

Publication Date: 01.09.2011

Revision Date: (1) 01.09.2021, (2) 30.06.2023, (3) 30.10.2025

NESIBE AYDIN EDUCATIONAL INSTITUTIONS

ASSESSMENT POLICY

Chapter One

Purpose, Scope, Basis, Committee Members and Definitions

ARTICLE 1 :Aim

1. This policy contributes to the realization of the overlapping mission statements of the International Baccalaureate (IB) and Nesibe Aydın Educational Institutions, promoting academic excellence, ethical practice, and international-mindedness.
2. It establishes a coherent and developmental culture of assessment across all IB programmes offered at the school, particularly the Primary Years Programme (PYP) and the Diploma Programme (DP), fostering evaluation skills among all learners and ensuring the development of a shared language regarding assessment practices.
3. In the PYP, the policy ensures that assessment focuses on the process of learning, emphasizing reflection, self-regulation, and growth rather than comparison, while enabling students to demonstrate their understanding through multiple forms of evidence.
4. In the DP, the policy ensures that assessment is criterion-related, transparent, and consistent with IB philosophy, preparing students for both national and international academic expectations.

ARTICLE 2: Scope

1. This policy covers the principles of evaluation activities carried out to inform teaching and learning at Nesibe Aydın Educational Institutions.
2. Within the DP, this scope includes both formative and summative assessments, internal assessments (IAs), external assessments, core requirements (TOK, EE, CAS), and the moderation and standardization processes mandated by the IB.

ARTICLE 3: Legal and Foundational Basis

1. This policy has been prepared based on the Ministry of National Education (Milli Eğitim Bakanlığı – MEB) Regulations and IB documents and practices.
2. It is also aligned with the 2024 Turkish Century Education Model, ensuring integration between 0–100 grading system and the IB DP 1–7 grading scale, so that students graduate with both a national high school diploma and the IB Diploma where applicable.

ARTICLE 4: Directive Committee Members

The **Policy Committee** consists of the School Principals, the IB Primary Years Programme (PYP) Coordinator and the IB DP Coordinator, an assistant principal representative, class teacher representatives, language teacher representatives (English, German, French, and Spanish), visual arts, physical education, and music teacher representatives, the school librarian, the school counselor representative, and parent representatives. The committee also includes the CAS Coordinator, Extended Essay (EE) Coordinator, and Theory of Knowledge (TOK) Coordinator.

ARTICLE 5: Definitions

- a. **Assessment:** Assessment is the ongoing process of collecting, analyzing, reflecting on, and acting on evidence about student learning to inform instruction.
- b. **Assessment culture:** Developing assessment skills among all members of the learning community.
- c. **Learning objectives and success criteria:** Maintaining the necessary communication to introduce and/or co-create the knowledge, skills, and competencies focused on in any learning process.
- d. **Feedback to inform the future:** Providing feedback on current learning to inform what needs to be known to support future learning.
- e. **Self-regulation:** Refers to learners becoming self-adapters through the skills they develop, rather than merely self evaluators. It is the act of setting their own learning goals and monitoring, regulating, and controlling their cognition, motivation, and behavior, guided by these goals and environmental constraints.
- f. **Monitoring learning:** Checking learning progress against personal learning goals and success criteria.

- g. **Documentation of learning:** Compiling evidence of learning.
- h. **Measuring learning:** Demonstrating the learning that has occurred in a certain period of time through data collection.
- i. **Reporting on learning:** Reflecting on how much learning has occurred through the information presented to the learning community. It includes comments on the learner's progress, strengths and areas for development, and areas where they can do more.
- j. **SOLO taxonomy:** The taxonomy used to describe the structure of observable learning outcomes.
- k. **Criterion related assessment:** In the DP, assessment is based on subject specific criteria provided in the IB subject guides. Student work is judged against these criteria rather than compared to the performance of other students.
- l. **Formative assessment:** Assessment for learning. It informs teaching and learning throughout the process, provides students with ongoing feedback, and supports the development of skills, knowledge, and attitudes.
- m. **Summative assessment:** Assessment of learning. It evaluates student achievement at the end of a unit, course, or programme. Summative tasks measure the extent to which learning objectives and subject-specific criteria have been met.
- n. **Internal assessment (IA):** Assessment tasks that are marked by teachers according to IB criteria and externally moderated by the IB to ensure global standards.
- o. **External assessment (EA):** Assessment components such as written examinations, TOK essay, and Extended Essay that are externally set and graded by IB examiners.
- p. **Moderation and standardization:** Processes ensuring reliability and consistency of teacher marking across classes and subjects, aligned with IB requirements.

Chapter Two

Nesibe Aydın Schools Evaluation Philosophy

ARTICLE 6: Evaluation Philosophy

- 1. Assessment informs the mission, philosophy, goals, principles, and practices of Nesibe Aydın Schools, as in all IB programmes. It is designed not only as a means of measuring student achievement but also as a dynamic tool for enhancing teaching and

learning. Assessment aims to develop and demonstrate course specific knowledge and skills, conceptual understandings, and Approaches to Learning (ATL). Learners value the feedback they receive and use it to inform their future learning goals. Teachers focus on what learners know and can do, employing a variety of strategies, methods, and techniques for monitoring, documenting, measuring, and reporting learning. They also reflect on their own teaching practices and contribute to the effectiveness of the curriculum through evidence based decisions.

2. In the DP, assessment is further guided by the IB's constructivist and holistic educational philosophy. It is grounded in the belief that learning is an active, reflective and inquiry based process. Accordingly, assessment in the DP is expected to:

- a. **Embody IB's Educational Philosophy**

- Function as an integral part of the teaching and learning cycle, rather than solely as a conclusion.
- Align with the IB definition of assessment as “the gathering and analysis of information about student performance”.
- Support the development of IB Learner Profile attributes and ATL skills.
- Incorporate the three IB objectives: knowing, applying, and evaluating, across all subjects and grade levels.

- b. **Serve Multiple Interrelated Functions**

- **Diagnostic:** Identify prior knowledge, interests and potential misconceptions to guide initial teaching strategies.
- **Formative:** Provide timely and specific feedback to shape and improve ongoing instruction and student understanding.
- **Summative:** Measure students' achievement at specific points in time based on IB criteria and standards.
- **Predictive:** Support decisions about university readiness and future learning pathways through data informed analysis.

- c. **Reflect the School's Core Values**

- Maintain academic integrity while ensuring developmental appropriateness. Balance quantitative data with qualitative insights, emphasizing depth over breadth.
- Recognize and support individual learning trajectories while maintaining shared expectations for excellence.

- Promote fairness, transparency and equity in assessment processes, including those for multilingual learners and students with diverse needs.

d. Operationalize IB Standards and Practices

- Implement all internal and external IB assessment components with consistency and fidelity.
 - Ensure alignment between school-based assessment and IB global expectations.
 - Apply IB's assessment criteria while considering context appropriate, culturally responsive practices where allowed.
3. This philosophical foundation underpins all assessment practices at our school, across the PYP and DP and ensures that assessment serves as a catalyst for meaningful, student centered learning. The policy also aligns with the MEB's regulations to ensure compliance with national requirements.

Chapter Three

Nesibe Aydın Schools Evaluation Principles and Practices

ARTICLE 7: Evaluation Principles

1. Evaluation in Nesibe Aydın Schools is handled in the light of the following principles:
 - a. **Being original:** By encouraging learner participation, students are supported to make connections with the real world and to develop original perspectives.
 - b. **Clear and specific:** Learning objectives and success criteria are communicated clearly, understandable for all, and adapted to individual differences.
 - c. **Diversity:** Various tools, methods, and strategies appropriate to different learning styles and purposes are used.
 - d. **Development:** Each learner progresses according to their own pace and individual differences, ensuring continuous growth.
 - e. **Collaboration:** All members of the learning community, teachers, learners and parents, are engaged in building and sustaining an assessment culture.
 - f. **Interaction:** Ongoing and iterative dialogue about assessment is promoted within the school community.
 - g. **Using feedback to inform the future:** Feedback is provided to guide students' future learning and to identify areas for improvement.

