



ABC Schools

Assessment and Evaluation Policy



ABC Horizon is;

To be an exemplary educational institution that works for the superior benefit of the individual, society and the world,

To raise generations who are ethical and well-equipped, preserve their essence in the face of all conditions and adapt to the transforming world.

ABC Philosophy

We see a school as a dynamic system where students, teachers, parents and all members of the school community gather. We all believe that an individual should think and work in harmony by taking the greater good of their country and the world into consideration. The basis of our understanding of education is to raise individuals who value their core values, family, culture, nature and the world and who are curious, inquirers, and resilient in the face of challenges. On the way to achieve this goal, with our teachers who are competent and passionate about education, we support our students to be self-confident, self-expressive, well-prepared, qualified, innovative, and open to development. In this process, we learn with our students, improve ourselves and believe to be role models for them as today's adults. We respect each student's core values, character and learning style as we provide them with a healthy learning environment to discover and improve their individual skills.

ABC Family members;

For ethical and moral values; adopt and live according to the concepts of love, respect, honesty, being principled, reliability, hard-working, perseverance, conscience, compassion, and justice.

To improve life skills; master in resilient and determined self-management, thinking, researching, problem solving and communication skills with an aesthetic perspective and effective use of digital technology ability.

With social responsibility awareness, develop ideas for the benefit of humanity and take actions with precision, devotion, and a strong sense of empathy.

ABC Logo Story

We diligently grow the seeds of education and our "tomorrows". We strengthen the essence of each student with our grounded values and ensure that they flourish with their genuine skills through our principles. We are raising generations whose roots reach the depth of knowledge and dreams reach the sky.

Table of Contents

1. Introduction: Purpose and Formulation of Assessment and Evaluation Policy.....	1
2. Applications.....	3
2.1. Kindergarten:	3
2.2. Primary School:	4
2.3. Secondary School:	4
2.4. Science and Anatolian High Schools:	4
2.5. DP Classes:	5
3. Duties and Responsibilities.....	6
3.1. Administrator:	6
3.2. Measurement and Evaluation Specialist	6
3.3. Teacher:	7
3.4. Student:.....	8
3.5. Parents and Guardians:.....	8
4. Relation of the Measurement and Evaluation Policy to Other Policies	8
4.1. Relation of the Assessment and Evaluation Policy to the Language Policy.....	8
4.2.The Relationship between the Assessment and Evaluation Policy and the Academic Integrity Policy	9
4.3. The Relationship between the Measurement and Evaluation Policy and the Inclusion Policy.....	9
4.4. Relation of the Assessment and Evaluation Policy to the Child Protection Policy	10
4.5. The Relationship between the Assessment and Evaluation Policy and the Admissions Policy.....	11
5. Relation of Assessment and Evaluation Policy with IB and CIS Standards	12
5.1. IB Programs and Assessment and Evaluation Policy	12
5.2. CIS Standards and Assessment and Evaluation Policy.....	12
6. Assessment and Evaluation Policy Monitoring, Reporting and Review Process.....	13
7. Bibliography	13

1. Introduction: Purpose and Formulation of Assessment and Evaluation Policy

ABC Schools Assessment and Evaluation Policy is a document that covers all school types (Kindergarten, Primary School, Secondary School, Science and Anatolian High School). This document contains information on the school's approach to assessment and evaluation, its purpose, practices, reporting and recording procedures, and the schedule for updating the Policy.

Approach

Private Ankara ABC Schools has created its assessment and evaluation system by considering the best interests of the students. It provides a fair assessment and evaluation approach to all students. In order to ensure the continuity and development of this system, the staff of the Measurement and Evaluation Unit, school administrators and teachers are in cooperation.

Students' characteristics in cognitive, affective, psychomotor and social areas differ according to their level of education and individual development levels. This differentiation in student characteristics is naturally reflected in measurement and evaluation processes. For this reason, ABC Schools attach importance to using assessment and evaluation tools and processes as enriched as possible in order to recognize students, to provide opportunities to discover and develop their interests and talents, to ensure that they progress according to their own capacities and to reach the highest possible level both academically and socially. The school develops planning and teaching strategies based on data and evidence-based assessments.

