

ALEV Assessment Policy

The Assessment Policy of ALEV Schools has been composed according to the DP Assessment Principles and Practice and the Evaluation and Assessment regulations of the Ministry of Education.

Every June & August, during the preparation time for the coming school year, each department reviews the revised regulations of the Ministry of Education. They adapt them to the formative and summative assessment tools used in the previous year. In the first week of the new school year students and parents are invited to school meetings where they get informed about the new regulations at school including the assessment philosophy, policy, and regulations.

Assessment at ALEV Schools

- **What is assessment? Why assessment?**

ALEV Schools assimilate with the following statement:

Assessment is the process of gathering and discussing information from multiple and diverse sources to develop a deep understanding of what students know, understand, and can do with their knowledge because of their educational experiences; the process culminates when assessment results are used to improve subsequent learning. (Learner-Centered Assessment on College Campuses: shifting the focus from teaching to learning by Huba and Freed, 2000).

- **Assessment Philosophy**

Assessment should be both formative assisting students in building skills and knowledge and summative to assess students' acquired understanding and knowledge. Students should have a wide variety of different assessment opportunities. Assessment should be criteria-referenced, so that students are assessed within published, agreed, learning objectives. These learning objectives are published for each subject and each grade level and are available to parents and students via course syllabi handed out at the beginning of each school year. Assessment should measure what students understand, what they can do and what they know. Assessment should be on-going and reflective and allow students to evaluate their progress.

The IB assessment practices are designed to support course curriculum objectives and aims while at the same time measuring a student's learning process and serving as a benchmark or goal for students to achieve. Students are introduced to these assessment practices and principles in the 10th grade, and these practices and principals continue through the two-year diploma programme.

- **Frequency, Procedures and Principles of Assessment**

Internal Assessment – External Assessment

Internal and external assessments are the feature of national assessment, language certificate programmes and the IB, where internal assessment is undertaken by ALEV teachers and external assessment papers are sent to the IB, DSD centre, Ministry of Education or Cambridge University ESOL Exams Center.



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- ✓ Formative Assessment, aimed at identifying the learning needs of students and forming part of the learning process itself. It is used for students to become aware of their own learning abilities through self- reflection and peer evaluation and finally to improve a student's performance and achievement level. At the same time, the goal of formative assessment is also to identify areas of weakness in each student and then adjust and improve their level of learning and understanding. This is done through reflection by both the teacher and student and in some activities through peer evaluation.
- ✓ Summative Assessment, aimed at determining the level of achievement of a student at the end of a course of study. Students must be evaluated for each subject by at least 2 exams and 2 performance tasks in each term according to Ministry of Education regulations. Additionally, students must complete at least 1 project from the subject they choose over the one academic year. Over the 2-year diploma programme to combine these national requirements with DP assessments, IB students are evaluated by the following frequency which also supports the concurrency of learning, reduces the students' workload:

IB DP Year 1 - 11 th Grade	
11th grade 1st term 1st exams	Applied in each subject students take. IB exam type questions are asked. Results contribute to the student's PGs.
11th grade 1st term 2nd exams	
11th grade 2nd term 1st exams	
11th grade 2nd term 2nd exams	
1 st term Mandatory Performance Tasks	Applied in each subject and it is combined with students IAs.
2 nd term Mandatory Performance Tasks	Applied in each subject and it is combined with students IAs.
Mandatory Project Tasks	Applied in the subject students choose and it is combined with students EE work.

IB DP Year 2 - 12 th Grade	
12th grade 1st term 1st exams	Applied in each subject students take. IB exam type questions are asked. Results contribute to the student's PGs.
12th grade 1st term 2nd exams	Applied in each subject students take. Exams are combined with 1 st MOCK* examinations in which students experience real IB exam session standards, rules, and conduct.
12th grade 2nd term 1st exams	Applied in each subject students take. Exams are combined with 2 nd MOCK* examinations in which students experience real IB exam session standards, rules, and conduct.
12th grade 2nd term 2nd exams	
1 st term Mandatory Performance Tasks	Applied in each subject and combined with students IAs.
2 nd term Mandatory Performance Tasks	Applied in each subject and combined with students' studies related to papers.
Mandatory Project Tasks	Applied in the subject students choose and combined with students' EE work.



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*The first MOCK examinations are held in DP year-2 in December, and the second MOCK examinations are held in DP year-2 in February-March.

In addition to these sets of exams, according to the Turkish Ministry of Education student achievement is measured by following formative and summative assessment tools:

- Written Exams
- Quizzes
- Practical / Oral Exams
- Performance Tasks
 - ✓ Written / oral tasks, e.g. presentation
 - ✓ Participation in class, written assignments, readiness for the lesson,
 - ✓ Service
- Projects
- Self-reflection
- Peer evaluation

Assessment instruments include tests (multiple choice), examinations (short answer, extended answer, problem solving, analytical questions, practical or oral tasks), extended practical work, projects, portfolios, and oral work.

• Strategies and Tools to Inform Teaching Practices

At ALEV schools, differentiated formative and summative assessment strategies are used such as exams, oral exams, mock exams, international exams (ÖSD, DSD, PET, FCE, IELTS), national and international contests, interpretations of graphs, images and historical documents, quizzes, reflection walls, reflective tasks, discussion questions, debates, think-pair-share, self and peer assessment, extended writing tasks as homework, varied use of questioning in lessons (Socratic, open/closed), Socratic seminar, exit tickets, analogy prompt, peer instruction, presentations and group work.

A wide range of web 2.0 assessment strategies and tools to inform teaching practices tools are also effectively used like Kognity, Inthinking, Revision Village, Save my Exam, Geogebra, Quizizz, Padlet, Mentimeter, Microsoft Teams Assignments, Madlen, Forms, Word, PhETcolorado, VRLab, Managebac, Turnitin.

Skills like critical and creative thinking, research, questioning, and problem solving are assessed during the assessment.

Questions prepared in exams are based on Bloom's Taxonomy Knowledge

Remembering

These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

Key Words: Memorize, Define, Identify, Repeat, Recall, State, Write, List & Name

Comprehension (Understanding)

These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything.

Key Words: Describe, Distinguish, Explain, Interpret, Predict, Recognize & Summarize

Application (Transferring)

Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.

Key Words: Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve & Use

Analysis (Relating)

These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

Key Words: Analyze, Differentiate, Distinguish, Explain, Infer, Relate, Research & Separate

Synthesis (Creating)

These questions encourage students to create something new by using a combination of ideas from different sources to form a new whole.

Key Words: Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize

Evaluation (Judging)

Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.

Key Words: Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend

Assessment Strategies and Tools to Evaluate Students' Development of Approaches to Learning Skills

The strategies and tools generally used as described below:

Thinking & Self-management: Exams, oral exams, mock exams, international exams (ÖSD, DSD, PET, FCE, IELTS), national and international contests, quizzes, reflection walls, reflective tasks, self-assessment, extended writing tasks as homework, exit tickets, varied use of questioning in lessons (Socratic, open/closed).

Collaboration: Discussion questions, debates, think-pair-share, peer-assessment, peer instruction, group work, presentations and group work.

Communication & Research: Interpretations of graphs, images and historical documents, reflection walls, reflective tasks, discussion questions, debates, think-pair-share, self and peer assessment, extended writing tasks as homework, varied use of questioning in lessons (Socratic, open/closed), Socratic seminar, analogy prompt, peer instruction, presentations and group work.

Validity and Reliability

Valid, reliable, and useful assessment tools are used to measure students' achievements. Each department considers validity and reliability of assessment. Valid assessment tools measure what is stated to measure, which means that the teaching staff decides on the scope of what is being assessed. They check whether the content aligns with the learning aims and if the tasks and tools are appropriate to measure the aimed outcome. To get reliable results teachers take consistency across time, tasks/assignments, and markers into consideration and develop assessment standards.