- h. **Soft skills:** Assessment supports the development of transversal skills such as leadership, communication, critical thinking, creativity, time management, and collaboration.
- 2. In the DP, these principles are further strengthened by the IB's philosophy of criterion-related assessment and international standards:
 - a. **Criterion-related assessment:** Student achievement is measured against published IB criteria in each subject guide, not against other students.
 - b. **Fairness and equity:** Assessments must be transparent, reliable, and valid, ensuring that all learners, including multilingual and diverse learners, have equal opportunities to demonstrate achievement.
 - c. **Formative and summative balance:** Assessment is continuous and integral to teaching. Formative tasks guide improvement, while summative tasks measure achievement at the end of a unit or programme.
 - d. **Internal and external assessment:** IAs are marked by teachers and externally moderated, while external assessments (exams, TOK essay, Extended Essay) are graded by IB examiners.
 - e. **Moderation and standardization:** Teachers engage in collaborative practices to ensure consistency of marking and alignment with IB global standards.
 - f. **Academic integrity:** All assessments uphold IB's expectations for honesty, authenticity, and responsible use of sources, including AI-supported tools.

ARTICLE 8: Evaluation Practices According to National Regulations and IB Requirements

According to the MEB's regulations for Preschool, Primary, Middle, and Secondary Education Institutions, an academic year consists of two terms that complement each other in terms of evaluation. At Nesibe Aydın Educational Institutions, practices defined in the relevant regulations are implemented across all grade levels, in alignment with both national requirements and, at the high school level, IB DP.

From Grade 4 onwards (Primary Grade 4, Middle School, and High School), student achievement is reported using the MEB's scale (0–100). This scale is converted into the following 5 point grading system:

Points	Note	Explanation
85–100	5	Excellent
70–84.99	4	Good
60–69.99	3	Satisfactory
50–59.99	2	Pass
0–49.99	1	Fail

- 1. Kindergarten:** In kindergarten Learners' development in five different areas (motor, cognitive, language, social and emotional, and self-care) is monitored through observation, inventory and anecdotal records, tailored to individual differences. Data obtained is recorded on the "Development Observation Form" for each of the five developmental areas. This information is shared with parents through the "Development Report." Learners' strengths and areas of need for development, along with relevant recommendations, are presented in the relevant report.
- 2. Primary School (Grades 1–4)**
 - a. Grades 1–3:** The academic success of learners in the 1st, 2nd and 3rd grades of primary school and their observed behaviors through different skills for each subject area are determined by the teacher according to the criteria of "very good", "good" and "needs improvement" according to their development levels.
 - a. Grade 4:** In fourth grade primary school, student success is assessed based on scores obtained from exams and participation in class activities. In this class, term grades, year-end grades, and year-end achievement grades are determined out of a total of 100 points. A course's term grade is determined by the arithmetic average of the scores a student receives from exams and participation in class activities.
 - b.** Two exams are given in each course per semester. Exam dates are announced to students at least one week in advance. The number of exams per day in a class cannot exceed two, and each exam cannot exceed one class hour. A variety of question types are included in the exams. Questions are distributed by topic, with the weighting decreasing from the previous exam to the previous exam, and are

chosen from topics covered since the beginning of the semester. An answer key is prepared along with the questions before the exams. The answer key details the score for each question. Students with two or fewer weekly class hours in each course each semester are given two course activity participation points, and those with more than two weekly class hours are given three course activity participation points.

- c. At the end of each term, evaluations at all grade levels are shared through the E-School system through the generated report cards.
- d. In addition to the regulation defined above, other evaluation activities carried out in Nesibe Aydın Schools are defined below:
 - **School Admission Interviews:** Preliminary interviews and evaluations are conducted to identify the basic academic and affective skills of learners during the kindergarten and primary school admission process.
 - **Readiness Exam:** This exam is administered at the beginning of the year in 2nd, 3rd, and 4th grades of primary school to assess students' knowledge and skills in language (mother tongue and additional languages) and mathematics. Learners are supported throughout the learning process by identifying areas for development.
 - **Assessment Activities:** These activities are conducted monthly to determine the knowledge and skills of students in the first, second, third, and fourth grades of primary school in the fields of mother tongue (dictation, reading comprehension, listening comprehension, writing) and mathematics. Learners are supported in the learning process by identifying areas for development.
 - **Cambridge YLE (Starters, Movers):** Students in 3rd and 4th grades take the specified exam regarding their English language skills, at their own request.

3. Middle School (Grades 5–8):

- b. Evaluation practices in middle school are carried out fully in line with the MEB regulations and the national 0–100 grading scale.
- c. Academic achievement is based on written/oral examinations, performance tasks, and class participation.

- d. Term and year-end grades are calculated using the arithmetic average of these components, as regulated by MEB.
- e. Exams are announced in advance, scheduled to avoid overload, and designed with varied question types.
- f. Feedback and report cards are shared with parents via the E-School system.
- g. National exams (LGS) are administered according to MEB guidelines, and preparation is supported through school-based assessment activities.
- h. At the beginning of the academic year, readiness exams are conducted to evaluate students' proficiency in core subjects, including language, mathematics, sciences, and social sciences. For new applicants, the results determine admission decisions and class placement. For enrolled students, the results are used as a readiness indicator to guide class placement, academic support, and differentiated instruction
- i. Students may participate in Cambridge YLE Flyers and, optionally, Cambridge Key (KET) and Preliminary (PET) examinations to certify their English language proficiency with internationally recognized standards

4. High School (Grades 9–12)

a. National Curriculum

- Students are assessed on a 0–100 grading scale in accordance with MEB regulations.
- Academic achievement is determined by written exams, performance tasks, projects, and participation.
- Term and year-end grades are reported through the E-School system.
- Grades contribute to graduation requirements for the Turkish national high school diploma.
- At the beginning of the academic year, readiness exams are conducted to evaluate students' proficiency in core subjects, including language, mathematics, sciences, and social sciences. For new applicants, the results determine admission decisions and class placement. For enrolled students, the results are used as a readiness indicator to guide class placement, academic support, and differentiated instruction

- Students are also encouraged to take higher-level international language examinations such as Cambridge First Certificate in English (FCE), IELTS, and TOEFL, which support academic readiness and university applications.
- b. DP:** For students in the IB DP, assessment is aligned with both MEB and IB requirements.
- Dual System:** Students receive grades on the 0–100 MEB scale and on the IB 1–7 scale. This ensures eligibility for both the Turkish high school diploma and the IB Diploma.
 - Alignment between IB and MEB grading systems:** To ensure clarity and consistency in reporting, the school uses a **conversion matrix** aligning the IB Diploma Programme 1–7 scale with the MEB 0–100 grading system. This conversion is applied only for national documentation and reporting purposes and does not affect IB internal or external assessment results. Teachers receive training to apply both grading systems consistently and transparently, ensuring fairness and reliability across all assessments.

IB Grade	Descriptor (IB)	Equivalent MEB Range (0–100)	MEB Grade (1–5)
7	Excellent (Outstanding performance)	95–100	5
6	Very Good (High level of achievement)	85–94.99	5
5	Good (Above satisfactory performance)	70–84.99	4
4	Satisfactory (Meeting expectations)	60–69.99	3
3	Pass (Minimum acceptable performance)	50–59.99	2
2	Weak (Below pass level)	40–49.99	1
1	Fail (Insufficient performance)	0–39.99	1

*This conversion table is used solely for reporting purposes to the MEB. All IB assessments, including Internal Assessments, Extended Essay, and Theory of Knowledge, are graded exclusively according to IB criteria on the 1–7 scale.

