are planned in a structure that work for the diploma Programme. Measurement and evaluation processes for courses with Ministry of National Education (MEB) requirements are carried out in line with the Ministry of National Education (MEB) regulations. Internal and external assessment exam averages for Maths, Science, Turkish, and English courses have an impact on students' DP admissions and course choices.

**Assessment Practices**

Assessment is one of the important steps of the learning journey in IBDP. The assessments, the assignments and their results help teachers to shape the two-year process and watch, record, and report on the progress. At TED Uskudar College High School, teachers use different assessment tools to check the progress of students.

Below the assessment tools used by teachers are listed.

* Class discussion and/or Socratic seminars
* Case studies
* Debates
* Essays
* Experimental investigations
* Fieldwork
* Group and individual oral presentations
* Laboratory reports
* Oral and written commentaries
* Verbal presentations
* Multiple choice style questions and quizzes
* Journals
* Portfolio
* Research assignments
* Projects
* Self-assessment
* Peer assessment
* Tests and examinations
* Exhibitions
* Homework
  1. **Marking/Grading**

The Diploma Programmeme (DP) of the International Baccalaureate uses both internal and external assessments to see how well students do. Most of IB courses have written exams at the end of the two-year process. Some components are externally assessed or marked by teachers and then moderated by IB.

Assessment Criteria

In-school assessment tools and tasks are decided by the teachers to monitor the students’ progress and to prepare them for IB internal and external assessments. The type of assessment is graded with subject-specific IB criteria to help students get used to them.

Subject teachers inform the students about the assessment criteria of their subject early in the Programme, and they will be available for parents and students in the subject briefs on the school website. Assessment tasks are marked according to these criteria so that students, teachers and parents are clear about the progress of the student.

**Higher level and standard level courses**

There are higher level of courses and standard level of courses in IB DP. The students must successfully complete 3 higher level (HL) courses and 3 standard level (SL) courses. HL and SL courses are different in terms of knowledge, understanding and skills. HL and SL courses are assessed with the same grade descriptors and out of 7. The students can choose HL and SL courses from the broad range of academic disciplines, among the subjects offered by the school.

**How DP assessment is scored**

In the DP, students get grades of 7 to 1, with 7 being the highest. Students get a grade for each course they take.

A student's final grade is the sum of all grades (of internal and external assessments) in each subject.The diploma is awarded to students who get at least 24 points out of 45. These points must include successful completion of the three essential elements in DP core, TOK, EE and CAS.

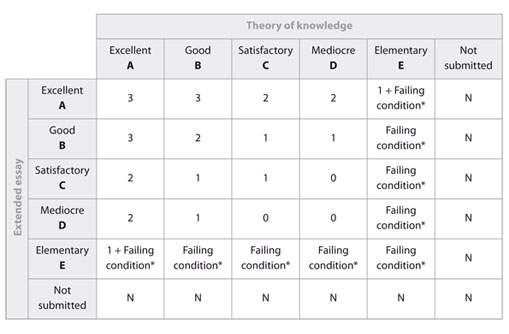
**The DP core**

The DP Core has three components, The theory of knowledge (**TOK**), extended essay (**EE**) and Creativity, Activity, Service (**CAS**).

The theory of knowledge (TOK) and extended essay (EE) components are awarded individually and they can add up to 3 additional points towards the overall Diploma score.

Creativity, Activity, Service – the remaining element in the DP core – CAS does not contribute to the points total for the diploma but completiton is a requirement for the award of the diploma.

Theory of Knowledge and the Extended Essay are marked separately and on an A-E basis, with A the highest. They contribute up to three (3) additional points to a student’s total, according to the chart below.