External Assessment

ALEV students are assessed by following external institutions to achieve following diplomas/certificates:

Institution	Diploma / Certificate
IB	Diploma Programme: Students sit exams that are assessed by external IB examiners. The aim of this is to evaluate a student's learning achievement level and to what extent a student has reached the aims and objectives of each IB course over the course of 2 years.
ZfA / Federal Office of Administration-Germany	DSD I, DSD II, the internationally available certificate of German language proficiency
Österreichisches Sprachdiplom Deutsch Wien	ÖSD B1, ÖSD B2-C1
Cambridge University (ESOL)	KET / PET / FCE / IELTS
Ministry of Education	Central University Entrance Exam

As a school, teaching two foreign languages, we aim our students to reach following language levels in German and English respectively:

- Grade 4-5: A1, A1
- Grade 6: A2, A2
- Grade 8: B1, B1
- Prep Class: A2+/B1, B1+
- Grade 9: B1+, B2
- Grade 10: B2+, C1
- Grade 11: B2/B2+, C1+
- Grade 12: C1, C1+

Strategies and Tools to Provide Students with Feedback to Inform and Improve Their Learning

Teachers provide students with individual feedback according to assessment results through variety of ways such as emails, Kognity & Inthinking & quizzes feedback modules, ManageBac feedback module, teams assignment feedback module, Turnitin feedback module, Madlen and VRLab feedback module, Microsoft Word comment tool and forms. Teachers also provide students with individual feedback & check-in sessions in office hours for their EE and IA progress.

Process for Recording and Reporting Assessment

Teachers regularly and systematically share student performance against criteria, assessment results, and reports with students through Kognity and Inthinking over the two-year of the programme. Progress reports are prepared for IBDP students as outlined in the Assessment Policy.

Once in each term, grade-level teachers' and counsellor's meeting is held and following this meeting parent meetings are held. The school shares report cards with students and parents before each parent meeting. The report cards include individual assessment results, students' grades, content that was covered for each student. Other than the report cards, the school shares PG transcripts which reflect students' overall two-year performance and mock exam results after the second mock exams are completed in DP Year2.

We share Managebac reports regarding students' CAS process through email and teams with parents twice in each term over the two years of the programme. Additionally, CAS coordinator attends parent meetings to share and discuss students' CAS progress. During the parent meetings, parents individually come together with CAS coordinator and have an interview regarding students' CAS activities and projects.

Process for Standardization of Assessment of Students' Work and Predicted Grades

PLT and subject teachers determine PG scaling in collaborative meetings. All subject teachers mark and grade sample students' work together by using the same scaling for standardization. The scaling tables and how subject teachers give predicted grades are shared with school community through the assessment policy, assessment presentations and student-parent meetings.



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Subjects	Scaling
Group 1 Turkish A Literature HL	Mock PP1 35%, Mock PP2 25%, Individual Oral 20%, Essay 20%
Group 1 Turkish A Literature SL	Mock PP1 35%, Mock PP2 35%, Individual Oral 30%
Group 2 English B	Average of Mock Presentations/ Predicted IA: 25% Average of Paper 1/ Writing Mock Exams: 25% Average of Paper 2/ Reading Mock Exams: 25% Average of Paper 2/ Listening Mock Exams: 25%
Group 2 German B	PP 1 30% (KI in grades 11 and 12), PP 2 30% (KI in grades 11 and 12) MEB Prüfungen + DSDII MK Ergebnis in grade 12 10%, Individual Oral 30%
Group 3 Turkey in the Twentieth Century	MOCK Paper 1 30%, MOCK Paper 2 45%, IA 25%
Group 3 History	MOCK Paper 1 30%, MOCK Paper 2 45%, IA 25%
Group 3 Business Management	MOCK Paper 1 30%, MOCK Paper 2 30% IA 25% Grade Descriptor 15%
Group 4 Chemistry	11th Grade Exams 10%, 12th Grade Exams 10% Mock Exams 40% Predicted IA 20%, Grade Descriptor 20%
Group 4 Biology	11th Grade Exams 10%, 12th Grade Exams 10% Mock Exams 40% Predicted IA 20%, Grade Descriptor 20%
Group 4 Physics	11th Grade Exams 10%, 12th Grade Exams 10% Mock Exams 40% Predicted IA 20%, Grade Descriptor 20%
Group 5 Mathematics A&A	Year 1 First & Second Term Exams 20% Year 2 First & Second Term Exams 20% Year 2 First MOCK Exams 30% IA 20%, Grade Descriptor 10%
Group 6: Visual Arts SL	Art making inquiries portfolio 40% Connections study 20%, IA 40%
Group 6: Visual Arts HL	Art making inquiries portfolio 30% Artist project 30%, IA 40%
TOK	TOK rubrics and criteria are used: Essay 67 % Exhibition and Presentation 33 %
EE	EE rubrics and criteria are used

MEB: Ministry of Education

Integration of IB Assessment with National Requirements

- **Group 1 Turkish A: Literature**

Although all IB objectives and assessment does not match that of national curriculum, teachers combine MoNEP (Ministry of National Education Programme) content with IB where they align and merge the exams. National curriculum content is not directly integrated within the course. Students willing to take Turkish university entrance exam attend preparation classes after MAY exams are completed.

- **Group 2 Language B: German B and English B**

Although there is no discrepancy between IB objectives, assessment and national curriculum, students must take additional English lessons and exams to meet MoNEP requirements.

- **Group 3 Individuals and Societies: History and TITC, Business Management**

Some history objectives are taught in TITC; however, Sociology and Geography content does not match that of national curriculum. Not to cause any confusion, national curriculum content is not integrated within the course; instead, students take additional history lessons and exams to meet MoNEP requirements.

- **Group 4 Sciences: Physics, Chemistry, Biology**

Although all IB objectives and assessment does not match that of national curriculum, teachers combine MoNEP content with IB where they align and merge the exams. National curriculum content is not directly integrated within the course. Students willing to take Turkish university entrance exam attend preparation classes after MAY exams are completed.

- **Group 5 Mathematics A&A**

Although all IB objectives and assessment does not match that of national curriculum, teachers combine MoNEP content with IB where they align and merge the exams. National curriculum content is not directly integrated within the course. Students willing to take Turkish university entrance exam attend preparation classes after MAY exams are completed.

- **Group 6 Visual Arts**

Although the IB objectives and assessment criteria do not fully align with the national curriculum, teachers incorporate MoNEP content where it overlaps with the IB and evaluate students through their IB assessments. The national curriculum content is not directly embedded into the course; instead, teachers conduct their lessons in accordance with the IB curriculum.

Assessment in IB DP

In the Diploma Programme two examination sessions are held each year, in November and May. The ALEV examination session for the DP is in May, with results being released on 5 July each year. The results are sent electronically. Candidates are issued with a numeric grade from 1-7 for each subject entered. Candidates will also receive letter grades for TOK and Extended Essay, together with a total diploma points score.

The examinations take place over a period of approximately three weeks in May. Examinations are scheduled to avoid more than six hours of examination per day.

The results are made up of subject grades, which equate to diploma points from 1 (lowest) to 7 (highest) at HL and SL, and grades from E (lowest) to A (highest) for TOK and extended essay. A matrix table converts the combined letter grades for TOK and Extended Essay into points score from 0-3.

Figure 1: Award of points for TOK and the EE

		Theory of knowledge				
		A	B	C	D	E
Extended essay	A	3	3	2	2	Failing condition
	B	3	2	2	1	
	C	2	2	1	0	
	D	2	1	0	0	
	E	Failing condition				

CAS does not contribute to the total points, but participation in CAS is a requirement without which the diploma cannot be awarded.