- IAs:** Conducted in each subject, marked by teachers according to IB criteria, and externally moderated.

- **EAs:** Written examinations, TOK essay, and Extended Essay, graded by IB examiners.
- **Criterion-related Assessment:** Students are assessed against IB's published criteria rather than against other students.
- **Moderation and Standardization:** Collaborative teacher practices ensure fairness, reliability, and alignment with IB global standards.
- **Academic Integrity and AI Use:** All assessments follow IB's expectations for honesty, authenticity and responsible use of sources, including AI supported tools.
- **Reporting:** Results are shared through IBIS, alongside MEB reporting, to maintain compliance with both systems.

ARTICLE 9 – Developing Evaluation Ability Through Self-Regulation

Nesibe Aydın Schools aims to develop learners and teachers who possess the ability to self-regulate assessment. Through this process, the learning community gains awareness of the purposes of assessment, what is being assessed, the criteria for success and the methods used.

a. Teachers with self regulation skills are expected to:

- Encourage and support learners in the assessment process.
- Use evidence and data to inform planning and teaching strategies.
- Select tools and strategies appropriate to the purpose of assessment.
- Collaborate with colleagues to design assessment tools, collect data and analyze results for future planning.
- Monitor student progress by providing effective and timely feedback.
- Share evidence and data with learners and the wider learning community.
- Reflect on evidence and data to improve teaching practice.
- Plan multiple opportunities for student success.
- Support learners' reflective and metacognitive thinking.

b. Learners with self regulation skills are expected to:

- Partner with teachers to co-create learning goals and success criteria.
- Monitor and self-assess their progress toward learning goals.
- Demonstrate their learning by compiling evidence.
- Use metacognitive skills to reflect on their learning and plan next steps.
- Apply feedback and multiple strategies to adjust their learning and identify areas for improvement.
- Collaborate with peers to enhance collective learning experiences.

c. In the DP, self regulation is further emphasized as part of IB requirements:

- Learners take ownership of their IAs, EE, and TOK by setting goals, meeting deadlines and reflecting on progress.
- Teachers and supervisors provide structured opportunities for student reflection through tools such as the EE, Reflections on Planning and Progress Form (RPPF), TOK exhibition and essay reflections, and CAS journals.
- Self regulation is directly linked to the development of ATL skills, particularly in the areas of self management, organization and reflection.
- Students uphold academic integrity by monitoring their own work processes, acknowledging sources, and engaging in honest reflection.

Chapter Four

Designing, Implementing, and Reflecting on Assessment

ARTICLE 10: Designing Assessment to Inform Learning and Teaching

At Nesibe Aydın Schools, assessment is designed not only to measure student achievement but also to guide teaching and enhance learning. Within the PYP, assessment design often follows a backward design model, where teachers plan assessments first and then design learning activities to align with them. Assessment is also forward-looking, supporting the development of soft skills, ATL skills and IB Learner Profile attributes that emerge throughout the learning process.

Through this design, learners are encouraged to reflect on what they know, what they can do, and to provide visible evidence of learning.

In the DP, assessment design also follows backward planning, where teachers use IB assessment criteria and subject guides to design tasks that align with both content and skills. At the same time, assessment is forward looking by cultivating critical thinking, inquiry and international mindedness skills that prepare students for university and lifelong learning.

ARTICLE 11 – What Do We Evaluate?

Evaluation at Nesibe Aydın Schools encompasses both knowledge and the broader development of learners:

- Knowledge, conceptual understandings, skills, and IB Learner Profile attributes.
- **The learning process and its products:** prior knowledge, newly acquired knowledge, depth and breadth of understanding, and the ability to make connections.
- **Interdisciplinary transfer:** how learners apply skills and concepts across different subjects to generate new knowledge.
- **Independence and collaboration:** how learners balance self directed work with teamwork.

To establish observable evidence of understanding, the PYP uses the SOLO Taxonomy, which classifies learning outcomes across six dimensions of understanding (explanation, interpretation, application, perspective, empathy, and self-awareness). These dimensions are addressed developmentally and flexibly over time.

In the DP, evaluation focuses on:

- Criterion related assessment across all subject groups (knowledge, application, and evaluation).
- ATL skills such as research, communication, and self management.
- Core components (TOK, EE, CAS) as reflections of conceptual understanding, critical thinking and personal growth.

ARTICLE 12 – How Do We Conduct Evaluation?

At Nesibe Aydın Schools, inquiry is treated as a process, and learners are informed about assessment criteria at the beginning of or throughout this process. A variety of approaches, strategies, and techniques are employed.

Four Dimensions of Assessment:

1. **Monitoring Learning:** Tracking progress against goals and criteria (e.g., observation, questioning, reflection, peer/teacher discussions, open-ended tasks, portfolios).
2. **Documenting Learning:** Compiling evidence (e.g., logs, learning stories, portfolios) that connect objectives to criteria.
3. **Measuring Learning:** Using tools such as rubrics, checklists, observation logs, scales, multiple-choice and open-ended questions.
4. **Reporting on Learning:** Communicating progress, strengths, and areas for growth via report cards, portfolios, and school platforms.

Types of Assessment in Practice:

- **Summative Assessment:** Culmination of learning, evaluating understanding of key concepts, often through unit tests, projects, exhibitions or final exams.
- **Formative Assessment:** Interwoven with learning, providing regular feedback that informs next steps and fosters reflective, self directed learners.

Assessment for Learning, As Learning, and Of Learning:

- **Assessment for Learning:** Teachers use pre assessment data to design opportunities that connect prior and new knowledge.
- **Assessment as Learning:** Learners take responsibility by self assessing, reflecting and adjusting their strategies.
- **Assessment of Learning:** Provides evidence of achievement and informs final reporting.

Feedback: Feedback is continuous, timely, and actionable, helping learners focus on next steps. Both peers and teachers provide feedback, which learners reflect on to improve.

Tools to Celebrate and Share Learning (PYP):

- **Reflection Journals:** Learners note decisions and self-assessments guiding their inquiry.
- **Portfolio Presentations:** Students self assess and share strengths, challenges and progress with families.
- **Mini-Exhibitions:** Unit level exhibitions led by students, shared with families.
- **PYP Exhibition:** Culminating event in Grade 4, demonstrating inquiry, action and collaboration on global issues.

Tools in the DP:

- **IAs:** Research-based tasks, teacher assessed and IB moderated.
- **EAs:** Exams and coursework graded by IB examiners.
- **TOK Exhibition & Essay, Extended Essay (EE), CAS Portfolio:** All include reflection and self regulation components.
- **EE RPPF, TOK reflections, CAS journals:** Formal IB tools to document planning, progress and reflective engagement.

Chapter Five

Inclusion and Access Arrangements

ARTICLE 13: Ensuring Equal Access to Assessment

Nesibe Aydın Schools is committed to ensuring equal access to learning and assessment for all students, in line with the IB philosophy of fairness, equity and inclusion. Reasonable adjustments and access arrangements are provided to learners with documented needs so that every student can demonstrate their knowledge, skills and understanding appropriately. These measures aim to remove barriers without giving an unfair advantage.

1. Areas of Need

Access arrangements may be applied for students who experience:

- **Special educational needs (SEN):** such as dyslexia, ADHD, autism spectrum disorder, or other learning differences.

- **Medical or physical conditions:** including chronic illness, temporary injury, visual or hearing impairments.
- **Psychological or emotional circumstances:** such as severe anxiety, trauma, or mental health conditions.
- **Other circumstances:** that may impact the student's ability to perform under standard assessment conditions.

2. Implementation in the PYP

- Inclusion is embedded through differentiated instruction and assessment tasks that reflect developmental readiness.
- Teachers provide multiple entry points to learning and opportunities for students to demonstrate understanding in different ways.
- Portfolios, learning stories, and exhibitions are adapted where necessary to ensure access for all learners.