The school adopts a holistic assessment and evaluation approach in accordance with national and international standards.

Objective

The main purpose of Private Ankara ABC Schools in terms of assessment and evaluation is to carry out a sensitive and fair assessment and evaluation process so that students can realize their potential. It develops methods and strategies in accordance with this purpose. At the same time, it receives support from all its stakeholders to raise individuals who have evaluation skills in terms of learning and teaching and to realize these goals.

The school's measurement and evaluation objectives are detailed under the following headings:

Comprehensive Monitoring of Student Development: Continuously monitoring students' cognitive, affective and psychomotor skills as well as their social and emotional development. Creating individual development plans in line with students' academic achievements, personal interests and abilities.

Improving Learning Processes: Providing feedback to improve and deepen students' learning processes. Evaluating the difficulties and successes encountered in the learning process and developing individual and group support plans for students.

Continuous Evaluation of Curricula: Making necessary arrangements by constantly evaluating the effectiveness and applicability of the curricula. Teaching methods and materials are updated in line with student needs and the requirements of the age.

Assessing Student Achievement from Multiple Perspectives: In addition to academic achievement, assessing students' 21st century skills such as thinking, social, communication, research and self-management skills. Developing scales to monitor how students develop and apply these skills.

Involving Parents in the Education Process: Providing regular feedback to parents to enable them to participate more effectively in their children's educational processes. Encouraging parents to take an informed and supportive role in their students' academic and personal development.

Contributing to Teachers' Professional Development: Supporting teachers' professional development and providing tools and resources to help them improve their teaching practices. Encouraging the sharing of innovative approaches and best practices in education.

By realizing these objectives, students will be provided with a high quality, holistic and contemporary education, preparing them for the future and encouraging lifelong learning.

ASSESSMENT AND EVALUATION POLICY COMMISSION MEMBERS	
Aslı Öztürk	Coordinator Principal
Bediz Ölmez	Kindergarten Director
Sevtap Yalçın	Primary School Principal
Zafer Yaz	Middle School Principal
Hüsrev Demir	High School Principal
Rabia Daşdandır	Education Coordinator
Levent Kavak	Additional Languages Coordinator
Nalan Gürakar	IB DP Coordinator
Pınar Demirel	IB PYP Coordinator
Ertuğrul Efe	Measurement and Evaluation Specialist
Başak Kaya Elmas	Kindergarten Classroom Teacher
Esmâ Güneş	Kindergarten English Teacher
Cumhuriyet Ercan	Primary School Classroom Teacher
Kezban Soylu	Primary School Classroom Teacher
Ayhan Şölen	Primary School Classroom Teacher
Alperen Sarı	Primary School English Teacher
İnci Karadeniz	Middle School Turkish Teacher

İrem Oruç	Middle School Turkish Teacher
Ramazan Işık	Middle School English Teacher
Yasemin Ayık	Middle School German Teacher
Selin Toy	High School Turkish Language and Literature Teacher
Meral Yiğit Demirel	High School Turkish Language and Literature Teacher
Göker Ekici	High School English Teacher
Aslıhan Uzun	High School German Teacher

2. Applications

ABC Schools design assessment and evaluation practices in line with national expectations and international standards. It has a holistic approach in all application processes. Emphasis is placed on the horizontal and vertical assessment of students studying in its 5 school types (Kindergarten, Primary School, Secondary School, Science and Anatolian High School). Based on the PYP assessment approach in kindergarten and primary school and the DP assessment approach in 11th and 12th grades of high school, the school also utilizes the IB Assessment Approaches at the middle and high school levels. In this way, students' development is monitored with the same assessment culture as they grow older.

