

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 overviews 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 in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result 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, knowledge. Students should have a wide variety of different assessment opportunities. Assessment should be criteria-referenced, so that students are assessed against 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 program.

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

Internal Assessment – External Assessment

Internal and external assessment is a 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.

- ✓ **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 individual student and then adjust 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, 1 performance task 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 program 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 1-11th Grade	
11th grade 1st term 1st exams	Applied in each subject students take. IB exam type questions are asked. Results contributed the student's PGs.
11th grade 1st term 2nd exams	
11th grade 2nd term 1st exams	
11th grade 2nd term 2nd exams	
1st term Mandatory MoNEP Performance Tasks	Applied in each subject and it is combined with students IAs.
2nd term Mandatory MoNEP Performance Tasks	Applied in each subject and it is combined with students IAs.
Mandatory MoNEP Project Tasks	Applied in the subject students choose and it is combined with students EE work.

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

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

- a) Written Exams
- b) Quizzes
- c) Practical / Oral Exams
- d) Performance Tasks
 - a. Written / oral tasks, e.g. presentation
 - b. Participation in class, written assignments, readiness for the lesson,
 - c. Service
- e) Projects
- f) Self-reflection
- g) 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 (DSD, 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 web2.0 assessment strategies and tools to inform teaching practices tools are also effectively used like Kognity, Inthinking, Geogebra, quizizz, padlet, mentimeter, pawtoon, edpuzzle, Microsoft Teams Assignments, Forms, Word, phetcolorado, Managebac, Turnitin, examnet.

During the assessment procedure skills like critical and creative thinking, research, questioning, and problem solving are regarded.

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 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 (DSD, 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, consistency across tasks/assignments and consistency across 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
Cambridge University (ESOL)	KET / PET / FCE / IELTS
Ministry of Education	Central University Entrance Exam

Being a school, teaching two foreign languages, ALEV students aim to reach following language levels in German and English:

- Grade 4-5: A1
- Grade 6: A2
- Grade 8: B1
- Grade 9: B1
- Grade 10: B2
- Grade 11: C1 / C2

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 & Quizizz & Examnet feedback modules, Managebac feedback module, Teams assignment feedback module, Turnitin 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 parents through Kognity, InThinking, Examnet, Quizizz over the two-year of the programme. Progress reports are prepared for IBDP students as outlined in the Assessment Policy.

Once in each term, academic cabinet meeting is held, 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, and ATL progress 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.

Parents have access to Managebac with students but also, individually. We share with parents Managebac reports regarding students' CAS process through email and Teams once 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.

Subjects	Scaling
Group 1 Turkish A Literature	Paper 1 Mock Exam %25 12 th Grade MEB Exams %25 Essay %25 IO %25
Group 2 English B	Paper 1 Mock Exam %25 Paper 2 Mock Exam %30 IO %25 12 th Grade MEB Exams %10 IELTS %10
Group 2 German B	Paper 1 %35 (11'te Kl + 12'te Kl) Paper 2 %35 (12'te Kl+ 1 st MEB Prüfung 12'te Klasse+ 2 nd MEB Prüfung 12'te Klasse+ DSDII MK Ergebnis 12'te Klasse) IO %30
Group 3 Turkey in the Twentieth Century	MOCK Paper 1 %25 Paper 2 %30 (12 th Grade MEB Exams %30 + MOCK Paper 2 %70) IA %45
Group 3 History	MOCK Paper 1 %30 MOCK Paper 2 %45 IA %25
Group 4 Chemistry	11 th Grade Exams %10 1 st Mock Exam %10 12 th Grade Exams %20 Kognity HWs %10 Predicted IA %20 Grade Descriptor %30
Group 4 Biology	11 th Grade Exams %10 1 st Mock Exam %20 12 th Grade Exams %30 Predicted IA %20 Grade Descriptor %20
Group 4 Physics	11 th Grade Exams %10 1 st Mock Exam %10 12 th Grade Exams %20 Kognity HWs %10 Predicted IA %20 Grade Descriptor %30
Group 5 Mathematics A&A	Year 1 First Term & Second Term Exams Year 2 First and Second Term Exams Year 2 First MOCK Exams IA
TOK	TOK rubrics and criteria are used Essay %67 Presentation %33
EE	EE rubrics and criteria are used

MEB: Ministry of Education

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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 content with IB where matches and combine 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

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 matches and combine 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 matches and combine 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.