The maximum of total points in the DP is 45 ($6 \times 7 + 3$). A student gaining 24 points or more will be awarded the diploma.

The IB uses both external and internal assessments in DP

The International Baccalaureate® (IB) Diploma Programme (DP) uses both internally and externally assessed components to assess student performance.

For most courses, written examinations at the end of the DP form the basis of the assessment. This is because these examinations have high levels of objectivity and reliability.

Externally assessed coursework, completed by students over an extended period under authenticated teacher supervision, forms part of the assessment for several programme areas, including the theory of knowledge (TOK) essay and the extended essay (EE). In most subjects, students also complete in-school assessment tasks. These are either externally assessed or marked by teachers and then moderated by the IB.

External assessment

Examinations form the basis of the assessment for most courses. This is because of their high levels of objectivity and reliability.

They include:

- Essays
- Structured problems
- Short-response questions
- Data-response questions
- Text-response questions
- Case-study questions
- Multiple-choice questions – though these are rarely used.

Internal Assessment

Teacher assessment is also used for most courses. This includes: oral work in languages

- laboratory work in the sciences
- investigations in mathematics

Marking

The IB uses two principal methods of guiding examiners in the allocation of marks: analytic mark schemes and assessment criteria.

Publication of Results

After each examination session, the examination papers and their associated mark schemes are made available for schools to purchase. Subject reports cover all general aspects of candidate performance on each component, outline where they performed well and where they seemed less capable.

Assessment at a Glance

Group 1 - Language A: Literature HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		(4 hours)	80
Paper 1	Guided textual analysis The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students write an analysis of each of the passages. (40 marks)	(2 hours 15 minutes)	35
Paper 2	Comparative essay The paper consists of four general questions. In response to one question students write a comparative essay based on two literary works studied in the course. (25 marks)	(1 hour 45 minutes)	25
Essay	Students submit an essay on one non-literary body of work, or a literary work studied during the course. (20 marks) The essay must be 1,200–1,500 words in length.		20
Internal		15 minutes	20
Individual oral	Internal assessment: Individual oral This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from both one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	(15 minutes)	20

Group 1 - Language A: Literature SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		(3 hours)	70
Paper 1	Guided textual analysis The paper consists of two non-literary passages, from two different text types, each accompanied by a question. Students choose one passage and write an analysis of it. (20 marks)	(1 hour 15 minutes)	35
Paper 2	Comparative essay The paper consists of four general questions. In response to one question, students write a comparative essay based on two literary works studied in the course. (25 marks)	(1 hour 45 minutes)	35
Internal		15 minutes	30
Individual oral	Internal assessment This component consists of an individual oral which is internally assessed by the teacher and externally moderated by the IB at the end of the course. Individual oral (15 minutes) Supported by an extract from one non-literary body of work and one from a literary work, students will offer a prepared response of 10 minutes, followed by 5 minutes of questions by the teacher, to the following prompt: Examine the ways in which the global issue of your choice is presented through the content and form of one of the works and one of the bodies of work that you have studied. (40 marks)	(15 minutes)	30

Group 2 - Language B: Language Acquisition SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	75
Paper 1	Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	(1 hour 15 minutes)	25
Paper 2	Receptive skills—separate sections for listening and reading Listening comprehension (25 marks)	(45 minutes)	25
	Reading comprehension (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(1 hour)	25
Internal		15 minutes	25
Individual oral	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks)	(15 minutes)	25

Group 2 - Language B: Language Acquisition HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours 30 minutes	75
Paper 1	Productive skills—writing (30 marks) One writing task of 450–600 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions.	(1 hour 30 minutes)	25
Paper 2	Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (25 marks)	(1 hour)	25
	Reading comprehension (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(1 hour)	25
Internal		15 minutes	25
Individual oral	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on an extract from one of the literary works studied in class, followed by discussion based on one or more of the themes from the syllabus. (30 marks)	(15 minutes)	25

Group 3: History SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2 hours 30 minutes	75
Paper 1	Source-based paper based on the five prescribed subjects. Choose one prescribed subject from a choice of five. Answer four structured questions. (24 marks)	(1 hour)	30
Paper 2	Essay paper based on the 12 world history topics. Answer two essay questions on two different topics. (30 marks)	(1 hour 30 minutes)	45
Internal			25
Historical investigation	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Students are required to complete a historical investigation into a topic of their choice. (25 marks)	-	25

Group 3: TITC SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		2 hours 30 minutes	75
Paper 1	Four structured questions based on one topic of the syllabus (except topic 6). The topic changes from year to year. (24 marks)	(1 hour)	30
Paper 2	Essay questions based on five syllabus topics. Candidates answer two questions. (30 marks)	(1 hour 30 minutes)	45
Internal			25
Investigative project	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (25 marks)	-	25

Group 3: Business Management SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	70
Paper 1	<p>Paper 1: Based on a pre-released statement that specifies the context and background for the unseen case study Assessment objectives: AO1, AO2, AO3, AO4 (30 marks)</p> <p>Section A Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the case study (20 marks)</p> <p>Section B Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two extended response questions based on the case study (10 marks)</p>	(1 hour and 30 minutes)	35
Paper 2	<p>Paper 2: Based on unseen stimulus material with a quantitative focus Assessment objectives: AO1, AO2, AO3, AO4 (40marks)</p> <p>Section A Syllabus content: Units 1–5 excluding HL extension topics Students answer all structured questions in this section based on the unseen stimulus material (20marks)</p> <p>Section B Syllabus content: Units 1–5 excluding HL extension topics Students answer one out of two questions comprised of some structured questions and an extended response question based on the unseen stimulus material (20 marks)</p>	(1 hour and 30 minutes)	35
Internal			30
Internal Assessment	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Business research project Students produce a research project about a real business issue or problem facing a particular organization using a conceptual lens. Maximum 1,800 words. (25 marks)</p>	-	30

Group 4: Biology SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	80
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related addressing all themes) (Total 55 marks)	(1 hour and 30 minutes)	36
Paper 2	Section A—Data-based and short answer questions Section B—Extended-response questions (Total 50 marks)	(1 hour and 30 minutes)	44
Internal		10	20
Scientific Investigation	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	10	20

Group 4: Biology HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (four questions that are syllabus related addressing all themes) (Total 75 marks)	(2 hours)	36
Paper 2	Section A—Data-based and short answer questions Section B—Extended-response questions. (Total 80 marks)	(2 hours 30 minutes)	44
Internal		10	20
Scientific Investigation	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	10	20

Group 4: Physics SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	80
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 45 marks)	(1 hour and 30 minutes)	36
Paper 2	Short-answer and extended-response questions on standard level material only. (Total 50 marks)	(1 hour and 30 minutes)	44
Internal		10	20
Scientific Investigation	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	10	20

Group 4: Physics HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		4 hours 30 minutes	80
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 60 marks)	(2 hours)	36
Paper 2	Short-answer and extended-response questions on standard level and additional higher level material. (Total 90 marks)	(2 hours 30 minutes)	44
Internal		10	20
Scientific Investigation	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	10	20

18

Group 4: Chemistry SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	80
Paper 1	Paper 1A—Multiple-choice questions Paper 1B—Data-based questions (Total 55 marks)	(1 hour and 30 minutes)	36
Paper 2	Short-answer and extended-response questions. (Total 50 marks)	(1 hour and 30 minutes)	44
Internal		10	20
Scientific Investigation	The internal assessment consists of one task: the scientific investigation. This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. (Total 24 marks)	10	20