Each age group has a proficiency level. Therefore, assessment and evaluation methods and strategies may differ in age groups. Therefore, below are the practices and their contents that vary according to age groups and school types:

2.1. Kindergarten:

During the kindergarten admission process, students are administered various tests and inventories. At the beginning of the units, pre-assessment tools are used to measure students' readiness for the subjects. As the weeks progress, learning outcomes are regularly monitored and reported. During the process, formative assessment tools are used to measure students' performance and the necessary methods and techniques are used to realize "complete learning". Opportunities such as presentations, dramatization, dramatization, dramatization, symbolic expressions, expressing their thoughts visually or by dancing are offered to students in order to evaluate their performance in a multidimensional way. Various assessment tools such as observation, anecdotal records, T and Y Tables, KWL Tables, Exit Cards, checklists, analytical rubrics are used in all subjects. At the end of each unit, end-of-unit reports (rubrics) prepared in the main and additional languages are shared with parents to concretize students' progress. In addition, at the end of the semester, twice a year, the reports (rubrics) of the practical lessons (Physical Education and Games, Swimming, Drama, Visual Arts and Drama) are sent to the parents to report the progress in students' affective and psychomotor skills. When students present their portfolios to their families, their progress is clearly demonstrated. There are also various inventories, observation and anecdotal records prepared and administered by the Guidance Unit. These records are shared with relevant teachers and parents in order to evaluate students holistically.

2.2. Primary School:

During the primary school admission process, students are administered various tests and inventories. Pre-assessment tools are used at the beginning of the units to measure students' readiness for the subjects. As the weeks progress, learning outcomes are regularly monitored and reported. During the process, formative assessment tools are used to measure students' performance and the necessary methods and techniques are used to realize "full learning". Students' four basic language skills (listening, speaking, reading and writing) in mother tongue and additional language learning are monitored through precise measurements and assessments. A variety of assessment tools such as observation, anecdotal records, T and Y Tables, KWL Tables, Exit Cards, checklists, analytical rubrics are used in all subjects.

At the end of each unit, end-of-unit reports (rubrics) prepared in the main and additional languages are shared with parents to concretize students' progress. In addition, at the end of the semester, twice a year, the reports (rubrics) of the practical lessons (Physical Education and Games, Swimming, Drama, Visual Arts and Drama) are sent to the parents to report the progress in students' affective and psychomotor skills. The progress made by the students is clearly shown when they present their portfolios to their families. With the PYP Graduation Exhibition prepared by fourth grade students, the impact of the PYP on student development is observed and evaluated in the most concrete and meaningful way. In addition, there are various inventories, observation and anecdotal records prepared and implemented by the Guidance Unit. These records are shared with the relevant teachers and parents in order to evaluate students holistically.

2.3. Secondary School:

During the secondary school admission process, students are administered various tests and inventories. In the 5th grade admission process, the results of the "Scholarship and Admission Exam" taken by 4th grade students are also taken into consideration. Lesson plans designed with an interdisciplinary learning approach provide students with an active and holistic learning opportunity. In language teaching, the four basic language skills (listening, speaking, reading and writing) are evaluated with sensitive measurements. Various scales are developed to monitor students' physical and emotional development. In this way, students' education and training processes are fully monitored.

There are 2 written exams in each course during the semester. These written exams consist of open-ended or short-answer questions and students are expected to answer them by structuring their knowledge. Each semester, students are also given an "In-Course Participation Score" which scores their performance in the course. In addition, once a year, students develop a project from the course or courses of their choice and complete the "Term Project". Appropriate measurement tools are developed and implemented for preliminary, process and final evaluations. By participating in national and international projects and competitions such as TÜBİTAK Projects, FPSPI (Future Problem Solving Program International), students and the institution are provided with the opportunity to make self-evaluation.

2.4. Science and Anatolian High Schools:

Various tests and inventories are administered to students during the high school admission process. In the 9th grade admission process, the results of the "Scholarship and Admission Exam" taken by 8th grade students are also taken into consideration. Lesson plans designed with an interdisciplinary learning approach provide students with an active and holistic learning opportunity. In language teaching, the four basic language skills (listening, speaking, reading and

writing) are evaluated with sensitive measurements. Various scales are developed to monitor students' physical and emotional development. In this way, students' education and training processes are fully monitored. In addition, systematic evaluations and grading are carried out through written exams and quizzes. Appropriate measurement tools are developed and applied for preliminary, process and final evaluations. By participating in national and international projects and competitions such as ERASMUS Projects, TÜBİTAK Projects, MUN (Model of United Nations) Studies, FPSPI (Future Problem Solving Program International), students and the institution are provided with the opportunity to make self-evaluation.