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 examining a 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 EE¹

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

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

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 x 7 + 3). A student gaining 24 points or more will be awarded the diploma.

¹ IBO, Diploma Programme Assessment procedures, March 2021

The IB uses both external and internal assessment 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 school 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. The examining team makes recommendations for improving the preparation of the candidates.

Assessment at a Glance

Group 1 - Language A: Literature HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			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. (30 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			20
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. 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 2 - Language B: Language Acquisition SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			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 (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(1 hour 45 minutes)	50
Internal			25
Individual oral assessment	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)	-	25

Group 2 - Language B: Language Acquisition HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			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 (1 hour) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes.	(2 hours)	50
Internal			25
Individual oral assessment	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)	-	25

Group 3: History SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			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)	-	

Group 3: Business Management SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			75
Paper 1	Based on a case study issued in advance, with additional unseen material for section B. Assessment objectives 1, 2, 3, 4 (40 marks) Section A Syllabus content: Units 1–5 Students answer two of three structured questions based on the pre-seen case study. (10 marks per question) Section B Syllabus content: Units 1–5 Students answer one compulsory structured question primarily based on the additional stimulus material. (20 marks)	(1 hour and 15 minutes)	30
Paper 2	Assessment objectives 1, 2, 3, 4 (50 marks) Section A Syllabus content: Units 1–5 Students answer one of two structured questions based on stimulus material with a quantitative focus. (10 marks) Section B Syllabus content: Units 1–5 Students answer one of three structured questions based on stimulus material. (20 marks) Section C Syllabus content: Units 1–5 Students answer one of three extended response questions primarily based on two concepts that underpin the course. (20 marks)	(1 hour 45 minutes)	45

Internal			25
Written commentary	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students produce a written commentary based on three to five supporting documents about a real issue or problem facing a particular organization. Maximum 1500 words. (25 marks)</p>	-	25

Group 3: TITCSL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			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 4: Biology SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1	30 multiple-choice questions	(45 minutes)	20
Paper 2	Data-based, short answer and extended response questions	(1 hour 25 minutes)	40
Paper 3	Data-based, short answer and extended response questions	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Group 5: Mathematics A&A HL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1 (non-calculator)	No technology allowed. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	2	30
Paper 2 (graphical display calculator required)	Technology required. (110 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	2	30

Paper 3 (graphical display calculator required)	Technology required. (55 marks) Two compulsory extended response problem-solving questions.	1	20
Internal			20
Mathematical exploration	This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)	-	

Group 5: Mathematics A&A SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1 (non-calculator)	No technology allowed. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus.	(1 hour 30 minutes)	40
Paper 2 (graphical display calculator required)	Technology required. (80 marks) Section A Compulsory short-response questions based on the syllabus. Section B Compulsory extended-response questions based on the syllabus	(1 hour 30 minutes)	40

Internal			20
Mathematical exploration	<p>This component is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Internal assessment in mathematics is an individual exploration. This is a piece of written work that involves investigating an area of mathematics. (20 marks)</p>		

Group 6: Physics SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Paper 1	30 multiple-choice questions	(45 minutes)	20
Paper 2	Short answer and extended response questions (Core)	(1 hour 25 minutes)	40
Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Group 6: Chemistry SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External		3	80
Paper 1	30 multiple-choice questions	(45 minutes)	20
Paper 2	Short answer and extended response questions (Core)	(1 hour 25 minutes)	40

Paper 3	Data- and practical-based questions plus, short answer and extended response questions on the option	1	20
Internal		10	20
Individual investigation	Investigation and write-up of 6 to 12 pages	10	20