3. Implementation in the DP

- The school follows the IB policy "Candidates with Assessment Access Requirements."
- Requests for inclusive arrangements must be submitted by the IB DP Coordinator via IBIS no later than **15 November / 15 May** (six months prior to the written examination session).
- Approved accommodations may include, but are not limited to:
 - Additional time
 - Use of assistive technology (e.g., screen readers, speech to text software)
 - Modified exam papers (large print, Braille)
 - Separate rooms or rest breaks
 - Scribes or readers where appropriate
- Teachers ensure that IAs, EE, TOK and examinations are accessible to all learners.

4. Guiding Principles

- Adjustments are always based on documented evidence (e.g., medical reports, psychological evaluations, educational assessments).
- Inclusion practices maintain integrity, fairness, and comparability of assessment results.
- The goal is not to reduce academic standards but to provide equal opportunities for all students to succeed.

Chapter Six

Ethical Assessment Conduct

ARTICLE 14: Commitment to Ethical Assessment

Nesibe Aydın Schools affirms its commitment to providing all students with equal opportunities to succeed by ensuring that assessments are conducted ethically, transparently and in alignment with the IB philosophy and the school's values. Ethical conduct in assessment ensures that every student is evaluated fairly and consistently, and that assessment results reflect the learner's authentic work and understanding.

1. Principles

- All assessments must be conducted honestly, without malpractice or misconduct.
- Students are expected to act with integrity, demonstrating the IB Learner Profile attribute of being principled.
- Teachers and supervisors must model ethical practices in all aspects of assessment, including classroom based tasks, IA, EE, TOK, and external examinations.
- In the PYP, ethical assessment is embedded through classroom routines and collaborative learning environments that value honesty, fairness, and respect.
- In the DP, ethical assessment follows the General Regulations: DP and subject specific guidelines.

2. Responsibilities of Students

- Submit only authentic work that is their own.
- Properly acknowledge all sources in line with the school's Academic Honesty Policy.
- Refrain from misconduct such as plagiarism, collusion, duplication of work, falsification of data, or use of unauthorized materials during assessments.
- Follow instructions and regulations provided by teachers, supervisors, and invigilators.
- In PYP, students learn ethical behavior by developing honesty and responsibility in formative and summative tasks.
- In DP, students are explicitly trained to follow ethical requirements in IAs, EE, TOK, CAS documentation, and examination conditions.

3. Responsibilities of Teachers and the School

- Ensure that assessment tasks are fair, valid, and aligned with IB criteria and MEB regulations.
- Provide clear guidance on ethical expectations and academic honesty from early years through to DP.
- Apply consistent procedures to prevent and detect malpractice (use of Turnitin, supervision during exams, structured draft reviews).
- Report any suspected cases of academic misconduct according to IB regulations and the school's procedures.

4. Consequences of Misconduct

- Any breach of ethical assessment conduct will be investigated in accordance with the school's Academic Honesty Policy and IB regulations.
- Consequences may include disciplinary measures at the school level and where applicable, formal reporting to the IB.
- In severe cases, the IB may withhold or withdraw results or the IB Diploma.

Chapter Seven

The IB Diploma Programme Core Components

The core of the IB Diploma Programme, **Extended Essay (EE)**, **Theory of Knowledge (TOK)**, and **Creativity, Activity, Service (CAS)**, is designed to foster critical thinking, academic inquiry, personal growth, and a sense of global responsibility.

ARTICLE 15: Extended Essay (EE)

EE is a cornerstone of the IB Diploma Programme core, designed to provide students with the opportunity to engage in independent, self-directed research on a topic of personal interest within the IB framework.

- Cultivate skills in independent research, academic writing, and analytical thinking.
- Encourage intellectual curiosity through sustained inquiry into a focused, original research question.
- Prepare students for university level research expectations and academic conventions.

Implementation

- Students choose a topic from the list of IB approved subjects, formulating a clearly defined research question.
- Under the guidance of a supervisor, students complete a 4,000 word structured essay that includes citation and referencing according to academic norms.
- Students engage in three mandatory reflection sessions, documented on the Reflection on Planning and Progress Form (RPPF):
 - Initial (goal setting and topic rationale)
 - Interim (progress and challenges)
 - Final viva voce (evaluation of learning and process).
- The EE is externally assessed and contributes to the core score out of 3 points with TOK.

Timeline

- **DP Year 1:** Topic selection, proposal approval, initial research, first reflection.
- **DP Year 2:** Draft by December, final submission by March (prior to IB deadline), final reflection (viva voce).

ARTICLE 16: Theory of Knowledge (TOK)

TOK is a central element of the Diploma Programme core, encouraging students to critically explore the nature of knowledge, reflect on how it is constructed and evaluated and make meaningful connections across disciplines and real life contexts.

- Deepen students' understanding of how knowledge is constructed, evaluated and communicated across disciplines.
- Explore the nature of knowledge and engage with real world contexts and interdisciplinary connections.
- Empower students to become thoughtful, balanced and ethically aware global thinkers.

Implementation

- Students complete two assessment tasks:
 - A 1,600 word essay on one of six prescribed titles set by the IB (externally assessed).
 - A 10 minute oral presentation (internally assessed) based on a real life situation and focused on one or more knowledge questions.
- TOK learning is embedded across the curriculum and encourages multiple perspectives, reflective dialogue and critical engagement.

Timeline

- **DP Year 1:** Introduction to TOK themes and Areas of Knowledge, formative discussions, and presentation skill building.
- **DP Year 2:** Essay completion by March; presentations conducted in April with moderation samples sent to the IB if required.

ARTICLE 17: Creativity, Activity, Service (CAS)

CAS is a distinctive component of the Diploma Programme core, designed to extend learning beyond the academic curriculum and foster students' personal and interpersonal development through experiential learning, reflection, and community engagement.

- Promote holistic personal development through experiential learning that extends beyond academic boundaries.

- Develop social responsibility, teamwork, initiative, and self reflection.
- Encourage students to engage with local and global communities in meaningful, sustained ways.

Implementation

- Students participate in a balanced portfolio of experiences encompassing:
 - **Creativity:** arts, innovation, problem solving
 - **Activity:** physical exertion and healthy lifestyles
 - **Service:** community involvement and civic responsibility
- Completion of at least one CAS Project, requiring collaboration, duration and global relevance.
- Reflections (written, audio, visual, or digital) are documented regularly and reviewed by the CAS Coordinator.
- Students must demonstrate achievement of all seven CAS learning outcomes, ensuring depth and personal growth.

Timeline

- Minimum 18 month engagement across the Diploma Programme.
- CAS Completion Form and final reflections are submitted and reviewed before May of DP2.
- CAS must be formally completed for a student to be eligible for the award of the diploma.

Chapter Eight

Grading and Reporting

At Nesibe Aydın Educational Institutions, our grading and reporting practices align rigorously with the official IB DP assessment model. These practices ensure transparency, consistency and academic integrity, supporting students in understanding and meeting international standards.

ARTICLE 18 : Assessment Structure Overview

- Each of the six IB DP subjects is graded on a scale of 1–7, with a maximum of 42 points from subjects.
- The Core Components: TOK, EE and CAS, can contribute up to 3 additional points, bringing the maximum possible Diploma score to 45 points.
- CAS is mandatory but not graded; failure to complete it results in no diploma.
- Assessment components include:
 - **External assessments:** Examinations and coursework marked by IB examiners.
 - **IAs:** Tasks evaluated by teachers, then externally moderated by the IB.
 - Terminology follows standardized IB usage ("Individual Oral", not "IOA").

