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NESIBE AYDIN SCHOOLS
ASSESSMENT POLICY

1. Assessment Philosophy

At Nesibe Aydın Schools, assessment is not only a means of measuring student achievement, but a dynamic tool for enhancing teaching and learning, aligned with the International Baccalaureate's constructivist and holistic educational philosophy. Our approach to assessment is grounded in the belief that learning is an active, reflective, and inquiry-based process, and that assessment should:

1.1. 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 Approaches to Learning (ATL) skills.
- Incorporate the three IB objectives: knowing, applying, and evaluating, across all subjects and grade levels.

1.2. 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.

1.3. 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.

1.4. 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.

This philosophical foundation underpins all assessment practices at our school and ensures that assessment serves as a catalyst for meaningful, student-centred learning. The following sections of this policy detail how these principles are embedded into daily practice and institutional planning.

2. Assessment Objectives

Our assessment objectives are aligned with the aims and principles of the IB Diploma Programme, supporting both academic excellence and the holistic development of learners. Assessment is a tool not only for measuring achievement but also for fostering growth in the **Approaches to Learning (ATL)** skills and the **IB Learner Profile** attributes. Therefore, our assessments are designed to:

2.1. Measure Academic Rigor and Authentic Understanding

- Evaluate students' mastery of disciplinary and interdisciplinary content through clearly defined criterion-related assessment practices.
- Reflect the conceptual depth and curricular breadth required by the DP across all subject groups.
- Ensure that both higher-level (HL) and standard-level (SL) expectations are addressed appropriately.

2.2. Develop Critical, Creative, and Reflective Thinking

- Promote analysis, evaluation, synthesis, and ethical reasoning, encouraging students to construct meaning, question assumptions, and justify conclusions.
- Nurture independent and reflective learners who are intellectually curious and confident in their reasoning and decision-making processes.

2.3. Promote Real-World Application and Global Relevance



- Incorporate tasks that engage students in authentic, unfamiliar, and complex real-world problems.
- Integrate interdisciplinary perspectives and local-global connections to foster deeper relevance and international-mindedness.
- Challenge students to act responsibly and meaningfully in varied socio-cultural and environmental contexts.

2.4. Enhance Approaches to Learning (ATL) Skills

- Encourage growth in research, communication, collaboration, thinking, and self-management through a balanced range of assessment types (e.g., essays, experiments, debates, fieldwork, and oral commentaries).
- Use formative and summative assessment to provide actionable feedback that supports students' development as lifelong learners and self-directed individuals.

2.5. Cultivate the IB Learner Profile Attributes

- Reinforce attributes such as inquiry, principled action, open-mindedness, and risk-taking, ensuring that assessment tasks challenge students to explore diverse perspectives and take responsible action.
- Promote academic and personal integrity through authentic tasks that demand honesty, perseverance, and respect for others.

3. Assessment Components

Assessment in the IB Diploma Programme comprises a balanced combination of internal, external, formative, and summative assessments, each serving a unique purpose in fostering learning, monitoring progress, and evaluating achievement in accordance with IB's global standards.

3.1. Internal Assessment (IA)

Definition: Internal Assessments are subject-specific tasks developed and assessed by teachers, guided by IB-provided rubrics, and externally moderated by the IB. They provide students with opportunities to engage in sustained inquiry, independent research, and personal exploration.

Purpose

- Promote critical thinking, creativity, and originality.
- Foster ownership of learning through personalized topic selection.
- Enable students to apply disciplinary knowledge in authentic and contextualized scenarios.
- Support differentiated learning paths for diverse learners.

Implementation (by Subject Groups)

- Group 1: Language & Literature – Individual oral commentary, written tasks (SL), HL Essay (HL).
- Group 2: Language Acquisition – Interactive orals, written assignments, reading comprehension tasks.
- Group 3: Individuals and Societies – Fieldwork, extended investigations, case study analysis.
- Group 4: Experimental Sciences – Scientific investigations based on real or simulated data.
- Group 5: Mathematics – Mathematical exploration (modelling, real-world applications).
- Group 6: The Arts – Creative process journals, studio work, portfolios, performances.