2.5. DP Classes:

Students studying DP are assessed in a varied and sensitive manner. These assessments are made by school teachers and IB officials. Therefore, we try to observe the performance of the students in the most accurate way.

Students have to fulfill certain requirements to complete the Diploma Program. Some of these are TOK (Theory of Knowledge) Exhibition, CAS (Creativity/Physical Activity/Community Service) Project and Extended Essay (Senior Thesis).

The IB Diploma Program (DP) assessment aims to evaluate students' knowledge, skills and understanding in a variety of subjects. The assessment is comprehensive and includes summative and formative elements as well as internal and external components.

Internal Assessment: It is the evaluation of the work prepared and completed by the student during and outside of school hours, assessed by the course teacher. It constitutes between 20% and 30% of the IBDP final grade. Teachers evaluate students using rubrics standardized by the IB. All documents prepared by the student are uploaded online and reviewed by IB examiners. At the end of the process, a report is submitted by the IB to teachers and students.

External Evaluation: At the end of the two-year program, students take two or three exams from each course they are responsible for. These exams mostly consist of questions that students answer by structuring their own knowledge. The questions are sent to the DP coordinator by the IB, taking into account sensitivity. These exams are held at school. After the exam, the students' answers are sent to the IB in a sealed envelope. The exams are evaluated by independent scorers appointed by the IB within the framework of predetermined standard rubrics.

Summative Assessment: is carried out at the end of a learning period and is used to assess overall understanding and competence. In DP, external examinations serve as summative assessments that determine a significant part of the student's final grade. These assessments provide a precise measure of the student's knowledge and skills.

Formative Assessment: It takes place during the learning process. It provides continuous feedback to both teachers and students, allowing for adjustments and improvements. Internal assessments such as projects and class assignments often serve a formative purpose and help students develop skills and understanding throughout their learning.

Assessments in the DP include a combination of summative and formative elements, as well as internal and external assessments. This multi-faceted approach aims to provide a comprehensive assessment of students' academic abilities and understanding while promoting continuous learning and development throughout the program.

3. Duties and Responsibilities

The duties and responsibilities in the measurement and evaluation processes at ABC Schools are listed below.

3.1. Administrator:

School administrators play a critical role in the assessment and evaluation processes by working in coordination with the assessment and evaluation specialist, teachers, and the guidance unit to develop strategies that meet the academic and developmental needs of students. School administrators participate in collaborative meetings organized to improve the quality of the assessment and evaluation process, and monitor and improve the effectiveness of the processes. They check the appropriateness of assessment tools prepared by teachers at different levels of education, provide feedback and encourage the development of these tools. Monitor student achievement and development, provide teachers with the necessary data and analyze the results. Evaluates the results of internal and national examinations and shares this information with teachers and other stakeholders. Thus, it contributes effectively to the process of improving the overall educational quality of the school and meeting the individual needs of students.

3.2. Measurement and Evaluation Specialist

Kindergarten

- Directs the process in coordination with teachers, guidance unit and school administrators.
- Participates in collaborative meetings to improve the quality of the assessment and evaluation process.
- Provides support in recognition, monitoring and evaluation studies in cooperation with the guidance unit.
- Examines, provides feedback and improves the assessment scales prepared by teachers depending on developmental characteristics.
- Examines, provides feedback and develops assessment tools prepared by teachers in accordance with IB PYP outcomes.
- Examines, provides feedback and develops appropriate assessment tools prepared by teachers to discover students' interests and abilities.
- Provides teachers with the necessary data to support students' development.
- Examines, provides feedback and improves student report cards prepared by teachers at the end of the unit and semester.

