



# **ASSESSMENT POLICY**

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## **Our Mission**

Illuminating the past and the future through education.

## **Our Vision**

FMV Işık Schools is an institution whose primary guiding principle is to 'raise good citizens'. It aims to raise citizens who adopt ethical values, have command of their mother tongue, are active in more than one foreign language, are tolerant towards different cultures, have historical awareness, have scientific thinking, have analytical skills, are environmentally conscious and lifelong learners

## **Aims**

In line with the principles of Atatürk, we aim to do the following;

- Foster appreciation and mindfulness of the differences, rights and needs of others, promote internalization of the democratic values such as peace, tolerance, democracy and human rights.
- Raise individuals who are sensitive to the environment and the society, have a sense of responsibility and have decision-making skills.
- Raise individuals who are proficient in at least one foreign language and who have adopted the idea that diversity is wealth.
- Become versatile world citizens by creating an environment where they respect local and international cultures.
- Ensure that our students have digital citizenship skills.
- Raise individuals who adopt academic honesty as a principle in their studies.
- Assist in putting learned knowledge into practice through experience, and support creativity.
- Promote experiences in arts, sports, social and academic activities, both nationally and internationally.
- Help develop self-awareness, to enable good decisions and choices for further study and adulthood to prepare them for the next step of their education.

## **IB (International Baccalaureate) Mission**

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

## **1. Introduction**

FMV Işık Schools have regular and sustainable assessment systems to record and assess the achievement data of students. This system provides students with information about what they know and what they will learn, allowing their personal development to be tracked in terms of all skills in the process. Students and parents are informed about the rules and requirements of the evaluation system through parent meetings, parent handbooks, and the website.

In addition to the school's rigorous assessment tools, both national and international exams are used to acquire additional objective data to further measure and understand student development and progress.

## **2. Our Assessment Philosophy**

Assessment is structured in a way that is ongoing, collaborative and provides regular feedback-forward. During the planning, review and reshaping of all educational activities, assessment results play an indispensable role in the assessment and evaluation policy. Through the assessment-evaluation system, each student aims to reach the highest level of knowledge, skills and conceptual understanding in all areas of development, in accordance with his/her age and potential.

## **3. Our Assessment Principles**

- Compliance with the curriculum and pedagogy
- Originality and diversity in methods, techniques and tools (self, peer and other assessments)
- Inclusion in line with all knowledge, skills, abilities and requirements
- Evidence-based recording
- Continuity
- Transparency
- Fairness
- Informative (feedback and feedforward)
- Collaborative
- Interactive
- Reliability
- Validity
- Practicality

## **4. Goals of the Assessment and Evaluation Department**

The main purpose of the Assessment and Evaluation Department is to provide feedback to students, teachers, parents and school management about the learning level of students and the effectiveness of the methods used in teaching and to support the efforts to increase the quality of teaching in this way.

The following steps are taken to achieve this goal:

- Providing feedback to students, teachers, parents and the school administration
- Determining the level of knowledge and skills of students in the subject or subject area in order to create a more effective curriculum,
- Ensuring that assessment tools are reliable, valid and practical,
- Carrying out joint studies with teachers in planning, preparing and analyzing assessment tools,
- Supporting teachers in the development of complementary assessment and assessment tools for use in line with formative assessment approaches,
- In line with the regulations of the Ministry of Education, following innovations related to national exams, planning, preparing and evaluating the mock exams to be applied within the school for the preparation of exams,
- Supporting differentiation within teaching and assessment tools in line with needs,
- Ensuring the implementation of necessary support materials, resources and processes for fair and valid assessment,
- Defining the rights and responsibilities of all members of the school community and clearly stating what good assessment practice consists of,
- Organizing informative seminars / workshops in line with the needs of teachers by following the developments and new approaches in the field of assessment.

## **5. Our Practices**

### **5.1 Diagnostic Assessment**

These are the assessments at the beginning of the learning process that determine the readiness of the students and enable the necessary measures to be taken.