Assessment and Moderation

- Criteria-based Evaluation: Rubrics are shared and discussed prior to task initiation.
- Academic Integrity: Work is authenticated through teacher monitoring, draft reviews, and plagiarism checks (e.g., Turnitin).
- Moderation Process: A sample of student work is submitted for external moderation by IB examiners.

Timeline

- DP Year 1: Introduction, guidance on academic honesty, topic selection, research skills.
- DP Year 2: Draft submission (October–November), final submission (January–February).

3.2. External Assessment (EA)

Definition: External Assessments are standardized examinations and coursework tasks marked directly by trained IB examiners, ensuring global consistency and comparability.

Purpose

- Evaluate students under standardized, controlled conditions.
- Benchmark academic achievement on a global scale.
- Provide universities with externally validated evidence of student performance.

Implementation (by Subject Groups)



- Group 1: Paper 1 (unseen analysis), Paper 2 (comparative literary essay), HL Essay.
- Group 2: Listening, reading, writing exams; oral performance recordings.
- Group 3: Structured responses, data interpretation, critical essays.
- Group 4: Multiple-choice, short-answer, and long-response items on experimental design and analysis.
- Group 5: Paper 1 (non-calculator), Paper 2 (calculator), Paper 3 (HL only).
- Group 6: External moderation of portfolios (Visual Arts), recordings of performances (Music, Theatre).

Timeline

- DP Year 1: Familiarization with exam formats, practice assessments.
- DP Year 2: Mock exams (December & March), final IB exams (May).

3.3. Formative Assessment

Definition: Formative assessments are low-stakes, ongoing assessments that provide timely feedback to inform instruction and support student learning progression.

Purpose

- Identify and respond to learning needs in real-time.
- Help students reflect on their own learning and build metacognitive awareness.
- Promote continuous improvement and learning resilience.

Implementation

- Short quizzes, exit tickets, oral questioning, interactive class activities.
- Peer/self-assessments and draft feedback on major components (e.g., IA, EE, TOK).
- CAS reflections and ongoing mentor feedback.

Frequency

- Weekly or biweekly, embedded in lesson and unit plans.

3.4. Summative Assessment



Definition: Summative assessments are high-stakes evaluations used to assess cumulative learning outcomes at the end of a learning cycle.

Purpose

- Measure student achievement against IB criteria and learning objectives.
- Inform final reporting and predicted grades.
- Prepare students for formal external assessments.

Implementation

- End-of-unit tests, semester exams, mock exams, final submissions of IA and EE.
- Oral presentations, major research papers, final CAS portfolio evaluation.

Frequency

- Typically conducted at the end of each unit, term, and academic year.

4. The DP 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. Together, these three elements develop well-rounded learners equipped with the skills and values needed for lifelong learning and responsible citizenship.

4.1. Extended Essay (EE)

Purpose

- 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).

4.2. Theory of Knowledge (TOK)

Purpose

- 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:
 1. A 1,600-word essay on one of six prescribed titles set by the IB (externally assessed).
 2. 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.



4.3. Creativity, Activity, Service (CAS)

Purpose

- 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.

5. Grading and Reporting

At Nesibe Aydın Schools, our grading and reporting practices align rigorously with the official International Baccalaureate (IB) Diploma Programme (DP) assessment model. These practices ensure transparency, consistency, and academic integrity, supporting students in understanding and meeting high international standards.

5.1. 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—Theory of Knowledge (TOK), Extended Essay (EE), and Creativity, Activity, Service (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.
 - Internal assessments: Tasks evaluated by teachers, then externally moderated by the IB.
 - Terminology follows standardized IB usage (e.g., "Individual Oral", not "IOA").