Group 6: Visual Arts SL

Type of assessment	Format of assessment	Time (hours)	Weighting of final grade (%)
External			80
Part 1: Comparative study	Students at SL analyse and compare different artworks by different artists. This independent critical and contextual investigation explores artworks, objects and artifacts from differing cultural contexts. • SL students submit 10–15 screens which examine and compare at least three artworks, at least two of which should be by different artists. The work selected for comparison and analysis should come from contrasting contexts (local, national, international and/or intercultural). • SL students submit a list of sources used.	-	20
Part 2: Process portfolio	Students at SL submit carefully selected materials which evidence their experimentation, exploration, manipulation and refinement of a variety of visual arts activities during the twoyear course. • SL students submit 9–18 screens which evidence their sustained experimentation, exploration, manipulation and refinement of a variety of art-making activities. For SL students the submitted work must be in at least two art-making forms, each from	-	40

	separate columns of the art-making forms table.		
Internal			40
Part 3: Exhibition	<p>This task is internally assessed by the teacher and externally moderated by the IB at the end of the course.</p> <p>Students at SL submit for assessment a selection of resolved artworks from their exhibition. The selected pieces should show evidence of their technical accomplishment during the visual arts course and an understanding of the use of materials, ideas and practices appropriate to visual communication.</p> <ul style="list-style-type: none"> • SL students submit a curatorial rationale that does not exceed 400 words. • SL students submit 4–7 artworks. • SL students submit exhibition text (stating the title, medium, size and intention) for each selected artwork. <p>SL students must submit two photographs of their overall exhibition. These exhibition photographs provide an understanding of the context of the exhibition and the size and scope of the works. While the photographs will not be used to assess individual artworks, they also give the moderator insight into how a candidate has considered the overall experience of the viewer in their exhibition.</p>	-	40

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).

*Demonstrates refined appreciation of literary style and a full engagement with the act of transforming literature into performance; the personal qualities necessary to work with others in a purposeful and effective manner.

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).

*Demonstrates clear appreciation of literary style and a solid engagement with the act of transforming literature into performance; willingness to work with others in a constructive manner.

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).

*Demonstrates an appreciation of literary style and an engagement with the act of transforming literature into performance; recognisable involvement to work with others in a cooperative manner.

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; only some 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.

*Demonstrates some appreciation of literary style and some commitment in the act of transforming literature into performance; an acceptance of the need to work with others.

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.

*Demonstrates little appreciation of literary style and modest commitment to the act of transforming literature into performance; little apparent attempt to work with others effectively.

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

*Demonstrates very little appreciation of literary style and little commitment to the act of transforming literature into performance; sparse evidence of involvement in working with others effectively.

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.

*Demonstrates very little appreciation of literary style and negligible involvement with the act of transforming literature into performance; inability to work with others.

* Applies to literature and performance only

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 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 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 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 knowledge of factual information in the syllabus 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/or qualitative data thoroughly. Constructs detailed explanations of complex phenomena and makes appropriate predictions. Solves most quantitative and/or qualitative problems proficiently. Communicates logically and concisely using appropriate terminology and conventions. Shows insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works very well within a team and approaches investigations in an ethical manner, paying full attention to environmental impact. Displays competence in a wide range of investigative techniques, pays considerable attention to safety, and is fully capable of working independently.

Grade 6

Displays very broad knowledge of factual information in the syllabus and a thorough understanding of concepts and principles. Selects and applies relevant information, concepts and principles in most contexts. Analyses and evaluates quantitative and/or qualitative data with a high level of competence. Constructs explanations of complex phenomena and makes appropriate predictions. Solves basic or familiar problems and most new or difficult quantitative and/or qualitative problems. Communicates effectively using appropriate terminology and conventions. Shows occasional insight or originality.

Demonstrates personal skills, perseverance and responsibility in a wide variety of investigative activities in a very consistent manner. Works well within a team and approaches investigations in an ethical manner, paying due attention to environmental impact. Displays competence in a wide range of investigative techniques, pays due attention to safety and is generally capable of working independently.

Grade 5

Displays broad knowledge of factual information in the syllabus. Shows sound understanding of most concepts and principles and applies them in some contexts. Analyses and evaluates quantitative and/or 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.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities in a fairly consistent manner. Generally works well within a team and approaches investigations in an ethical manner, paying attention to environmental impact. Displays competence in a range of investigative techniques, pays attention to safety and is sometimes capable of working independently.

