

# **BODRUM PRIVATE MARMARA COLLEGE**

## **INTERNATIONAL BACCALAUREATE**

### **DIPLOMA PROGRAMME**

**(2020)**

### **ASSESSMENT POLICY**

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### **INTERNATIONAL BACCALAUREATE DIPLOMA PROGRAMME**

### **ASSESSMENT POLICY**

#### **PHILOSOPHY**

Assessment is the process of gathering information through a range of methods from a variety of sources to measure the level of achievement of the learning outcomes in a course, to provide feedback to guide and improve instruction, to support student learning and encourage student success. Evaluation is the process of analyzing the assessment data to judge the quality of student work against the identified criteria for the purposes of grading and reporting. The students at Bodrum Private Marmara College are assessed in accordance with the Turkish National Curriculum Requirements and *IB Diploma Programme Assessment Principles and Practice (2015)*. As described in the *IB Assessment Procedures* (p.35, 2021), “...No student will be excluded by the IB on the grounds of race, nationality or national origin, ethnicity, culture, gender, age, sexual orientation, religious affiliation, political beliefs, disability or any other personal characteristic, as prohibited by law” and Bodrum Private Marmara College makes efforts to enable IB DP candidates to participate in its assessments which are also articulated in the school’s Admission Policy, Inclusive/SEN Policy, Language Policy and Academic Integrity Policy.

#### **PRINCIPLES**

- Assessment allows students to demonstrate conceptual understanding and critical thinking skills.
- Assessment enables students to analyze and reflect on their own learning and progress, set goals for improvement.
- Assessment supports students to develop effective learning skills and strategies.
- Assessment is an ongoing process.
- Assessment takes IB Learner Profile attributes into consideration.
- Students are kept informed about the assessment criteria.
- Assessment is fair to all students.
- Assessment may be differentiated according to students’ abilities and assessment access requirements. An IB Diploma candidate with access requirements requires access arrangements in teaching, learning and assessment.

- Teachers use a variety of assessment tools to gather information about student progress and achievement.
- Teachers benefit from assessment as a means to inform their teaching practice and improve student learning.
- Assessment provides parents/guardians with evidence of student learning and data about students' level of achievement, areas of strengths and areas requiring improvement with regards to curriculum requirements and objectives.
- Academic Honesty/Integrity Policy is the integral guiding principle of assessment.
- Adverse circumstances affecting assessment as described in *Assessment Procedures* prior to or during DP examinations in May, are dealt by the school informing IBO.

## FORMATIVE AND SUMMATIVE ASSESSMENT

Formative assessment is the continuous process of gathering, analyzing and interpreting evidence to monitor student learning. It provides teachers with opportunities and data to differentiate classroom practice and enhance their teaching based on student needs and student learning and achievement. It also enables teachers to give feedback to students and parents/guardians on student progress. Formative assessment helps students to self-reflect and assess their peers, identify their own strengths and weaknesses, and to develop strategies for improvement. The function of formative assessment is mainly to prepare students for the summative assessments which measure achievement. Examples of formative assessment might involve formal or informal strategies and means like a teacher's asking a question to a student to see his/her understanding of a concept, a definition, an assignment on a topic like summarizing or solving a problem related to the topic or oral or written assignments which may require lower or higher order cognitive skills, unit exams or quizzes, interviews, lab or practical work and reports, presentations, peer and self-assessment, Socratic seminars, presentations, journal writing, keeping portfolios, etc. Summative assessment is made at the end of a period of learning and involves the process of gathering information on students' level of attainment of course objectives. Summative assessments measure achievement on the basis of set criteria, and are used to assign a value to represent the quality and quantity of student learning. Summative assessments provide students, teachers, administrators and parents/guardians with the information on student achievement in a course. Midterms or final examinations, mock exams which might be used for predicted grades are summative in nature and they determine the final grade in a course. The assessment practices at Bodrum Private

Marmara College two-year IB Diploma Programme involve a range of formative and summative assessments. IB assessment is criterion-referenced and measures student work against established criteria. The aims and objectives of each IB DP subject are set by IBO (International Baccalaureate Organization) and assessment is based on the aims and objectives specific to each subject. These are communicated to students/parents by subject teachers and in the student subject specific handbooks given to students and classroom practices make the criteria for achievement/skill attainment explicit to students.