Group 5: Mathematics A&A SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3 hours	80
Paper 1	No technology allowed. (80 marks) <i>Section A:</i> Compulsory short-response questions based on the syllabus. <i>Section B:</i> Compulsory extended-response questions based on the syllabus.	(1 hour and 30 minutes)	40
Paper 2	Technology required. (80 marks) <i>Section A:</i> Compulsory short-response questions based on the syllabus. <i>Section B:</i> Compulsory extended-response questions based on the syllabus	(1 hour and 30 minutes)	40
Internal		10	20
Mathematical exploration	Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	10	20

Group 5: Mathematics A&A HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		5 hours	80
Paper 1	No technology allowed. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	(2 hours)	30
Paper 2	Technology required. (110 marks) <i>Section A</i> Compulsory short-response questions based on the syllabus. <i>Section B</i> Compulsory extended-response questions based on the syllabus.	(2 hours)	30
Paper 3	Technology required. (55 marks) Two compulsory extended response problem-solving questions.	(1 hour 15 minutes)	20
Internal		10	20
Mathematical exploration	Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	10	20



Assessment task	Weighting
External assessment	60%
<p>Art-making inquiries portfolio (32 marks)</p> <p>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies.</p> <p>The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with.</p> <p>SL students submit two mandatory files.</p> <ul style="list-style-type: none"> One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. One separate text file listing the sources. 	40%
<p>Connections study (24 marks)</p> <p>This is an SL-only task focused on the student situating in context one of their resolved artworks, chosen from the five they submit for IA.</p> <p>The study presents curated visual and written evidence to demonstrate the connections between the student's chosen resolved artwork and their own context(s), and between the chosen artwork and at least two artworks by different artists. The connections must be informed by research, and the study must demonstrate understanding of the cultural significance of the two artworks by different artists.</p> <p>SL students submit two mandatory files.</p> <ul style="list-style-type: none"> One PDF file of up to 10 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words. One separate text file listing the sources. 	20%
Internal assessment	40%
<p>Resolved artworks (32 marks)</p> <p>This is an SL-only task focused on the student's ability to create a coherent body of work. Each student submits five resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate their artistic intentions and the choices that informed the making of their coherent body of artworks.</p> <p>SL students submit six mandatory files.</p> <ul style="list-style-type: none"> Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. One PDF file of up to two screens for the rationale (which must not exceed 700 words). 	40%



ÖZEL ALEV OKULLARI

Group 6: Visual Arts HL

Assessment task	Weighting
External assessment	60%
<p>Art-making inquiries portfolio (32 marks)</p> <p>The student selects and organizes visual evidence of their personal investigations, discoveries and creations, supported by critical reflections, all in a portfolio. They provide curated evidence of their art-making as inquiry in a variety of art-making forms and creative strategies. The portfolio demonstrates how the student developed and refined their visual language through one or more lines of inquiry and must explicitly include the inquiry questions or generative statements they worked with. HL students submit two mandatory files.</p> <ul style="list-style-type: none"> One PDF file of up to 15 screens including visual evidence accompanied by written materials. The total word count must not exceed 3,000 words. One separate text file listing the sources. 	30%
<p>Artist project (40 marks)</p> <p>This is a stand-alone, HL-only task focused on the student creating and situating in context an artwork that they ideate and realize as part of a project of their choice. The artist project demonstrates through curated evidence how the student work was informed by investigations of context, by connections with at least two artworks by different artists, and by dialogues. A short video curated by the student shows where and how the project artwork was realized to communicate with the audience in the chosen context. HL students submit three mandatory files.</p> <ul style="list-style-type: none"> One PDF file of up to 12 screens including visual evidence and supporting written materials. The total word count must not exceed 2,500 words and the student must comply with the exact word counts set for each section. One video file up to three minutes long presenting the project artwork realized in the chosen context. The video is submitted accompanied by the artwork details and a short text with the finalized artistic intentions (100 words maximum). One separate text file listing the sources. 	30%
Internal assessment	40%
<p>Selected resolved artworks (40 marks)</p> <p>This is an HL-only task focused on the student's ability to create a coherent body of work selected from their wider production. Each student submits five selected resolved artworks to demonstrate their best achievements in communicating their artistic intentions coherently.</p> <p>The student provides evidence of synthesis of concept and form, and of their competence in resolving artworks. They also write a rationale to articulate how they realized their artistic intentions through a selection process for the five resolved artworks, from at least eight of their works. Five artwork texts situate through critical analysis each of the selected resolved artworks in a wider artistic context and in relation to the student's practice. HL students submit six mandatory files.</p> <ul style="list-style-type: none"> Five image or video files (each up to three minutes long) of artworks—each accompanied by a title and details on medium and size. Two optional supporting image files per artwork can be submitted to show details or additional views. One PDF file of up to eight screens including the rationale (which must not exceed 700 words) and five artwork texts (with a total word count not exceeding 1,000 words). 	40%



AVUSTURYA LİSELERİ VAKFI



WELTWEIT
UNTERRICHTEN



GRADE DESCRIPTORS

Group 1 (Studies in Language and Literature)

Grade 7

Demonstrates: excellent understanding and appreciation of the interplay between form and content in regard to the question or task; responses that may be convincing, detailed, independent in analysis, synthesis and evaluation; highly developed levels of expression, both orally and in writing; very good degree of accuracy and clarity; very good awareness of context and appreciation of the effect on the audience/reader; very effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 6

Demonstrates: very good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that are, mainly, convincing, as well as detailed and independent to some degree, in analysis, synthesis and evaluation; well-developed levels of expression, both orally and in writing; good degree of accuracy and clarity; good awareness of context and appreciation of the effect on the audience/reader; effective structure with relevant textual detail to support a critical engagement with the thoughts and feelings expressed in the work(s).

Grade 5

Demonstrates: good understanding and appreciation of the interplay between form and content in regard to the question or task; responses that offer generally considered and valid analysis, synthesis and/or evaluation; good levels of expression, both orally and in writing; adequate degree of accuracy and clarity; awareness of context and appreciation of the effect on the audience/reader; clear structure with relevant textual detail to support an engagement with the thoughts and feelings expressed in the work(s).

Grade 4

Demonstrates: adequate knowledge and understanding of the question or task; responses that are generally valid in analysis and/or synthesis; satisfactory powers of expression, both orally and in writing; few lapses in accuracy and clarity; some awareness of context and appreciation of the effect on the audience/reader; a basic structure within which the thoughts and feelings of the work(s) are explored.

Grade 3

Demonstrates: some knowledge and some understanding of the question or task; responses that are only sometimes valid and/or appropriately detailed; some appropriate powers of expression, both orally and in writing; lapses in accuracy and clarity; limited awareness of context and appreciation of the effect on the audience/reader; some evidence of a structure within which the thoughts and feelings of the work(s) are explored.

Grade 2

Demonstrates: superficial knowledge and understanding of the question or task; responses that are of generally limited validity; limited powers of expression, both orally and in writing; significant lapses in accuracy and clarity; little awareness of context and appreciation of the



ÖZEL ALEV OKULLARI

effect on the audience/reader; rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Grade 1

Demonstrates: very rudimentary knowledge and understanding of the question or task; responses that are of very limited validity; very limited powers of expression, both orally and in writing; widespread lapses in accuracy and clarity; no awareness of context and appreciation of the effect on the audience/reader; very rudimentary structure within which the thoughts and feelings of the work(s) are explored.

Group 2 (Language Acquisition)

Language B (HL)

Grade 7

Students speak with clarity and fluency; use a richly varied and idiomatic range of language very accurately; handle ideas effectively and skillfully with active and complex interaction; demonstrate a thorough understanding of the meaning and purpose of written texts; have little difficulty with the most difficult questions; recognize almost all the subtleties of specific language usage; write detailed and expressive texts demonstrating an excellent command of vocabulary and complex structures with a consistently high level of grammatical accuracy; demonstrate clarity of thought in the organization of their work and an ability to engage, convince and influence the audience.