ARTICLE 19: Subject-Specific Assessment Breakdown

a. Group 1: Studies in Language & Literature

Group	Component	Weight	Assessment Type & Notes
Group 1: Language & Literature (Turkish A: Literature)	Paper 1: Guided Literary Analysis	35% (SL/HL)	External assessment
	Paper 2: Comparative Essay	35% (SL), 25% (HL)	External assessment
	Individual Oral (IO)	30% (SL), 20% (HL)	Internal; externally moderated
	HL Essay (HL only)	20%	1,200–1,500 words; external submission

b. Group 2: Language Acquisition

Group	Component	Weight	Assessment Type & Notes
Group 2: Language Acquisition (English B)	Paper 1: Writing	25% (SL/HL)	External assessment
	Paper 2: Listening & Reading	50% (SL), 40% (HL)	External assessment

	Individual Oral (IO)	25% (SL), 20% (HL)	Internal; externally moderated
	Interactive Oral (HL only)	10%	HL only component

c. Group 3: Individuals & Societies

Group	Component	Weight	Assessment Type & Notes
Group 3: Individuals & Societies (Turkey in the 20th century)	Paper 1: Source-based	30% (SL)	External assessment (SL only)
	Paper 2: Essay-based	45% (SL)	External assessment (SL only)
	Internal Assessment (IA)	25% (SL)	2,200-word research project; internally assessed, externally moderated (SL only)
Group 3: Individuals & Societies (Bussiness Management)	Paper 1: Case Study	30% (SL) 35% (HL)	Based on a pre-released case study; external assessment
	Paper 2: Essay Questions	45% (SL) 40% (HL)	Structured and extended response questions across the syllabus; external assessment
	Paper 3: HL Extension	25%(HL)	Based on unseen stimulus material, focusing on strategic decision-making; external (HL only)
	Internal Assessment (IA)	25% (SL) 20% (HL)	Written commentary (SL: 1,500 words based on a real business issue; HL: 2,000 words strategic analysis); internally assessed, externally moderated

d. Group 4: Sciences

Group	Component	Weight	Assessment Type & Notes
Group 4: Sciences (Physics, Chemistry, Biology)	Paper 1: Multiple Choice	20% (SL/HL)	External assessment
	Paper 2: Structured Questions	40% (SL), 36% (HL)	External assessment
	Paper 3 (HL only)	24%	HL only; external assessment
	Internal Assessment (IA)	20% (SL/HL)	Lab report (6–12 pages); internal; externally moderated

e. Group 5: Mathematics

Group	Component	Weight	Assessment Type & Notes
Group 5: Mathematics (Analysis and approaches)	Paper 1: No Calculator	40% (SL), 30% (HL)	External assessment
	Paper 2: Calculator	40% (SL), 30% (HL)	External assessment
	Paper 3 (HL only)	20%	HL only; external assessment
	Internal Assessment (IA)	20% (SL/HL)	Mathematical exploration (12– 20 pages)

f. Core Components

Component	Max Points	Notes
Theory of Knowledge (TOK)	Up to 3	1,600-word essay (external) + oral presentation (internal)
Extended Essay (EE)	Up to 3	4,000-word academic essay; externally assessed
Creativity, Activity, Service (CAS)	Pass/Fail	18-month portfolio; completion required for diploma

Final bonus points for TOK and EE are awarded based on the matrix published by IB (A-E grades for each).

g. Diploma Award Conditions

- Total points possible: 45
- Subject Grades: Each of the 6 subjects is graded out of 7 (max 42)
- TOK + EE: Up to 3 bonus points
- CAS: Required for diploma (no points awarded)
- Minimum of 24 points overall to pass, with:
 - Minimum 12 points from HL subjects (no HL subject below 3)
 - Minimum 9 points from SL subjects (no SL subject below 2)
 - No "N" (non-submission) for TOK or EE

h. Reporting and Communication

- Student achievement is reported **quarterly** using IB aligned 1–7 scale with narrative comments.
- Reports include subject specific feedback, core component progress and ATL skill development.
- Predicted grades for university applications are informed by both formative and summative data, based on evidence of performance and consistency.

Chapter Nine

Student Support and Well being

ARTICLE 20: Framework for Academic, Emotional, and Inclusive Support

At Nesibe Aydın Schools, student support is embedded into every aspect of teaching, learning and assessment to ensure that all learners, regardless of their background, learning profile, or personal challenges, are equipped to succeed both academically and emotionally. Our support model is built on the IB's core principles of fairness, equity, academic integrity, and learner well-being, and is applied across all programmes (PYP and DP) in developmentally appropriate ways.

1. Academic Support

PYP: Learners receive differentiated instruction, guided inquiry support and continuous formative feedback to develop conceptual understanding, ATL skills and the Learner Profile attributes. Portfolios, exhibitions and teacher conferencing are used to provide ongoing feedback and scaffolding.

DP:

- **Formative Feedback:** Regular, criterion-based feedback on formative assessments promotes growth and guides next steps in learning.
- **Structured Revision and Preparation:** IB style revision clinics, past paper workshops, mock exam simulations and peer led study groups build exam readiness.
- **Access to Resources:** Students are provided with IB-approved question banks, subject reports, markschemes and exemplars.

2. Well being and Emotional Support

PYP: Social-emotional development is embedded in inquiry units and supported by regular class discussions, reflection journals, and guidance counseling. Students learn to manage emotions, collaborate and develop empathy.

DP:

- **Well-being Oriented Workshops:** Time management, TOK reflection techniques and balancing CAS with academics.
- **Professional Counseling Services:** Licensed school counselors support students in stress, anxiety, motivation and goal setting.
- **Advisory System:** Regular one on one or group check-ins monitor engagement, stress, and workload balance.

19.3. Inclusion, Differentiation, and Equity

PYP: Differentiation is achieved by adjusting learning engagements, scaffolding, and offering multiple ways to demonstrate understanding. Teachers emphasize equity by considering linguistic, cultural and developmental needs.

DP:

- Inclusion Accommodations: Access arrangements (e.g. extra time, assistive tech, modified papers) in line with IB Inclusion Policy.
- Individualized Support Plans (ISPs): For students with SEN, codeveloped by teachers, counselors and SEN coordinator.
- Teacher Training: Ongoing PD on inclusive pedagogy and neurodiversity.

4. IB Compliance and Ethical Considerations

All support services strictly adhere to:

- IB Assessment Principles: Ensuring fairness, validity, and authenticity in interventions.
- Academic Integrity Policy: Promoting independence, support never compromises authorship or originality.
- Access and Inclusion Policy: Guaranteeing non discriminatory, culturally and linguistically sensitive support.

Chapter Ten

Moderation and Quality Assurance in Assessment

ARTICLE 21 – Moderation and Quality Assurance in Assessment

At Nesibe Aydın Schools, we are committed to maintaining the validity, reliability, and consistency of assessment practices in alignment with IB standards. Our moderation and quality assurance framework ensures that student work is evaluated fairly and accurately and that all assessment related processes reflect the rigor and integrity of both the PYP and the DP.

1. Internal Moderation

PYP: Teachers collaboratively review student portfolios, exhibitions, and unit assessments to establish a common understanding of success criteria. Cross grade reflection meetings help align expectations and ensure progression in ATL skills and conceptual understanding.

DP:

- **Standardization Sessions:** Teachers calibrate marking using IB exemplars, markschemes and annotated student work.
- **Cross-Marking:** Parallel teachers mark each other's samples to ensure consistent interpretation of criteria.
- **IA Coordination:** An appointed IA Coordinator oversees moderation schedules and subject-specific requirements.
- **Moderation Logs:** All moderation decisions and scoring adjustments are recorded for accountability.

2. External Moderation

PYP: Portfolio reviews and PYP Exhibition evaluations are moderated internally with input from leadership to ensure alignment with programme standards.

DP:

- **Sample Submission:** Student work samples are submitted via IBIS as required.
- **Compliance:** Adherence to IB formatting, authentication, and deadlines is strictly monitored.
- **Feedback Integration:** Moderator reports are shared with teachers to refine assessment practices.