5.2. Subject-Specific Assessment Breakdown

- Group 1: Studies in Language & Literature**

Group	Component	Weight	Assessment Type & Notes
Group 1: Language & Literature (Turkish A)	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

- 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

- Group 3: Individuals & Societies**

Group	Component	Weight	Assessment Type & Notes
	Paper 1: Source-based	30% (SL/HL)	External assessment
	Paper 2: Essay-based	45% (SL)	External assessment



Group 3: Individuals
& Societies (Turkey in
the 20th century)

Internal
(IA)

Assessment

25% (SL)

2,200-word
project;
externally moderated

research
internal;

- **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

- **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)

5.3. 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).

5.3. 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

5.5. 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.

6. Student Support

At Nesibe Aydın Schools, student support is embedded into every aspect of the IB Diploma Programme 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.

6.1 Academic Support

Purpose: To empower students in developing academic competence, confidence, and resilience through differentiated and proactive instructional support.

Key Practices:

- **Formative Feedback:** Regular, constructive, and criterion-based feedback is provided on formative assessments to promote growth and guide next steps in learning.



- **Structured Revision and Preparation:** IB-style revision clinics, past paper analysis workshops, mock exam simulations, and peer-led study groups help students internalize the structure and expectations of DP assessments.
- **Access to Resources:** Students are given full access to IB-approved question banks, subject reports, mark schemes, and exemplar materials to better understand success criteria and examiner expectations.

6.2 Well-being and Emotional Support

Purpose: To ensure that the intense academic demands of the DP are balanced with emotional well-being, personal development, and a healthy school-life balance.

Key Practices

- **Well-being-Oriented Workshops:** Sessions on time management, TOK reflection techniques, and balancing CAS with academic life support students in managing workload and maintaining motivation.
- **Professional Counselling Services:** Trained school counsellors are available to assist with stress, anxiety, motivation, and goal setting, in alignment with IB Standard B2.6, which emphasizes student well-being as a whole-school responsibility.
- **Advisory System:** Regular one-on-one or small group check-ins help monitor student stress levels, engagement, and support needs proactively throughout the programme.

6.3 Inclusion, Differentiation, and Equity

Purpose: To uphold the IB's commitment to inclusive education by ensuring that every learner has equitable access to teaching, learning, and assessment opportunities.

Key Practices:

- **Inclusion Accommodations:** Students with documented learning needs receive reasonable assessment arrangements such as extra time, modified papers, or technological support, following the official IB Inclusion Policy.
- **Individualized Support Plans (ISPs):** For students with learning differences or special educational needs (SEN), personalized learning and assessment strategies are co-developed by teachers, counsellors, and the SEN coordinator.
- **Teacher Training and Awareness:** All DP faculty receive ongoing training in inclusive pedagogy, differentiation strategies, and recognizing neurodiversity in the classroom.

6.4 IB Compliance and Ethical Considerations

All support services strictly adhere to the following IB guidelines:



- **IB Assessment Principles:** Ensuring fairness, reliability, validity, and authenticity in all assessment-related interventions.
- **IB Academic Integrity Policy:** Maintaining ethical standards; all support is designed to promote independence and must not compromise student authorship or originality.
- **Access and Inclusion Policy:** Guaranteeing that support is non-discriminatory and sensitive to the linguistic, cultural, cognitive, and emotional needs of every student.

7. Moderation and Quality Assurance

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 the IB Diploma Programme.

7.1 Internal Moderation

Purpose: To ensure fair, transparent, and standardized assessment across all subject groups and sections.

Key Practices:

- **Standardization Sessions:** Teachers engage in collaborative calibration sessions using official IB-published exemplars, mark schemes, and annotated student work to develop a common understanding of assessment criteria and expectations.
- **Cross-Marking:** Parallel teachers mark samples of each other's students' work to verify interpretation of criteria and identify inconsistencies.
- **IA Coordination:** A designated Internal Assessment Coordinator oversees internal moderation schedules, ensures timely calibration activities, and provides guidance on subject-specific requirements.
- **Moderation Logs:** Detailed records of moderation decisions and scoring adjustments are kept for accountability and audit purposes.