Grade 6

Students speak clearly, fluently and naturally; use a varied and idiomatic range of language accurately; handle ideas effectively with active and full interaction; demonstrate a very good understanding of the meaning and purpose of written texts; have little difficulty with more difficult questions; recognize most of the subtleties of specific language usage; write detailed texts demonstrating a very good command of vocabulary and complex structures with a very good level of grammatical accuracy; adapt their writing appropriately to suit the intended audience and purpose; express their ideas and organize their work coherently and convincingly.

Grade 5

Students speak mostly clearly and fluently; use a varied range of language mostly accurately; handle ideas mostly effectively with generally full interaction; demonstrate a good understanding of the meaning and purpose of written texts; have some difficulties with more difficult questions; recognize some subtleties of specific language usage; write fairly detailed texts demonstrating a good command of vocabulary with a good level of grammatical accuracy; show a reasonable ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work coherently.

Grade 4

Students speak generally clearly; use a basic range of language correctly; handle ideas adequately with full interaction at times; demonstrate an adequate understanding of the meaning and purpose of written texts; have some difficulties with almost all difficult questions and some average questions; recognize a few subtleties of specific language usage; write texts



ÖZEL ALEV OKULLARI

demonstrating an adequate command of vocabulary with an adequate level of grammatical accuracy; show some ability to adapt their writing to suit the intended audience and purpose; express their ideas and organize their work appropriately.

Grade 3

Students speak hesitantly and at times unclearly; use a simple range of language correctly at times; handle ideas with some difficulty with fairly limited interaction; demonstrate some understanding of the meaning and purpose of written texts; have difficulties with questions of average difficulty; write texts demonstrating a basic command of vocabulary and some awareness of grammatical structure; produce an identifiable text type; make some attempt at expressing their ideas and organizing their work.

Grade 2

Students speak hesitantly and generally unclearly; use a limited range of language often incorrectly; handle ideas with difficulty and with restricted interaction; demonstrate a fairly limited understanding of the meaning and purpose of written texts; have difficulties with some easy questions; write texts demonstrating a fairly limited command of vocabulary and little awareness of grammatical structure; produce an identifiable text type with limited success; make some attempt at basic organization; content is rarely convincing.

Grade 1

Students speak hesitantly and unclearly; use a very limited range of language mostly incorrectly; handle ideas with great difficulty and with very restricted interaction; demonstrate a limited understanding of the meaning and purpose of written texts; have difficulties even with easiest questions; write texts demonstrating a limited command of vocabulary and little awareness of grammatical structure; produce a barely identifiable text type; lack organization to an extent that content is unconvincing.

Group 3 (Individuals and Societies)

Grade 7

Demonstrates: conceptual awareness, insight, and knowledge and understanding which are evident in the skills of critical thinking; a high level of ability to provide answers which are fully developed, structured in a logical and coherent manner and illustrated with appropriate examples; a precise use of terminology which is specific to the subject; familiarity with the literature of the subject; the ability to analyse and evaluate evidence and to synthesize knowledge and concepts; awareness of alternative points of view and subjective and ideological biases, and the ability to come to reasonable, albeit tentative, conclusions; consistent evidence of critical reflective thinking; a high level of proficiency in analysing and evaluating data or problem solving.

Grade 6

Demonstrates: detailed knowledge and understanding; answers which are coherent, logically structured and well developed; consistent use of appropriate terminology; an ability to analyse, evaluate and synthesize knowledge and concepts; knowledge of relevant research, theories and issues, and awareness of different perspectives and contexts from which these have been developed; consistent evidence of critical thinking; an ability to analyse and evaluate data or to solve problems competently.

Grade 5

Demonstrates: a sound knowledge and understanding of the subject using subject-specific terminology; answers which are logically structured and coherent but not fully developed; an ability to provide competent answers with some attempt to integrate knowledge and concepts; a tendency to be more descriptive than evaluative (although some ability is demonstrated to present and develop contrasting points of view); some evidence of critical thinking; an ability to analyse and evaluate data or to solve problems.

Grade 4

Demonstrates: a secure knowledge and understanding of the subject going beyond the mere citing of isolated, fragmentary, irrelevant or “common sense” points; some ability to structure answers but with insufficient clarity and possibly some repetition; an ability to express knowledge and understanding in terminology specific to the subject; some understanding of the way facts or ideas may be related and embodied in principles and concepts; some ability to develop ideas and substantiate assertions; use of knowledge and understanding which is more descriptive than analytical; some ability to compensate for gaps in knowledge and understanding through rudimentary application or evaluation of that knowledge; an ability to interpret data or to solve problems and some ability to engage in analysis and evaluation.

Grade 3

Demonstrates: some knowledge and understanding of the subject; a basic sense of structure that is not sustained throughout the answers; a basic use of terminology appropriate to the subject; some ability to establish links between facts or ideas; some ability to comprehend data or to solve problems.

Grade 2

Demonstrates: a limited knowledge and understanding of the subject; some sense of structure in the answers; a limited use of terminology appropriate to the subject; a limited ability to establish links between facts or ideas; a basic ability to comprehend data or to solve problems.

Grade 1

Demonstrates: very limited knowledge and understanding of the subject; almost no organizational structure in the answers; inappropriate or inadequate use of terminology; a limited ability to comprehend data or to solve problems.

Group 4 (Sciences)

Grade 7

Displays comprehensive subject knowledge and a thorough command of concepts and principles. Selects and applies relevant information, concepts and principles in a wide variety of contexts. Analyses and evaluates quantitative and qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Demonstrates great proficiency in solving problems, including those that are challenging or unfamiliar. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality. Approaches investigations in an ethical manner, paying full attention to environmental impact and safety where applicable. Investigations demonstrate insight and independence to design and complete innovative practical work with highly competent investigative and analytical techniques, and with innovative and effective conclusions to resolve authentic problems.

Grade 6

Displays very broad subject knowledge and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or routine problems and demonstrates competency in solving those that are challenging or unfamiliar. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality. Approaches to investigations in an ethical manner, paying significant attention to environmental impact and safety where applicable. Investigations demonstrate some innovative thinking and independence to design and complete practical work with competent investigative and analytical techniques, and with highly competent and reasonable conclusions to resolve authentic problems.

Grade 5

Displays broad subject knowledge and shows sound understanding of most concepts and principles, applying them in some contexts. Analyses and evaluates quantitative and qualitative data competently. Constructs explanations of simple phenomena. Solves most basic or familiar problems and some new or difficult quantitative and/or qualitative problems. Communicates clearly with little or no irrelevant material. Approaches investigations in an ethical manner, paying attention to environmental impact and safety where applicable. Investigations demonstrate appropriate investigative and analytical techniques with relevant and pertinent conclusions to resolving authentic problems.

Grade 4

Displays reasonable subject knowledge (though possibly with some gaps) and shows adequate understanding of most basic concepts and principles, but with limited ability to apply them. Demonstrates some analysis or evaluation of quantitative or qualitative data. Solves some basic or routine problems but shows limited ability to solve challenging or unfamiliar problems. Communicates adequately, although responses may lack clarity and include some repetitive or irrelevant material. Generally approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete fairly routine practical work with some appropriate investigative and analytical techniques, and with some conclusions relevant to the problem under study.

Grade 3

Displays limited subject knowledge and shows a partial understanding of basic concepts and principles, and weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a lack of clarity and some repetitive or irrelevant material. Sometimes approaches investigations in an ethical manner, with some attention to environmental impact and safety where applicable. Investigations demonstrate an ability to complete a basic investigation with simple analytical techniques, and with some partial conclusions of some relevance to study.