3. Ongoing Professional Development

- **Whole School (PYP & DP):** Teachers engage in continuous PD to strengthen assessment literacy and moderation skills.
- **IB Workshops:** All teachers must attend official IB trainings appropriate to their programme: DP teachers participate in DP specific trainings, and PYP teachers in programme specific sessions.
- **Internal PD:** Regular in-house seminars focus on moderation strategies, reflective practice, and data use.

- **Tracking:** Each teacher maintains a PD log to demonstrate ongoing engagement with IB frameworks.

4. Quality Control and Review Mechanisms

- **Internal Audits:** Leadership teams regularly review assessment tasks, rubrics and student evidence.
- **Data Analysis:** Student performance data are regularly analyzed to identify outliers, learning gaps, and achievement trends across different cohorts, supporting data-driven decisions for academic improvement.
- **Feedback Implementation:** Insights from IB moderation reports, student reflections, and teacher evaluations are embedded in departmental planning.
- **Curriculum Assessment Alignment:** Annual reviews ensure that unit plans and assessments remain vertically aligned, incorporate ATL skills and provide appropriate challenge.

5. Confidentiality of Student Data and Work

All student information, assessment records, and submitted coursework are treated as confidential and used solely for official educational purposes within Nesibe Aydın Educational Institutions. Student work and personal data will not be disclosed to unauthorized individuals or external parties except when disclosure is required by law or government authorities. The school ensures that all electronic and physical assessment materials are securely stored with access restricted to authorized personnel only. Written consent will be obtained for any use of student work or data beyond its original educational intent.

Chapter Eleven

Assessment Timeline

ARTICLE 22 – Internal Assessment Timeline by Subject

The assessment timeline for the IB Diploma Programme at Nesibe Aydın Educational Institutions is carefully structured to include clear draft, final submission, and mock examination dates for each subject. This design ensures that students receive timely support,

effective feedback, and meaningful opportunities to refine their work before final submission. The calendar balances subject-specific milestones with core component requirements (TOK, EE, CAS), while also considering student well-being and workload distribution. All assessments are planned in alignment with IB guidelines, ensuring a coherent progression of learning across the two years of the programme.

Subject	Draft Submission	Final Submission	Mock Exams
Mathematics: Analysis and Approaches	May 2027	Jun 2027	Nov–Dec 2027
Turkish Literature	Jan–Feb 2027 (IO rehearsal)	Mar 2027 (Final IO)	Nov–Dec 2027
English B	Jan–Feb 2027 (Mock IO)	Mar 2027 (Final IO)	Nov–Dec 2027
Biology	Jan–Feb 2027	Mar 2027	Nov–Dec 2027
Physics	Apr 2027	Jun 2027	Nov–Dec 2027
Business Management (option)	Sep 2027	Oct 2027	Nov–Dec 2027
Turkey in the 20th Century (option)	Sep 2027	Oct 2027	Nov–Dec 2027
Extended Essay (EE)	Jan–Mar 2027	Feb 2028 (Upload to IBIS)	Progress checked in Nov–Dec 2027 mocks
Theory of Knowledge (TOK)	Jan 2028 (Essay Draft)	Feb 2028 (Final Essay)	Practice essay/presentation Dec 2027
Creativity, Activity, Service (CAS)	Ongoing reflections	Mar 2028 (Final Portfolio)	—

The following table outlines the monthly assessment schedule for all subjects and core components of the IB Diploma Programme. It provides a clear overview of draft submissions, final deadlines, and mock examinations, ensuring that tasks are distributed across the academic year to support balanced workload and student well-being.

Period	Subjects Involved	Key Activities
Sep – Oct 2026	TOK, EE, all subjects IA overview	Introduction to TOK & CAS; EE topic selection; Overview of IA options; IA introductions
Nov – Dec 2026	Biology, EE, CAS	Biology IA: experimental design & data collection; EE research begins; CAS continues
Jan – Feb 2027	Biology, EE, TOK, English B, Turkish Literature A	Biology IA draft submission; EE draft progresses; TOK initial AOK discussions; English B IO mock; Turkish Literature IO rehearsal

Mar 2027	Biology IA, Turkish Literature A IO, English B IO, Physics IA + EE draft	Biology IA final submission; Turkish Literature IO final recording; English B IO final recording; Physics IA data collection; EE first draft + RPPF
Apr 2027	Physics IA + TOK Exhibition	Physics IA draft submission; Planning for TOK Exhibition
May 2027	Math IA + TOK Exhibition	Math IA draft submission; TOK Exhibition presentations
Jun 2027	Math IA + EE revisions	Math IA revision & final submission; EE revisions with feedback
Jul – Aug 2027	EE, CAS	Independent EE work; CAS continues
Sep 2027	Turkey in the 20th Century IA OR Business Management IA (alternative), EE	Turkey 20th Century IA draft OR Business Management IA draft (alt.); EE final checks
Oct 2027	Turkey in the 20th Century IA OR Business Management IA, EE	Turkey 20th Century IA final OR Business Management IA final (alt.); EE final checks
Nov 2027	All subjects (Mock Exams begin)	General Mock Exams begin
Dec 2027	All subjects (Mock Exams continue)	Continuation of Mock Exams
Jan 2028	TOK Essay	TOK Essay drafting
Feb 2028	TOK Essay + EE upload + IA uploads	TOK Essay final submission; EE upload to IBIS; IA uploads to IBIS
Mar 2028	CAS finalization + IA/EE upload	CAS portfolio checks & finalization; confirm IA/EE uploads
Apr 2028	All subjects (Final reviews)	Final content reviews; Exam technique workshops
May 2028	All subjects (Final exams)	IB External Examinations

ARTICLE 23 – Mock Examination Calendar

Mock examinations are scheduled in the first semester of DP Year 2 (November–December 2027) to provide students with a full rehearsal of the final IB examination experience. The calendar is designed to replicate IB exam conditions, including timing, paper structure, and assessment criteria. By holding the mock exams in this period, students are given the opportunity to identify strengths and areas for improvement well before the final examination session in May 2028.

The mock calendar covers all subjects over a two week period ensuring that examinations are distributed in a balanced way and that no student sits multiple major assessments on the same day. Core components (TOK, EE, CAS) are also integrated into this period through reflective

sessions and progress checks. This structure provides meaningful feedback to both students and teachers, informs final preparation strategies and supports student well-being by preventing excessive workload at a single point in the programme.

- **Week 1 (last week of November 2027)**
 - Day 1: Mathematics: Analysis and Approaches (Paper 1)
 - Day 2: Mathematics (Paper 2) + short Core session (TOK prep / EE progress check)
 - Day 3: Biology (Paper 1 & 2)
 - Day 4: Biology (Paper 3) + CAS Reflection submission
 - Day 5: English B (Paper 1 & 2, including IO prep review)
- **Week 2 (first week of December 2027)**
 - Day 1: Physics (Paper 1 & 2)
 - Day 2: Physics (Paper 3) + Turkish Literature A (Paper 1)
 - Day 3: Turkish Literature A (Paper 2)
 - Day 4: Business Management **or** Turkey in the 20th Century (depending on student choice) – Paper 1
 - Day 5: Business Management **or** Turkey in the 20th Century – Paper 2

CHAPTER EIGHT

Parental Engagement and School

ARTICLE 24 – Parental Involvement in the Learning Journey

At Nesibe Aydın Educational Institutions, parental engagement is seen as a cornerstone of student success across all programmes. In both the Primary Years Programme and the Diploma Programme, families are encouraged to take an active role in the learning journey. The school-family partnership is grounded in transparency, mutual understanding, and shared responsibility.

1. Regular Parent–Teacher Conferences

- Scheduled meetings are held each term to provide opportunities for individualized discussions.
- In PYP, developmental progress, learning dispositions, and ATL skills are shared with parents.
- In DP, subject specific progress, IB grading and feedback structures, and ATL development are discussed.
- Meetings are supported by progress reports, sample student work, and IB rubrics or developmental reports depending on the programme.