Some tools and activities that can be used in diagnostic evaluation are:

Readiness Practices Applied at the Beginning of the Year

Previous Unit / Topic Assessment Activities

Preliminary Assessment Activities Applied at the Beginning of the Unit

### **5.2 Formative Assessment**

Formative assessment informs teachers and students about the learning process; aiming to shape teaching, to increase student's performance and create self-awareness; they are also assessments that guide the teacher in areas where the student needs support. Individual learning levels are identified in the process and individual feedback and feedforward is given. Continuity and frequency are essential in these applications.

Different learning styles and different skill levels are taken into consideration when planning formative assessment and assessment can be done in various ways.

### **5.3 Summative Assessment**

Taking the curriculum into consideration, summative assessment practices are carried out at the end of the learning process in line with the exam schedule, which is prepared and announced at the beginning of the academic year. In this process, the school evaluates each student's success in meeting the course goals and objectives, which are determined by all teachers in the same grade. Course goals, objectives and criteria as well as the assessment methods and grading systems are shared with both students and parents.

Tools and activities that can be used in summative and formative assessment are:

#### **Appendix - 1**

### **6. Feedback and Feedforward**

The data obtained in the assessment process provides feedback on current learning in order to support future learning and feedforward aims to increase the motivation of the learner.

### **7. Recording and Reporting**

Prepared in line with the Turkish Ministry of Education's (MoE) statute for K-12 schooling, all written exams and formative assessment reports are archived within the scope of the assessment program used at our schools. The analyses of the exams conducted by our assessment experts are shared with relevant administrators and teachers. Students' achievements on the basis of objectives are also shared with students and parents. Starting from kindergarten, student-specific progress reports that include IB and/or Ministry of Education outcomes are prepared. Teachers archive samples of work, anecdotes and assessment tools (checklist, rubric, etc.) related to formative assessment activities which show students' development. Exam analysis done by our assessment specialists are shared with relevant departments. Departments review educational activities in line with these reports and take necessary precautions. Department heads share their action plans which they prepare with their departments with the relevant assistant principal and assessment and evaluation department.

### **8. Curriculum Assessment**

Results of assessment studies carried out in our schools are also used for the purpose of evaluating the curriculum. For this; following the implementation of IB PYP units of inquiry in kindergarten and primary school, unit evaluation meetings are held and learning evidence obtained in assessment activities are emphasized. Necessary updates are reflected in the plans. Horizontal and vertical curriculum studies are planned accordingly, considering the level of achievement of students' curriculum at the meetings held in middle school and high school after written exams. Differentiated instruction is planned by considering the different learning needs of each student.

During the IB DP process, reports published by IB after each exam period are shared with students. The IB DP curriculum is published in IBO with necessary changes every 5 years.

## 9. Policy Review Process

To ensure that the evaluation policy is an up-to-date and living document, at the end of each academic year, this policy is reviewed by the Assessment and Evaluation Committee, its compliance with other policies is reviewed, and changes are made to the policy by the assessment committee made up of campus representatives. The task of this committee is to ensure that this policy is implemented, evaluated, and that newcomers are informed about the issue. All changes regarding this policy are announced to the school community at the beginning of the new academic year.

## 10. Links to Other Policies

The Assessment Policy is associated with the following policies:

- Student Admission Policy
- Language Policy
- Inclusion Policy
- Academic Honesty Policy
- High Quality Education Policy

## 11. Bibliography

<https://www.ibo.org/programmes/>

<http://mufredat.meb.gov.tr/>

<http://fmvisikokullari.k12.tr/>

<https://tegm.meb.gov.tr/dosya/okuloncesi/ooproram.pdf>

## 12. 12. Appendix

- **Appendix 1:** Tools and activities that can be used in summative and formative assessment: <http://bit.ly/2wHPhUZ>