Grade 2

Displays little subject knowledge and shows weak understanding of basic concepts and principles, and little evidence of application. Exhibits minimal ability to manipulate data and little or no ability to solve problems. Offers responses which are often incomplete or irrelevant. Occasionally approaches investigations in an ethical manner, but shows very limited awareness of environmental impact and safety. Investigations demonstrate an ability to undertake basic investigative work requiring considerable guidance and instruction and attempts at conclusions that are largely incorrect/irrelevant.

Grade 1

Fragmentary subject knowledge and shows very little understanding of any concepts or principles. Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Rarely approaches investigations in an ethical manner or shows an awareness of environmental impact and safety. Investigations demonstrate an ability to undertake very basic practical work with complete dependence on supervised instruction, with attempts at conclusions are either absent or completely incorrect/irrelevant.

Group 5 (Mathematics)

Grade 7

Demonstrates a thorough knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments at a sophisticated level in a wide variety of contexts; successfully uses problem solving techniques in challenging situations; recognizes patterns and structures, makes generalizations and justifies conclusions; understands and explains the significance and validity of results, and draws full and relevant conclusions; communicates mathematics in a clear, effective and concise manner, using correct techniques, notation and terminology; demonstrates the ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in challenging situations—makes efficient use of calculator's functionality when required.

Grade 6

Demonstrates a broad knowledge and comprehensive understanding of the syllabus; successfully constructs and applies mathematical arguments in a variety of contexts; uses problem solving techniques in challenging situations; recognizes patterns and structures, and makes some generalizations; understands and explains the significance and validity of results, and draws relevant conclusions; communicates mathematics in a clear and effective manner, using correct techniques, notation and terminology; demonstrates some ability to integrate knowledge, understanding and skills from different areas of the course; uses technology correctly in routine situations—makes efficient use of calculator's functionality when required.

Grade 5

Demonstrates a broad knowledge and good understanding of the syllabus; applies mathematical arguments in performing routine tasks; successfully uses problem solving techniques in routine situations; successfully carries out mathematical processes in a variety of contexts, and recognizes patterns and structures; understands the significance of results and draws some conclusions; communicates mathematics effectively, using appropriate techniques, notation and terminology; demonstrates an awareness of the links between different areas of the course; makes use of calculator's functionality when required (this use may occasionally be inefficient).

Grade 4

Demonstrates a satisfactory knowledge of the syllabus; applies mathematical arguments in performing some routine tasks; uses problem solving techniques in routine situations; successfully carries out mathematical processes in straightforward contexts; shows some ability to recognize patterns and structures; has limited understanding of the significance of results and attempts to draw some conclusions; communicates mathematics adequately, using some appropriate techniques, notation and terminology; makes some use of calculator's functionality, but perhaps not always when required (this use may occasionally be inefficient).

Grade 3

Demonstrates partial knowledge of the syllabus and limited understanding of mathematical arguments in performing some routine tasks; attempts to carry out mathematical processes in straightforward contexts; makes an attempt to use problem solving techniques in routine situations; communicates some mathematics, using some appropriate techniques, notation or terminology; occasionally uses calculator's functionality, but often inefficiently—does not always use it when required and may use an inefficient analytic approach.

Grade 2

Demonstrates limited knowledge of the syllabus; attempts to carry out mathematical processes at a basic level; communicates some mathematics, but often uses inappropriate techniques, notation or terminology; unable to use calculator correctly when required—questions exclusively requiring the use of the GDC are generally not attempted.

Grade 1

Demonstrates minimal knowledge of the syllabus; demonstrates little or no ability to use mathematical processes, even when attempting routine tasks; communicates only minimal mathematics and consistently uses inappropriate techniques, notation or terminology; is unable to make effective use of technology.

Group 6 (Arts)

Grade 7

The student's work demonstrates highly effective research and inquiry and the highly effective use of subject-specific terminology. Creative work and processes demonstrate a highly effective understanding of artistic ideas and intentions. Practical/performance work demonstrates highly effective subject-specific skills, techniques and competences. The student demonstrates highly effective critical reflection on both work created and work in progress.

Grade 6

The student's work demonstrates effective research and inquiry and the effective use of

subject-specific terminology. Creative work and processes demonstrate an effective understanding of artistic ideas and intentions. Practical/performance work demonstrates the effective use of subject-specific skills, techniques and competences. The student demonstrates effective critical reflection on both work created and work in progress.

Grade 5

The student's work demonstrates developed research and inquiry and developed use of subject-specific terminology. Creative work and processes demonstrate a developed understanding of artistic ideas and intentions. Practical/performance work demonstrates developed subject-specific skills, techniques and competences. The student demonstrates developed critical reflection on both work created and work in progress.

Grade 4

The student's work demonstrates basic research and inquiry and the basic use of subject-specific terminology. Creative work and processes demonstrate a basic understanding of artistic ideas and intentions. Practical/performance work demonstrates basic subject-specific skills, techniques and competences. The student demonstrates basic critical reflection on both work created and work in progress.

Grade 3

The student's work demonstrates undeveloped or limited research and inquiry and undeveloped or limited use of subject-specific terminology. Creative work and processes demonstrate an undeveloped or limited understanding of artistic ideas and intentions. Practical/performance work demonstrates undeveloped or limited subject-specific skills, techniques and competences. The student demonstrates undeveloped or limited critical reflection on both work created and work in progress.

Grade 2

The student's work demonstrates superficial research and inquiry and superficial use of subject-specific terminology. Creative work and processes demonstrate a superficial understanding of artistic ideas and intentions. Practical/performance work demonstrates superficial subject-specific skills, techniques and competences. The student demonstrates superficial critical reflection on both work created and work in progress.

Grade 1

The student's work demonstrates irrelevant or inadequate research and inquiry and irrelevant or inadequate use of subject-specific terminology. Creative work and processes demonstrate an irrelevant or inadequate understanding of artistic intentions or development of ideas. Practical/performance work demonstrates irrelevant or inadequate subject-specific skills,

techniques and competences. The student demonstrates irrelevant or inadequate critical reflection on both work created and work in progress.

Extended Essay

Grade A

Demonstrates: effective research skills resulting in a well-focused and appropriate research question that can be explored within the scope of the chosen topic; effective engagement with relevant research areas, methods and sources; excellent knowledge and understanding of the topic in the wider context of the relevant discipline; the effective application of source material and correct use of subject-specific terminology and/or concepts further supporting this; consistent and relevant conclusions that are proficiently analysed; sustained reasoned argumentation supported effectively by evidence; critically evaluated research; excellent presentation of the essay, whereby coherence and consistency further support the reading of the essay; present and correctly applied structural and layout elements. Engagement with the process is conceptual and personal, key decision-making during the research process is documented, and personal reflections are evidenced, including those that are forward-thinking.

Grade B

Demonstrates: appropriate research skills resulting in a research question that can be explored within the scope of the chosen topic; reasonably effective engagement with relevant research areas, methods and sources; good knowledge and understanding of the topic in the wider context of the relevant discipline; a reasonably effective application of source material and use of subject-specific terminology and/or concepts; consistent conclusions that are accurately analysed; reasoned argumentation often supported by evidence; research that at times evidences critical evaluation; a clear presentation of all structural and layout elements, which further supports the reading of the essay. Engagement with the process is generally evidenced by the reflections and key decision-making during the research process is documented.