### **School Assessment Practices and Internal Assessment & External Assessment Details**

The assessment practices at Bodrum Private Marmara College IB DP are as follows;

#### **Planning;**

- The courses are planned by IB subject teachers taking IB DP outcomes, assessment criteria and final exams, based on 3 high and 3 standard levels of subjects selected by students as well as those curricular objectives of the National Curriculum into consideration when appropriate.
- Before students start courses, their entry level of knowledge in languages, sciences, mathematics and arts is assessed.
- All subject teachers create their own internal calendars for DP Internal and External Assessments and then collaboratively work with the DP Coordinator on a shared School Internal Calendar to prevent excessive work load on students.
- All IB DP teachers get familiarized with the IB DP assessment forms and coversheets required by IB for the summative assessment as explained in the *Diploma Programme Assessment Procedures* published each year. Coordinators should ensure they use the forms that relate to the correct assessment session.
- All IB DP teachers as invigilators review the updated *Conduct of examinations booklet*.
- When there are DP candidates eligible for inclusive access arrangements as defined by IBO, reasonable forms of assessment arrangements may be authorized.

### **Assessment Strategies;**

- IB DP teachers apply a wide range of formal and informal assessment strategies to provide students with opportunities to demonstrate their learning from the start to the end of the programme.
- Students are given opportunities and continuous feedback to reflect on and improve their learning throughout the programme.
- Assigning homework is essential to ensure student learning and IB DP teachers assign homework within reasonable load and time allocation, which will not hinder learning.
- Formative assessment tasks are designed by the IB DP teachers to allow students to apply their learning into both familiar and novel contexts.
- Formative assessment tasks are designed to prepare students for the final summative assessments.
- Both Year 1 and Year 2 IB DP students are assessed with summative exams on compulsory National Curriculum subjects as required by the Turkish Ministry of Education.
- Students are provided with rubrics, checklists, mark schemes which define expectations for assessment tasks and align with the criteria of the subject.
- IB DP teachers provide students with exemplars, samples which show high levels of achievement on given tasks.
- Coordinators and teachers are required to ensure that all assessments are conducted according to IB regulations and the procedures stated in DP Assessment procedures.

### **Feedback and Reporting on Assessment;**

- Students are given accurate, fair and prompt feedback about their current levels of achievement and guide them to improve.
- IB DP teachers keep their own records of formative assessment and report assessment to the IB DP Coordinator each semester.
- IB DP teachers evaluate student progress at the end of Year 1 in the Progress Report which is given to the student and the parent/s.
- All students at Bodrum Private Marmara College are given MEB report cards each semester.

- IBDP students are awarded a National High School Diploma by the Turkish Ministry of National Education upon completing the compulsory courses which are aligned to the DP courses and/or tested as outlined in the regulations of the Ministry. Students are given a transcript involving the courses taken and the GPA to submit universities for application processes.

Turkish Ministry of National Education provides an online grade reporting service “e-okul” for teachers. Turkish Ministry of National Education provides an online service (PIS) to give information on absenteeism, exam dates, grades, diploma grades to parents. The school also has its own “sms” service to provide parents and students with information on exam dates, absenteeism, grades, registration, parent-teacher meetings.

A predicted grade is the teacher’s informed guess on a candidate’s overall achievement of the course and the level High or Standard and teachers are required to submit a predicted grade for their subjects. Predicted grades are required for all subjects, including TOK and the EE. Predicted grades should reflect the candidate’s achievement accurately. Predicted grades for all subjects are released to candidates for their applications to universities. IB DP teachers submit their predicted grades based on all the evidence of a candidate’s work and the teacher’s knowledge of IB standards to the IB DP Coordinator in Year 2 for the May Examination Session of the school. Predicted grades should be based on the grade descriptors defined by IBO. A candidate will be awarded DP Course Results if they follow the course of study and assessment for the selected subject(s) and/or one or more core elements. Subjects of the DP normally include both internal and external assessment.

A candidate who obtains a minimum score of 24 points out of 45 is awarded IB DP Diploma. A Bilingual IB Diploma will be awarded to a successful candidate who fulfills one or both of the following criteria.

- a. Completion of two languages selected from group 1 with the award of a grade 3 or higher in both
- b. Completion of one of the subjects from group 3 or group 4 in a language that is not the same as the candidate’s group 1 language. The candidate must attain a grade 3 or higher in both the group 1 language and the subject from group 3 or 4.

(General Regulations: Diploma Programme, Article 14. p.9)

An IB diploma candidate who fails to satisfy the requirements for the award of an IB Diploma will receive DP Course Results indicating the grades obtained in individual subjects, together with results in TOK and the EE, and confirmation of the completion of all CAS requirements, as appropriate. IA materials and coursework are uploaded onto IBIS via the eCoursework system either by the coordinator or the teachers when authorized. IB DP Coordinator uploads samples of the marked coursework onto IBIS for external moderation, according to IB instructions. Teachers award marks even if the work of the candidate, or participation, is incomplete. An “F” is entered on IBIS for the mark for non-submission of a work. This will result in no grade being awarded for the subject and level. All the coursework submitted to IBO must be checked against plagiarism using the software “Turnitin”. A candidate’s Internal Assessment material may be re-marked through enquiries upon results service as specified in the DP Assessment procedures. All enquiries upon results are submitted by the school on behalf of the candidate. Candidates suspected of academic misconduct are subject to Academic Integrity rules and regulation and the National Education disciplinary rules and regulations of the school.