Grade 4

Displays reasonable knowledge of factual information in the syllabus, though possibly with some gaps. Shows adequate comprehension 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 deal with new or difficult situations. Communicates adequately although responses may lack clarity and include some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in a variety of investigative activities, although displays some inconsistency. Works within a team and generally approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in a range of investigative techniques, pays some attention to safety although requires some close supervision.

Grade 3

Displays limited knowledge of factual information in the syllabus. Shows a partial comprehension of basic concepts and principles and a weak ability to apply them. Shows some ability to manipulate data and solve basic or routine problems. Communicates with a possible lack of clarity and uses some repetitive or irrelevant material.

Demonstrates personal skills, perseverance and responsibility in some investigative activities in an inconsistent manner. Works within a team and sometimes approaches investigations in an ethical manner, with some attention to environmental impact. Displays competence in some investigative techniques, occasionally pays attention to safety, and requires close supervision.

Grade 2

Displays little recall of factual information in the syllabus. Shows weak comprehension of basic concepts and principles with 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.

Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Works within a team occasionally but makes little or no contribution. Occasionally approaches investigations in an ethical manner, but shows very little awareness of the environmental impact. Displays competence in a very limited range of investigative techniques, showing little awareness of safety factors and needing continual and close supervision.

Grade 1

Recalls fragments of factual information in the syllabus and shows very little understanding of any concepts or principles.

Rarely demonstrates personal skills, perseverance or responsibility in investigative activities. Does not work within a team. Rarely approaches investigations in an ethical manner, or shows an awareness of the environmental impact. Displays very little competence in investigative techniques, generally pays no attention to safety and requires constant supervision.

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—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—may be inefficient at times.

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 sharp focus and good contextualization of the topic through very good knowledge and understanding; a high level of organization and an effective ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by excellent communication, using language appropriate to the subject; clear insight and understanding leading to evidence of independent thinking; consistent, persuasive and effective argument.

Grade B

Demonstrates focus and contextualization of the topic through good knowledge and understanding; clear organization and structure and an ability to assemble evidence/data/information in an intelligent and academic way facilitating analysis and evaluation, supported throughout by good communication using language appropriate to the subject; some evidence of independent thought; some persuasive and effective argument.

Grade C

Demonstrates a satisfactory focus and partial contextualization of the topic through satisfactory knowledge and understanding; some degree of organization

and structure and some ability to assemble relevant evidence/data/information, supported throughout by satisfactory communication, generally using language appropriate to the subject; work that is largely descriptive and with limited argument/analysis/ evaluation.

Grade D

Demonstrates limited focus and contextualization of the topic which shows limited knowledge and understanding; limited organization and structure and a limited ability to assemble evidence/data/ information, hindered by unsatisfactory communication which generally does not use language appropriate to the subject; work that is largely descriptive with little evidence of argument.

Grade E

Demonstrates a lack of focus and lack of contextualization of the topic which shows minimal knowledge and understanding; minimal organization and structure and an inability to assemble appropriate evidence/ data/information, hindered by unclear communication which does not use language appropriate to the subject; work that is ineffectively descriptive or irrelevant to the topic; no evidence of argument.

Theory of knowledge

Grade A

Knowledge questions are thoroughly explored and clearly related to examples/real-life situations. Effective links are made to areas of knowledge and/or ways of knowing. Analysis is coherent, and well developed. The discussion includes consideration of implications, assumptions, counterclaims and different perspectives.

Grade B

Knowledge questions are explored and related to examples/real-life situations. Links are made to areas of knowledge and/or ways of knowing. Analysis is developed. The discussion identifies some implications and/ or assumptions, and includes some consideration of counterclaims and/or different perspectives.

Grade C

Knowledge questions are considered and related to examples/real-life situations, although these may not always be appropriate. Some links are made to areas of knowledge and/or ways of knowing. Analysis is developed to a limited extent. The discussion is more descriptive than analytical, and counterclaims and different perspectives are identified but not explored.

Grade D

There is little consideration of knowledge questions related to examples/real-life situations. Superficial links are made to areas of knowledge and/or ways of knowing. Analysis is not offered, or lacks coherence. The discussion is simplistic and mainly descriptive. There is minimal reference to counterclaims or different perspectives.