Primary school

- Directs the process in coordination with teachers, guidance unit and school administrators.
- Participates in collaborative meetings to improve the quality of the assessment and evaluation process.
- Provides support in recognition, monitoring and evaluation activities in cooperation with the guidance unit.
- Examines, provides feedback and improves the measurement and evaluation processes of the applications prepared by teachers that support the course outcomes and reveal student skills.
- Examines, provides feedback and develops scales appropriate to the lesson plans prepared by teachers.
- Examines, provides feedback and improves the outcome assessment exams and written exams administered at the end of the unit. Analyzes the results.

- Checks the appropriateness of the assessment and evaluation tools prepared by teachers in performance-based assessment processes such as projects, portfolios and presentations for which students are responsible, provides feedback and improves them.
- Examines, provides feedback and improves student report cards prepared by teachers at the end of the unit and semester.
- Provides teachers with the necessary data to support students' development.
- Directs the process in coordination with teachers, guidance unit and school administrators.

Secondary school;

- Participates in collaborative meetings to improve the quality of the assessment and evaluation process.
- Provides support for recognition, monitoring and evaluation activities in cooperation with the guidance unit.
- Supports the development and diversification of measurement tools by teachers.
- Evaluates the exams administered during the semester and at the end of the year, analyzes the achievement status, and shares the report with teachers and school administrators.
- Supports teachers in the development of complementary assessment and evaluation tools used in line with the process assessment approach.
- Analyzes, provides feedback and improves in-class evaluation criteria prepared by teachers.
- Provides teachers with the necessary data to support the development of students.

High school:

- Directs the process in coordination with teachers, guidance unit and school administrators.
- Participates in collaborative meetings to improve the quality of the assessment and evaluation process.
- Provides support in diagnostic assessment studies in cooperation with the guidance unit.
- Analyzes in-house and national exam practices and provides feedback to teachers and school administrators.
- Supports teachers in the methods and techniques to be applied in test types such as written exams and mock exams.
- Analyzes, provides feedback and develops assessment tools prepared by teachers in accordance with IB DP outcomes.
- Provides data to the guidance unit in the field selection of 9th and 10th grade students and in the university, department and profession orientations of 11th and 12th grade students.
- Provides teachers with the necessary data to support the development of students.

3.3. Teacher:

Teachers take an active role in assessment and evaluation processes and develop various strategies to identify and meet students' academic and developmental needs. They prepare appropriate assessment tools to discover students' interests and abilities within the scope of education programs and continuously improve these tools. Teachers plan the assessment and evaluation processes of practices that support course outcomes and provide and receive feedback to improve the effectiveness of these processes. They also administer various exams, projects and portfolios to assess students' performance, analyze the results and use this data to make developmental decisions. In collaboration with school administrators and the guidance unit, they participate in

collaborative meetings to improve the quality of the assessment and evaluation process and take an active role in the coordination of these processes.

3.4. Student:

Students manage their own learning processes by actively participating in the assessment and evaluation processes at ABC Schools. They set learning goals by taking into account the feedback they receive from teachers and strive to achieve these goals. Through tools such as exams, projects and portfolio studies, they analyze their strengths and weaknesses, monitor their progress and adjust their strategies accordingly. They also participate in activities that support their academic and personal development in cooperation with teachers and the guidance unit and adopt a continuous improvement-oriented approach.

3.5. Parents and Guardians:

Parents take an active role in ABC Schools to support students' learning processes. They closely monitor students' academic and personal development, communicate regularly with teachers and provide appropriate study environments at home by taking feedback into account. Parents participate in activities that encourage learning processes to help students achieve their goals and become part of the school community by attending meetings and events organized by the school. They provide guidance and motivation in their children's educational journey by collaborating in all processes that support students' development.

4. Relation of the Measurement and Evaluation Policy to Other Policies

4.1. Relation of the Assessment and Evaluation Policy to the Language Policy

The Language Policy aims to improve students' proficiency in their mother tongue, English and German. The main objectives are to build a solid foundation in these languages and to ensure that students grow up as individuals who can adapt to a multilingual world. In this context, the Assessment and Evaluation Policy plays a critical role in achieving the goals of the Language Policy.