7.2 External Moderation

Purpose: To ensure alignment of school-based assessments with international benchmarks through oversight by IB-appointed examiners.

Key Practices:

- **Sample Submission:** Student work samples are selected as per IB moderation requirements (diversity of achievement levels, annotations, teacher comments) and uploaded via the IBIS system.



- **Compliance with IB Protocols:** Submissions are checked to ensure adherence to IB formatting, authentication, and submission deadlines.
- **Moderator Feedback Integration:** Moderation reports are shared with subject teachers to reflect on assessment quality and to adjust internal practices where discrepancies are identified.

7.3 Ongoing Professional Development

Purpose: To foster continuous improvement in assessment literacy and maintain staff alignment with evolving IB expectations.

Key Practices:

- **IB-Approved Training:** All DP teachers attend IB Category 1/2/3 workshops and subject-specific webinars on assessment criteria, moderation, and academic integrity.
- **Internal PD Seminars:** The school organizes in-house training sessions on moderation strategies, data analysis, and reflective practices.
- **Documentation and Tracking:** A **PD log** is maintained for each faculty member, demonstrating ongoing engagement with IB assessment frameworks and quality standards.

7.4 Quality Control and Review Mechanisms

Purpose: To embed a culture of critical reflection and data-driven improvement in all assessment-related processes.

Key Practices:

- **Internal Audits:** Regular reviews of assessment tasks, rubrics, and student performance trends are conducted by the Academic Leadership Team.
- **Data Analysis:** Assessment results and IA marks are analysed to detect outliers, performance gaps, and trends across cohorts.
- **Feedback Implementation:** Insights from IB moderation reports, student reflections, and teacher evaluations are systematically incorporated into departmental action plans.
- **Curriculum–Assessment Alignment:** Unit plans and assessment tasks are reviewed annually to ensure vertical alignment, ATL skill integration, and appropriate challenge levels.

8. Assessment Timeline

The assessment timeline for the IB Diploma Programme at Nesibe Aydın Schools is carefully structured to ensure that students receive timely support, effective feedback, and meaningful



learning opportunities across two years. The calendar balances academic milestones, core requirements, and well-being considerations in line with IB guidelines.

DP Year 1 (Grade 11)

- **Sep–Nov**
 - Introduction to DP Core (TOK, EE, CAS) and subject-specific IA requirements
Topic selection (with teacher guidance to ensure alignment with criteria).
 - Topic exploration and selection (EE and IAs) with supervisor/teacher guidance
 - Early formative assessments (low-stakes practice tasks).
- **Dec–Feb**
 - Initial low-stakes formative tasks and feedback cycles begin
 - First full drafts of IAs (Internal Assessments) in most subjects
 - EE: Finalize research question, begin structured investigation
 - TOK: Introduction to Knowledge Frameworks and Areas of Knowledge (AOKs)
- **Mar–May**
 - Formative feedback given on IA drafts
 - EE: Submission of first draft and supervisor feedback via RPPF (Reflection on Planning and Progress Form)
 - TOK: Engagement with prescribed titles and essay planning
- **Jun–Aug (Summer Break)**
 - Students revise EE and IAs independently based on feedback
 - Summer review materials shared for core and subject-specific consolidation
 - Optional consultations available with supervisors and mentors (by request)

DP Year 2 (Grade 12)

- **Sep–Oct**
 - Final IA submission (subject-dependent deadlines)
 - EE: Final supervisor review and RPPF final entry
 - TOK Essay: Final editing and submission to IB (Nov deadline)
- **Nov–Dec**
 - Mock examinations conducted under IB conditions