Grade E

There is no consideration of knowledge questions. Few, if any, references are made to areas of knowledge or ways of knowing. The discussion is simplistic and descriptive. Counterclaims or different perspectives 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 received 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.

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 the grade 11 IB to the grade 12 IB:

- To deliver the “first draft” of EE assignment to the relevant advisory teacher on the specified date in June in the 11th grade;
- To submit the completion 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.

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 and learning skills (ATL) 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 branch teachers' board 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 desired 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, stay behind calendars. V-hand interview is requested.

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

APPROACHES TO LEARNING SKILLS (ATL) EXPLANATIONS

The performances of our students in in-class and extracurricular (synchronous/asynchronous) activities such as homework, projects and activities were also noted. Ratings are as follows:

R 3: It shows satisfactory development.

R 2: Open to improvement.

R 1: He needs to pay extra attention.

SAMPLE:

Candidate	Group 1	R	Group 2	R	Group 3 Academic	R	Group 4 Deadline	R	Group 5	R	Group 6	R	TOK	R	CAS	R
ATL	Thinking skills		Thinking skills		Thinking skills		Thinking skills		Thinking skills		Thinking skills		Thinking skills		Thinking skills	
	Communication skills		Communication skills		Communication skills		Communication skills		Communication skills		Communication skills		Communication skills		Communication skills	
	Social skills		Social skills		Social skills		Social skills		Social skills		Social skills		Social skills		Social skills	
	Self-management skills		Self-management skills		Self-management skills		Self-management skills		Self-management skills		Self-management skills		Self-management skills		Self-management skills	
	Research skills		Research skills		Research skills		Research skills		Research skills		Research skills		Research skills		Research skills	

IBDP EARLY PREDICTED GRADE TRANSCRIPT REQUEST FORM MAY 20..

IBDP students requesting early predicted grade transcript must fill out the following form **for each of the University** they apply for, answer the questions and submit the official letter related to the application & admission requirements which has been received from the University to the DP coordinator.

Please note that:

- Early predicted grade transcript will be prepared upon the student's request by subject teachers according to **the student's latest exams and performance** on IB group subjects.
- **Early predicted grades are not official and not negotiable** since the school's official mock exams are not held yet and/or are not finished yet.
- **The ultimate overall predicted grades are the official ones** which demonstrate the student's predicted grades that is to be submitted to IB as of 31st March, 2021.
- The ultimate overall predicted grades which **will be determined after the end of second mock exams** which will be held in February-March 2021.
- In order to receive an early predicted grade transcript, students must have submitted all internal assessments, TOK essay, extended essay and CAS portfolio **in accordance with their schedule and timeline. An approval must be taken from all subject and core teachers via the form given at the end of this letter.**

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 in 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 guides the application process (if any):

Other:

Student Signature.....

Name.....

Date.....

Parent Signature.....

Name.....

Date.....

**IBDP EARLY PREDICTED GRADE TRANSCRIPT
REQUEST FORM MAY 20..**
CANDIDATE INTERNAL and EXTERNAL ASSESSMENT STATUS

Dear Teacher,

The candidate requests an IB DP early predicted grade transcript. According to our school's assessment policy, candidate must take teachers' approval for each of the 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 MANAG.		9 Sep 20..	11 Nov 20..			
TITC		9 Sep 20..	15 Jan 20..			
BIOLOGY		27 Sept20..	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 Feb20..			
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	December, 1 st week 20..	18-21 January 20..		
GERMAN B	11-15 January 20..	18-21 January 20..		
ENGLISH B	28 September-2 October	18-21 January 20..		

Communicating the Assessment Policy

The Assessment policy is introduced to all stakeholders of the IB DP 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 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 work on the school's assessment policy every June and revises it, when necessary, every August.

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/>

Assessment Policy Team

PLT (Principal, Vice Principals, IB Coordinator, Counselor), Subject Teachers, Assessment & Evaluation Coordinator

Last updated: March 20201 (due to the pandemic)

Approved: March 20201 (due to the pandemic)