2. Access to Student Progress and Deadlines

- Digital platforms such as ManageBac and Nesibe Aydın School portal provide families with access to grade and assessment updates, IA/EE/TOK submission timelines, attendance tracking, and teacher comments.
- Parents are offered orientation sessions to ensure they can use these platforms effectively to follow their children’s progress.

3. Portal and Website Communication

- The Nesibe Aydın Schools Portal allows families to monitor their child’s academic and behavioral development through teacher comments, progress reports, and attendance records.
- Parents can also access all academic and administrative updates of the school through the Portal.
- The Portal and the official school website serve as platforms where the school shares its policies, guidelines, and official informational documents, ensuring families remain informed and engaged.

4. Family Orientation and IB Awareness

- Parent workshops introduce families to the IB philosophy, the Learner Profile, and programme structures.

- In the PYP, parents are informed about developmental reporting, inquiry-based learning, and the role of reflection.
- In the DP, workshops cover the structure of internal and external assessments, the 1–7 grading scale, academic honesty, and strategies for supporting student balance across CAS, EE, and TOK.

5. Academic Integrity and Ethical Culture

- Parents receive formal documentation of the school’s Academic Integrity Policy and the IB’s standards.
- Updates include explanations of plagiarism, collusion, data fabrication, and the importance of authentic student work.
- Families are encouraged to reinforce academic honesty and principled action at home as part of the IB Learner Profile.

6. Collaborative Student Support and Guidance

- Parents participate in early intervention planning for students who face academic, organizational, or emotional challenges.
- In PYP, families are invited to student-led portfolio conferences, reflection sessions, and the PYP Exhibition.
- In DP, parents join career and university guidance activities that clarify how IB results impact higher education, both nationally and internationally.
- Joint planning ensures that families contribute to supporting students’ academic goals, personal well-being, and future aspirations.

CHAPTER NINE

Student-Centered Assessment Practices

ARTICLE 25 – Student-Centered Assessment Practices

At Nesibe Aydın Educational Institutions, assessment is designed not for students, but with students. Across both the Primary Years Programme and the Diploma Programme, our assessment philosophy emphasizes learner agency, voice and choice. This approach aligns

with the IB's vision of fostering autonomous, reflective, and responsible learners through personalized and inclusive learning environments.

1. Student Involvement in Assessment Design

- Students are active partners in shaping assessment expectations and outcomes.
- In the PYP, learners co-construct success criteria, helping to define what understanding looks like and how it will be demonstrated.
- In the DP, students collaborate with teachers to interpret IB subject-specific assessment criteria and command terms (analyze, evaluate, justify), fostering ownership and clarity.
- Personalized goal-setting sessions allow students to track their progress and reflect on their learning targets throughout the academic year.

2. Differentiated and Inclusive Assessment Methods

- Assessments are designed using multiple modalities, written, oral, visual, and digital, to address diverse learning preferences while maintaining alignment with IB standards.
- In the PYP, flexible documentation tools such as learning stories, portfolios and reflections allow students to represent their understanding in multiple forms.
- In the DP, a range of task types, including experiments, essays, orals, and projects, ensures that each learner can demonstrate achievement through their strengths.
- Access arrangements (extra time, assistive technology, alternative formats) are provided in accordance with the IB Access and Inclusion Policy and national regulations, ensuring equitable opportunities for all learners.

3. Student Agency and Ownership of Learning

- Students are guided to reflect regularly on their progress through the lens of the IB Learner Profile and ATL.
- In the PYP, reflection journals, self-evaluation forms, and class discussions help students plan their next steps and identify growth areas.

- In the DP, reflection is integrated into all core components:
 - TOK reflections support critical and ethical thinking.
 - EE (RPPF) reflections guide the research process.
 - CAS reflections foster awareness of personal development and community impact.
- Through ongoing reflection, learners develop metacognitive awareness and take responsibility for their own learning journey.

4. Peer and Self Assessment

- Peer and self assessment practices are embedded to deeper understanding and promote collaborative learning.
- In the PYP, guided peer feedback and goal sharing activities help students learn from one another.
- In the DP, students participate in structured peer review sessions (IA drafts or TOK outlines) using rubrics, learning to give and receive constructive feedback.
- Self-assessment checklists and reflection tools aligned with IB criteria help students identify strengths, areas for improvement and next steps before final submission.
- Evidence of growth is compiled in student portfolios (PYP) and progress tracking documents (DP), ensuring consistent documentation of learning development across grade levels.

CHAPTER TEN

Ethical and Responsible Use of Artificial Intelligence in Assessment

ARTICLE 26 – Use of Artificial Intelligence in Assessment

With the growing presence of generative Artificial Intelligence (AI) tools such as ChatGPT, Grammarly, and Google Gemini, the IB has emphasized that artificial intelligence should be used ethically, transparently, and appropriately. At Nesibe Aydın Educational Institutions, AI is viewed as a supportive educational tool that enhances creativity and efficiency without replacing original thought or academic integrity. The

school's AI policy aligns with the IB's principles while extending them to reflect the needs of both the PYP and the DP communities.

1. IB's Official Position on AI Use

- The IB does not prohibit the use of AI tools but requires **disclosure and proper attribution** whenever they are used.
- AI tools may be used for specific, limited educational purposes, such as:
 - Brainstorming or generating initial ideas on a topic.
 - Improving clarity of written expression or identifying grammatical errors.
 - Analyzing text structure, summarizing academic sources, or supporting organization of ideas.
- AI must not be used to:
 - Generate full or partial IA, EE, or TOK submissions.
 - Replace students' own research, critical thinking or analysis.
 - Circumvent academic honesty or originality expectations.

2. School Guidelines on AI Use

- Teachers across both PYP and DP provide explicit instruction on ethical and responsible AI use, including how and when it may support learning tasks.
- Students must clearly acknowledge any use of AI tools in submitted work, following the school's referencing conventions.
 - Example: "Assistance from ChatGPT was used to generate brainstorming ideas for section X."
- The use of AI without proper attribution, or to misrepresent authorship, constitutes academic misconduct and will be addressed according to the Academic Integrity Policy and IB Academic Misconduct Procedures.

- In the PYP, teachers model responsible AI engagement by emphasizing curiosity, questioning, and evaluating the reliability of digital tools, helping learners develop early digital literacy and ethical awareness.

3. AI and Assessment Integrity

- Teachers receive professional development to recognize differences between authentic student voice and AI-generated text or imagery.
- All major assessments and projects are subject to originality checks, including AI detection and cross-validation where needed.
- The school's assessment culture remains student centered, prioritizing creativity, inquiry, and reflection.
- Students are guided to see AI as a collaborative aid, a means to enhance thinking and organization, not a shortcut for learning.

CHAPTER ELEVEN

Relationship with Other School Policies

ARTICLE 27 – Alignment of the Assessment Policy with Other School Policies

Assessment practices at Nesibe Aydın Educational Institutions are implemented in close alignment with other core IB mandated and institution wide policies to ensure a consistent, ethical, and learner centered approach. The integrity and effectiveness of assessment depend on coherent connections with the following frameworks.

1. Inclusion Policy

- The Assessment Policy is closely linked to the Inclusion Policy, ensuring that assessment methods are inclusive, differentiated, and adapted to meet the diverse needs of all learners.
- Access arrangements such as extra time, assistive technology, or alternative assessment formats are guided by documentation and procedures outlined in the Candidates with Assessment Access Requirements and coordinated through the IB DP Coordinator.

- Both policies jointly uphold the principle that assessment is not a barrier but a means of access to learning for all students, including those with learning differences or chronic health conditions.
- In the PYP, inclusive assessment practices such as observational documentation, flexible formats, and developmental rubrics ensure that every learner can demonstrate growth according to their individual progress.