- Remaining IA final submissions (if not already done).
- **Jan–Feb**
 - IBIS submissions of remaining IAs, EE, TOK documentation
 - TOK Presentations delivered and internally assessed
 - Final IA submissions (if any extensions were granted)
 - EE final submission (IB deadline is typically March, but earlier is better)
- **Mar–Apr**
 - Final CAS portfolio checks and reflection finalization
 - Content review sessions and exam technique workshops
 - Final adjustments (if permitted by IB) to IAs based on feedback and coordinator review (last-minute IA adjustments)
 - Review for final exams
- **May**
 - Wellness support for exam stress management
 - IB External Examinations across all registered subjects
 - Submission of predicted grades to IB (by subject teachers/coordinator)
 - CAS final approval confirmed before diploma award eligibility

Ongoing Throughout Both Years

- CAS Experiences and Reflections (minimum 18 months of continuous engagement)
- ATL Skills Development across all units and assessments
- Parent–Student–Teacher Conferences for progress review
- Academic Honesty Reinforcement at each submission checkpoint

9. Parental Involvement

Parental engagement is a cornerstone of student success in the IB Diploma Programme. At Nesibe Aydın Schools, we foster a strong school–family partnership grounded in transparency, mutual understanding, and shared responsibility. We actively involve parents in supporting both academic progress and student well-being through the following structured practices:

9.1. Regular Parent-Teacher Conferences



Purpose: To create open dialogue between families and educators about student learning journeys.

- Scheduled meetings each term allow for individualized discussions on:
 - Subject-specific progress and challenges
 - IB grading and feedback structures
 - ATL skill development and learning behaviours
- Meetings are supported by progress reports, sample student work, and IB rubrics.

9.2. Access to Student Progress and Deadlines

Purpose: To ensure families are informed in real time and can support students proactively.

- Digital platforms (ManageBac) provide:
 - Grade and assessment updates
 - IA/EE/TOK submission timelines
 - Attendance tracking and teacher comments
- Parents are given training on how to use these platforms effectively.

9.3. Parent Education: Understanding the IB DP

Purpose: To empower parents to support their children through informed engagement.

- Interactive Parent Workshops cover:
 - Overview of the IB philosophy, learner profile, and programme structure
 - Explanation of internal and external assessment components
 - Assessment criteria and 1–7 grading scale
 - Academic honesty expectations (e.g., citation rules, avoiding malpractice)
 - Supporting student balance: managing CAS, EE, TOK, and well-being

9.4. Clear Communication on Academic Integrity

Purpose: To create a shared ethical culture around assessment practices.

- Parents receive formal documentation of the school's Academic Integrity Policy and the IB's standards.
- Regular updates address:
 - What constitutes plagiarism, collusion, and data fabrication



- The importance of student-authored work
- The consequences of academic malpractice
- Parents are encouraged to reinforce academic honesty values at home.

9.5. Collaborative Student Support and Guidance

Purpose: To co-develop support plans for students and prepare them for life beyond school.

- Parents participate in early intervention planning for students who are struggling academically, emotionally, or with organization.
- Families are invited to career and university guidance sessions that explain:
 - How IB assessment scores affect higher education options
 - National and international university recognition of the IB Diploma
 - Best practices for preparing application portfolios and personal statements

10. Student-Centered Assessment Practices

At Nesibe Aydın Schools, assessment is designed not for students, but with students. Our approach foregrounds learner agency, voice, and choice, in alignment with the IB's commitment to personalized and inclusive learning environments.

10.1. Student Involvement in Assessment Design

(Aligned with IB's emphasis on learner agency)

- **Co-creation of criteria:** Students collaborate with teachers to co-develop rubrics based on IB subject-specific objectives and command terms (e.g., analyze, evaluate, justify), fostering ownership and clarity in expectations.
- **Personalized goal setting:** Students set and track individual learning goals aligned with assessment descriptors and reflective of their progress toward mastery.