In order to support language learning, assessment methods have been developed for the teaching needs of each language. These methods precisely measure and assess the development of students' listening, speaking, reading and writing skills in each language. This process allows students' progress in their language skills to be monitored and their language proficiency to be determined.

As part of the Language Policy, the integration into multilingual education programs takes into account the assessment and evaluation approaches of the IB PYP and IB DP Programs. These programs are conducted in accordance with international standards and meet the requirements of the Language Policy in assessing language skills.

Starting with the assessment of students' readiness in the languages they are acquiring, to more advanced language assessment techniques, students' progress is monitored and reported at every stage of their language learning process using customized assessment tools. Through various assessment tools, students' progress in each language is monitored in detail and the effectiveness of the Language Policy is enhanced.

Finally, the Language Policy encourages the participation of students and parents in the process. Regular feedback is provided to parents to support their active participation in the language learning process. As part of this process, the Assessment and Evaluation Policy ensures that parents play an informed and supportive role in their students' academic and personal development. This approach contributes to the successful implementation of the Language Policy and ensures that students achieve high proficiency in language acquisition.

4.2.The Relationship between the Assessment and Evaluation Policy and the Academic Integrity Policy

At ABC Schools, the Assessment and Evaluation Policy and the Academic Integrity Policy work together to support students' academic achievement and ethical behavior. The Assessment and Evaluation Policy aims to assess students' knowledge and skills objectively and fairly, while the Academic Integrity Policy encourages honesty, transparency and ethical behavior in this process.

The Assessment and Evaluation Policy supports students' development by providing continuous feedback to them during their learning process. The assessment tools and methods used in this process aim to objectively measure students' achievement of learning objectives and their competencies. The Academic Integrity Policy guarantees honesty and fair behavior in these evaluation processes.

Protecting academic integrity in assessment and evaluation processes teaches students the importance of honesty and ethical behavior. Students ensure academic integrity by adhering to the rules of citation, attribution and referencing during exams, projects, assignments and other assessment tools. This emphasizes the need for students to produce their own work and to use others' ideas ethically. Teachers encourage and guide students' academic integrity in assessment and evaluation processes. Teachers comply with academic integrity standards when preparing and administering exams and other assessment tools. They also train and inform students about academic integrity and raise their awareness on this issue.

The importance of the Academic Integrity Policy in assessment and evaluation processes helps students develop not only their knowledge and skills, but also their ethical values. In this way, the Academic Integrity Policy helps students adopt the principles of honesty, reliability and ethical behavior in their academic and professional lives.

Parents support students' academic integrity in assessment and evaluation processes and cooperate with the school in this regard. The school organizes informative meetings and seminars for parents to provide guidance on the importance of academic honesty and ways to practice it. This engagement supports students' academic achievement and the development of their ethical values.

In conclusion, the Assessment and Evaluation Policy and the Academic Integrity Policy at ABC Schools enable students to embrace ethical values while increasing their academic achievement. These two policies promote honesty, transparency and ethical behavior in students' learning processes. Thus, it raises them as successful and respected individuals in their academic and professional lives.

4.3. The Relationship between the Measurement and Evaluation Policy and the Inclusion Policy

At ABC Schools, the Assessment and Evaluation Policy and the Inclusion Policy work together to provide a fair and equitable educational environment by recognizing students' differences. The Assessment and Evaluation Policy aims to assess students' knowledge and skills objectively and fairly, while the Inclusion Policy ensures that each student is included in the learning process, taking into account their needs.

The Assessment Policy uses a variety of assessment methods, taking into account students' individual learning needs and differences. This allows students to reflect their knowledge and skills to the best of their ability with assessment tools that are appropriate to their learning styles and pace. The Inclusion Policy provides equal opportunities for all students, ensuring their full participation in the educational process. Supporting diverse student groups is a core principle of both the Assessment and Evaluation and Inclusion Policies. Students with different characteristics, such as those with special education needs, language barriers or gifted students, are supported with customized assessment methods within the framework of these policies. In this way, every student has the opportunity to maximize their potential.