Assignments completed by students is evaluated by criteria, rubrics, and scales. Assessments and assignments are graded by teachers. Also peer assessment, self assessment are used for assignments and assessments. Teachers also use IB standards and boundaries to set classroom grades. In addition to these attendance, class work, participation, and homework assignments are considered, as well. We use the chart below to change grades out of 100 to 7 (the highest) to 1 (the lowest).

|  |  |
| --- | --- |
| 7 | 90-100 |
| 6 | 80-89 |
| 5 | 70-79 |
| 4 | 60-69 |
| 3 | 50-59 |
| 2 | 40-49 |
| 1 | 0-39 |

# Internal and External Assessments

# Internal Assessments

# Internal assessments are guided and graded by subject teachers according to IB criteria and grade descriptors. All of the internal assessment scores are digitally sent to IB and moderated by IB with a few samples. Students work on internal assessments from the beginning of the two-year process and submit on due dates determined in the interim calendar.

# External assessments

# Since the TOK essays, extended essays, and Literature A Higher Level Essays are external assessments, they are supervised by the subject teachers at school but graded externally by IB. IB exams given in the May and November sessions are also external assessments. The dates are determined by IB and question papers are sent by IB. After conducting the exams, scripts are sent directly to IB to be graded by examiners.

**Process for standardization of assessment of students’ works**

Head of department is the leader in the standardization process.

* Teachers who are teaching the same subject evaluate students’ works separately, then, evaluate the same student's work together to compare differences in the evaluation result of the assessment. This could give teachers a chance to talk about how they evaluate and make suggestions for how to evaluate.
* Teachers should make judgments about student’s work before assessing other students’ work.
* The same process of standardization will continue to guide teachers and school leaders, head of departments should help the standardization process by guiding discussions.
  1. **Recording grades**

All teachers in the Diploma Programme and subject teachers keep accurate records of the progress of the students.In K12 and e-school, all grades are recorded out of 100. Internal Assessment drafts are recorded by subject teachers and sent to the DPC for the submission process to IBIS. In the second year of the Diploma Programme, students take mock exams. The subject teachers and DPC keep all the records. The DPC and the teachers give individual feedback and help each student. All students and parents are informed about their grades out of 7. At the end of the Programme, the students will self-evaluate, reflect on their own performance, and set personal goals for themselves.

* 1. **Reporting on students' progress**

Students and their parents can always find information easily about their assessment results during parent teacher meetings or digitally on a K12 system. Parent teacher meetings are done once in every semester, in November and in April, in addition to these parents can get individual appoinments from K12 system to see the subject teachers for their student’s progress and academic needs.

Students are given a Ministry of National Education (MEB) report card at the end of each official academic term.

For university admissions reports of student performance may be made available to universities or other external institutions or people with the consent of the students and/or their parents.

The teacher should make predictions of IB grades to the IBDP Coordinator at the times asked by the coordinator or the university counselor.

**Review Cycle**

At the beginning of each school year the assessment policy is revised if necessary in order to ensure it aligns with the standards and practices of IB. The DP Coordinator ensures that any updated documentation with regards to the Assessment Policy arrangements published by the IB, will have its provision in the school’s working policy. The Assessment Policy will be revised every year with the contributions of the policy committee in line with the changing needs. Any observations or suggestions from the DP staff are communicated to the DP Coordinator regularly.

**Policy Development Committee**

|  |  |
| --- | --- |
| **Name Surname** | **Duty** |
| Nevzat KULABEROĞLU | Founding Principal |
| Fatin BAYRAKTAR | IB DP Coordinator |
| Neslihan İPEKLİ | Primary and Middle School Principal |
| Tarık ÜNLÜHAN | High School Vice Principal |
| Nermin NEMLİOĞLU | Head of Department of Turkish Language and Literature – Social Sciences |
| Suzan ÜSTÜN | Head of Department of Foreign Languages |
| Harun KARATOSUN | Manager of Assessment and Evaluation Unit |

**Policy Development and Sharing Process**

TED Uskudar College Assessment Policy is prepared by a committee consisting of the head of school, head of departments and DP coordinators, and Head of Assessment and Evaluation unit. While writing the policy, assessment procedures of IB was used in the preparation process. In the process of writing the policy, it was considered not only with the requirements of being an IB School, but also with the aim of having a living and applicable policy, adopting assessment policy by the whole teaching staff, and creating a lasting impact. The Assessment Policy is shared with school staff, parents and students through the school website, general parent meetings and handbooks distributed in both Turkish and English.

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