2. Academic Integrity Policy

- The Assessment Policy is grounded in the values and expectations established in the Academic Integrity Policy.
- All formative and summative assessments are designed and monitored to ensure authenticity, originality, and fairness, while students receive explicit instruction on proper citation, collaboration boundaries, and responsible use of AI.
- Malpractice prevention strategies, including staff training and student workshops, are embedded in both policies to ensure academic honesty across all stages of the assessment process.
- Ethical use of technology and digital tools, particularly AI, is guided by both the Academic Integrity and Assessment Policies to protect originality and reinforce principled learner behavior.

3. Language Policy

- The Language Policy informs the linguistic accessibility and cultural responsiveness of assessment tasks across all programmes.
- Assessments are differentiated to accommodate multilingual learners, ensuring that language does not become a barrier to demonstrating conceptual understanding.
- For students whose first language differs from the language of instruction, assessment support strategies (glossaries, scaffolded questions, bilingual resources) are implemented in line with both the Language and Assessment Policies.
- In the PYP, assessments promote linguistic expression in both mother tongue and additional languages, supporting the IB's commitment to multilingualism.

4. Admission Policy

- Assessment practices directly support the equitable and inclusive admission procedures outlined in the Admission Policy.
- Upon enrollment, diagnostic and readiness assessments are used to identify students' language proficiency, prior knowledge, and potential support needs, ensuring accurate placement and tailored instructional pathways.
- The information obtained through these assessments also guides early academic and well being interventions, aligning the Admission, Inclusion, and Assessment Policies under a unified learner centered approach.

5. Alignment with National Regulations

In addition to adhering to the IB's assessment philosophy and procedures, Nesibe Aydın Educational Institutions also comply with the official regulations of the MEB. This dual alignment guarantees that students' academic achievements are recognized both nationally and internationally, ensuring consistency between IB and national education frameworks.

- **Grading System:** Student achievement is assessed on a **0–100 scale** according to MEB requirements, while IB assessments follow the **1–7 scale**. Both systems operate in parallel to ensure compatibility and transparent communication of academic performance.
- **Examinations and Performance Tasks:** In line with MEB regulations, each subject includes at least two written examinations per semester, complemented by projects, performance tasks, oral, or practical evaluations as appropriate to the discipline.
- **Year End Achievement Score:** The year-end achievement score is calculated as the arithmetic average of written exams, projects, and performance tasks for each subject. A minimum score of 50 is required in all subjects, while Turkish Language and Literature requires a minimum of 70 in accordance with MEB regulations.
- **Promotion to the Next Grade:** Students are considered successful in subjects with a year-end achievement score of 50 or above. Those who obtain a year-end achievement score below 50 are considered unsuccessful in that subject. However, students who fail in no more than three subjects with a score below 50 may still be promoted to the next

grade level with responsibility for those subjects. If the number of failed subjects exceeds three, the student is required to repeat the grade.

- **Diploma Requirements:** Students who successfully complete Grade 12 and fulfill the required coursework are awarded the national MEB high school diploma. Students enrolled in the IB Diploma Programme graduate with both the IB Diploma and the MEB Diploma, validating their qualifications for national and international university admissions.

CHAPTER TWELVE

Relationship with the IB Learner Profile

ARTICLE 28 – Connection Between Assessment and the IB Learner Profile

At Nesibe Aydın Educational Institutions, assessment practices are not only designed to measure academic achievement but also to cultivate and reflect the attributes of the IB Learner Profile. Assessment is a key mechanism through which students develop as reflective, principled, and internationally minded learners.

- **Inquirers:** Assessments encourage students to ask questions, explore concepts deeply, and engage in sustained inquiry, particularly through IAs, the EE, and interdisciplinary projects in both PYP and DP contexts.
- **Knowledgeable:** Through rigorous, criteria based assessments, students demonstrate understanding across a broad and balanced range of disciplines, showing both depth and breadth of knowledge.
- **Thinkers:** Assessment tasks require critical and creative thinking, enabling students to analyze, evaluate, and solve complex problems. This attribute is particularly evident in TOK, experimental sciences, and social sciences.
- **Communicators:** Assessments provide opportunities for oral and written communication, both individually and collaboratively. Language development is embedded in every assessment task to support clarity, coherence, and confidence in expression.

- **Principled:** Academic integrity underpins all assessments. Students are guided to uphold honesty, fairness, and responsibility by submitting authentic work, citing sources properly, and adhering to ethical scholarship.
- **Open-minded:** Assessment tasks encourage students to consider multiple perspectives, engage with global and local contexts, and appreciate cultural diversity, especially in Group 1, Group 3, and TOK assessments.
- **Caring:** Reflections in CAS, group assessments, and peer-evaluation activities help students demonstrate empathy, respect, and a genuine commitment to community and service.
- **Risk-takers:** Challenging assessments encourage students to engage with unfamiliar contexts and take intellectual risks, whether exploring abstract mathematical models or defending an ethical stance in TOK.
- **Balanced:** A range of assessment types formative and summative, oral and written, individual and group, help students maintain balance between academic rigor, creativity, and personal well being.
- **Reflective:** Self assessment, peer feedback, and reflection components in EE, TOK, CAS, and formative assessments foster metacognitive awareness. Students identify their strengths and areas for growth, evaluate their learning strategies, and set personal goals for continuous improvement. Reflection is integrated across all subject groups and learning experiences, nurturing responsible, self aware, and ethical learners.

CHAPTER THIRTEEN

Continuous Policy Review and Future Adaptation

ARTICLE 29 – Policy Review and Development

In an evolving educational landscape shaped by digital transformation, inclusion, and emerging technologies such as AI, Nesibe Aydın Educational Institutions remains committed to regularly reviewing and refining this Assessment Policy. The goal is to ensure ongoing alignment with:

- IB’s evolving policies and programme standards
- Best practices in international assessment and inclusion

- Technological innovations and ethical considerations in education

Annual Review Process Includes:

- Gathering feedback from students, teachers, parents, and IB moderation reports
- Reviewing practices in light of new technologies (AI supported tools)
- Updating alignment with IB documents such as From Principles into Practice and current subject guides
- Incorporating professional development outcomes and reflections from assessment related training

This review process ensures that assessment at Nesibe Aydın Educational Institutions remains rigorous, ethical, inclusive, and future-ready, meeting the evolving needs of learners and the demands of a rapidly changing world. The policy is **formally reviewed on an annual basis** by the Assessment Committee, with revisions implemented as needed to align with IB updates, MEB regulations, and institutional priorities.

CHAPTER FOURTEEN

Conclusion

ARTICLE 30 – Final Reflections on Assessment Philosophy

The Assessment Policy of Nesibe Aydın Educational Institutions reflects a deep commitment to academic excellence, ethical conduct, inclusion, and future-readiness.

Through this policy, the school establishes a framework that:

- Aligns fully with the IB's global standards for fairness, consistency, and rigor.
- Encourages both formative and summative feedback as tools for growth.
- Promotes holistic development through core components such as TOK, EE, and CAS.
- Embeds student agency, reflection, and inquiry at the center of assessment practices.
- Upholds academic integrity while guiding the responsible use of emerging technologies, including AI.

Assessment at Nesibe Aydın Educational Institutions is not merely about grading; it is a dynamic process of growth, reflection, and transformation. As the educational landscape evolves, so too will our approaches.

To this end, the school pledges to:

- Continuously review and update practices in response to IB guidance and community feedback.
- Empower teachers through sustained professional development.
- Involve students and parents as active partners in learning and evaluation.
- Embrace innovation without compromising authenticity, responsibility, or learner well-being.

In the IB philosophy, assessment is not an endpoint, it is a conversation, a commitment, and a catalyst for lifelong learning. At Nesibe Aydın Educational Institutions, we proudly lead that conversation with clarity, care, and courage.

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