- Assessment appeals procedure can be carried out by the IB DP coordinator if a candidate candidate requests if appropriate.
- A diploma candidate has a maximum of three examination sessions in which to obtain the diploma.

### **Analysis of Assessment;**

- If there is more than one subject teacher, they standardize their grading to ensure accuracy of interpretation of assessment criteria and if not, they standardize based on assessed work provided by IBO.
- Assessment data is used to inform teaching, identify learning needs, and for planning the course.
- IB DP teachers vary their assessment practice if one does not serve to the purpose in particular contexts.
- IB DP teachers evaluate and self-reflect on the IB DP results announced in early July and take proper action to improve.

## The core requirements in the DP

- DP category candidates must study six subjects, plus the three core subjects—EE, TOK and CAS. They must accumulate no fewer than 24 points from assessment in these subjects, in addition to grade stipulations.
- They must meet all of the additional requirements.
- They must meet all of the requirements within a maximum of three examination sessions.
- Candidates who successfully meet these conditions will be awarded the diploma.
- Candidates who take the diploma in multiple languages may be eligible for a bilingual diploma. Each subject is graded 1–7, with 7 being the highest grade.
- The IB diploma is awarded based on performance across all parts of the DP.
- These grades are also used as points (that is, 7 points for a grade 7, 6 points for a grade 6, and so on) in determining if the diploma can be awarded.
- TOK and the EE are graded A–E, with A being the highest grade. These two grades are then combined in the diploma points matrix to contribute between 0 and 3 points to the total.
- CAS is not assessed but must be completed in order to pass the diploma.
- The overall maximum points from subject grades, TOK and the EE is therefore 45:  $((6 \times 7) + 3)$ .
- The minimum threshold for the award of the diploma is 24 points. If a candidate scores less than 24 points, the diploma is not awarded (Assessment Procedures, 2021).

## Additional requirements in the DP

There are a number of additional requirements for the award of the diploma.

- CAS requirements have been met.
- There is no “N” awarded for TOK, the EE or for a contributing subject.
- There is no grade E awarded for TOK and/or the EE.
- There is no grade 1 awarded in a subject/level.
- There are no more than two grade 2s awarded (SL or HL).
- There are no more than three grade 3s or below awarded (SL or HL).

- The candidate has gained 12 points or more on HL subjects. (For candidates who register for four HL subjects, the three highest grades count.)
- The candidate has gained 9 points or more on SL subjects. (Candidates who register for two SL subjects must gain at least 5 points at SL.)
- The candidate has not received a penalty for academic misconduct from the Final Award Committee. (Assessment Procedures, 2021)

The matrix below will be used for award of points for TOK and the EE.

Theory of knowledge (TOK)						
Extended essay	Grade awarded	A	B	C	D	E or N
	A	3	3	2	2	Failing condition
	B	3	2	2	1	Failing condition
	C	2	2	1	0	
	D	2	1	0	0	
	E or N	Failing condition				

(Assessment Procedures, 2021, p.148)

Coursework undertaken by candidates during the DP course is subject to either external assessment or internal assessment (IA) and moderation.

### Internal Assessment

IA allows teachers to assess some of the coursework internally. IB DP teachers submit the IA marks to IBIS and a sample of internally assessed coursework is externally moderated—the process of validating IA marks and applying a moderation factor (if required) (Assessment Procedures, 2021). Internal assessments enable candidates to reflect their mastery of skills besides their external exams. Each subject has its own IA components and candidates receive instruction to get prepared for the challenging coursework assessed. For each IA component work, teachers have to use clearly defined criteria by the IBO to award a mark and students are provided with the criteria in the subject handbooks.

## External Assessment

Some components of the subjects and the exam scripts are externally marked by the appointed examiners. Externally assessed coursework is uploaded to IBIS, where it is then marked by external examiners. The weightings of the external exams may differ in subjects. The “Bodrum Private Marmara College Assessment Policy” was written and compiled by the committee composed of IBDP teachers, IBDP coordinator and administrators. The policy has been reviewed regularly for the 5 year-evaluation of the programme since the authorization for the IB Diploma Programme was granted by IBO in 2015. This policy is available in written form and secured digitally.

**Note:** The phrasing or expressions used in this document might be similar to the documents online or elsewhere due to the nature of the established definitions or rules and regulations. Where appropriate, the citations have been used.

## References:

The following resources were consulted in designing this Policy Document.

Bodrum Private Marmara College, An International Baccalaureate Candidate School (2015), *Assessment Policy*.

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