Teachers act in accordance with the principles of inclusion in assessment and evaluation processes and adapt assessment tools to the needs of each student. This is an important step in enabling students to express themselves and demonstrate their true achievements. Teachers also monitor students' language development and learning processes and provide necessary support. Parents are involved in their children's learning and assessment processes, supporting their success and collaborating with the school. The school organizes informative meetings and seminars for parents and provides guidance on the importance of inclusion in assessment processes. This involvement supports students' academic achievement as well as their social and emotional development.

As a result, the Assessment and Evaluation Policy and the Inclusion Policy at ABC Schools work together to support students' academic achievement and personal development. These two policies recognize students' differences and provide equal opportunities for each student, ensuring their full participation in the educational process. In this way, students' knowledge and skills are assessed objectively and fairly, while a more inclusive educational environment is created by providing support tailored to the needs of each student.

4.4. Relation of the Assessment and Evaluation Policy to the Child Protection Policy

At ABC Schools, the Assessment and Evaluation Policy and Child Protection Policy work together to ensure that students develop in a safe, respectful and supportive educational environment. The Assessment Policy aims to assess students' knowledge and skills objectively and fairly, while the Child Protection Policy ensures that students are physically, emotionally and psychologically safe.

Assessment and evaluation processes are an important tool for monitoring children's academic progress. In this process, it is essential that students are assessed in a safe and supportive environment. The Child Protection Policy ensures that students are assessed without any pressure, bullying or abuse. This creates a safe environment for students to fulfill their true potential.

The Assessment and Evaluation Policy adopts flexible and responsive approaches, taking into account the emotional and psychological needs of students. Students' stress levels and emotional states are taken into account in assessment processes. The child protection policy assumes responsibility for safeguarding and promoting students' emotional well-being in this process. Teachers assess students' emotional and psychological needs and develop strategies to support them.

Teachers act in accordance with child protection principles in assessment and evaluation processes and always prioritize the safety of students. During assessment, they ensure that students are not

under any form of abuse, bullying or pressure. In addition, teachers adapt assessment methods to take into account students' emotional well-being.

Parents collaborate with the school to ensure that their children undergo a safe and fair assessment process. The school organizes information meetings and seminars for parents, providing guidance on the importance of child protection in the assessment process. This collaboration supports students' academic achievement as well as their emotional and psychological well-being.

As a result, the Assessment and Evaluation Policy and the Child Protection Policy at ABC Schools work together to support students' academic achievement and well-being. These two policies ensure that students are assessed in a safe, respectful and supportive environment. In this way, students' knowledge and skills are assessed objectively and fairly, while attention is paid to their emotional and psychological needs. This holistic approach contributes to both the academic and personal development of students.

4.5. The Relationship between the Assessment and Evaluation Policy and the Admissions Policy

At ABC Schools, the Assessment and Evaluation Policy and the Admissions Policy work together to ensure that students are evaluated according to fair and objective criteria during the admission process. The Assessment and Evaluation Policy aims to assess students' knowledge and skills in an objective and fair manner, while the Admissions Policy regulates student admission processes as a result of this assessment.

The Assessment and Evaluation Policy uses a variety of assessment tools to determine students' academic abilities, potential and learning needs. In this process, a fair assessment is made by taking into account students' individual differences and learning styles. As a result of this assessment, the Admissions Policy determines student admission criteria and organizes student placement processes.

During the admission process, assessment and evaluation tools are applied fairly and objectively. This ensures that every student has equal opportunities and can fulfill their potential to the best of their ability. The Admissions Policy makes admission decisions based on these assessment results and ensures that students are directed to the right educational programs.

Teachers and assessment committees ensure that the Assessment and Evaluation Policy and the Admissions Policy are implemented in harmony in the admissions process. Students' academic and social abilities are meticulously examined during the assessment processes and this data is used in the admission process.

Parents are assured that their children are subjected to a fair and objective evaluation during the admission process. The school organizes informative meetings and seminars for parents, providing guidance on admission processes and assessment methods. This collaboration enables parents to participate in their children's education with confidence.