Grade C

Demonstrates: evidence of research undertaken, which has led to a research question that is not necessarily expressed in a way that can be explored within the scope of the chosen topic; partially effective engagement with mostly appropriate research areas, methods and sources—however, there are some discrepancies in those processes, although these do not interfere with the planning and approach; some knowledge and understanding of the topic in the wider context of the discipline, which is mostly relevant; the attempted application of source material and appropriate terminology and/or concepts; an attempted synthesis of research results with partially relevant analysis; conclusions partly supported by the evidence; discussion that is descriptive rather than analytical; attempted evaluation; satisfactory presentation of the essay, with weaknesses that do not hinder the reading of the essay; some structural and layout elements that are missing or are incorrectly applied. Engagement with the process is evidenced but shows mostly factual information, with personal reflection mostly limited to procedural issues.

Grade D

Demonstrates: a lack of research, resulting in unsatisfactory focus and a research question that is not answerable within the scope of the chosen topic; “at times engagement with appropriate research, methods and sources, but discrepancies in those processes that occasionally interfere with the planning and Extended essay grade descriptors Grade descriptors 25 approach; some relevant knowledge and understanding of the topic in the wider context of the discipline, which are at times irrelevant; an attempted application of source material, but with

inaccuracies in the use of, or underuse of, terminology and/or concepts; irrelevant analysis and inconsistent conclusions as a result of a descriptive discussion; a lack of evaluation; presentation of the essay that at times is illogical and hinders the reading; structural and layout elements that are missing. Engagement with the process is evidenced but is superficial, with personal reflections that are solely narrative and concerned with procedural elements.

Grade E

Demonstrates: an unclear nature of the essay; a generally unsystematic approach and resulting unfocused research question; limited engagement with limited research and sources; generally limited and only partially accurate knowledge and understanding of the topic in the wider context of the relevant discipline; ineffective connections in the application of source material and inaccuracies in the terminology and/or concepts used; a summarizing of results of research with inconsistent analysis; an attempted outline of an argument, but one that is generally descriptive in nature; a layout that generally lacks or incorrectly applies several layout and structural elements. Engagement with the process is limited, with limited factual or decision-making information and no personal reflection on the process.

Theory of Knowledge

Grade A

Knowledge questions are thoroughly and effectively explored. Analysis is clear and coherent with a sustained focus on knowledge and knowing throughout. Links are clearly made and well-explained. Points are well-developed, with examples and evidence used effectively to support the exploration. Discussions include consideration of implications, assumptions and different points of view.

Grade B

Knowledge questions are explored. Analysis is clear, coherent and focused on knowledge and knowing. Links are made and explained, although these explanations may lack precision. Examples and evidence are used to support the exploration. Discussions identify some implications and/or assumptions and include some consideration of different points of view.

Grade C

There is some consideration of knowledge questions. Discussions are focused on knowledge and knowing but are more descriptive than analytical. Some relevant links are made. Examples and evidence are included. Different points of view are identified but are not evaluated.

Grade D

There is limited consideration of knowledge questions. Discussions are simplistic and mainly descriptive, with some focus on knowledge and knowing. Superficial links are made. Where examples and evidence are included, they do not support the points being made. There is little reference to different points of view.

Grade E

There is little consideration of knowledge questions. Discussions are simplistic and highly descriptive, with minimal focus on knowledge and knowing. Where links are made, these are inappropriate or lack relevance. Discussions consist of unsupported assertions. Different points of view are not identified.

The Assessment and Awarding Model for The Diploma Programme

- The assessment methods and criteria of the Diploma Programme have been separately determined by the IB for each subject and are provided in the IB subject guides. The details of these methods and criteria are provided in the section “Group Subject Briefs”.
- In general, the assessments in IB are divided into two categories such as external and internal assessments.
- While External Assessments refer to the Extended Essay, TOK Essay, Mother Tongue Subject Essay and the examinations held in May; Internal Assessments refer to the subject essay written by students for each subject taken within a period of nearly eighteen months and the oral (language) examinations for language subjects.
- The subjects included in the groups are assessed with a 1-7 grading scale. The highest grade/score is 7 and the lowest grade/score is 1 in the grading scale.
- The maximum of total points that can be achieved from the total of group and core subjects is 45 (6 group subjects x 7 = 42 + 3 points for core subjects = 45).
- Students successfully completing the Extended Essay (EE) and Theory of Knowledge (TOK) subjects can receive minimum 0 and maximum 3 points according to TOK-EE matrix table.
- The students failing in any of the EE and TOK elements of the core subjects and not completing the CAS programme are not eligible to receive the IB diploma, regardless of their total points.
- In addition to the conditions specified above, students should also consider the requirements specified in the academic honesty policy.

Award of the IB Diploma

The IB Diploma will be awarded to a candidate provided all the following requirements have been met.

- a) CAS requirements have been met.
- b) The candidate's total points are 24 or more.
- c) There is no “N” awarded for theory of knowledge, the extended essay or for a contributing subject.
- d) There is no grade E awarded for theory of knowledge and/or the extended essay.
- e) There is no grade 1 awarded in a subject/level.
- f) There are no more than two grade 2s awarded (HL or SL).
- g) There are no more than three grade 3s or below awarded (HL or SL).
- h) The candidate has gained 12 points or more on HL subjects (for candidates who register for four HL subjects, the three highest grades count).
- i) 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).
- j) The candidate has not received a penalty for academic misconduct from the Final Award Committee.
- k) All CAS requirements must be completed in a timely manner with necessary qualification.
- l) All assessment components (internal-external) for each of the six subjects and the additional Diploma requirements must be completed in a timely manner with necessary qualification.
- m) A maximum of three examination sessions is allowed in which to satisfy the requirements for the award of the IB Diploma. The examination sessions need not be consecutive.



ÖZEL ALEV OKULLARI

Transition Year Requirements (Assessment and Awarding Requirements from 11IB to 12IB)

ALEV schools IB DP students are expected to meet the following conditions while they are awarded to pass from grade 11 IB to grade 12 IB:

- To deliver the “first draft” of EE assignment to the relevant advisory teacher on the specified date in June in grade 11 IB.
- To submit all the required assignments (internal assessments, external assessments) prepared in line with their contents to the relevant advisory teacher on the specified date (Assessment calendar is announced at the beginning of the grade 11 IB).
- To regularly record CAS reports in the ManageBac system.
- To meet the satisfactory minimum achievement level and specific conditions to get a diploma from IB subjects by the end of the 11th grade.

For the students failing to meet the conditions provided above:

- a) A reference letter or a “Predicted Grade” transcript is not issued during the early university application period.
- b) They are not recommended to continue with the IB programme in the 12th grade.



ÖZEL ALEV OKULLARI

IB Student Evaluation Letter and Progress Report Card MAY 20..

Dear Parent,

As you know, our IB students have important duties and responsibilities that they have to follow very carefully. Feedback on our students' academic progress is presented to our students individually by course teachers, guidance counselors and IB coordinators due to the nature of IB, and then they are expected to respond to these notifications. These notifications address aspects that are going well with our students and the issues that are expected to be improved. Feedback is also provided to you when it comes to issues that do not find answers and cannot be improved with our student.

We share this letter with you to discuss the measures we have taken by our school to increase the success of our students and possible improvement strategies. You can see our grade-level teachers' meeting evaluation grades, where we analyze our student's academic achievement in IB courses, progress in learning skills and status in their assignments, in the table below.

Within the framework of the purpose mentioned above, we expect you to interview the relevant course teacher to detail the situation of our student in the course(s) specified in the red code, if any. We strongly request that you participate in the interviews according to the teacher-parent interview schedule to be presented to you by our school secretariat. For other interview requests, you can find our parent-teacher interview schedule in fixed announcements.