10.2. Differentiated and Inclusive Assessment Methods

(Supporting IB's inclusive education framework)

- **Multiple modalities:** Tasks are designed using varied formats (written, oral, visual, digital) to meet IB outcomes while addressing students' diverse learning preferences and strengths.
- **Assessment accommodations:** For students with documented needs, appropriate access arrangements (e.g., extra time, assistive tech, scaffolding) are applied in line with the IB Access and Inclusion Policy.

10.3. Student Agency and Ownership of Learning

(Reflective practice and metacognition in action)

- **Structured self-reflection:** Students regularly evaluate their progress through the lens of the IB Learner Profile and Approaches to Learning (ATL), using reflection journals, goal reviews, and guided prompts.
- **Core component reflections:** EE and CAS include documented student reflections that promote deep thinking, ethical reasoning, and self-awareness throughout the process.

10.4. Peer and Self-Assessment with IB Alignment

(Peer learning as a strategy for deeper understanding)

- **Peer review protocols:** Students participate in guided peer-assessment sessions using IB rubrics (e.g., for IA drafts, TOK outlines), learning to offer and receive constructive feedback.
- **Self-assessment checklists:** Learners use rubric-aligned reflection tools to identify areas of strength and growth prior to final submissions.
- **Ongoing documentation:** Portfolios, progress trackers, and reflection forms are used to capture growth across all IB components.

11. Use of Artificial Intelligence (AI) in Assessment

With the growing presence of generative AI tools (e.g., ChatGPT, Grammarly, Google Gemini), the IB has clearly stated that AI should be used ethically, transparently, and appropriately. At Nesibe Aydın Schools, we integrate these expectations into our assessment policy to ensure that AI supports rather than compromises learning.

11.1. IB's Official Position on AI Use

- The IB does not ban AI tools but requires disclosure and proper attribution when they are used.
- Students may use AI tools for:
 - Idea generation or initial exploration of a topic
 - Improving clarity of expression or identifying grammatical issues
 - Analyzing text structure or summarizing academic sources
- AI tools must not be used to:
 - Generate full or partial IA, EE, or TOK submissions
 - Replace original critical thinking, research, or analysis



- Circumvent academic honesty expectations

11.2. School Guidelines on AI Use

- Teachers provide explicit instruction on ethical and limited AI use within class assignments.
- Students must clearly acknowledge any use of AI tools in submitted work, using standard citation formats (e.g., “Assistance from ChatGPT was used to generate brainstorming ideas for section X”).
- Unattributed or deceptive use of AI will be considered a breach of academic integrity and will be treated in line with the IB’s Academic Misconduct Policy.

11.3. AI and Assessment Integrity

- Teachers are trained to differentiate between authentic student voice and AI-generated content.
- All major assessments are reviewed for originality, and if necessary, tools like Turnitin AI Detection or Google search validation may be employed.
- The school fosters a culture of human-centred learning, where AI is a support tool, not a substitute for student thinking and effort.

12. Relationship with Other School Policies

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

12.1. Inclusion Policy

- The Assessment Policy is closely linked to the Access and 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 formats are guided by documentation and procedures outlined in the Candidates with Assessment Access Requirements and coordinated with 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.

12.2. Academic Integrity Policy

- The Assessment Policy is founded on the values and expectations set by the Academic Integrity Policy.



- All formative and summative assessments are designed and monitored to ensure authenticity, originality, and fairness, and students are supported in understanding citation, collaboration boundaries, and AI usage.
- Malpractice prevention strategies and training for both teachers and students are embedded in both policies, ensuring academic honesty in all forms of assessment.

12.3. Language Policy

- The Language Policy informs the linguistic accessibility of assessment tasks.
- Assessments are differentiated to accommodate multilingual learners and ensure that language barriers do not hinder content understanding.
- For students whose first language is not the language of instruction, assessment support strategies (e.g., glossary use, scaffolded prompts) are aligned with both policies.

12.4. Admission Policy

- Assessment practices support the equitable and inclusive admission procedures outlined in the Admission Policy.
- Upon enrolment, diagnostic assessments help determine students' readiness, language proficiency, and potential support needs, ensuring appropriate placement and instructional pathways.