As a result, ABC Schools' Assessment and Evaluation Policy and Admission Policy ensure that students are evaluated according to fair and objective criteria during the admission process. These two policies support students to start their educational lives in the best way possible and to sustain

their success. While assessment and evaluation processes form the basis of admission decisions, the Admissions Policy guarantees that these processes are conducted in a fair and transparent manner.

5. Relation of Assessment and Evaluation Policy with IB and CIS Standards

5.1. IB Programs and Assessment and Evaluation Policy

IB programs adopt a student-centered and process-oriented approach to assessment and evaluation. In our PYP and DP programs, assessment not only measures students' knowledge and skills, but is also used as a tool to support and guide the learning process. In line with the IB's philosophy, the assessment process continuously monitors student learning and provides them with meaningful feedback. This approach helps us identify students' strengths and areas for development, while at the same time enabling us to continuously improve our teaching practices. Our ABC Schools Assessment and Evaluation policy promotes a holistic approach that supports the academic and personal development of our students.

5.2. CIS Standards and Assessment and Evaluation Policy

The Assessment and Evaluation Policy at ABC Schools has been aligned with CIS (Council of International Schools) standards to ensure compliance with internationally recognized educational standards and to improve the quality of education. CIS standards provide guidance for schools to achieve their goals of continuous improvement and high educational quality. The Assessment and Evaluation Policy aims to maximize student achievement and school performance in relation to these standards.

The CIS Standards promote fair and objective assessment of students' academic achievement and ensure transparency and accuracy in these assessment processes. The Assessment and Evaluation Policy adopts these standards and uses a variety of appropriate methods to assess students' knowledge and skills. These methods include a variety of tools such as written exams, project-based assessments, performance tasks and oral presentations.

The CIS Standards require schools to support student development by providing continuous feedback on assessment processes. The policy ensures that students receive regular feedback on their learning and that this feedback guides the achievement of learning goals. Students take an active role in the learning process by identifying their strengths and areas for improvement.

The CIS Standards encourage assessment to take into account students' individual differences and learning needs. The Assessment and Evaluation Policy allows students to express themselves to the best of their ability by using assessment methods appropriate to each student's learning pace, style and potential. This ensures that students undergo a fair assessment process and demonstrate their true achievements.

The CIS Standards aim to improve the quality of assessment processes by supporting teachers' professional development. The Assessment Policy organizes regular trainings, seminars and workshops to contribute to the continuous professional development of teachers. By having up-to-date knowledge and skills in assessment methods and tools, teachers can best assess student achievement.

The CIS Standards encourage schools to use assessment results to continuously improve their educational programs and teaching methods. By analyzing assessment data, the Assessment and

Evaluation Policy continuously reviews and improves the effectiveness of educational programs and students' learning processes. This improves the overall performance of the school and provides students with a better learning experience.

6. Assessment and Evaluation Policy Monitoring, Reporting and Review Process

Each year, during the in-service training period before the start of the academic year, the Assessment and Evaluation Policy is reviewed by the members of the Commission. The Commission evaluates the implementation of the Policy, its compatibility with other policies, and informing stakeholders who are new members of the school community. Changes are made to the policy when necessary. All changes and updates are shared with the school community at the beginning of the new academic year through the website, parent information meetings and in-service trainings. Thus, the Policy is continuously developed according to the needs and circumstances of the school and all stakeholders have the most up-to-date information. The Commission also conducts evaluations to ensure that the Policy is being implemented effectively and that it is achieving its objectives.

The Assessment and Evaluation Policy, like other policies, is reviewed by the Commission members and shared with school stakeholders during the in-service training process before the start of the academic year. It is also audited and open to audit by MoNE as needed and requested, and by the IB Organization during each five-year evaluation process.

ABC Schools Assessment and Evaluation Policy, like all other policies, is a document open to all internal and external stakeholders on the school's official website. Commission members are responsible for the development, evaluation and reporting of the document. The opinions and requests of all stakeholders regarding the policy are taken into consideration during the evaluation process.

7. Bibliography

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