With our wishes for healthy days,
IB Pedagogical Leadership Team

COLOR CODE DESCRIPTIONS

Blue: Students who carefully follow deadline history, submit their studies to their teacher on the designated dates, and also do not pose an academic risk (not thought to be in the 1-2-3 score band).

Yellow: Students who try to keep track of their deadline dates but may occasionally fall behind calendars or fall academically.

Red Deadline: Students who don't follow deadline dates, fall behind calendars. A student – parent interview is requested.

Red Academic: Academically risky (thought to be in the 1-2-3 score band) even though followed their deadlines and delivered their studies on time. A parent-teacher interview is requested.

Sample Candidate Report Card

Candidate Name:

Date:

	Turkish A HL	German B HL	Business Man SL Academic	Physics SL Deadline	Math A&A SL	Visual Arts HL	Extended Essay Physics	TOK	CAS
Predicted Grade	5	6	2	4	6	4	Needs improvement	ongoing	ongoing
Teacher Comments									





ÖZEL ALEV OKULLARI

IBDP EARLY PREDICTED GRADE TRANSCRIPT REQUEST FORM MAY 20..

- a. Institute Name-Country-City/Town:
- b. Course(s) / Program(s):
- c. Student ID / Application Number:
- d. Application deadline:
- e. Application requirements of institute for IB students:
- f. Admission requirements of institute for IB students:
- g. Official letter / website related to the requirements:

IBDP EARLY PREDICTED GRADE TRANSCRIPT REQUEST FORM MAY 20..

1. Reasons for choosing the university stated above:
2. Reasons for choosing the program(s) stated above:
3. Total education years at ALEV schools:
4. Education years in other country (if any):
5. National and international awards (if any):
6. Social, cultural and sport events attended before (if any):
7. Workshops, summer schools, internships attended before (if any):
8. Language certificates (if any):
9. Name of the consultant / agency guiding the application process (if any):

Other:

.....

Student Signature.....

Name.....

Date.....

Parent Signature.....

Name.....

Date.....

IBDP EARLY PREDICTED GRADE TRANSCRIPT REQUEST FORM MAY 20..

Dear Teacher,

The candidate requests an IBDP early predicted grade transcript. According to our school's assessment policy, candidate must take teachers' approval for each subject and core he/she has registered for.

Please sign off the following schedule if the candidate's assessment progress is in accordance with its timing.

SUBJECTS		FIRST DRAFT	FINAL SUBMISSION		Teacher Name & Last Name	Teacher Approval (Signature)
TURKISH A-LITERATURE		15 Sep 20..	25 Dec 20..			
GERMAN B		30 Sep 20..	15 Jan 20..			
ENGLISH B		28 Sep 20..	2 Oct 20..			
HISTORY(German)		9 Sep 20..	11 Nov 20..			
BUSINESS MANAGEMENT		9 Sep 20..	11 Nov 20..			
TITC		9 Sep 20..	15 Jan 20..			
BIOLOGY		27 Sept 20..	24 Jan 20..			
PHYSICS		30 July 20..	29 Jan 20..			
CHEMISTRY		30 July 20..	22 Jan 20..			
MATHEMATICS		14 Sept 20..	18 Jan 20..			
VISUAL ARTS		30 July 20..	29 Jan 20..			
EXTENDED ESSAY		15 June 20..	13 Jan 20..			
TOK	ESSAY and PLANNING & PROGRESS FORM	06 Oct 20..	1 Feb 20..			
	EXHIBITION PLANNING DOCUMENT	Exhibitions will be held in June 20..	5 Feb 20..			
CAS	INTERVIEW	Oct 20..	April 20..	April 20..		
	EXPERIENCES	- depends on the content of the project or activity				

SUBJECTS	OFFICIAL INDIVIDUAL ORAL	MAKEUP INDIVIDUAL ORAL	Teacher Name & Last Name	Teacher Approval (Signature)
TURKISH A-LITERATURE	2 nd week of Feb	3 rd week of Feb		
GERMAN B	1 st week of Dec	2 nd week of Dec		
ENGLISH B	2 nd week of Dec	3 rd week of Dec		

Student Self-Assessment

To encourage active participation in the learning process, student self-assessment practices are a core component of our assessment policy. This approach empowers students to monitor their academic progress more consciously and take responsibility for achieving their learning goals.

Objectives

- Help students identify their strengths and areas for growth
- Foster self-awareness regarding the learning process
- Support critical thinking and self-evaluation skills
- Improve ATL skills
- Enhance students' ability to set goals and develop learning strategies

Implementation Methods

- Self-assessment forms at the end of each unit
- Performance scoring using rubrics
- Reflective journals or learning logs
- Individual contribution evaluation after group work

Contribution to the Assessment Process

While self-assessment is not part of formal grading, it plays a significant role in shaping a holistic view of student development when combined with teacher feedback. Comparing student self-assessment with teacher evaluation provides deeper insight into the learning journey.



ÖZEL ALEV OKULLARI

Sample ATL Self-Assessment Form:

Student Self-Assessment Form – ATL Skills

Instructions: Please read each statement carefully and select the option that best reflects your experience.

Student Name:

Approaches to Learning	Strongly Agree	Agree Partially	Disagree Partially	Strongly Disagree
Thinking Skills				
I can analyze problems from different perspectives.				
I use creative thinking to solve challenges.				
I make connections between ideas and concepts.				
I evaluate different solutions before choosing one				
I reflect on my learning and make improvements.				
Research Skills				
I plan my research process before starting.				
I know how to find reliable sources of information.				
I reflect on the effectiveness of my research methods				
I organize and present research findings effectively.				
I cite sources properly and follow academic honesty rules.				
Communication Skills				
I express my ideas clearly in both written and spoken form.				
I listen actively and respectfully to others.				
I give constructive feedback to others				
I use visuals or digital tools to support my communication				
I use appropriate language and tone for different audiences				
Social Skills				
I collaborate effectively with peers.				
I take on different roles in group work				
I celebrate others' successes and contributions.				
I show empathy and respect in group work.				
I resolve conflicts constructively.				
Self-Management Skills/ Kendini Yönetme Becerileri				
I manage my time effectively				
I set goals and work towards them				
I reflect on my progress and adjust my plans				
I manage stress and emotions in challenging situations.				
I take responsibility for my own learning and work independently when needed.				



AVUSTURYA LİSELİLER VAKFI



WELTWEIT
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Communicating the Assessment Policy

The assessment policy is introduced to all stakeholders of the IBDP through parents-teacher meetings, class presentations and staff meetings. ALEV School's assessment policy is communicated during the parents' and students' meetings, and it is shared with the school community through ALEV SharePoint, Microsoft Teams and it is also published on school's official website.

Policy Revision

The head of departments and counsellors collect comments and thoughts from teachers regarding the policy before the revision meetings. During the meetings, the team discusses standardization, integration of national curriculum objectives & assessments, frequency of summative/formative assessments, recording and reporting students' success, tools for recording and reporting. The assessment & evaluation team which consists of head of departments, counsellors and administrators collaboratively working on the school's assessment policy every June and revising it every August, when necessary.

References:

- IBO, Diploma Programme Assessment procedures, March 2021
- Guidelines for developing a school assessment policy in the Diploma Programme
- Towards a continuum of international education, pp. 19–21 “The principles of IB assessment”, “Assessment in the DP” and “Developing an assessment policy” sections.
- The Diploma Programme: From principles into practice, p. 13 “Assessment policy” section.
- Diploma Programme assessment: Principles and practice
- IBO, Diploma Programme Grade descriptors, 2017.
- <http://www.ibo.org/en/programmes/diploma-programme/assessment-and-exams/understanding-ib-assessment/>
- <http://www.ibo.org/en/university-admission/ib-recognition-resources-and-document-library/>