13. Relationship with 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.

13.1. Inquirers

Assessments encourage students to ask questions, explore concepts deeply, and engage in sustained inquiry—particularly through Internal Assessments, the Extended Essay, and interdisciplinary projects.

13.2. Knowledgeable

Through rigorous, criteria-based assessments, students demonstrate their understanding across a broad and balanced range of disciplines, showcasing both depth and breadth of knowledge.

13.3. Thinkers

Tasks require critical and creative thinking, enabling students to analyse information, make reasoned decisions, and solve complex problems, especially in subjects such as TOK and Group 3 & 5 subjects.



13.4. Communicators

Assessments include opportunities for oral and written communication, both in individual and collaborative contexts. Language development is embedded in all assessment tasks, supporting clarity and effectiveness in expression.

13.5. Principled

Academic integrity is foundational to all assessments. Students are taught to uphold honesty, fairness, and responsibility in submitting authentic work, citing sources, and respecting the rules of ethical scholarship.

13.6. Open-minded

Assessment tasks require students to consider different perspectives, explore global contexts, and appreciate cultural diversity, especially in Group 1, Group 3, and TOK.

13.7. Caring

Through reflections in CAS, group tasks, and peer assessment, students demonstrate empathy, respect, and a commitment to community and service.

13.8. Risk-takers

Challenging assessments invite students to step outside their comfort zones, engage with unfamiliar contexts, and take intellectual risks—such as tackling abstract mathematical models or defending an ethical stance in TOK.

13.9. Balanced

A variety of assessment types (formative/summative, oral/written, individual/group) promote balance across academic, creative, and physical development, helping students manage multiple demands effectively.

13.10. Reflective

Self-assessment, feedback analysis, and reflection components in EE, TOK, CAS, and formative tasks foster metacognitive awareness and help students identify their strengths and areas for growth.

14. Continuous Policy Review and Future Adaptation

In an evolving educational landscape, particularly with digital transformation and AI integration, Nesibe Aydın Schools remains committed to regularly reviewing and refining this assessment policy. This ensures continued alignment with:

- IB's updated policies and standards
- Best practices in global assessment and inclusion
- Technological innovations and ethical considerations



Annual Review Includes:

- Feedback from students, teachers, parents, and IB moderation reports
- Revisions to account for emerging technologies (e.g., AI, adaptive learning)
- Alignment with future updates to IB’s “From Principles into Practice” and subject guides

Our aim is to build an assessment culture that is rigorous, ethical, inclusive, and future-ready.

15. Conclusion

The IB Diploma Programme assessment policy at Nesibe Aydın Schools reflects our commitment to academic excellence, ethical conduct, inclusion, and future-readiness.

Throughout this policy, we have established a framework that:

- Aligns with IB’s global standards for fairness, consistency, and rigor.
- Encourages both formative and summative feedback to enhance learning outcomes.
- Supports holistic development through core components like TOK, EE, and CAS.
- Embeds student agency, reflection, and inquiry at the heart of all assessment practices.
- Protects academic integrity while guiding responsible use of emerging technologies, including AI.

We recognize that assessment is more than grading—it is a dynamic process of growth, challenge, and transformation. As our world evolves, so too must our approaches. This policy is designed to be flexible, reflective, and responsive to the needs of our learners and the demands of the modern world.

To this end:

- We will continuously review and update our practices in response to IB guidance, internal data, and stakeholder feedback.
- We will empower our teachers through ongoing professional development.
- We will involve students and parents as active partners in the learning and evaluation process.
- We will embrace innovation, while never compromising on the values of authenticity, responsibility, and learner well-being.

In the IB, assessment is not an endpoint—it is a conversation, a commitment, and a catalyst for lifelong learning. At Nesibe Aydın Schools, we are proud to lead that conversation with clarity, care, and courage.



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